

VOTING MEMBERS

Ex-Officio Members (yellow and orange name cards)

Todd A. Diacon, *Co-Chair*Senior Vice President for Academic Affairs and Provost Linda L. Williams *Co-Chair*Chair of the Faculty Senate (term 2015-2016)

Ex-Officio Members: Deans or Dean Designees

Undergraduate EPC (yellow name cards)

Sonia A. Alemagno, Dean, Public Health

James L. Blank, Dean, Arts and Sciences

James K. Bracken, Dean, University Libraries

Barbara A. Broome, Dean, Nursing

John R. Crawford, Dean, The Arts

Mark A. Kretovics, Dean (Interim), Education, Health and Human Services

Donald F. Palmer, Dean (Interim), Honors

Eboni J. Pringle, Dean, University College

Amy L. Reynolds, Dean, Communication and Information

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

Susan J. Stocker, Dean (Interim), Regional College

Robert A. Walker, Director, Digital Sciences

Graduate EPC (orange name cards)

Sonia A. Alemagno, Dean, Public Health

Janis H. Crowther, Associate Dean, Arts and Sciences

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

Thomas E. Klingler, Assistant Dean, University Libraries

I. Richmond Nettey, Associate Dean, Applied Engineering, Sustainability and Technology

Cynthia R. Stillings, Associate Dean (Interim), The Arts

Melody J. Tankersley, Dean (Interim), Graduate Studies

Wendy A. Umberger, Associate Dean, Nursing

Robert A. Walker, Director, Digital Sciences

William T. Willoughby, Associate Dean, Architecture and Environmental Design

Faculty Senate-Appointed Representatives

Undergraduate EPC (yellow name cards)

Amy Fritsche, Assistant Professor, Theatre and Dance, The Arts (term 2015-2016)

James E. Seelye, Assistant Professor, History, Arts and Sciences (term 2015-2017)

Terrence L. Uber, Assistant Professor, Architecture (term 2014-2016)

Zhiqiang M. Wang, Associate Professor, Chemistry and Biochemistry, Arts and Sciences (term 2015-2017)

Donald L. White, Professor, Mathematical Science, Arts and Sciences (term 2015-2016)

Graduate EPC (orange name cards)

Soumitra Basu, Associate Professor, Chemistry and Biochemistry, Arts and Sciences (term 2015-2017)

Jay M. Jahangiri, Professor, Mathematical Science, Arts and Sciences (term 2015-2017)

Kathryn A. Kerns, Professor, Psychology, Arts and Sciences (term 2014-2016)

Jay Lee, Professor, Geography, Arts and Sciences (term 2015-2016)

Willie H. Oglesby III, Associate Professor, Health Policy and Management, Public Health (term 2015-2016)

VOTING MEMBERS continued

Faculty Senate-Appointed Alternates

Undergraduate EPC (yellow name cards)

Edward Dauterich, Professor, English, Arts and Sciences (term 2015-2016)

Graduate EPC (orange name cards)

To Be Determined

College Curriculum Committee Representatives

Undergraduate EPC (yellow name cards)

Lindsay C. Baran, Assistant Professor, Finance, Business Administration

Thomas W. Brewer, Associate Professor, Health Policy and Management, Public Health

Jessie Carduner, Associate Professor, Modern and Classical Languages Studies, Arts and Sciences

Robert E. Cimera, Associate Professor, Lifespan Development and Educational Sciences, Education, Health and Human Services

Nichole L. Egbert-Scheibelhoffer, Professor, Communication Studies, Communication and Information

Pamela K. Evans, Associate Professor, Architecture and Environmental Design

Stacy R. Rose, Associate Professor, Regional

Debra S. Shelestak, Assistant Professor, Nursing

David (Blake) B. Stringer, Assistant Professor, Applied Engineering, Sustainability and Technology

Jonathan F. Swoboda, Associate Professor, Theatre, The Arts

Graduate EPC (orange name cards)

Sheryl L. Chatfield, Social and Behavioral Science, Public Health

Michael W. Chunn, Professor, Music, The Arts

John C. Duncan, Assistant Professor, Applied Engineering, Sustainability and Technology

Jonathan P. Fleming, Assistant Professor, Architecture and Environmental Design

Mary A. Mooney, Assistant Professor, Podiatric Medicine

Jayaram (Jay) Muthuswamy, Finance, Associate Professor, Business Administration

Athena Salaba, Associate Professor, Library and Information Science, Communication and Information

Pamela L. Stephenson, Assistant Professor, Nursing

Belinda S. Zimmerman, Assistant Professor, Teaching, Learning and Curriculum Studies, Education, Health and Human Services

To Be Determined, Arts and Sciences

NON-VOTING OBSERVERS AND CONSULTANTS

Observers

Undergraduate EPC (green name cards)

James Flanagan, Director of Academic Affairs, Undergraduate Student Government

Graduate EPC (green name cards)

Andrea Meluch, 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

Victoria A. Bocchicchio, Director of Academic Programs, Honors College

Fashaad L. Crawford, Assistant Provost for Accreditation, Assessment and Learning

Alicia R. Crowe, Associate Dean (Interim), Education, Health and Human Services

Julie A. Gabella, Assistant Director, Graduate Studies

Mary Ann Haley, Associate Dean, Arts and Sciences

Jennifer S. Kellogg, Academic Program Coordinator, Curriculum Services

Gail M. Rebeta, University Registrar

Elizabeth A. Sinclair, Assistant Dean, Business Administration

Katherine (Katie) J. Smith, Academic Program Coordinator, Curriculum Services

Linnea A. Stafford, Senior Institutional Research Information Officer, Institutional Research

Therese E. Tillett, Executive Director, Curriculum Services



OFFICE OF THE PROVOST

TO: Educational Policies Council (EPC)

FROM: Therese E. Tillett, Director of Curriculum Services

SUBJECT: EPC Meeting Schedule for Academic Year 2015–2016

DATE: 2 June 2015

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, 24 August 2015	3 August 2015 (no face-to-face meeting)	
	August is the final meeting for course proposals* for spring 2016 implementation.	
Monday, 21 September 2015	31 August 2015 (meeting canceled)	
Monday, 19 October 2015	26 September 2015	
Monday, 16 November 2015	26 October 2015	
	November is the final meeting for course, program and policy proposals for fall 2016 implementation.	
	Program proposals include new programs, except new majors or degrees; inactivated programs; and any revision that changes the criteria for a student to be admitted, progress or graduate from a program).	
Monday, 25 January 2016	4 January 2016 (electronic meeting)	
Monday, 15 February 2016	25 January 2016 (meeting canceled)	
Monday, 14 March 2016	22 February 2016 (meeting canceled)	
Monday, 18 April 2016	28 March 2016	
	April is the final meeting for university policy proposals for fall 2016 implementation for which Faculty Senate or Board of Trustees is final approver	
Monday, 16 May 2016	25 April 2016	
	May is the final meeting for university policy proposals for fall 2016 implementation for which EPC is final approver.	

Course proposals that <u>cannot</u> be considered effective for spring semester are ones that request the following:

- Inactivation
- Revision of title
- Revision of credit hours

- Revision of subject
- Revision of number
- Revision of prerequisite that impinges upon program requirements (e.g., adding a prerequisite course that is not in the program requirements)



To: Educational Policies Council

FROM: Senior Vice President and Provost Todd A. Diacon SUBJECT: Agenda of the Educational Policies Council (EPC)

DATE: 18 August 2015

There will be no in-person meeting held for either graduate or undergraduate council in August. There is, however, an agenda of information and lesser action items and list of course changes for both councils. These items will be transmitted through the EPC e-mail listserv, and any questions, concerns or comments will be recorded through the listserv and answered accordingly.

If an EPC member wishes to elevate any of the items listed on this agenda to an action or discussion item, please notify Therese Tillett, by Monday, 24 August 2015, to ensure that the item is added to the agenda for the next EPC meeting.

All items on this agenda will be approved administratively and implemented if there are no objections from EPC members by 24 August 2015.

GRADUATE EDUCATIONAL POLICIES COUNCIL

INFORMATION ITEMS

College of Architecture and Environmental Design

1. Initial request to establish a Master of Interior Architecture degree.

Attachment 1

LESSER ACTION ITEMS

Effective Fall 2016

College of Communication and Information

School of Library and Information Science

1. Revision of course requirements and program policies for the Advanced Study in Library and Information Science [C837] post-master's certificate. Revisions include establishing a policy that no transfer coursework will be applied to certificate requirements; establishing a policy indicating that maximum 6 credit hours of non-LIS graduate courses and maximum 3 credit hours of LIS 50693 will apply to the 15-hour elective requirement; and adding LIS 60692 as either/or for required LIS 6/81096.

GRADUATE EPC AGENDA continued

LESSER ACTION ITEMS continued

College of Podiatric Medicine

- 2. Establishment of Academic Appeals Committee policy, which clarifies the various roles and procedures of the Academic Appeals Committee to allow students due process in the event of their academic dismissal.
 - Effective Fall 2016
- 3. Establishment of Senior Experience policy, which requires fourth-year student attendance at a series of lectures and workshops led by college faculty and external medical professionals. Effective Fall 2015
- 4. Establishment of Student Conduct policy, which addresses student conduct violations and gives authority to the college dean to impose disciplinary actions for students found to have violated college or university policies.
 - Effective Fall 2016
- 5. Revision of the following college policies: Academic and Summary Dismissals; Professionalism Deficiency Evaluation; and Readmission.
 - Effective Fall 2016
- 6. Revision of Clerkship Rotations policy. Revisions include changing the name of the policy to Clerkships and Senior Medicine Rotations and adding a description of the process by which students provide feedback for clinical rotations.
 - Effective Fall 2015
- 7. Revision of Clinic Requirements and Clinical Rotations policies to combine them under the Clinical Rotations policy.
 - Effective Fall 2015
- 8. Revision of Immunizations, Background Checks and Drug Screening policy. Revisions include separating the policy into two: Immunizations; and Background Checks and Drug Testing. Effective Fall 2015
- 9. Revision of Remediation for Failing Grades policy. Revisions include changing the name of the policy to Remediation and Mandatory Academic Counseling, which reflects the addition of mandatory academic counseling for first- and second-year students who fall below minimum GPA requirements.
 - Effective Fall 2015
- 10. Revision of the following college policies: Attendance; Eligibility for Doctor of Podiatric Medicine; Essential Requirements for Student Education; Examination; Leave of Absence Procedure; and Test Review Procedure.
 - Effective Fall 2015

UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

INFORMATION ITEM

College of Arts and Sciences

Department of Biological Sciences / Department of Psychological Sciences

Initial request to establish a Neuroscience major within the Bachelor of Science degree.
 The major will be jointly administered by the Department of Biological Sciences and the Department of Psychological Science.
 Attachment 2

LESSER ACTION ITEMS

College of Communication and Information

School of Journalism and Mass Communication

 Revision of course requirements for the Advertising [ADV] minor. Revisions include adding JMC 20006, JMC 20008, JMC 21004 and JMC 31011 as required; adding JMC 31003 and JMC 31004 as elective options; and removing the requirement that students choose between two "tracks" of coursework based on interest. Minimum total credit hours to program completion increase from 21 to 22.

Effective Fall 2016

Regional College

2. Revision of graduation requirements for the Accounting Technology [ACTT] major within the Associate of Applied Business [AAB] degree. Revisions include establishing a minimum C grade for all ACTT courses required in the major. Minimum total credit hours to program completion are unchanged at 63.

Effective Fall 2016

UNIVERSITY REQUIREMENTS COURSE CHANGES

Writing Intensive Course Removal for Fall 2016

COURSE CHANGES

Course Changes Effective Spring 2016

ECON	42292	Internship in Economics (3)	Revise
FDM	20050	Fashion Technology Applications (3)	Revise
JMC	20011	Video Audio Fundamentals (3)	Revise
JMC	21004	Advertising and Public Relations Industry Tools (1)	Revise
JMC	30034	Programming for Electronic Media (3)	Revise
JMC	31002	Advertising Copywriting (3)	Revise
JMC	31003	Advertising Media Planning (3)	Revise
JMC	33033	Location Sound Recording (3)	Revise
JMC	33042	Studio Television (3)	Revise
JMC	33043	Digital Cinematography (3)	Revise
JMC	46001	Information Graphics (3)	Revise
JMC	46020	Magazine Design (3)	Revise
NURS	60012	Advanced Mental Health Assessment and Psychopathology Across the Lifespan (4)	Revise
NURS	60030	Health Promotions Across the Lifespan for Family Practice (1)	Revise
NURS	60051	Neurobiology and Psychopharmacology of Major Psychiatric Disorders Across the Lifespan (4)	Revise
NURS	60101	Theoretical Basis for Nursing Practice I (3)	Revise
NURS	60110	Adult Gerontology Clinical Nurse Specialist I (3)	Revise
NURS	60120	Primary Care I: Adults Across the Lifespan (3)	Revise
NURS	60125	Advanced Practice Registered Nurse Role (1)	Revise
NURS	60130	Adult Gerontology Acute Care Nurse Practitioner Role (1)	Revise
NURS	60140	Women's Health Care Nurse Practitioner I (2)	Revise
NURS	60151	Psychiatric Mental Health Advanced Practice Nurse I: Individual Psychotherapy Across the Lifespan (3)	Revise
NURS	60160	Primary Care Pediatrics (3)	Revise
NURS	60170	Pediatric Assessment for Advanced Practice Nurses (3)	Revise
NURS	60199	Thesis I (2-6)	Revise
NURS	60220	Primary Care II: Chronically Ill Adults Across the Lifespan (3)	Revise

NURS	60230	Adult Gerontology Acute Care Nurse Practitioner I (4)	. Revise
NURS	60240	Women's Health Care Nurse Practitioner II (2)	. Revise
NURS	60251	Psychiatric Mental Health APN Adult II: Family and Group Psychotherapy Across the Lifespan (3)	. Revise
NURS	60270	Pediatric Nurse Practitioner I (3)	. Revise
NURS	60299	Thesis II (2)	. Revise
NURS	60320	Comprehensive Primary Care III: Adults Across the Lifespan (3)	. Revise
NURS	60325	Primary Care: Family Health and Chronic Illness Across the Lifespan (3)	. Revise
NURS	60330	Adult Gerontology Acute Care Nurse Practitioner II (2)	. Revise
NURS	60340	Women's Health Care Nurse Practitioner III (1)	. Revise
NURS	60353	Psychiatric Mental Health Advanced Practice Nurse III: Organization and Community Assessment and Consultation (3)	. Revise
NURS	60355	Primary Health Care Concepts for the Psychiatric Mental Health Advance Practice Nurse (3)	. Revise
NURS	60372	Care of the Chronically Ill Child for Advanced Practice Nurses (3)	. Revise
NURS	60370	Pediatric Nurse Practitioner II (1)	. Revise
NURS	60403	Methods of Inquiry (3)	. Revise
NURS	60440	Women's Health Care Nurse Practitioner IV (2)	. Revise
NURS	60470	Pediatric Nurse Practitioner III (2)	. Revise
NURS	60506	Clinical Diagnostics for Advanced Nursing Practice (3)	. Revise
NURS	60540	Women's Health Care Nurse Practitioner V (2)	. Revise
NURS	60601	Curriculum and Instruction in Nursing Education (3)	. Revise
NURS	61192	Adult Gerontology Clinical Nurse Specialist I Practicum (2)	. Revise
NURS	61292	Adult/Gerontology Primary Care I Practicum (1)	. Revise
NURS	61292	Primary Care I Practicum: Adults Across the Lifespan (1)	. Revise
NURS	61392	Adult Gerontology Acute Care Nurse Practitioner Role Practicum (1-2)	. Revise
NURS	61492	Women's Health Care Nurse Practitioner I Practicum (1)	. Revise
NURS	61592	Psychiatric Mental Health Advanced Practice Nurse I Practicum in Nursing (2)	. Revise
NURS	61692	Primary Care Pediatrics Practicum (1)	. Revise
NURS	61792	Pediatric Assessment for Advanced Practice Nurse Practicum (1)	. Revise
NURS	61892	Advanced Practice Registered Nurse Role Practicum (1)	. Revise
NURS	62192	Adult Gerontology Clinical Nurse Specialist II Practicum (2)	. Revise
NURS	62292	Primary Car II Practicum: Chronically Ill Adults Across the Lifespan (1)	. Revise
NURS	62392	Adult Gerontology Acute Care Nurse Practitioner I Practicum (2)	. Revise

NURS	62492	Women's Health Care Nurse Practitioner II Practicum (1)	Revise
NURS	62592	Psychiatric Mental Health Advanced Practice Nurse II Practicum in Nursing (1)	Revise
NURS	62792	Pediatric Nurse Practitioner I Practicum (1)	Revise
NURS	63192	Adult Gerontology Clinical Nurse Specialist III Practicum (1)	Revise
NURS	63292	Primary Care: Family Health and Chronic Illness Across the Lifespan Practicum (2)	Revise
NURS	63392	Adult Gerontology Acute Care Nurse Practitioner II Practicum (2)	Revise
NURS	63592	Psychiatric Mental Health Advanced Practice Nurse III Practicum in Nursing (1)	Revise
NURS	63692	Comprehensive Primary Care III Practicum: Adults Across the Lifespan (2)	Revise
NURS	63792	Pediatric Nurse Practitioner II Practicum (1)	Revise
NURS	63992	Care of the Chronically Ill Child for Advance Practice Nurse Practicum (1)	Revise
NURS	64592	Psychiatric Mental Health Family Nurse Practitioner Role Practicum (2)	Revise
NURS	64892	Women's Health Care Nurse Practitioner IV Practicum (1)	Revise
NURS	65892	Women's Health Care Nurse Practitioner V Practicum (2)	Revise
NURS	80012	Advanced Mental Health Assessment and Psychopathology Across the Lifespan (4)	Revise
NURS	80030	Health Promotions Across the Lifespan for Family Practice (1)	Revise
NURS	80051	Neurobiology and Psychopharmacology of Major Psychiatric Disorders Across the Lifespan (4)	
NURS	80110	Adult Gerontology Clinical Nurse Specialist I (3)	Revise
NURS	80120	Primary Care I: Adults Across the Lifespan (3)	Revise
NURS	80125	Advanced Practice Registered Nurse Role (1)	Revise
NURS	80130	Adult Gerontology Acute Care Nurse Practitioner Role (1)	Revise
NURS	80140	Women's Health Care Nurse Practitioner I (2)	Revise
NURS	80151	Psychiatric Mental Health Advanced Practice Nurse I: Individual Psychotherapy Across the Lifespan (3)	Revise
NURS	80160	Primary Care Pediatrics (3)	Revise
NURS	80170	Pediatric Assessment for Advanced Practice Nurses (3)	Revise
NURS	80220	Primary Care II: Chronically Ill Adults Across the Lifespan (3)	Revise
NURS	80230	Adult Gerontology Acute Care Nurse Practitioner I (4)	Revise
NURS	80251	Psychiatric Mental Health APN Adult II: Family and Group Psychotherapy Across the Lifespan (3)	Revise
NURS	80270	Pediatric Nurse Practitioner I (3)	Revise
NURS	80320	Comprehensive Primary Care III: Adults Across the Lifespan (3)	Revise

NURS	80325	Primary Care: Family Health and Chronic Illness Across the Lifespan (3)	Revise
NURS	80330	Adult Gerontology Acute Care Nurse Practitioner II (2)	Revise
NURS	80340	Women's Health Care Nurse Practitioner III (1)	Revise
NURS	80353	Psychiatric Mental Health Advanced Practice Nurse III: Organization and Community Assessment and Consultation (3)	. Revise
NURS	80355	Primary Health Care Concepts for the Psychiatric Mental Health Advance Practice Nurse (3)	. Revise
NURS	80370	Pediatric Nurse Practitioner II (1)	Revise
NURS	80372	Care of the Chronically Ill Child for Advanced Practice Nurses (3)	Revise
NURS	80403	Methods of Inquiry (3)	Revise
NURS	80440	Women's Health Care Nurse Practitioner IV (2)	Revise
NURS	80452	Psychiatric Mental Health Family Nurse Practitioner Role (2)	Revise
NURS	80470	Pediatric Nurse Practitioner III (2)	Revise
NURS	80506	Clinical Diagnostics for Advanced Nursing Practice (3)	Revise
NURS	80540	Women's Health Care Nurse Practitioner V (2)	Revise
NURS	81192	Adult Gerontology Clinical Nurse Specialist I Practicum (2)	Revise
NURS	81292	Primary Care I Practicum: Adults Across the Lifespan (1)	Revise
NURS	81392	Adult Gerontology Acute Care Nurse Practitioner Role Practicum (1-2)	Revise
NURS	81492	Women's Health Care Nurse Practitioner I Practicum (1)	Revise
NURS	81592	Psychiatric Mental Health Advanced Practice Nurse I Practicum in Nursing (2)	. Revise
NURS	81692	Primary Care Pediatrics Practicum (1)	Revise
		Pediatric Assessment for Advanced Practice Nurse Practicum (1)	
NURS	81892	Advanced Practice Registered Nurse Role Practicum (1)	Revise
NURS	82192	Adult Gerontology Clinical Nurse Specialist II Practicum (2)	Revise
NURS	82392	Adult Gerontology Acute Care Nurse Practitioner I Practicum (2)	Revise
NURS	82492	Women's Health Care Nurse Practitioner II Practicum (1)	Revise
NURS	82592	Psychiatric Mental Health Advanced Practice Nurse II Practicum in Nursing (1)	. Revise
NURS	82792	Pediatric Nurse Practitioner I Practicum (1)	Revise
NURS	83192	Adult Gerontology Clinical Nurse Specialist III Practicum (1)	Revise
NURS	83292	Primary Care: Family Health and Chronic Illness Across the Lifespan Practicum (2)	. Revise
NURS	83392	Adult Gerontology Acute Care Nurse Practitioner II Practicum (2)	Revise
NURS	83592	Psychiatric Mental Health Advanced Practice Nurse III Practicum in Nursing (1)	Revise

NURS 83692	Comprehensive Primary Care III Practicum: Adults Across the Lifespan (2).	. Revise
NURS 83792	Pediatric Nurse Practitioner II Practicum (1)	. Revise
NURS 83992	Care of the Chronically Ill Child for Advance Practice Nurse Practicum (1)	. Revise
NURS 84592	Psychiatric Mental Health Family Nurse Practitioner Role Practicum (2)	. Revise
NURS 84792	Pediatric Nurse Practitioner III Practicum (2)	. Revise
NURS 84892	Women's Health Care Nurse Practitioner IV Practicum (1)	. Revise
NURS 85892	Women's Health Care Nurse Practitioner V Practicum (2)	. Revise
VCD 42005	Character Development and Design (3)	. New
VCD 52005	Character Development and Design (3)	. New
	Course Changes Effective Fall 2016	
JMC 30034	Programming for Electronic Media (3) to:	
	Programming for Digital Media	. Revise
LIS 60604	Research Methods for Libraries and Information Centers (3) to: Research and Assessment in Library and Information Science	. Revise
LIS 80604	Research Methods for Libraries and Information Centers (3)	. Inactive
NURS 60007	Advanced Health Assessment Across the Lifespan (2)	. Inactive
NURS 60008	Advanced Health Assessment Across the Lifespan Laboratory (1)	. Inactive
NURS 60011	Advanced Assessment Across the Lifespan Laboratory for Advance Practice Registered Nurses (1)	
NURS 60013	Advanced Health and Physical Assessment Across the Lifespan Laboratory for Family Advanced Practice RN (1)	. Inactive
NURS 60201	Theories for Advanced Psychiatric Mental Health Nursing (3)	. Inactive
NURS 60272	Pediatric Clinical Nurse Specialist I (3)	. Inactive
NURS 60392	Internship in Health and Public Administration (3)	. Inactive
NURS 60472	Pediatric Clinical Nurse Specialist II (2)	. Inactive
NURS 61006	Neurobiology and Psychopharmacology of Major Psychiatric Disorders: Child/Adolescent Focus (3)	. Inactive
NURS 62992	Pediatric Clinical Nurse Specialist I Practicum (2)	. Inactive
NURS 64492	Psychiatric Mental Health Nursing Practicum I (2)	. Inactive
NURS 64992	Pediatric Clinical Nurse Specialist II Practicum (2)	. Inactive
NURS 80007	Advanced Health Assessment Across the Lifespan (2)	. Inactive
NURS 80008	Advanced Health Assessment Across the Lifespan Laboratory (1)	. Inactive
NURS 80011	Advanced Assessment Across the Lifespan Laboratory for Advanced Practic Registered Nurses (1)	
NURS 80013	Advanced Health and Physical Assessment Across the Lifespan Laboratory for Family APRN'S (1)	. Inactive

Course Changes Effective Fall 2016 continued	
NURS 80272 Pediatric Clinical Nurse Specialist I (3)	Inactive
NURS 80472 Pediatric Clinical Nurse Specialist II (2)	Inactive
NURS 82992 Pediatric Clinical Nurse Specialist I Practicum (2)	Inactive
NURS 84992 Pediatric Clinical Nurse Specialist II Practicum (2)	Inactive
RTT 11000 Introduction to Respiratory Therapy (2)	Inactive
SBS 73019 Theories of Prevention Science II (3) to: Theory Prevention Science II	Revise
US 00006 Study Strategies for College Success (3) to: Critical Reading Strategies for College Success	Revise
Update to 18 May 2015 EPC Agenda	N.T.
Update to 18 May 2015 EPC Agenda BMS 60441 Medical Physiology Course reported incorrectly as BMS 60451	New
BMS 60441 Medical Physiology	
BMS 60441 Medical Physiology	New
BMS 60441 Medical Physiology	New New

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Da	te 18-Jun-15	Curriculum Bulletin
		Effective Date	50XXXX	Approved by EPC
Department	Interior Design Pr	ogram		
College	AE - Architecture	_	ental Design	
Degree				
Program Name	Master of Interior	Architecture	Program Bann	er Code
Concentration(s)		tration(s) Banne	~	o/ 0000
Proposal	Establish progran	• •	31 0000(3)	
rioposai	Establish program	•		
Description of propo	osal:			
to expand the CAE practice profession baccalaureate deg	D's mission and re n. This degree is pr ree in either interio	spond to the n oposed for stu rs or architectu	eeds of both ac dents holding a are. This post-p	Architecture (MIA) is intended cademic institutions and the minimum of an accredited professional degree is intended portance to interiors.
Does proposed revi	sion change progran	n's total credit h	ours?	⊠ No
Current total credit	nours: 0	Proposed total	credit hours 36	
staffing consideration. The Master of Interpretation and practicing propools for post-secting interior architecture leadership within the based on content at Units consulted (other consulted content).	ons; need; audience; rior Architecture wi fessionals seeking ondary interior des re will provide great the interior design p	prerequisites; to prerequisites; to a degree nece ign education. ter depth of incorofession. Nor fill this expectagrams or campu	eacher education urning students ssary for consi Also, this prop quiry, research ne of the CAED ation. See the P	s with a professional degree deration in most applicant osed advanced degree in skills, and better grounds for 's current graduate degrees, DP for the program.
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Department Chair /	School Director			,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
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Douglas -	STEIPL/A		>	6/19/15
College Dean (or de	esignee)			6119115
	tudies (for graduate	proposals)	· · · · · · · · · · · · · · · · · · ·	<u> </u>
Provost and Senior			(or decidence)	
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New Graduate Degree Program Development Plan Master of Interior Architecture (Post-professional)

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

Kent State University's premier Interior Design program in the College of Architecture and Environmental Design (CAED) is proposing a post-professional graduate degree in Interior Architecture. Building on the accredited undergraduate professional program, the Master of Interior Architecture (MIA) is intended to expand the program's mission and respond to the needs of both academic institutions and the practice profession. To clarify, this post professional degree is proposed for students holding a minimum of an accredited baccalaureate degree in either interiors or architecture. This degree will not seek accreditation from professional accrediting organizations since applicants must possess an accredited degree. This post-professional degree is intended to offer greater specialization or further inquiry into a subject of importance to interiors.

The proposed Master of Interior Architecture will serve two purposes. First, this degree is intended to serve graduates seeking to become educators in interiors programs. The need for hiring faculty in interior design and interior architecture programs both nationally and internationally continues to grow while the number of qualified individuals to fill open positions remains unchanged. According to the 2013 Interior Design Educators Council data, obtained from their records by the Interior Design program, 20 to 40 academic positions remain open annually due to a lack of applicants possessing advanced degrees in interiors. The degree nomenclature, *Master of Interior Architecture*, will appeal to returning students with a professional degree and practicing professionals seeking a post-professional interiors degree necessary for consideration in most applicant pools for post-secondary interior design education. The CAED's current Master of Science in Architecture and Environmental Design, based on its content and degree title, would not fulfill this expectation.

The second purpose for this degree is to serve the design professions. As the complexities of the profession increase, the need for specialization in the built environment has increased. Both current students and graduates of interior design and interior architecture programs are considering practice-based specializations in which they want to engage. The request from the profession for specialization underscores the expectation to blend research with design decisions. In the practice arena this is referred to as informed design or evidenced-based design through interior design and interior architecture inquiry. Research and research skills are necessary to advance evidence-based design in the profession. Blending design and research through an advanced degree in interior architecture provides greater depth of inquiry and better grounds for leadership in the profession and education.

In certain instances, a graduate certificate can be developed as the first step in proposing a new graduate degree. However, in this instance, students seeking this expertise will need the master's degree to qualify for the employment opportunities as outlined above. This 36-credit hour degree, like other research based graduate degrees, is intended to produce a knowledgeable scholar and researcher who has completed a guided research experience.

2. Description of the proposed curriculum.

The interior design program at Kent State University is by nature multidisciplinary, and as such the proposed curriculum will be the same. In addition to courses in architecture, interior architecture, and interior design, the curriculum for the proposed degree will incorporate directed electives from education, educational psychology, environmental psychology, sociology, history, digital science, philosophy, fashion, art, visual communication design, and other academic areas across the university based on each student's research needs. A minimum of two electives must be in the College of Architecture and Environmental Design.

Entrance into the program requires a first professional degree in interior design, interior architecture, architecture or related professional design fields. The degree must be from a program accredited by either the Council of Interior Design Accreditation or the National Architectural Accrediting Board. Each student is required to: 1) submit a statement of purpose/intent; 2) have a GRE scores equal to or better than 150 for verbal reasoning, 150 for quantitative reasoning, and 4 for analytic writing; 3) and if pertinent, have a TOEFL score of 80 or greater.

The 36 credit hour proposed degree is a research based degree with either a thesis or thesis project option. There are three main focus areas of interior architecture inquiry that a student could pursue in this program: 1) human behavior-environment interaction; 2) interior based practices and processes; and 3) design education. The program requires a thesis or thesis project of 6 credit hours with the additional courses as outlined below:

Semester	Courses	Credits	In CAED	Outside of CAED	Directed Electives
1	IA 64010 Intro to Research in Interior Design and Interior Architecture	1	٧		
	IA 64102 Human Behavior & the Built Environment	3	٧		
	IA 64101 Theories in Interior Design and Interior Architecture	3	V		
	Arch 60922 Methods of Inquiry	2	V		
		Total 9			
2	IA 64193 Seminar for Research Preparation	3	٧		
	Additional Research Methods	3		V	
	Electives	3			V
		Total 9			
3	IA 64198 /IA 64199 Thesis / Thesis Project	3 (suggested)	٧		
	Electives	6			٧
		Total 9			
4	IA 64198 /IA 64199 Thesis /Thesis Project	3 (suggested)	٧		
	Electives	6			V
		Total 9			
total		36	18	3	15

Course Descriptions

Core Courses

Methods of Inquiry (2 credits) (Arch 60922) existing

Provides a comprehensive coverage of architectural inquiry techniques including qualitative and quantitative research methods and critical thinking skills to help students better conduct and understand research.

Intro to Research in Interior Design and Interior Architecture (1 credit) IA 64010 proposed

This course discusses diverse ranges and important considerations for conducting research in interior design and interior architecture, such as ethics of research, issues and recent trends, and survey of methods in interior design. Students will get an overall understanding of the research design process.

Theories of Interior Design and Interior Architecture (3 credits) IA 64101 proposed

This course discusses theories and theoretical foundations related to interior design and related field, such as aesthetics, visual perception, design cognition and process, design pedagogy, and other interdisciplinary theories.

Human Behavior & the Built Environment (3 credits) IA 64102 proposed

This course offers principles and theories regarding the relationship between human behavior and built environment and diverse ways to measure and identify those relationships.

Seminar for Research Preparation (3 credits) IA 64193 proposed

This seminar course explores thesis and thesis projects topics and appropriate methods for planning thesis preparation. Students will propose their research plan with questions and appropriate research method.

Master Thesis Project (Variable 1-6 credits) IA 64198 proposed

Master Project aimed at further investigating interior architecture and interior design issues both at a greater depth of complexity and by focusing on research informed design and writing. Graduate standing.

Thesis (Variable 1-6 credits) IA 64199 proposed

This course is a thesis writing course. Students will conduct pilot study and report the findings of their research conduct their actual study and develop their thesis manuscript. Supervised independent work.

Additional Core

One additional research methods course will be required, generally to be taken outside the College. Selection of the particular course will be made in consultation with the student's thesis advisor.

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

The Master of Interior Architecture will be located in the College of Architecture and Environmental Design and will be administered through a graduate program coordinator in the Interior Design program, working with the Associate Dean/CAED graduate director. The MIA degree will work cooperatively with the already established CAED master degrees and will add to the breadth and depth of the offerings from the college. CAED currently hosts the following graduate programs; Master of Architecture, Master of Urban Design, Master of Science in Architecture and Environmental Design, Master of Landscape Architecture and Master of Healthcare Design. With the addition of this degree, the range of graduate offerings related to the design disciplines at Kent State University will be made continuous from interior spaces to the city and region beyond.

4. Evidence of need for the new degree program, including the opportunities for employment of graduates. This section should also address other similar programs in the state addressing this need and potential duplication of programs in the state and region. How will the program meet market need, while distinguishing the program from similar programs across the state?

According to the 2014 Bureau of Labor, statistics predict a 13% growth in the interior design profession from 2012 to 2022, outpacing all other occupations which are predicted to grow at 11%. The State of Ohio, in its 2010-2020 Occupational Employment Projections Report predicts a state-wide growth rate for interior design of 14.9% which includes new job growth and personnel replacements. Of that predicted workforce, 46% would be employed in specialized design services or architectural, engineering or related services. In addition the bureau predicts an increase of 19% in the postsecondary education workforce with a minimum qualification of a master's degree for many interior design job postings. Both the professional and academic workforce are seeking individuals with such a degree.

A 2013 needs survey conducted by the KSU interior design program of the top 100 design firms as designated by *Interior Design Magazine* predicts an increased need in the areas of corporate workplace, hospitality and healthcare with knowledge in evidence-based design.

Currently there are two master's degree programs in the State of Ohio that indicate interiors as part of their title.

Institution		Degree Program Title	Program Intent
Kent State University	Proposed	Master of Interior Architecture	Advanced degree for professionals seeking areas of design specialty or entering academia.
University of Cincinnati	Existing	Master of Interior Design	Professional graduate degree requiring 6 semesters and 3 co-ops.
University of Akron	Existing	Master of Arts in Family and Consumer Studies (options in Clothing Textiles and Interior Design)	The focus of the Master's Degree in the School of Family and Consumer Sciences is on the individual, the family, and the relationship between families and the changing social, economic, and physical environments.

In discussion with the University of Cincinnati, the program has an approved Master of Interior Design program but there is no evidence of it on their web site or of recruiting efforts. The University of Akron offers an MA in Clothing, Textiles and Interiors which is not exclusively a post-professional, interior design research intensive, degree program.

In the United States there are approximately 10 graduate degrees with the term Interior Architecture in their title. The titles include Master of Interior Architecture, Master of Fine Arts in Interior Architecture, Master of Interior Architecture and Product Design, and Master of Science in Interior Architecture. Most all of these degrees are first professional degrees and are intended to prepare graduates for the practice of the interiors profession. Three degree programs (with University of Oregon's Master of Science in Interior Architecture being the most prominent and most closely aligned to the program outlined in this proposal), are research based graduate degrees like the one proposed for Kent State University. This proposed program would distinguish Kent State University in its region.

5. Prospective enrollment.

There is an interest from undergraduate, alumni, and practitioners in advancing or changing careers. The profession of interior design has been actively engaged in evidence—based design in recent years and is seeking individuals with the research capabilities to broaden professional services in firms. In addition, individuals are being sought for firms that have a narrowed focus of a specific type of practice, i.e. workplace design, retail, and hospitality, etc. Each of these types of design practice requires individuals with the skills to develop and advance the body of knowledge in these sectors of design practice. The proposed MIA will respond to these needs with curriculum offerings that support the profession. After the initial year, the degree program is projected to grow with an expected enrollment of 6 new students annually (see table below):

AY	2017-18	2018-19	2019-20
Enrollment	4	10	12

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

Northeast Ohio, which includes Cuyahoga County, boasts the largest population of underrepresented groups in the State, including African American and Latino populations. Nearly 40% of the population in Cuyahoga County consider themselves non-white per the 2012 estimate from the US Census Bureau.

Part of the mission of Kent State University is to "foster ethical and humanitarian values in the service of Ohio and the global community." With this mission in mind, Kent State University seeks to recruit students from underrepresented groups within the State of Ohio, other parts of the nation, and internationally. CAED has in the past made special efforts to recruit underrepresented groups for undergraduate programs. The College intends to parallel these efforts at the graduate level.

When advertising the proposed program, the CAED will recruit practicing professionals and students with professional degrees from throughout the region and those who are seeking to enter interiors education. Specific emphasis will be placed on advertising the MIA at institutions of higher learning, such as HBCU's with professional degree programs, and from professional settings with large populations of underrepresented groups.

Also, based on an analytic study of the current website for the CAED, approximately 30% of our traffic comes internationally with India and Iran topping the list of non-Western countries where potential students explore our programs. We will investigate ways in which our programs can utilize our web based resources to expand our reach to underrepresented communities and international populations with professional degree equivalents.

The College of Architecture and Environmental Design is committed to increasing the enrollment and success of all underrepresented groups in its programs. Males are underrepresented in Interior Design in degree programs and among faculty. In order to target these underrepresented groups, the CAED has devised outreach and personal recruitment efforts. The proposed degree program will appeal to undergraduates of the professional programs and practicing professionals. The interior design program and College will work to encourage individuals to apply and utilize the scholarships and financial aid available through the College and the University. Funded research will help provide additional graduate assistantships.

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

Currently the Interior design program is composed of 3 faculty members including the program director. All faculty members and administrators hold doctorate degrees. See appendix for current faculty credentials. The College is developing advertisements for two positions and will seek candidates with doctoral degrees. In addition, the College of Architecture and Environmental Design has qualified faculty that can support the proposed graduate program. Supportive coursework already exists in the College and throughout the University in the form of appropriate electives and research methods courses. Six new courses are proposed.

Also, as of October 2014, the College and Kent State University embarked on constructing a new 106,000 square foot Center for Architecture and Environmental Design on the Kent State University campus. This new facility with have faculty offices, studio spaces, fabrication shops, classrooms, libraries for both research and materials, and research space. The new state-of-the-art facility will be completed Fall 2016 and will have ample space to accommodate the needs of this proposed program.

The undergraduate program is supported by the professional practitioners in the surrounding area as adjunct faculty for the undergraduate program. These adjunct faculty members serve as an important part of the undergraduate program experience based on the adjuncts practical experience. By contrast, the full-time tenure-track faculty provides the scholarship and substantial research approach for the program. Several adjunct faculty hold masters degrees and unique professional experience and will be able to serve as committee members at the graduate level.

To support the new program and the existing program, the College will seek two faculty positions beyond the current faculty. Both faculty positions will be filled by the end of the 2016-2017 academic year.

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

There will not be a need for any additional facilities. The new CAED building will be able to house the additional students. The Director/MIA program coordinator, with input from the graduate faculty in the Interior Design program, will be responsible for admissions, approval of coursework and monitoring of progress of each graduate student. Currently, an existing staff member serves as the graduate administrative assistant for graduate programs in the college and this program will utilize that individual.

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

(See spreadsheet below)

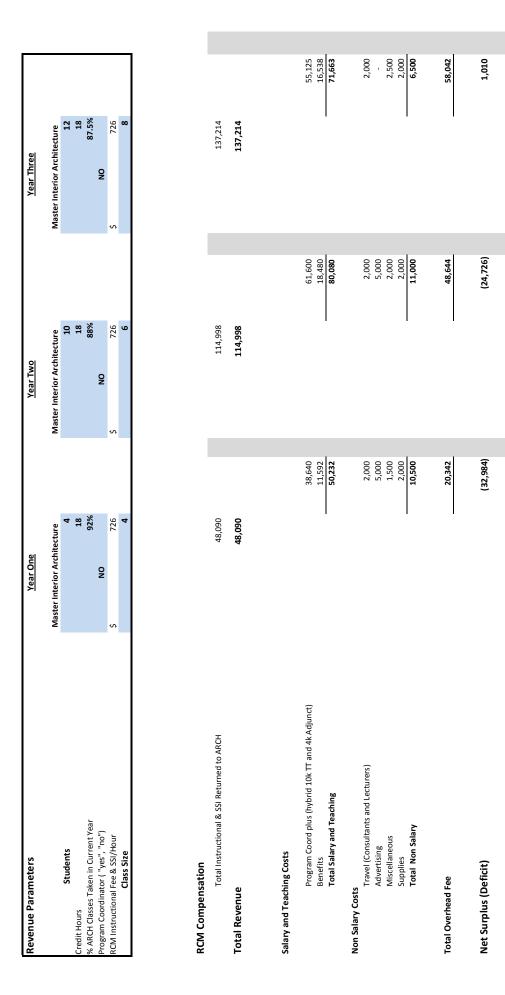
(16.83)

412.10

\$ 1,374.33

Required Special Course Fee to Breakeven

College of Architecture Masters Interior Architecture 12/22/2014



CURRICULUM VITA

Dr. Pamela K. Evans, FIDEC, IIDA, LEED AP

NCIDQ Certificate #020299

CAMPUS ADDRESS

College of Architecture and Environmental Design 301 Taylor

Kent State University Kent, Ohio 44242

Office: (330)672-5833 or 2138 E-mail: <u>pevans@kent.edu</u> FAX: (330)672-5877

EDUCATIONAL BACKGROUND

Oklahoma State University: December 1990

Ph.D. Housing, Interior Design and Consumer Resources,

Coursework in Architecture, Landscape Architecture, and Higher Education

Dissertation: Hue Discrimination as Related to Eye Color and Color Education: An

Exploratory Study

University of Nebraska: May 1977

M.S. Major in Interior Design, Coursework in Architecture. Thesis: Thermal Properties of Selected Window Treatments

University of Nebraska: May 1972

B.S. Major in Interior Design, Coursework in Architecture and Art.

ADDITIONAL EDUCATIONAL BACKGROUND

IDEC International Conference/CEU Workshop/Seminars, February 2013, Indianapolis, IN

IDEC International Conference/CEU Workshop/Seminars, March 2012, Baltimore, MD

IDEC International Conference/CEU Workshop/Seminars, March 2011, Denver, CO

IDEC International Conference/CEU Workshop/Seminars, March 2010, Atlanta GA

IDEC International Conference/CEU Workshop/Seminars, March 2009, St. Louis, MO

IDEC International Conference/CEU Workshop/Seminars, March 2008, Montreal, Quebec

IDEC International Conference/CEU Workshop/Seminars, Austin, TX, March 2007.

IDEC International Conference/CEU Workshop/Seminars, Scottsdale, AZ, March 2006.

IDEC International Conference/CEU Workshop/Seminars, Savannah, GA, March 2005.

IDEC International Conference/CEU Workshop/Seminars, Pittsburgh, March 2004.

IDEC International Conference/CEU Workshop/Seminars, San Diego, CA, March 2003.

IDEC International Conference/CEU Workshop/Seminars, Santa Fe, NM, March 2002.

IDEC National Conference/CEU Workshops/Seminars, Chicago, IL March, 2001.

IDEC International Conference/CEU Workshop/Seminars, March 2000, Calgary, Alberta

Techniques in Collaboration. CEU credits, IIDA; Cleveland, OH March, 1999.

The Ancient Art of Interior Design with Feng Shui. CEU credits, IIDA; Cleveland, OH May, 1997.

ASID/IIDA <u>Carpets, Fibers and Green Design</u>, CEU credits, Cleveland, OH, Ohio Design Center, March 1997.

Technical Advancements in Fiber and Manufacturing,. CEU credits, IIDA; Cleveland, OH. March, 1997.

IDEC National Conference/CEU Workshops/Seminars, Cincinnati, OH. March, 1997.

CADD Workshop, University of Tennessee, Summer 1986.

ASID National Conference Workshop/<u>Seminar on Color and Light</u>, CEU credits, Toronto, July 1987.

Mike Lin Delineation and Rendering Workshop, Kansas State University, Summer 1983.

PROFESSIONAL EXPERIENCE

EDUCATIONAL

Interim Associate Dean; College of Architecture and Environmental Design;

Kent State University. January 2008 to June 2013

Roles and Responsibilities: The responsibilities of this position entail all of those roles associated with an Associate Dean of any college including serving on any and all university and college committees dictated by the position. In addition I serve as the role of Facilities Coordinator and Security Administrator for the college. Other committees and assignments as assigned are noted in this document in different categories.

Program Director / Coordinator, Associate Professor, Interior Design.

Kent State University. 1990 to Present

Roles and Responsibilities

Teaching

Undergraduate courses including topics in introductory interiors, ergonomics, anthropometrics, freshman through senior studio work, textiles for the built environment, historic textiles, sustainability in studios of all levels, methods and materials including codes and specifications, drafting and rendering, resource management, interior design professional practices color theory, and CADD. In addition, direct assorted Individual Investigations as well as Honors College hours, projects and theses for the Interior Design Honors students.

Courses Taught:

(AED) 10001	Design Thinking I
(AED) 10002	Design Thinking II
(ID) 14501	Interior Design Studio Problems I
(ID) 24502	Interior Design Studio Problems II
(ID) 24510	Textiles in the Built Environment
(ID) 34512	Home Furnishings (non-majors)
(ID) 34515	CADD for Interior Designers
(ID) 34522	Methods and Materials for Interior Design
(ID) 44505	Interior Design Studio Problems V
(ID) 44506	Interior Design Studio Problems VI
(ID) 44507	Interior Design Studio Problems VII (Senior Thesis)
(ID) 44512	Historic Furnishing Textiles
(ID) 44523	Interior Design Professional Practices
(ID) 44592	Interior Design Practicum/Internship
(ID) 41093	and 44095 Workshops and Special Topics:

CADD for Interior Designers

Study Tours: Grand Rapids- Chicago Interior Design Study Tour: Development, Manufacturing and Marketing of Contract Furnishings. Study Tour: Chicago - History and Contemporary Buildings,

Interiors and Decorative Arts

Program Director/ Coordinator

Interior Design representative to the First Year Core planning process and also part of the teaching faculty for the core. Oversee all programming and scheduling of courses, liaison between College of Architecture and Environmental Design and interiors program, schedule and maintain enrollment of all controlled courses in the interiors program including Art, Architecture, Technology, Visual Communication and Design, and Interior Design. Chair and coordinate the interdisciplinary committee, including Architecture, Art, Technology, Visual Communication and Design, and Interior Design faculty. Coordinate annual Interior Design Portfolio Review and notify, advise and monitor all admits to the program. Monitor the required G.P.A. for all pre-admits and interior design students. Serve as chair for Interior Design Advisory Board. Role of coordinator involves the evaluation of those students who have not yet been accepted into the major as well as those students who are transfers.

CIDA Reviews and External/Internal Reviews (Council for Interior Design Accreditation formerly Foundation for Interior Design Education Research)

Coordinate, write, and edit reports for accreditation reviews that occurred in 1991, 1999, 2005 and 2012. Maintain current examples of student work from all interdisciplinary courses. Review and coordinate changes in curriculum, facilities, or staffing dictated by CIDA. Write and submit biannual reviews to the accrediting body.

Advising

Academic advisor to approximately 90 to 100 students from freshman through seniors; both program advising and career aspects of directing these students. In addition to academic advising, advise internship/practicum experience and have established new internship sites for the KSU Interior Design students in-state, out-of-state and abroad.

The advising and direction of Honors College students in coursework and theses.

Graduate Teaching / Research Associate: Oklahoma State University, Interior Design, 1989 to 1990.

Responsibilities: Taught undergraduate courses including materials and finishes for interiors and professional practices and procedures; assisted with development and grading on historic and systems courses. Assisted with research on on-going research projects, data collection, data tabulation, and computer program input. Assisted in coordination and editorial work for FIDER review.

Assistant Professor, Oregon State University, Interior Design/Merchandising, 1983-1989.

Responsibilities: Taught graduate and undergraduate courses including CAD (computer-assisted drawing), introductory interiors, studios (residential and commercial), architectural environmental systems, historical and contemporary furnishings, professional practices, drafting and rendering, resource management, color theory and the environment, and field work experience. Advised freshman through senior students. Served as major advisor for master's graduate students.

<u>Graduate Teaching Assistant, Oklahoma State University, Housing, Interior Design and</u> Consumer Resources, 1981-1983.

Responsibilities: Taught courses including introductory design theory, advanced studios, professional practices, product and material theory, pre-professional direction of students, and personnel and resource management.

Director of Resources and Reproduction; Housing, Interior Design, and Consumer Resources. Oklahoma State University, 1982-83.

Assistant Professor, Northern Arizona University, Interior Design 1977-81.

Responsibilities: Taught basic design 2-D and 3-D, beginning, intermediate and advanced studios, multi-media rendering, architectural environmental systems, professional practices, product and materials, internship direction, fiber design, drafting and graphics, and resource management. Advised undergraduate students.

<u>Graduate Teaching/Research Assistant, University of Nebraska, Textiles, Clothing, and Design, 1975-77</u>

Responsibilities: Taught beginning interior design studio, basic design studio, weaving workshop. Conducted research on preparation for FIDER review. Designed and started historic and technical fabric resource library.

DESIGN / BUSINESS/CONSULTING

Interior Design/Owner, designer, inc. Akron, OH

Most recent design projects completed:

McGuire Residence, Mr. Colin McGuire, Kennebunk, MA (2012)

Maneke Residence, Interior Remodel Consultant Akron, OH (2010)

Cartwright Residence, Interior Remodel. President Carol Cartwright (2001)

McGuire Residence, Interior Remodel, Ms. Katherine McGuire, Lincoln, NE (1998)

Dr. Phillip Cartwright (2000) Private Office

Evans Residence, Interior Remodel and Landscape Design, Dr. D.E. Evans, Minneapolis, MN (1999 to 2002, 2010-12)

Millner Residence, Landscape Design, Ms. Jeryl Millner, Minneapolis, MN (1995)

University Libraries and Media Services, Kent State University (1995-1996)

Fussell Residence, Tulsa, OK, consultant, Mr. and Mrs. Cody Fussell (1995)

Jordan Residence, Corvallis, OR, consultant (1993)

Fiero Residence, Granville, OH (1992)

Private Residence, Landscape & Exterior Lighting, Rapid City, SD (1992)

Winckencampf and Associates, Attorneys at Law, Lincoln, NE(1988)

Hands on Physical Therapy, Phoenix, AZ (1989)

Linus Pauling Collection Room, Kerr Library, Oregon State University, Corvallis, OR (1989)

Graduate College Offices, Oregon State University, Corvallis, OR (1989)

College of Oceanography Administrative Offices, Oregon State University, Corvallis OR(1988)

Department of Human Development and Family Resources, Oregon State University,

Corvallis, OR (1989)

Whispers (Beauty Salon), Corvallis, OR (1990)

Dental Clinic, Myrtle Point, OR (consultant) (1987)

College of Agriculture Administrative Offices, Oregon State University, Corvallis, OR (1988)

Office of University Relations, Oregon State University, Corvallis, OR (1987)

Interior Designer/Owner, PIQUE Design Associates, Flagstaff, AZ and Stillwater, OK. 1977-1983.

Interior Designer/Owner, Evans Designs, Lincoln, NE 1974-77.

Interior Designer, James Interiors, Lincoln, NE, 1973-74.

Interior Designer, Davis and Shaw. Denver, CO, 1972-73.

PROFESSIONAL SERVICE

Council for Interior Design Accreditation Board of Directors 2011 to present. Secretary /Tresaur 2013 to present.

CIDA Standards Committee Board Liaison

Conference Abstract Review Coordinator 2012 to Present

Co-Chair Service Collaborative, Interior Design Educators Council, 2010-2012

Past-President, Interior Design Educators Council, 2006 to March 2007

President, Interior Design Educators Council 2005

President-Elect, Interior Design Educators Council 2004

Interior Design Educators Council, 1994 Mid-West Regional Meeting, Reviewer of papers.

American Home Economics Association, 1994 Annual International Meeting, June, 1994, Orlando Florida, Reviewer of papers.

American Home Economics Association, 1993 Annual International Meeting, June, 1993, San Diego, CA, Reviewer of papers

Reviewer for San Francisco State University <u>Review</u>, Journal of Education, 1988-89.

ADDITIONAL PROFESSIONAL EXPERIENCE AND SERVICE

Coalition of Interior Designers for Legislation in Ohio, Member of the Board of Trustees 2000-2009. Current member.

Green Building Coalition of Cleveland, Member, 1999 to present.

Technical Advisory Services Association, Interior Design technical consultant on interior design issues for legal matters, 1984 to 1999.

Director Arts and Crafts Fair, Stillwater, Oklahoma, 1982.

Nebraska Educational Television, Set Designer/Technical Advisor. "Anyone for Tennyson." Weekly national program. 1976-77

PUBLICATIONS

REFEREED ARTICLES

Evans, P.K. and Weber, M.J.,(1997). The relationship between hue discrimination, design related courses of study and color education.

Journal of Family and Consumer Sciences. 89, 21-25.

- Francis, S. K. and Evans, P.K., (1988). Effects of hue, value, and garment style on college recruiter's assessments of employment potential. <u>Perceptual and Motor Skills.</u> 67, 87-93.
- Francis, S.K. and Evans, P.K. (1987). Effects of hue, value, and style of garment and personal coloring of model on person perception. <u>Perceptual and Motor Skills</u>. <u>64</u>, 383-390.

PROCEEDINGS

- Evans, Pamela K. (2008). <u>Moving to the Next Dimension: The Use of Film as a Vehicle</u> for Concept Development. IDEC International Conference, Montreal, ON.
- Kucko, J., Evans, P.K., and Gabb, B. (1999). <u>Interior design education: I wish I would have taken juggling 101.</u> IDEC International Conference, FL. (Refereed paper presentation)
- Kremers, J.A., Evans, P.K., and Kuttaiah, Kalpana. (1998). <u>Thermal technological dependence</u>. ACSA Annual Conference, Cleveland, OH. (Refereed paper presentation)
- Mohr, C. and Evans, P.K. (1996). <u>Oral history and interior design: composing a personal narrative of the profession.</u> IDEC International Conference, Denver, CO. (Refereed paper presentation)
- Evans, P.K. and Weber, M.J. (1993). Do you see what I see?: A study of eye color, color education and hue discrimination. Proceedings of AHEA Annual International Meeting. Orlando, FL. (Refereed).
- Evans, P.K. and Weber, M. J. (1992). The relationship between hue discrimination, design related courses of study and color education. <u>Proceedings of the IDEC International Conference</u>. Grand Rapids, Michigan. (Refereed).
- Evans, P. K. and Kolar-Kucko, J. (1991). Membership mystique: A profile of interior design educators. <u>Proceedings of IDEC International Conference</u>. Alexandria, Virginia. (Refereed).

BOOKS

- Evans, P.K. (1996). <u>Instructors Manual: Facilities Planning and Relocation</u>, R.S. Means Company. To accompany text by David D. Owen. (Invited)
- Evans, P. K., (1990). Residential Design: Studio II. In C. Pratt (Ed.) Gerontology in Home Economics: A Guide to Seventeen Courses. Corvallis, OR; College of Home Economics. Section 10, 1-15. College Curriculum Guide. (Invited: under a grant from the Federal Administration on Aging and distributed nationally.)

JURIED SHOWS AND AWARDS

- Evans, P.K. and Kapenekas, M. (2000). Selected works including sequence titled Frazzled, Stow Public Library, Stow OH, (Invited)
- Evans, P.K. and Kapenekas, M. (2000). Selected works including sequence titled Frazzled, <u>Stow Public Library</u>, Stow OH,.(Invited)
- Evans, P.K. and Kapenekas, M. (1999). Deconstructing P/M. Juried Showcase <u>AAFCS</u>
 <u>Annual International Meeting: Art and Design</u>. Seattle, WA (Juried)
 Accepted to Show. June ,1999.
- Evans, P.K. and Kapenekas, M. (1998). New neighborhoods. Juried Showcase <u>AAFCS</u>
 <u>Annual International Meeting: Art and Design</u>. Atlanta, GA (Juried)

- Accepted to Show. June ,1998.
- Evans, P.K. and Kapenekas, M. (1997). Aqueous humour. Juried Showcase <u>AA FCS</u>
 <u>Annual International Meeting: Art and Design.</u> Washington, DC (Juried)
 Accepted to Show. June, 1997.
- Evans, P.K. and Kapenekas, M. (1997). Over the river and through the woods. IDEC Juried Exhibition <u>Interior Design Educators International Conference</u>. Cincinnati, OH. Accepted to Show. (Juried). April, 1997.
- Evans, P.K. and Kapenekas, M. (1997). Aqueous humour. IDEC Juried Exhibition <u>Interior Design Educators International Conference.</u> Cincinnati, OH. Accepted to Show. (Juried). April, 1997.
- Evans, P.K. and Kapenekas, M. (1996). Over the river and through the woods. Juried Showcase <u>AAFCS Annual International Meeting: Art and Design</u>. Nashville, TN (Juried). June, 1996.
- Evans, P. K. and Kapenekas, M. (1996). Variations. <u>STRS: Life and Times of Education Artist Juried Show.</u> Columbus, Ohio. Accepted to Show. (Juried)
- Evans, P. K. and Kapenekas, M. (1995). Variations of youth. IDEC Juried Exhibition Interior Design Educators International Conference. Nashville, Tennessee. Accepted to Show. (Juried). One of only 8 accepted for international design show. Becomes permanent part of IDEC slide collection.
- Evans, P.K. and Kapenekas, M. (1995). Variations of youth. Juried Showcase <u>AAFCS</u>
 <u>Annual International Meeting: Art and Design</u>. New Orleans, LA. June, 1995.
- Evans, P. K. and Kapenekas, M. (1995). Progression in copper. One person show: Mary Kapenekas. (Invited) Stow, Ohio Library.
- Evans, P. K. and Kapenekas, M. (1994). Progression in copper. <u>Interior Design</u>
 <u>Educators International Conference.</u> San Antonio, Texas. Accepted to Show.
 (Juried). One of only 10 accepted for international design show. Becomes permanent part of IDEC slide collection. April, 1994.
- Evans, P. K. and Kapenekas, M. (1994). Progression in copper. <u>AHEA International Annual Conference: Art and Design Section</u>. Juried Showcase. San Diego, California. June, 1994.

COMMISSIONED ART WORK

- Evans, P.K. and Kapenekas, M. (1997). Scalloped water. 2 panels Commissioned for Private Residence.
- Evans, P.K. and Kapenekas, M. (1996). Go with the flow. Commissioned for Barberton Hospital, Barberton, OH. (Project halted for lack of funds.)

GRANTS AND AWARDS FUNDED

Title: *Healthy Environments: Environment-Behavior Annual*

Conference

Source: Research and Sponsored Programs, Kent State University

Amount: \$3000.00

Role: KSU Interdisciplinary Environment-Behavior Committee:

T. Korllos, P.K. Evans, J. Kremers, M. Kapenekas, R. Schemil

Title: Variations of Youth: IDEC Juried Exhibition

Source: Research and Sponsored Programs, Kent State University

Amount: \$300.00

Role: Co-principal artist

Title: Variations of Youth: AA Juried Showcase

Source: Research and Sponsored Programs, Kent State University

Amount: \$300.00

Role: Co-principal artist

Title: The Relationship Between Hue Discrimination, Design Related

Courses of Study and Color Education.

Source: Research and Sponsored Programs, Kent State University

Amount: \$500.00

Role: Co-principal investigator

Title: *Membership Mystique: A Profile of Interior Design Educators.*Source: Research and Sponsored Programs, Kent State University

Amount: \$500.00 Date: 1991

Role: Co-principal investigator

Title: Hue Discrimination as Influenced by Eye Color and Academic Training.

Source: Oregon State University Small Grants.

Amount: \$500.00 Date: \$983-1984

Role: Principal Investigator

OTHER GRANTS SUBMITTED NOT FUNDED

Title: Influence of Indoor Environmental Parameters on Office Workplace Productivity in a Small Business

Source: ASID Foundation Interior Design Research Grant Program

Amount: \$65,831.26

Role: Principal Investigator Ji Young Cho, Assistant Professor, LEED-AP

Co-Investigators: Dr. Pamela Evans, Associate Dean, Associate Professor,

Interior Design Program, LEED-AP, NCIDQ, FIDEC

Dr. Adil Sharag-Eldin, Associate Professor, Architecture and Architectural

Sciences, LEED-AP

Dr. Terrence L. Uber, Assistant Professor, Interior Design Program, NCIDQ,

ASID, IDEC

Title: Advanced Coursework in Lighting Research Methodologies and

Applications

Source: Nuckolls Lighting Foundation

Amount: \$20,000

Role: Co-principal investigator with Dr. Adil Sharig-Eldin,

Evans, P. K. and Mohr, C. ,1997. <u>Personal Narratives of the Profession: Establishing an Oral History of Interior Design.</u> The Joel Polsky-Fixtures Furniture FIDER Endowment. Grand Rapids, MI..

Kremers, J. and Evans, P. K., 1993. <u>Healthy Buildings: The 3rd Annual Environment-Behavior Conference</u>. The Cleveland Foundation, Cleveland, OH..

Evans, P. K. and Kremers, J., 1993. <u>Healthy Buildings: The interdisciplinary KSU Environment-Behavior Conference</u>. College of Fine and Professional Arts Summer Professional Development Awards.

Kremers, J. and Evans, P. K., 1993. <u>Healthy Buildings: An Interdisciplinary Conference</u>. The Graham Foundation.

PRESENTATIONSREFEREED PAPER

- Pamela Evans, John Weigand, Lisa Tucker (2013) IDEC International Conference, Indianapolis, Indiana
- Jean Edwards, Pamela Evans, Betsy Gabb, Jane Kucko, John Weigand, (2011) <u>The Graduate Degree as the First Professional Degree in Interior Design: A Panel Discussion.</u> IDEC International Conference, Denver Colorado
- Cynthia Mohr, Pamela Evans, Kucko, Anna Marshall-Baker, Holly Cline, Migette Kaup (2010) Tenure: an insider's guide for success IDEC International Conference, Atlanta GA.
- Evans, Pamela K. (2008). Moving to the Next Dimension: The Use of Film as a Vehicle for Concept Development. IDEC International Conference, Montreal, ON. Award of Excellence; Members Choice for Best Presentation IDEC
- Kucko, J., Evans, P.K., and Gabb, B. (1999). <u>Interior design education: I wish I would have taken juggling 101.</u> IDEC International Conference, FL. (Refereed paper presentation)
- Kremers, J.A, Evans, P.K., and Kuttaiah, Kalpana. (1998). <u>Thermal technological dependence</u>. ACSA Annual Conference, Cleveland, OH. (Refereed paper presentation)
- Mohr, C. and Evans, P.K. (1996). <u>Oral history and interior design: composing a personal narrative of the profession.</u> IDEC International Conference, Denver, CO. (Refereed paper presentation)
- Evans, P.K. and Kapenekas, M. (1996). Over the river and through the woods: utilizing structural building materials in the fiber arts. AHEA Annual International Meeting, Nashville, TN.
- Evans, P.K. and Kapenekas, M. (1995). <u>Variations of youth: where do we go from here?</u> AHEA Annual International Meeting, New Orleans, LA. (Refereed)
- Evans, P. K. and Kapenekas, M. (1994). <u>Progression in copper: process to product.</u> AHEA Annual International Meeting. San Diego, CA. (Refereed)

- Evans, P.K. and Weber, M.J. (1993). <u>Do you see what I see ?: A study of eye color, color education and hue discrimination</u>. AHEA Annual International Meeting. Orlando, FL. (Refereed paper presentation).
- Evans, P.K. and Weber, M. J. (1992). <u>The relationship between hue discrimination</u>, <u>design related courses of study, and color education</u>. IDEC International Conference. Grand Rapids, MI. (Refereed paper presentation).
- Evans, P.K. and Kolar-Kucko, J., (1991). Membership mystique: A profile of interior design educators. IDEC International Conference, Alexandria, VA. (Refereed paper presentation).

REFERRED POSTER

- Evans, P.K. (1990). <u>Hue discrimination as a function of educational background and gender</u>. AHEA Annual International Conference, San Antonio, TX (Refereed poster presentation.)
- Evans, P.K. (1990) <u>Hue discrimination as a function of educational background and gender: A pilot study</u>. Oklahoma State University Graduate Symposium. Stillwater, OK. (Refereed poster presentation).

INVITED

- Carl, A, Whiteside-Dixson, A., (2003) (invited panel participants Evans, P, Turpin, J., Rabun, J.). <u>Designing the future: proactive restructuring</u>. IDEC Annual International Conference.
- Horodysky, P., Shepherd, K., Waller, S. and Evans, P.K. (1995). <u>Theoretical</u> analysis of historic economic and urban issues of Akron, Ohio with specific emphasis on the area known as Lock One Commons. Senior Thesis. Akron Lock One Commons Business Association, Akron, OH. (Invited).
- Evans, P.K. (1989) <u>Hue discrimination as influenced by eye color and gender</u>. Graduate Student Seminar, Oregon State University. (Invited)
- Evans, P.K. (1985, 1986). <u>The Profession of Interior Design</u>. Careers course AIM 199 Oregon State University. (Invited).
- Evans, P.K. (1985). <u>Color and the Environment</u>. Mid-Valley Home Economists, Corvallis, Oregon. (Invited).
- Evans, P.K. (1977). <u>Textile Science Laboratory Seminar</u>. Nebraska State Dry Cleaners and Coin Operated Laundries Association. University of Nebraska, Lincoln . (Invited)
- Evans, P.K. (1976). <u>Textile Science Laboratory Seminar</u>. Hospitality Days, University of Nebraska, Lincoln. (Invited)
- Evans, P.K. (1976). <u>Creative Textiles at the University</u>. Nebraska Handweavers Guild, Lincoln, Nebraska. (Invited).

RESEARCH PROJECTS

Oral History and Interior Design: Composing a Personal Narrative of the Profession.

Pamela K. Evans and Cynthia Mohr, Kansas State University. (On -going project)

Hue Discrimination as a Function of Environmental Lighting and Eye Color.

(Working title; ongoing research)

Person Perception Influenced by Various Environmental Conditions.

Hue Discrimination as Related to Eye Color and Color Education: An Exploratory

Study. Oklahoma State University, Doctoral Dissertation, 1990.

<u>Spatial Perception as an Indicator of Success of Students in Design Programs</u>. Oklahoma State University, 1982.

Quality Control Manual for Design Firms. Oklahoma State University, 1981.

<u>Thermal Properties of Selected Window Coverings</u>. University of Nebraska, Master's Thesis, 1977.

MASTER THESIS COMMITTEES

(MEMBER)

De Castro Wille, Mariju Ferreira, (2006). Independent Living Senior: a guideline to "light up" their lives. (Architecture)

Schelhorn, David, (1998) <u>Daylighting design in the Cleveland art museum.</u> (Architecture).

Anderson, William Scott, (1997) <u>Towards a living architecture: Variable glazing in curtain wall design and performance evaluation.</u> (Architecture).

Guzzo, Guy, (1993). <u>Investigation into the social and physical features relevant to community planning and development in Holmes County, Ohio</u>. (Sociology).

Kwon, Oh-Jung, (1989). <u>Physical aspects of specialized units for Alzheimer patients in long-term care facilities</u>. Oregon State University.

DOCTORATE COMMITTEES

(MEMBER)

Hagerty, Dorothy D., (1989). <u>Three English manor houses 1260- 1735: An evolution of design and function.</u> Oregon State University.

HONORS THESES AND PROJECTS DIRECTED

Welch, Kathryn (2013) <u>Psychological and Physiological Effects of Light and Color on Patients Healing Environments</u>

Cummings, Kelly (2011) Nonverbal -communications and first impressions

Parkinson, Melissa (2011) <u>Human-based design and the positive impact on the health of</u> the users.

O'Conner, Emily (2011) not completed working title; <u>Miscommunication in religion</u> and the psychological effects religion has on individuals as well as society.

Adams, Bridget (2010). Homelessness and social responsibility

Murray, Laura (2008). What is the relevance of feng shui in the western world within

the

a public office setting

Jones, Megan, (2005). <u>Sustaining our World: Environmental Site Planning</u> Civinskas, Venta, (2003). <u>The Van Rooy Coffee Company: a movement through</u> history, culture sustainability.

Groboske, SueAnn, (2003). A study of the south Lorain neighborhood and the Johnson Steel General Office Building.

Sauers. Amy, (1999). The development of Eastland Center in the village of Waco, Ohio: a case study and proposal for adaptive reuse. Kent State University,

Interior

Design.

- Mastey, Karen E., (1996). A proposed redevelopment of the Cleveland lakefront: a feasibility study. Kent State University, Interior Design.
- Bartula, Jeffery F., (1996). A study of the population and professional sports facilities in Columbus, Ohio to determine the appropriateness of acquiring a professional sports franchise and designing a new sports facility. Kent State University, Interior Design.
- Glotfelty, Michelle, (1996). <u>A feasibility study for the redevelopment of Monroe</u> County, Ohio. Kent State University, Interior Design.
- Stahlheber, Faith (1995). <u>Revitalization of downtown Canton through adaptive</u> reuse of existing structures: A needs/use study. Kent State University, Interior Design.

OTHER SCHOLARLY ACTIVITIES

- Reviewer of papers, Interior Design Educators Council Annual Conference 2009, October 2008., St. Louis
- Reviewer of papers, Interior Design Educators Council Annual Conference 2008, October 2007., Montreal, ON
- Reviewer of papers, Interior Design Educators Council Southwest Region, October 2002. Beaumont, TX.
 - Reviewer of papers, Interior Design Educators Council Annual Conference October 2001 for 2002 Conference. Santa Fe. New Mexico
 - Juror of paper presentation competition, Interior Design Educators Council Annual Conference, April 1999, Clearwater, FL.
 - Preparation of FIDER Accreditation Evaluation Report. Interior Design Program, Kent State University, Fall 1998.
 - Reviewer of papers, Interior Design Educators Council Annual Conference October 1997 for 1998 conference. Fort Worth, Texas.
 - Juror of poster presentations, Interior Design Educators Council Annual Conference, March 1997, Cincinnati, OH.
 - Interior Design Continuing Education Council, (IDCEC)Reviewer of all CEU proposals for professional interior design organizations. 1993 to present.
 - Interior Design Educators Council, 1995 Southwest Regional Meeting, Reviewer of papers.
 - Interior Design Educators Council, 1995 Mid-West Regional Meeting, Reviewer of papers
 - Journal of Family and Consumer Sciences, Reviewer, 1995.
 - American Association of Family and Consumer Sciences, 1995 Annual International Meeting, June .1995, Juror of Art and Design Showcase.
 - Evans, P.K. (1993). <u>The 3rd Annual Environment-Behavior Conference Proceedings</u>. Kent State University. Kent, OH (Editor)

AWARDS, HONORS, AND RECOGNITIONS

Named Fellow Status in IDEC March 2009 Award of Excellence; Members Choice for Best Presentation IDEC, Montreal, March 2008

Certificate of Appreciation for Service, IDEC Montreal, March 2008

Presidential Award, Interior Design Educators Council, March 2007

Professor of Recognition, Kent Interhall Council, April 1995. Kent State University.

College of Home Economics Nominee for Dar Reese Excellence in Advising Award, 1986. Oregon State University.

Department of Apparel, Interiors and Merchandising Nominee for Elizabeth Ritche Distinguished Professor Award, 1987. Oregon State University.

PROFESSIONAL ORGANIZATIONS

Interior Design Educators Council, Corporate Member

International Interior Design Association, Professional Member.

Coalition of Interior Designers for Legislation in Ohio, Board of Trustees

American Institute of Architects/The American Architectural Foundation, Allied Member.

Illuminating Engineering Society of North America, Member.

American Association of Family and Consumer Sciences, Professional Member (Formerly AHEA).

Associated Landscape Contractors of America, Affiliate Member.

American Association of Textile Chemists and Colorists, Member, 1977 to present.

HONORARY ORGANIZATIONS

Golden Key National Honorary, Oklahoma State University Chapter, Member. Blue Key National Honor Fraternity, Oklahoma University Chapter, Member Omicron Nu, Honorary, Oklahoma State University Chapter, Member. Kappa Omicron Nu, Honorary, University of Nebraska Chapter, Member Phi Upsilon Omicron, Honorary, University of Nebraska Chapter, Member.

Regional Chair Representative to the Board, IDEC 2001 -2004

Midwest Regional Chair, IDEC, 2001-2003

IDEC Regional Conference Coordinator and Host Cleveland, OH October 2001

Coordinator, IDEC Regional Student Competition, January 2001, Midwest Region.

Coordinator, IDEC Regional Student Competition, February 2000, Midwest Region.

Chair, Art and Design Section for American Association of Family and Consumer Sciences, June 1997-1999

Chair-elect Art and Design Section for American Association of Family and Consumer Sciences, June 1995 to 1997.

Vice -Chair of Art and Design Section for American Association of Family and Consumer Sciences, June 1995 to June 1997.

National Committee on Promotion and Tenure, Interior Design Educators Council, 1992-1993

National Committee on Research and Scholarly Activities, Interior Design Educators Council, 1991-93.

National Ad Hoc Committee on Color, Interior Design Educators Council, 1991-93.

Regional Ad Hoc Committee on Membership, Interior Design Educator Council, Midwest Region, 1991-92.

IBD Annual Regional Design Charrette, Kent State Faculty Representative, Fall 1991.

UNIVERSITY ACTIVITIES AND COMMITTEES

KENT STATE UNIVERSITY

Program/School/College/University

A and A Deans Council; Consistency Sub Committee, Experiential Learning Subcommittee

University Teaching Council 2012 to present

University Requirements Curriculum Committee 2008 to present

Educational Policies Council

Infosilem Committee

Course Scheduling Steering Committee

CAED Scholarship Committee

University Teaching Council

CAED Graduate Committee

Advising Deans Committee

University Articulation Committee and College

College/Faculty Advisory Committee, 2000 to 2008.

Undergraduate Studies Committee 2000 to present.

Graduate Studies Committee 2000 to Present.

Search Committee: Architecture Design Theory/Studio Faculty Position 2012-2013 Search Committee: Architecture Digital Design Studio Faculty Position 2012-2013

Search Committee: Interior Design Faculty Position, 2007 -2008 Chair Search Committee: Interior Design Faculty Position, 2006 -2007 Chair Search Committee: Interior Design Faculty Position, 2002 -2003 Chair Search Committee: Interior Design Faculty Position, 2001 -2002 Chair Search Committee: Interior Design Faculty Position, 1999-2000 Chair

Search Committee: Director, School of Family and Consumer Studies, 1999 to

2000.

Search Committee: Interior Design Faculty Position, 1996-1997, 1997-98.

Family and Consumer Studies Faculty Advisory Committee 1990 to 2000.

Family and Consumer Studies Graduate Studies Committee 1990 to 2000.

Family and Consumer Studies Curriculum Committee, 1990 to 1995. (1992 - Chair., 1993 - Chair), 1998-2000.

Interior Design Advisory Board, 1990 to present.

Interior Design Interdisciplinary Committee, Chair 1990 to present

Advisor Student Chapter ASID, 1993-present.

Robert Beckman Interior Design Scholarship Committee, Chair 1991 to 1995.

Kappa Omicron Nu Scholarship Selection Committee 1990 to 1996, 1998.

Scholarship Awards Committee, 1996 to 2000.

Family and Consumer Studies Committee on Technology, Chair, 1996-1999.

Family and Consumer Studies Renovation Phase II Committee, Fall 1990.

Family and Consumer Studies Moving Committee, 1990 to 2000.

Family and Consumer Studies Computer Committee, 1990 to 2000.

College

Search Committee, Dean of the College of Architecture an Environmental Design 2004-05

Search Committee, Director of the School of Visual Communication and Design, 2001-2002

Search Committee, Director of School of Architecture, 1997-2000.

College of Fine and Professional Arts Curriculum Committee, 1991-1995.

Ad Hoc Committee on Interior Design 1997.

Speech-Theater Building Computer Room Use Committee 1997-98, 1998-99.

Architecture-Interior Design Integration Committee, 1996 to present.

Assistant Director Academic Computing College Interviews Committee, 1997.

University

Commencement Committee 1999 to present

Citations and Recognitions Committee, 1991-1995, 1998 to 2000

University Mace Design Committee, 1998.

Creative Achievement Awards, representative from Interior Design, 1990 to present.

Multimedia Task Force, 1996 -1998.

Baccalaureate Commencement Representative, August 1994, May 1998, August 1999.

Graduate Commencement, representative, December 1996.

Environment-Behavior Interdisciplinary Committee, 1990 to present.

University Bookstore Committee: Creative Dormitory Contest, 1996.

OREGON STATE UNIVERSITY

College

Family Studies Center Steering Committee, Member, 1987-89.

Search Committee, Associate Dean for Undergraduate Academic Services and International Programs, Member, 1986.

Exhibits Coordinator, College of Home Economics, 1983-1987

All-Sciences Day, Member, 1986.

College of Home Economics Computer Committee, Member, 1985-1987.

College Structure Committee, Member, 1985-1987.

College Computer Committee, Member, 1985 to 1988.

Core Curriculum Development Task Force, Member, 1986.

Fire and Safety Committee, Oregon State University, 1984-1985.

Search Committee, Family Resource Management (Housing) Teaching position, Member, 1984-1985.

Department

AIM Graduate Committee, Chair, 1986-88, Member 1983-1988.

Advisor Organization of Students in Interior Merchandising (IBD affiliation) 1983-1989.

AIM Industry Symposium Steering Committee, Member, 1987.

AIM Graduate Recruiting Material, Coordinator, 1986-1987.

Schilling Scholarship Selection Committee, 1983-1989.

Co-Coordinator; Department of Apparel, Interiors and Merchandising Annual Design Show, 1983-1989.

Search Committee, Textile Design Teaching position, Chair, 1986.

AIM Grievance Committee, 1983-1986, 1988-1989.

University

OSU Homecoming Selection Committee.

OSU Graduation Marshal, 1985.

OKLAHOMA STATE UNIVERSITY

Co-Advisor, Student Chapter, ASID. 1981-1983.

NORTHERN ARIZONA STATE UNIVERSITY

ASID/AIA First Annual Conference, Tulsa, OK, Representative from Northern Arizona University, 1980.

Campus Improvement Committee, NAU, 1980-1981.

Residence Life Advisory Committee, NAU, 1981.

Consultant/Designer, Women's Resource Center, NAU, 1978-1979.

PROFESSIONAL DESIGN CONSULTING (Pro bono)

Office of Computer Science, 2013

Office of the Provost, Kent State University

Administrative Offices of Fine and Professional Arts.

Kent State University (pro bono) (1996- to 1997)

Physical Therapy, Health Services Building

Kent State University (pro bono) 1997

Speech and Audiology, Music and Speech Building, Kent State University, (pro bono), 1996-1997

Teleproductions, Music and Speech Building, Kent State University, 1995, consultant, (pro bono).

Career Planning and Placement, Michael Schwartz Center, Kent State University, 1994, Pamela Evans and Mary Kapenekas, (pro bono)

Design consultant to Computer Lab, College of Education, Kent State University, 1990, (pro bono)

Design consultant to Kerr Library Computer Lab, Oregon State University, 1988-89, (pro bono)

Design consultant to Family Studies Center, Oregon State University 1987-89, (pro bono)

Design consultant to Dr. Rob Phillips, Austin Auditorium, Oregon State University, 1986, (pro bono)

Design consultant to College of Home Economics Student Lounge, Oregon State University 1984-1988, (pro bono)

COMMUNITY AND PUBLIC SERVICE

- American Cancer Society's Designer Show House Cleveland, OH, July, 2002 "Yours, Mine, and Ours", Interview for <u>Akron Beacon Journal</u>, March 14, 1997 Habitat for Humanity, Ravenna, OH, KSU- ASID Student Chapter, 1994-1995. "How to Speak Designerese". Interview for <u>Northern Ohio LIVE</u>, June 1993. "Questions to Ask Your Interior Designer". Interview for <u>Northern Ohio LIVE</u>, November 1992.
- <u>Interior Merchandising/Design Update</u>. Fall Community Newsletter, Corvallis, OR, 1984.
- Judge, Interior Design/Home Furnishings Category, Oklahoma State Fair, Oklahoma City and Tulsa, 1982.
- Judge, Interior Design/Home Furnishings Category, Oklahoma State Fair, Oklahoma City, 1981.

Ji Young Cho, Ph.D., LEED-AP

Assistant Professor, Kent State University

301 Taylor Hall, Kent State University, OH 44242 Office 330-672-9720 ID Office 330-672-5833 Fax 330-672-5877 E-mail: jcho4@kent.edu Webpage: http://www.personal.kent.edu/~jcho4/

EDUCATION

Ph.D. (2011)

Department of Architectural Studies, University of Missouri, Columbia, MO

Emphasis: Environment & Behavior

Dissertation: The Pedagogy of Aesthetics: A Study of Three Architectural Design Studios

Chair: Dr. Benyamin Schwarz. Committee: Dr. Ruth Brent Tofle, Dr. Newton D'Souza, Dr. Joseph Bien

M.S. Arch (1995) (Architecture by Research degree)

Graduate School of Architecture, Pusan National University, Korea

Thesis: A Study on the Dwelling Consciousness and Activities: Toward the Transformation of Apartment

Housing Unit Plan

Chair: Dr. Si-hwan Park

B. S. Arch (1993)

Department of Architecture, College of Engineering, Pusan National University, Korea

EMPLOYMENT RECORD

•	Assistant Professor	Aug 2011-present	
	College of Architecture and Environmental Design, Kent State University, Kent, Ohio		
•	Full Time Lecturer	Aug 2010-May 2011	
	College of Architecture and Environmental Design, Kent State University, Kent,	Ohio	
•	Graduate Instructor	Jan 2008-May 2010	
	Department of Architectural Studies, University of Missouri		
•	Teaching Assistant	Aug 2007-Dec 2007	
	Department of Architectural Studies, University of Missouri		
•	Research Assistant	Aug 2006-Dec 2009	
	Design with Digital Media Group		
	Department of Architectural Studies, University of Missouri		
•	Senior Researcher	Mar 2006- May 2006	
	CREDITS (CREative Design & Intelligent Tutoring System) Research Center		
	Sungkyunkwan University, Korea		
	http://credits.skku.edu Field: Design Education and Creativity		
•	Part Time Instructor	Sep 2004-Feb 2006	
	Department of Interior Architecture, Dongyang Mirae University, Seoul, Korea		
•	Senior Designer & Project Manager	Jan 2001-Oct 2005	
	Joong Ang Design, Seoul, Korea		
•	Project Designer	Jan 1998-Dec 2000	
	Joong Ang Design, Seoul, Korea		
•	Designer	Jul 1995-Dec 1997	
	Joong Ang Design, Seoul, Korea		

CERTIFICATION & LICENSE

- LEED-AP (Leadership in Energy and Environmental Design) ID. A8BEBDCC33 (June, 27, 2009)
- Architectural Engineer 1st Class, Korea
 ID. 9420

ID. 94201030112Q (March 7, 1994)

AWARDS & HONORS & SCHOLARSHIP

- 1. Faculty Excellence Award in Research Category, Kent State University (2013)
- Teaching Scholar, Faculty Professional Development Center, Kent State University (2013-2014)
- 3. Faculty Excellence Award in Research Category, Kent State University (2012)
- 4. Graduate Professional Council Travel Awards, University of Missouri, Columbia (2010)
- 5. **MU Excels**, MU A&S Fellowships, University of Missouri, Columbia (2009)
- 6. **John D. Bies International Travel Scholarships**, \$ 750, University of Missouri, Columbia (2009)
- 7. EDRA Student Scholarship, Environmental Design Research Association 40, Kansas City (2009)
- 1st Place Award in the Interior Design Category Interior Design Educators Council (IDEC) Creative Scholarship (internationally), IDEC 08, Montreal, Canada (2008)
- 9. **IDEC Graduate Scholarship** (one of eight recipients internationally), \$ 1,000, IDEC 08, Montreal, Canada (2008)
- 10. **DCC Doctoral Student Scholarship**, \$ 725, the 3rd Design Computing and Cognition Conference, Atlanta, GA, USA (2008)
- 11. Graduate Professional Council Travel Awards, \$ 400, University of Missouri, Columbia (2007)
- 12. **Teaching Assistantship**, University of Missouri (2007-2010)
- 13. Research Assistantship, University of Missouri (2006-2009)
- 14. 1st Winner for National Assembly Building Renovation, Seoul, Korea (2005)
- 15. Outstanding Designer Award, Joong Ang Design, Seoul, Korea (2004)
- 16. 1st Winner for Seoul City Hall Renovation, Seoul, Korea (2000)
- 17. Outstanding Designer Award, Joong Ang Design, Seoul, Korea (2000)
- 18. 1st place in Pusan City Student Architecture Design Competition, Pusan, Korea (1993)
- Honorable mention in Korean Institute of Architects Student Design Competition, Seoul, Korea (1992)
- 20. Tuition Waiver Scholarship, Pusan National University (1989-1994)

GRANT HISTORY

- 1. A study of the culture on aesthetic preference in public building design, **Research and Creative Activity** support request, **PI. \$ 2,060** (2013), University Research Council, Kent State University. **Funded**
- 2. A Study of Subjectivity and Universality of Aesthetic Preference for Public Building Design, the **Farris Family Fellowship**, Kent State University (2013) Not funded.
- 3. Developing a Web-based Collaborative Design Studio with a School in South Korea, **Summer Teaching Development Grant**, **\$3,250** (2012). University Teaching Council, Kent State University. **Funded**.
- A Study of the Impact of Spatial Ability on Design Creativity in Architectural Design, Research and Sponsored program, Research and Creative Activity Summer Appointment, Pl. \$ 6,500 (2011), University Research Council, Kent State University. Funded.
- 5. Travel Conference Grant, University Teaching Council, Kent State University (2013) Funded.
- 6. Travel Conference Grant, University Teaching Council, Kent State University (2012) Funded.
- 7. Travel Conference Grant, University Teaching Council, Kent State University (2011) Funded.
- 8. Travel Conference Grant, University Teaching Council, Kent State University (2010) Funded.
- Understanding the meaning of color environments among the elderly: A virtual environment exploratory study, MU Interdisciplinary Center on Aging, \$ 8,000, READ Award (Research Enrichment & Dissemination Award), University of Missouri-Columbia: Yoon, S. Y. (PI), James, L., Schwarz, B., Tofle, R., Myra, A, & Cho, J. Y. (2007). Funded.

- 10. A Study of Interior Design Students' Spatial Ability through Web-based Digital Pictorial Drawing System, \$2,400. IDEC Foundation. **Cho, J. Y.** (2011). Not funded.
- 11. The Aesthetics of Architecture from Three Perspectives, \$6,045. **Cho, J. Y.** (2011). Graham Foundation. Not funded.
- 12. Influence of Indoor Environmental Parameters on Office Workplace Productivity in a Small Business. **Cho, J. Y.**, Evans, P., Sharag-Eldin, A., & Uber, T. \$65,831.26. ASID Foundation Interior Design Research Grant Program (2010). Not funded.
- 13. Aesthetics of Architecture in Architects' Mind: Tracing Architects' Thoughts, **Cho, J. Y.** & Schwarz, B. \$9,600. Graham Foundation. (2009). Not funded.

STUDENT AWARD/HONORS

Tiffany Contic (from ID 34504 Studio IV project in fall 2012)

2013 AIA CLEVELAND + ASID OHIO NORTH DESIGN AWARDS

INTERIOR DESIGN STUDENT AWARDS Honorable Mention

Project: Outlook Inc. Workplace Design

Comments by judges: "The proposal identified clever ways in which programs could be interwoven and overlapped to promote meaningful synergies, increase efficiency and enhance adaptability"

SCHOLARLY PUBLICATIONS

Research Areas

Design Process, Creativity, and Cognition

Design Pedagogy

Aesthetic Theory in Interior Design and Architecture

Design Evaluation and Research Method

Cultural Difference in Design Evaluation

Peer Reviewed Journal Publications

- Cho, J. Y. & Lee, E. H. (2014). Reducing Confusions between Grounded Theory and Qualitative Content Analysis Approaches: Similarities and Differences. The Qualitative Report 19(64), 1-20. [Scopus] acceptance rate 15%
- Cho, J. Y. & Cho, M-H. (2014). Student Perceptions of and Performance in Online and Offline
 Collaboration in an Interior Design Studio. International Journal of Technology and Design Education.
 DOI 10.1007/s10798-014-9265-0 [SCIE]
- Cho, J. Y. (2013). Process of aesthetic education in design studio: A layperson's acculturation to the architecture and design community. *Journal of Architectural and Planning Research*, 30(4) 328-343.
 [SSCI] Acceptance rate 8%
- 4. Cho, J. Y. (2013). Customization and autonomy: Characteristics of the ideal design studio instructor in design education. *Architectural Research 15* (3), 123-132. [KCI]
- Cho, J. Y. & Yoon, S. Y. (2011). Different Aesthetic Impressions of Building Design between Designers and Laypersons: A Case Study on Two Public Buildings using Virtual Reality Technology, Journal of Korean Living Science Research, 31(2), 15-21.
- Yoon, S. Y. & Cho, J. Y. (2011). Emotional responses to color environments: An experimental study on young and older adults using a semi immersive virtual environment, Journal of Korean Living Science Research, 31(1), 49-58
- 7. Yoon, S. Y., Oh, H. J. & **Cho, J. Y.** (2010). Understanding Furniture Design Choices Using a 3D Virtual Showroom. *Journal of Interior Design*, 33(5),33-50
- 8. **Cho, J. Y.** (2009). Pedagogical Examination of an Award-Winning Instructor's Studio Teaching. *Design Principles and Practices: An International Journal*, 3(3), 387-406.

Chapters in Invited, Peer-Reviewed Books

 Cho, J. Y. & Schwarz, B. (in print. 2014 November). Aesthetic theory and interior design pedagogy, In Jo Ann Thompson and Nancy Blossom (Eds.) Handbook of Interior Design. Wiley/Blackwell.
 Book information in Wiley

Peer Reviewed Journal Under Revision or Review

- 1. **Cho, J. Y**. An investigation of creativity, spatial ability, and visual cognitive styles in design studio performance. *Design Studies.*(submitted on June 2014)
- 2. **Cho, J. Y.**, Cho, M-H., & Kozine, N. Does the Medium Matter in Collaboration?: Using Visually Supported Collaboration Technology in an Interior Design Studio. *Journal of Interior Design (submitted on June 2014).*

Journal Manuscript In Progress

- 1. **Cho, J. Y., &** Lee, E-J. A study of luxury level of in-store colors on store emotions and preference using computer simulations.
- 2. Cho, J. Y., & Lee, E-J. A cross cultural study of color perception of luxury store in retail environment.
- 3. Brie, C. & Cho, J. Y. Calibrating collaboration: Strategies for creative outcome in

Working Research Projects

- 1. **Cho, J. Y**, Yoo, J. W. & Lee, J-S. A study of product creativity between expert and laypersons: Using Consensual assessment technique. A study of sub-dimension of creativity in interior and exterior design
- 2. **Cho, J. Y.**, Whang, H-J., & Lee, S-W. Universality and subjectivity in aesthetic response to public building design
- 3. **Cho, J. Y.,** & Evans, P. A longitudinal study of creativity, spatial ability, visual cognitive styles, and studio performance in interior design.
- Cho, J. Y., Brie, C, & Cho, M-H., Team collaboration and confidence in creativity

Peer Reviewed Full-Length Conference Papers

- Cho, J. Y. (2012). Design Research Using the Grounded Theory Approach: The Search for a Research
 Method for Design Process. Design Communication Association. Proceeding of DCA, 69-75. Oklahoma
 State University.
- Cho, J. Y. (2012). Spatial Ability, Creativity, and Studio Performance in Architectural Design, the 17th International Conference the Association for Computer-Aided Architectural Design Research in Asia (CAADRIA), Proceeding of CAADRIA, 131-140, Chenni, India
- Cho, J. Y. (2011). Listening to Students' Voices: Characteristics of the Ideal Design Studio Instructor, Proceeding of IDEC, 204-207, Denver, CO, USA
- 4. **Cho, J. Y**. (2011). Understanding the Process of Aesthetic Education in Design Studios: Toward a New Framework for the Pedagogy of Aesthetics, *Proceeding of IDEC*, 208-211, Denver, CO, USA
- Cho, J. Y. & Yoon, S. Y. (2010). Aesthetics by Laypersons and Designers: Understanding Different Views on Public Building Designs using Virtual Reality Technology, *Design Communication Association*, MO, USA
- 6. **Cho, J. Y.**, Yoon, S. Y, & Nam, K. S. (2010). An Analysis on Topics of Sustainability during the Past Three Years: Reviewing Trends from Recent Conference Proceedings, *2010 IDEC*, 328-333, Atlanta, GA, USA
- Yoon, S. Y. & Cho, J. Y. (2009). Understanding the Furniture Decision Making Process and Design Preference Using Web-Based VR Technology, *Proceeding of IDEC*, 904-914, St. Louis, MO, USA
- Yoon, S. Y., Tofle, R. B., Schwarz, B., Danielle, O., & Cho, J. Y. (2009). Understanding the Meaning of Color Environments: A Virtual Environment Exploratory Study, *Proceeding of IDEC*, 924-934, St. Louis, MO. USA
- 9. **Cho, J. Y**., & Yoon, S. Y. (2007). Students' interaction with different media in architectural studio: Learning from students' perspectives. *Journal of Design Communication Association*, 125-134, Indiana, IN, USA
- Kim, Y. S., Cho, J. Y, and Park, J. A. (2006). Visual Reasoning and Design, Visuo-Spatial Design Workshop in Design Computing and Cognition Conference. Eindhoven, Netherlands
- 11. Park, J. A., Kim, Y. S., & **Cho, J. Y**. (2006). Visual Reasoning as a Critical Attribute in Design Creativity, *Proceeding of International Design Research Symposium*, Korea

Peer Reviewed Editorial Review

 Cho, J. Y. (2012). Three Areas of Research on Spatial Ability in the Architectural Design Domain, Journal of Architectural Engineering Technology 1(2).

DESIGN WORK EXHIBITION with PUBLICATION (peer reviewed)

- 1. KIID (Korea Institutte of Interior Design) 2013 International Invitation Exhibition, Oct 9-13 in Artcenter Gallery, Seoul, Korea. Design work titled "Design as a Journy to Discover and Create Beauty for Quality of Life".
- 2. 2013 BUGAIK International Architecture Exhibition. Hyomin Gallery, Dong-Eui University, Busan, Korea. Dec 1-6th, 2013. Design work title: "Seoul City Hall main conference hall renovation"
- 3. 2012 BUGAIK International Architecture Exhibition. Hyomin Gallery, Dong-Eui University, Busan, Korea. Dec 1-6th, 2012. Design work title: "Korean national assembly main conference hall renovation"
- 2008 Interior Design Educators Council. A Place Where Technology and Tradition Meets Montreal, Canada.

Design Work Publications

- Cho, J. Y. (2008). A Place Where Technology and Tradition Meet, Journal of Interior Design, 33(3), 68-70.
- 2. "Bean Pole Myeong Dong Flagship Store," Interior World Fashion Shop & Hair Beauty Shop (2004)
- 3. "Lexington Hotel," Interior Design Detail Commercial & Hospital (2004)
- 4. "Gwacheon Public Library of Information & Science," Plus (2003)
- 5. "Seoul City Hall Main Conference Room" & "Naver Plaza," Interior Architecture 1 (2001)
- 6. "Naver Plaza," Interior World Recreation & Sports Space (2001)
- 7. "Seoul City Hall Main Conference Room" & "KTF Customer Service Center," Plus (2001)
- 8. "Seoul City Hall Main Conference Room" & "KTF Customer Service Center," Space (2001)
- 9. "Service Academy" Interior World Education & Welfare Space (2000)
- 10. "Service Academy," Lighting & Interior (2000)
- 11. "SK Telecom TTL ZONE," Interiors (1999)

PAPER PRESENTATIONS (peer reviewed)

- Cho, J. Y (2014). An Exploratory Study of Creativity, Spatial Ability, and Visual Cognitive Style in Interior Design Studio Performance. For IDEC 2014, New Orleans, LA, USA
- Cho, J. Y & Cho, M-H. (2013). A Study of Online Versus Offline Group Communication and Collaboration in the Interior Design Process. IDEC 2013, Indianapolis, IN, USA.
- 3. **Cho, J. Y.** (2009). The Role of Philosophical Aesthetics for Understanding Aesthetics in Architecture, *Proceeding of EDRA 40*, 236-237, Kansas City, MO, USA
- 4. **Cho, J. Y.** (2009). Pedagogical Examination of a Teaching Award Instructor's Studio Teaching, the *Third International Conference on Design Principles and Practices*, Berlin, Germany
- 5. **Cho, J. Y.** (2008). Human Learning Theories Applied to Architectural Design Process, DCC' 08 Doctoral Student Symposium, the 3rd *Design Computing and Cognition Conference*, Atlanta, GA, USA
- Cho, J. Y. (2008). A Place Where Technology and Tradition Meet, IDEC (Interior Design Educators Council) Creative Scholarship presentation, IDEC 08, Montreal, Canada

POSTERS PRESENTATIONS (peer reviewed)

- Cho, J. Y. (2012). Developing a Web-based Collaborative Design Studio with a School in South Korea. College Teaching Conference. Oct 25, Kent State University
- 2. **Cho, J. Y.** (2009). Aesthetics, Design Education, and Pedagogy: A Case Study of an Architectural Design Studio, *Proceeding of EDRA 40, 210-211*, Kansas City, MO, USA
- Yoon, S. Y., Tofle, R. B., Schwarz, B., Cho, J. Y. & Danielle, O. (2009). Revisiting Kobayashi's Theory for Color Environments Using Computer Simulation: Cultural Difference vs. Universality, *Proceeding of EDRA 40*, Kansas City, MO, USA
- 4. Yoon, S. Y., Tofle, R. B., Schwarz, B., **Cho, J. Y.** & Danielle, O. (2009). Understanding the Meaning of Color Environments among the Elderly: A Virtual Environment Exploratory Study, 19th Annual Conference: Caring for the Frail Elderly, Columbia, MO, USA

INVITED LECTURES & PANEL DISCUSSIONS

 Presentation of research project as teaching scholar program. Oops...The Scholarly Process of Constructing a Better Learning Environment. Faculty Professional Development Center. Kent State University. April 11, 2014.

- Fantastic futures in design education. Panel discussion. Kent State University. April 2, 2012
- Pecha kucha night architecture + faculty presentation. Nov 18, 2011
- Introduction to East Asian architecture: Korea, China, and Japan. History of architecture course. Kent State University. Nov 21, 2011
- Color Research in Environmental Design, Iowa State University, College of Design, Oct 29, 2009

WORKSHOP/CONFERENCE ATTENDED

- Immersed in Learning, Teaching, and Collaboration with Visualization Technology, University of Illinois at Chicago, July 29-30, 2014
- 3D Printing Seminar, Courtyard Cleveland Independence, Ohio, April 8, 2014
- Mizzou International Symposium on "Creativity and New Media. Co-sponsored by the by MizzouAdvantage Creative Convergence Network (CCN), University of Missouri, MO. April, 19-21, 2013.
- Lilly conference, Oct, 2013 in Miamy University, Oxford, OH.
- The teaching professor conference "using grading strategies to understand and improve student learning"
 Oct I 2-13, 2012, Boston

TEACHING AND ADVISING Teaching portfolio

Kent State University

Design Studios

CAED 10101 Design Foundation Studio I

CAED 10102 Design Foundation Studio I

ID 34504 Studio Problems in Interior Design IV

ID 44507 Studio Problems in Interior Design VII

ID 44506 Studio Problems in Interior Design VI

ID 14501 Studio Problems in Interior Design I

Lecture Courses

ARCH 60922 Methods of Inquiry (graduate)

ID 24011 M&M Building Systems

ID-14512 Interior Design Graphics

ID-41095 Special Topics: Digital Graphics I

ID 14501 Introduction of ID

ID 34504 Lecture portion of Studio Problems in Interior Design IV

Honors Course

Undergraduate Thesis Committee

Lindsay Charnofsky, 2012

University of Missouri, Columbia, Graduate Instructor

Design Studios

ARCHST 3182 Design Studio II (sophomore)

ARCHST 2811 Design Studio I (sophomore)

Lecture Courses

ARCHST 2230 Design Communication (sophomore)

ARCHST 2220 Computer-Aided Drafting with AutoCAD (sophomore)

Instructor at Dong Yang Mirae University, Korea, Instructor

Interior Architecture Studio I (sophomore)

Design Development III (junior)

PROFESSIONAL SERVICE

Kent State University

University Diversity Action Council

Fall 2011-ongoing

College of Architecture and Environmental Design, Kent State University

College Advisory Committee Fall 2011-ongoing College Curriculum Committee Fall 2012-ongoing Master of ID committee Fall 2011-ongoing Global Education Committee Fall 2013-ongoing Interior Design Curriculum Committee Fall 2010-Spring 2011 Research and Technology Committee Fall 2010-Spring 2012 International Committee Fall 2010-Spring 2013 Faculty Search Committees(Design/Theory, Digital/Design, Interior Design) Fall 2011-Sping 2014 Fall 2010- Spring 2011 Master and PhD Committee

First Year Core Committee Spring 2011

Journal Manuscript Reviewer

Studies in Higher Education (2014)

International Journal of Design Creativity and Innovation (2012)

Editorial Board for Architectural Engineering Technology (2011-Present)

Design Principles and Practices: An International Journal (2009, 2010)

Conference Paper Reviewer

Interior Designer Educator's Council (IDEC) (2009, 2012, 2013)

Environmental Design Research Association (EDRA) (2009, 2013)

Architectural Research Centers Consortium (ARCC) (2012)

Book Reviewer

Building Systems for Interior Designers 3rd edition, Wiley (2013)

RESEARCH EXPERIENCE

Research Assistant at University of Missouri, Columbia (Fall 2006 - Fall 2009)

Dept. of Architectural Studies

Assisted Dr. So-Yeon Yoon in the area of Design with Digital Media

Research assisted projects

Understanding the meaning of color environments among the elderly: A virtual environment exploratory study (2007)

Understanding User Experience in Virtual Reality Environments, A framework for interdisciplinary research on the effects of advanced technology (2007)

Agricultural Experiment Station Research (2006-2009)

Responsibilities: Conducted a literature review, documentation, experiment design, surveys, and research questionnaires. Recruited participations, created 3D space for experiment, collected data, analyzed data, wrote papers, and presented the research findings in IDEC and EDRA conferences.

Researcher at Sungkyunkwan University, Korea (Feb 2006-Apr 2006)

 CREDITS (CREative Design & Intelligent Tutoring System) Research Center (http://credits.skku.edu) Field: Design Education and Creativity

Research assisted projects

CDR (Creativity & Design Research)

VGDR (Visual, Geometric, Design Reasoning): sponsored by the Korean Ministry of Science & Technology through the Creative Research Initiative program (\$ 60,000/year for 9 years)

Responsibilities: Assisted the development of "DesignScape" - A computer based tool to be used to visualize the design activity and the design process with Dr. Sung-Ah Kim. Demonstrated "DesignScape" in Creative Research Initiative Program Exhibition, COEX Grand Ballroom, Korea, April 14, 2006.

Conducted a literature review, and documentation. Proposed a new research project about visual reasoning, designed experiment, conducted experiment, and wrote a paper. Consult architectural design process and participated in design research.

SELECTED DESIGN PROJECTS Design Portfolio

Joong Ang Design, Seoul, Korea (July 25,1995-Oct 13, 2005)

Designed and directed projects from conceptual design through completion of the construction in Korea and overseas. Designs included architecture, existing building renovation, interior design, new building façade design, space planning, furniture design, and signage design.

Developed a presentation to the client and the leading teams for international or national design competitions. Supervision of the construction and Mentoring internship designers

Government Office & Public Architecture

National Assembly Building Main Hall Renovation (2005) Seoul, Korea

National competition, selected as the 1st winner

Concept design, design development and presentation

Seocho Children's Library Renovation (2005) Seoul, Korea

Architecture & Interior & furniture & signage concept design and design development, documentation, presentation, directed through completion of construction.

Gwacheon Public Library of Information & Science (2001) Gwacheon, Korea

Interior & furniture & signage concept design and design development, documentation, presentation, directed through completion of construction

Seoul City Hall Main Conference Room Renovation (2000) Seoul, Korea

National competition, selected as the 1st winner

Designed and directed from conceptual design through completion of construction

Oversees Projects: Hotel & Theme park

Palace Hotel Renovation (2005) Guam

PDI (USA): Concept design

My role: Design development and design team supervision

Sheraton Hotel (2004) Angola

Interior concept design and design development

China Sun Plaza (Theme Park) (2004) Dalian, China

RPA (USA): Concept design

My role: Design development and design team supervision

Hospitality: Hotel & Golf Club House

Munmak Century 21 Golf Club House (2005) Munmak, Korea

Architecture (facade) & interior & furniture concept design, design development, documentation, presentation, directed through completion of construction

Lexington Hotel Renovation (2004) Seoul, Korea

E-land (Korea): Concept design

My role: Design development, documentation, presentation, directed through completion of construction

Cheju Hyatt Regency Suit Floor Renovation (2002) Cheju, Korea

Diana Simpson (Australia): Concept design and design development

My role: Design development and design team supervision, construction supervision, furniture design

Exhibition Space

Space & Astronomy Museum (2004) Kunpo, Korea

Landscape & interior & furniture & signage concept design, design development, documentation, presentation, directed through completion of construction

KT&G Building Vip Zone, Restaurant & Exhibition Hall (1998) Seoul, Korea

Interior & furniture & signage concept design, design development, documentation, presentation, directed through completion of construction

Samsung Automobile Exhibition Hall (1997) Suwon, Korea

Norman Foster (Italy): Concept design and design development

My role: Design development and construction drawing, construction document

Commercial & Entertainment Space

KT U-CAFE & DNS (Digital Nomad Space) (2005) Seoul, Korea

Interior & furniture & signage concept design, design development, documentation, presentation, directed through completion of construction

Ion city Complex (Shopping Complex) (2005) Pusan, Korea

Interior & furniture & signage concept design and design development, documentation, presentation, directed through completion of construction

Totoo & (Hotel Shopping Complex) (2004) Seoul, Korea

Architecture (facade) & Interior & furniture concept design and design development

Myeong Dong, Kangnam, Tower Palace, Bean Pole Flagship Store (2003-04) Seoul, Korea

MKDG (USA): Store identity design and design development

My role: Architecture design, design development, design team supervision.

Samsung Everland Naver Plaza Renovation (2000) Yongin, Korea

Architecture & interior & furniture & signage concept design, design development, documentation, presentation, directed through completion of construction

• SK Telecom TTL ZONE (1999-2000) Seoul/Taejon/Kwangju, Korea

Architecture & interior & furniture & signage concept design, design development, documentation, presentation, directed through completion of construction

Education & Workplaces

Samsung SDI VIPs Zone & Research Institute Renovation (2004) Chunan, Korea

Interior & furniture & signage concept design, design development, documentation, presentation, directed through completion of construction

Korea Telecom Freetel's Metropolitan Customer Center (2001) Seoul, Korea

Interior & furniture & signage concept design, design development, documentation, presentation, directed through completion of construction

Samsung Everland Service Academy Renovation (2000) Yongin, Korea

Architecture & interior & furniture & signage concept design, design development, documentation, presentation, directed through completion of construction

Theme Park

Samsung Everland Kids' Play Land (2004) Yongin, Korea

Forrec (Canada): Concept and design development

My role: Design development, design team and construction supervision

ADDITIONAL SKILLS (Technical Proficiency)

2D Drawing, 3D Modeling, Rendering, & Animation

Auto CAD, Revit, 3D Studio Max, Sketch Up, Window Movie Maker, Cortona

- Graphic Editing Program Photoshop, Sketchers, Illustrator, InDesign
- Website Creator Dreamweaver, XHTML
- Statistical Analysis Program SPSS, SAS, Medialab
- Qualitative Data Analysis Program NVivo
- Screen Video Capture Program Camtasia Studio

MEDIA COVERAGE

- 2012 Consult for Kentwired (Kent State University newspaper)
 http://kentwired.com/its-spring-decor-makeover-time-revamp-your-room/
- 2009 Student & Faculty Spotlight, Website of Graduate School, University of Missouri, http://gradschool.missouri.edu/about-us/profiles/Ji-Young.php
- 2008 Renovations with Cultural Revelations (interviewed by Teressa Tignor Gilbreth), Vanguard, College of Human Environment Science, University of Missouri, p. 3

MEMBERSHIPS

- Interior Designer Educator's Council (IDEC)
- Korea Institute of Interior Design (KIID)
- Architectural Institute of Korea (AIK)
- Korea Construction Engineers Association (KCEA)
- Environmental Design Research Association (EDRA)
- U. S. Green Building Council (USGBI)
- Design Communication Association (DCA)
- The Association for Computer-Aided Architectural Design Research in Asia (CAADRIA)
- SIG Design Creativity / Spatial Intelligence and Learning Center Spatial Network

TERRENCE L. UBER, Ph.D.

IIDA, IDEC, ASID NCIDQ Certificate No. 021299

CURRICULUM VITAE

January, 2015

Home: 3160 Evergreen Drive

Wooster, OH 44691 330.465.9566 Office: College of Architecture and Environmental Design

301 Taylor Hall, P. O. Box 5190 Kent State University

Kent, OH 44242-0001

Email: <u>tuber@kent.edu</u> Office: 330.672.2647 Fax: 330.672.5877

Education

1992-2001 Ph.D. History, Major in History of Technology

History of Technology and Science Program

Department of History

Case Western Reserve University

Cleveland, OH

Dissertation Title: Creating the Steel Chapel: A Study of Commercial Office

Furniture Design in the United States from 1876 to 1925.

Ph.D. Preliminary Examinations:

History of American Technology History of European Technology American Material Culture

American History, Civil War to the Present

1977-1980 M.S. Related Art

Major in Interior Design

Minor in 19th-Century Interiors

Environment, Textiles and Design Program University of Wisconsin - Madison, WI

1971–1974 B.S. Man-Environment Relations

Emphasis in Housing

College of Human Development

The Pennsylvania State University - State College, PA

1970–1971 Hartwick College – Oneonta, NY

1990 CAD Courses - ATI - Ohio State University, Wooster, OH

1980 Victorian Society in America – Summer Program – Boston, MA

19th Century Architecture & Decorative Arts

Academic Honors and Awards

1993 Phi Alpha Theta

International Honor Society in History

1992–2001 Case Western Reserve University

1992–1993 Graduate Assistantship (Stipend and Full Tuition)

1993-1995 Graduate Assistantship (Full Tuition) 1995-2001 Grant/Scholarship (Full Tuition)

1980 Victorian Society Scholarship

Summer School Program - Boston, MA

Publications

Uber, Terrence L. and Diane R. Uber

"Spanish Culture as Reflected in the Built Environment of Spanish Cities"

In *The Proceedings of the 12th Annual Hawaii Conference on the Arts and Humanities*. Honolulu, HI: January, 2014, ISSN# 2162–9178 (Online), ISSN#2162–9188 CD–ROM. http://www.huichawaii.org/ahs2014p.html#ahs2014tuv

Uber, Terrence L.

"INTERSECTIONS: Office Furniture Design - Technologies - Aesthetics"

In *The Proceedings of the 12th Annual Hawaii Conference on the Arts and Humanities*. Honolulu, HI: January, 2014, ISSN# 2162–9178 (Online), ISSN#2162–9188 CD–ROM. http://www.huichawaii.org/ahs2014p.html#ahs2014tuv

Uber, Terrence L.

"Documents, Files and Folders: The 19th-century Precedents for 21st-century Office Design" In *The Proceedings of the 4th Annual Hawaii Conference on the Arts and Humanities*. Honolulu, HI: January, 2006, ISSN# 1541-5899.

Uber, Terrence L., Erin Bartholomew and Kendra Porter.

"Not What, But Why And How: A New Perspective on the Evolution of Residential Interiors in the United States." In *The Proceedings of the 4th Annual Hawaii Conference on the Arts and Humanities*. Honolulu, HI: January, 2006, ISSN# 1541-5899.

Publications (Invited) Uber, Terrence L.

> "Interior Design." Entry in the *Encyclopedia of American Material Culture*, Helen Sheumaker and Shirley Teresa Wajda, editors. Santa Barbara, CA: ABC-CLIO, 2007.

Reviews

Book Review of Julie Wosk, <u>Breaking Frame: Technology and the Visual Arts in the Nineteenth Century</u>.

New Brunswick, NJ: Rutgers University Press, 1992.

In <u>Technology and Culture</u> 35, 3 (1994), 638–639.

Book Review of Greg Votolato, <u>American Design in the Twentieth Century: Personality and Performance.</u>

Manchester and New York: Manchester University Press, 1998.

In Technology and Culture 40, 4(1999), 904-6

Museum Exhibit

2001

"Designing Domesticity: Decorating the American Home Since 1876."

Kent State University Museum

December 5, 2001 thru December 12, 2002

Co-curator with Dr. Shirley Wajda, Department of History, Kent State University

Review Articles:

"Room décor details our lives over 125 years." Frank Bentayou, *The Plain Dealer*, Cleveland, OH: Sunday, December 16, 2001, E-1+.

"Museum transformed into interior design timeline." Cecil Glitz, *Record-Courier*, Kent, OH: Sunday, December 16, 2001, B-1.

"Domestic Bliss by Design." Lynne Thompson, Cleveland Magazine, May, 2002, 24.

"Exhibit Allows Visitors to Explore Changing Home Design." Kent State Magazine, Vol. 1: Issue 3, 21.

"How we lived." Mary Beth Breckenridge, The (Akron) Beacon Journal, 8 Dec. 2001, B-1+.

Breckenridge Article reprinted as:

"Home Design Reflects Changes in Outside World," Detroit Free Press, 21 December 2001 "The world outside reflected in our homes: why tastes change,"

The Record (Bergen County, NJ), 27 December 2001

Design reflects realities: Life, not changing tastes, influence home styles, décor," Dallas Morning News, 28 December, 2001.

"Home Life has Outside Influences: An Exhibit Shows How Political, Economic, and Social Forces Have Affected Interior Design," The Philadelphia Inquirer, 28 December 2001

"The winds of change season country's tastes: Kent State University researchers discover the way we live at home largely depends on what is happening around us," Indianapolis Star, 29 December, 2001.

"Popular, Passé and Back again: Spotlight - Decorating: Ohio Exhibit Shows How Home Furnishings Evolve With, Reflect the Times,"

The (San Luis Obispo, CA) Tribune, 30 December 2001

"Influences on interior designs, from Victorian to the present," Providence (RI) Journal, 30 December 2001.

"Domestic Design Reflects Life," *Erie (PA) Times-News*, 1 January 2002 "Design evolution: Historians of domestic style say that the way we decorate at home largely depends on what's going on around us," Calgary Herald, 5 January 2002.

"Home's design reflects life's changes," Milwaukee Journal Sentinel, 6 January 2002

Conference Papers and Presentations

2014	"INTERSECTIONS: Office Furniture Design – Technologies – Aesthetics" 12 th Annual Hawaii Conference on the Arts and Humanities Honolulu, HI: January, 4–6, 2014
2014	"Spanish Culture as Reflected in the Built Environment of Spanish Cities" Co-Authors: Terrence L. Uber, PhD, Kent State University Diane Ringer Uber, PhD, The College of Wooster 12th Annual Hawaii Conference on the Arts and Humanities Honolulu, HI: January, 4-6, 2014
2013	"The Influence of the Built Environment on Interactions in Spanish Culture" Co-Authors: Terrence L. Uber, PhD, Kent State University Diane Ringer Uber, PhD, The College of Wooster 5th Crossing Over Symposium Cleveland State University: October 11–13, 2013
2012	"Spanish Architecture as a Reflection of Spanish Culture." Co-Authors: Terrence L. Uber, PhD, Kent State University Diane Ringer Uber, PhD, The College of Wooster NAHLS - National Association of Hispanic and Latino Studies Eastern Regional Conference Orlando, FL September 20-23, 2012
2012	"Intersections: Office Furniture Design – Technologies – Aesthetics." ICOHTEC – International Conference on the History of Technology Barcelona,Spain July 10–14, 2012
2008	"Shaw, Leffingwell and System: Early Influences on the Design of Offices and their Furnishings." Raison'Etre: Crafting an Historical Narrative of the History of Interior Design. Symposium sponsored by the Journal of Interior Design, the Anna Brightman Fund, And the 2008 IDEC Special Projects Grant. March 4–5, 2008 Montreal, Canada
2007	"Bringing History into the Design Studio" – Teaching Forum IDEC International Conference March, 2007 San Antonio, TX
2006	"Students Teaching Students: Developing Historic Studio Projects as Teaching Tools." IDEC South Regional Conference. October, 2006 Univ. of North Carolina - Greeensboro

Conference Papers and Presentations (cont')

2006 "Documents, Files and Folders: The 19th-century Precedents for 21st-century Office Design"

The 4th Annual Hawaii Conference on the Arts and Humanities.

January 11-14, 2006. Honolulu, HI

2006 "Not What, But Why and How: A New Perspective on the Evolution of Residential Interiors

in the United States."

The 4th Annual Hawaii Conference on the Arts and Humanities.

January 11-14, 2006. Honolulu, HI

2004 "Re-Examining Residential Interiors: Not Only What, But Why - 1876-2000."

IDEC (Interior Design Educators' Council) International Conference

March 23-28, 2004. Pittsburgh, PA

Joint Presentation with ID undergraduates Kendra Porter, '04, and Erin Bartholomew, '05. Research funding for this project was provided through a grant from the office of Richard

Worthing, Dean of Fine and Professional Arts, KSU.

2003 "Distance Education and Study Abroad: LearnLinc and Kent State University"

NAFSA: Association of International Educators.

Region VI Annual Conference.

Joint Presentation with Cynthia Beckes, Graduate Assistant to the KSU-Florence Program.

November 3, 2003

Akron, OH

2003 "Historical Factors in the Design of American Residential Interiors"

American Sociological Association 98th Annual Meeting - "The Question of Culture"

Special Session: Culture of the Home

August 16-19, 2003

Atlanta, GA

2002 Workshop – "Designing Domesticity: Recreating and Interpreting Historic Interiors"

Renovation and Restoration Conference, Cleveland, OH

Workshop conducted at the Kent State Museum October 10, 2002 9AM – 3PM

2002 "Designing Domesticity: Decorating the American Home Since 1876"

Courtauld History of Dress Association Annual Conference - <u>Fashion and the Applied Arts</u> Joint presentation with Dr. Shirley Wajda, Department of History, Kent State University

and Ms. Jean Druesedow, Director, Kent State University Museum

July 26 - 27, 2002

The Courtauld Institute of Art

London, UK

2002 "Designing Domesticity. Bringing Life to Design History through Faculty-Student Collaboration

on an Interdisciplinary Museum Exhibit."

IDEC (Interior Design Educators Council) International Conference

March 19 - 24, 2002

Santa Fe, NM

2002 "Door Curtains From Castle to Bungalow"

Designing Domesticity - A Symposium on Interior Design, Consumption,

and the American Family Home

March 15 - 16, 2002

Kent State University Museum

Kent, OH

Conference Papers and Presentations (cont')

"Innovations in the Design of Office Furniture in the Era of Early Corporate America"

Society for the History of Technology Annual Meeting - October 16-19, 1997

The Huntington Library

Pasadena, CA

2003 "History of Interiors and LearnLinc"

Moulton Scholar Presentation

Faculty Professional Development Center

Kent State University December 5, 2003

2003 "Visit Florence, Italy via LearnLinc"

Presentation for 5th Annual Mouton Hall Multimedia Open House

Co-presenter: Deb Murphy

April 18, 2003 Kent State University, Kent, OH

2002 Guest Lecture - "Boutique Hotel Design and Analysis"

School of Family and Consumer Studies, Kent State University

Hospitality Design Course, Prof. Jim Ford November 20, 2002 Kent State University

2001 "Museum Interiors: Theory and Reality in Design."

Department of History

Case Western Reserve University

Cleveland, OH January 29, 2001

1998 "The Influence of Business Systems on Office Furniture Design"

Weatherhead School of Management Case Western Reserve University

Cleveland, OH March 26, 1998

Authoritative Source Interviews

<u>Television</u>

May 18, 2003 "Where the Heart Is"

CBS News Sunday Morning Program In Cover Story: "Design for Living" Interviewed by Susan Spencer

Magazines

November, 2004 "Educating the Consumer - The Great Indoors"

Cleveland Magazine, Author: Kristen Hampshire, pp 218-223.

February, 2004 "Walls - What to do with Them"

Cleveland Magazine, Author: Lori Valyke Weber, pp. 101-111.

October, 2002 ""Design of the Times"

Cooking Light Magazine, Author: Steven P. Gdula, p. 25.

Monograph

June, 2003 American Kitchen: A Cultural History of the Warmest Room in the House

(Interviewed) Author: Steven P. Gdula

Publisher: Bloomsbury USA, 2006

Editor: Colin Dickerman

Authoritative Source Interviews (cont')

April 29, 2006	Newspaper Interviews "Classics Take Front Seat at Furniture Trade Show" The Akron Beacon Journal, April 29, 2006, Author: Mary Beth Breckenridge, p. E1+.
August 24, 2005	"Pimp your dorm room." Daily Kent Stater, Wednesday, August 24, 2005, p. B11
July 3, 2003	"Your interior designer: your new best friend" (Cleveland) <i>Plain Dealer</i> , Author: Melissa Hebert, July 3, 2003, p. E9.
March 23, 2003	"Rediscovering the Ranch" (Cleveland) <i>Plain Dealer</i> , Author: Frank Bentayou, March 23, 2003, p. E1+.
March 5, 2003	"Web-based class allows students freedom to learn from dorm, Italy" <i>Daily Kent Stater</i> , Author: P.J. Smith, March 5, 2003, p. 3.
March 31, 2002	"Elegance Underground" (Cleveland) <i>Plain Dealer</i> , Author: Frank Bentayou, March 31, 2002.

Conferences Attended

Attende	1
2014	Hawaii University 12 th Annual International Conference on the Arts and Humanities* Honolulu, HI, January4–6, 2014
2013	5th Crossing Over Symposium, Cleveland State University, October 11-13, 2013*
2012	NAHLS - National Association of Hispanic and Latino Studies* Eastern Regional Conference Orlando, FL September 20-23, 2012
2012	ICOHTEC - International Conference on the History of Technology+ Barcelona, Spain July 10-14, 2012
2012	IDEC International Conference, Baltimore, MD, March, 2012#
2011	IIDA Ohio Kentucky Conference, Louisville, KY, October, 2011#
2010	IIDA Ohio Kentucky Chapter Annual Conference, Cincinnati, OH, October 2010#
2010	IDEC International Conference, Atlanta, GA, March, 2010#
2009	IDEC International Conference, St. Louis, MO, March, 2009*+
2008	IDEC International Conference, Montreal, CA, March, 2008*+#
2007	IDEC International Conference, San Antonio, TX, March 2006*+#
2006	IDEC South Regional Conference, Greensboro, NC, October, 2006*#
2006	IDEC International Conference, Scottsdale, AZ, March, 2006 +
2006	4th Annual Hawaii Conference on the Arts and Humanities, Jan. 2006*
2005	IDEC International Conference, Savannah, GA, March, 2005 +
2004	IDEC International Conference, Pittsburgh, PA, March 23–28, 2004*# +
2003	NAFSA: Association of International Educators, Akron, OH, November 3, 2003*
2003	IDEC Midwest Regional Conference, St. Louis, MO, October 23–26, 2003
2003	American Sociological Association, Atlanta, GA, August 16–19, 2003*
2003	IDEC International Conference, San Diego, CA, March 26–29, 2003# +
2002	Renovation and Restoration Conference, Kent State and Cleveland, OH, Oct. 10–12, 2002*
2002	Courtauld History of Dress Association Annual Conference, London, UK * IDEC (Interior Design Educators' Council) International Conference, Santa Fe, NM *#
2001	IDEC - Midwest Regional Conference - Hosted by Kent State University, Cleveland, OH "Designing Domesticity", A Symposium at Kent Sate University Museum, Kent, OH *
2000	"Usable Design History", University of Michigan, Ann Arbor, MI
1999	IDEC International Conference, Clearwater Beach, FL# SHOT (Society for the History of Technology) International Conference, Detroit, MI
1998	IDEC Mid-West Regional Conference, Indianapolis, IN
1998	SHOT International Conference, Baltimore, MD

Conferences Attended (cont')

1997	IDEC - Interior Design Educators' Council International Conference, Cincinnati, OH
	SHOT International Conference, Pasadena, CA *
1996	SHOT International Conference, London, UK
1995	SHOT International Conference, Charlottesville, VA
1994	SHOT International Conference, Lowell, MA

^{*}Conferences at which papers/presentations were given.

<u>Professional Development - CEUs</u>

Sept, 2013	CEUs IIDA Neocon Review, September, Cleveland
2010-13	CEUs IIDA Ohio Kentucky Chapter Annual Conferences
2007-12	CEUs IIDA Annual Conferences
2005	Teaching and Learning Institute (SFLI)
	Kent State University, February, 2005
2005	Learning and Assessment Institute
	Kent State University, May, 2005
2004	Transforming Teaching and Learning Institute (SFLI)
	Kent State University, Friday, February 20, 2004
2003	Learning and Assessment Institute, Kent State University, May 12-13, 2004

Academic Teaching Experience

2001-Present	Assistant Professor – Tenured 2007			
	Fall, 2014	Courses taught: ID 24001 Interior Design Studio I + Studio Coordination ID 44592 Professional Interior Design Internship		
	Spring, 2014	Courses taught: ID 14012 Design and Human Behavior ID 44535 History of Interiors 1600 to Present ID 24013 History of Interiors I – New Course Development ID 44505 Interior Design Studio V		
	Fall, 2013	Courses taught: ID 24001 Interior Design Studio I - New Course Development + Studio Coordination ID 44534 History of Interiors to 1600		
	Spring, 2013	ID 14012 Design and Human Behavior - New Course Development ID 44535 History of Interiors 1600 to Present ID 44505 Interior Design Studio V + Studio Coordination		
	Courses taught	previously:		

Courses taught previously:

Design and Human Behavior

Interior Design Studio I – Introduction to Interior Design Interior Design Studio II - Small-Scale Commercial Design Interior Design Studio IV - Large-Scale Commercial Design Interior Design Studio V - Historic Applications

Interior Design Studio VII - Senior Thesis

History of Interiors, Ancient to 1600 - Writing Intensive Course History of Interiors, 1600 to Present **Historic Furnishing Textiles**

⁺ Journal of Interior Design Editorial Review Board Annual Meeting/Workshop #CEU

Courses taught previously (cont')

Distance Learning Course via LearnLinc:
History of Interiors, 1600 to Present
Main Campus and Florence, Italy
Professional Practice for Interior Designers
Housing and Today's Society

Freshmen Orientation Individual Investigations Individual Honors Study

Study Tours - New York City

I - London-Glasgow-Edinburgh

1992 - 2001 Instructor

Interior Design Program

College of Architecture and Environmental Design

Kent State University

1978–1980 Teaching Assistant

University of Wisconsin - Madison Environment, Textiles & Design Program Related Art 101 - Principles of Design

1977-1978 Research Assistant

University of Wisconsin - Madison Environment, Textiles & Design Program

Advising

2014 Senior Thesis Project Advisor – Junica Cushing

2011-2012 Senior Thesis Advisor

Lindsay Charnofsky

1998-2012 Undergraduate Student Advising

2005–2011 Faculty Advisor assigned for 50% of second year students Faculty Advisor assigned for 1/3 of second-year students

--Continued advising from 2nd thru 4th years until graduation.

Study Tours

2011 London - Glasgow - Edinburgh Study Tour

Interior Design Program - College of Architecture and Environmental Design

Kent State University May 10 - 21, 2011

2007 - Present

New York City Study Tour - Design History and Design Showroom Tours

Interior Design Program - College of Architecture and Environmental Design

Kent State University Latest: October 3-5, 2013

Field Trips

Fall, 2014 Post NeoCon Review - Sophomores and Juniors

Hilton Garden Inn - Cleveland

September, 2014

Pittsburgh - Sophomores - ID Studio I and Methods and Materials Courses

PPG CEU Seminar - Color and Hospitality Design

Fairmont Hotel Tour - Hospitality - Hotel/Restaurant/Function Spaces

David L. Lawrence Convention Center Tour - Susatinability/LEED

2013-2014 Fall Semester, 2013

Post NeoCon Review - Sophomores and Juniors

Hilton Garden Inn - Cleveland

September, 2013

Cleveland - Sophomores - ID Studio I

Hvatt at the Arcade

E4b - Environments for Business

Spring Semester, 2014

ID History of Interiors and ID Studio V - Juniors

Cleveland Museum of Art

Western Reserve Historical Society Hower House - University of Akron

Fallingwater and The Andy Warhol Museum, Pittsburgh

Cleveland - First-Year - Design and Human Behavior

APG - Herman Miller Furniture Dealership **Ergonomics and Specialty Design**

Pittsburgh - Second-Year - History of Interiors

Carnegie Museum of Art

Architectural Walking Tour of Downtown

2012-2013 Fall Semester, 2012

Post NeoCon Review - Sophomores and Juniors

Hilton Garden Inn - Cleveland

Thursday, September, 2012

Toledo - Juniors - History of Interiors and ID Studio IV

Allermuir - furniture manufacturing facility

Toledo Museum of Art and Glass Pavilion

Cleveland - Sophomores - ID Studio II

Hyatt at the Arcade

E4b - Environments for Business

Spring Semester, 2013

ID History of Interiors and ID Studio V:

Cleveland Museum of Art

Western Reserve Historical Society

Hower House - University of Akron

Fallingwater and The Andy Warhol Museum, Pittsburgh

Cleveland - First-Year - Design and Human Behavior

APG - Herman Miller Furniture Dealership Ergonomics and Specialty Design

Field Trips (cont')

2011–2012 Herman Miller CEU Presentation – Juniors

First Energy Corporation - Fall, 2011

Post NeoCon Review - Sophomores and Juniors

Hilton Garden Inn - Cleveland Thursday, September 29, 2011

ID History of Interiors and ID Studio V:

College of Wooster - LTL Architects Exhibit and Reception

Tour of campus buildings (LEED and

Restoration/Renovation Projects)

January 19, 2012

Western Reserve Historical Society Hower House - University of Akron

Fallingwater and Pittsburgh - The Andy Warhol Museum

ID History of Interiors - Toledo - Allermuir - furniture manufacturing facility

Toledo Museum of Art and Glass Pavilion

2010–2011 ID Studio II - Hospitality Design - Cleveland - Hyatt at the Arcade

and Herschmann Architects at CUDC

ID History of Interiors - Toledo - Allermuir - furniture manufacturing facility

Toledo Museum of Art and Glass Pavilion

ID Studio V and ID History of Interiors -

Fallingwater and Pittsburgh - Fairmont Hotel (LEED)

Hower House - University of Akron

Student Design Competition

November, 2003 2004 IDEC International Student Design Competition

Faculty Sponsor with Dr. Pamela Evans

April, 2003 2003 IDEC International Student Design Competition

2nd Place - "The Lounge Around"

Students: Rachel Konvolinka, Jennifer Cameron

Faculty Sponsor with Dr. Pamela Evans

Student Design Projects - Implemented

Spring/Fall, 2002 Library Coffee Lounge

Main Library - Kent State University

Interior Design Studio V Student Competition

Installed Summer/Fall, 2002

Spring, 2001 Exhibition Design – "Designing Domesticity"

Interior Design Studio V Student Project

Kent State University Museum Installed November, 2001

Student Design Projects - Not Implemented

Fall, 2005 Human Resources Department

Kent State University

Space Planning and Office Reconfiguration - ID Studio IV (co-taught with C. Doiron)

Spring, 2005 Office of Student Affairs

College of Education Kent State University

Redesign and consolidation of offices.

Design Accepted - Project dependent on funding. - Independent Study

Student Design Projects - Not Implemented (cont')

Fall, 2004 The Wooster Inn

College of Wooster Wooster, OH

Conceptual Design Presentations for renovation of existing facility - ID Studio IV

Warren Chaney Office Furniture - Cleveland, OH Design for move and down-sizing of firm - ID Studio IV

Outreach Project - Student Design

Spring, 2004 Red Cross of Wayne/Holmes County

Space Planning/interior Design for Building Renovations

Wooster, OH

Five (5) students involved as Independent Study Project

<u>University/School Committees and Service</u>

2014-2015 Kent State University

Faculty Senate - Senator - CAED

FaSBAC - Faculty Senate Budget Advisory Committee - Faculty Senate Representative EPC - Educational Policy Committee-Undergraduate - Faculty Senate Representative Multidisciplinary Committee - Provost's Office

College of Architecture and Environmental Design

ID – Interior Design Program Committee
ID – Task Group – Master of Interior Design
CAED Student Academic Complaint Committee
CAED Strategy and Handbook Committee

CAED Service and Outreach Committee

2013-2014 Kent State University

Faculty Senate - Senator - CAED

FaSBAC - Faculty Senate Budget Advisory Committee - Faculty Senate Rep. EPC - Educational Policy Committee - Faculty Senate Representative

Multidisciplinary Committee

College of Architecture and Environmental Design

Interior Design Program Committee Task Group - Master of Interior Design Student Academic Complaint Committee

2011–2012 Kent State University

Faculty Senate - Senator - CAED Representative

University Search Committee for Vice President for Academic Affairs and Provost

FaSBAC - Faculty Senate Budget Advisory Committee CAO - Committee on Academic Officers- Alternate AAUP Council - CAED Faculty Representative

Multidisciplinary Advisory Committee

College of Architecture and Environmental Design

Associate Dean Search Committee College Advisory Committee College Curriculum Committee

ID Program Committee

Reappointment, Tenure, Promotion Committee

Library Committee

Ad Hoc - Master of Interior Design

Library Committee

Student Academic Complaint Committee

<u>University/School Committees and Service</u> (cont')

2011-2012 College of Architecture and Environmental Design

Interior Design Accreditation Team

Interior Design Ad Hoc Curriculum Committee - Chair

Revision of the Interior Design Curriculum, completed Jan. 2012

2010-2011 Kent State University

Professional Standards Committee - Faculty Senate

College of Architecture and Environmental Design

ID NTT Search Committee - CHAIR College Advisory Committee College Curriculum Committee

CCC - Ad Hoc BA ID Curriculum - CHAIR

ID Program Committee

Reappointment, Tenure, Promotion Committee

Library Committee

CCC - Ad Hoc KS Core - assigned Ad Hoc - MID - Chair assigned

Student Academic Complaint Committee

2007-2010 Kent State University

AAUP Council - CAED Faculty Representative

Multidisciplinary Advisory Committee

College of Architecture and Environmental Design

College Advisory Committee (CAC)

Reappointment, Promotion and Tenure Committee

College Curriculum Committee

Library Committee

Interior Design Program Committee

2005–2006 Kent State University Senate

Committee on Academic Officers (CAO) Multidisciplinary Advisory Committee (MAC) University Space Advisory Committee, 2004–2006

College of Architecture and Environmental Design

College Advisory Committee (CAC) Elected

FIDER Accreditation Committee Interior Design Program Committee

March, 2006 Dissertation Committee - Defense on March 15, 2006

Department of History Todd A. Hartline

"The Development and Identity of a Small Town Department Store:

The Garver Bros. Co., Strasburg, Oio, 1866-1970"

2004–2005 Kent State University Senate

Multidisciplinary Advisory Committee (MAC) University Space Advisory Committee, 2004–2006

College of Architecture and Environmental Design

Interior Design Program Committee International Studies Advisory Committee

Academic Discovery Days - Fall, Spring, Summer Sessions

University/School Committees and Service (cont')

2003-2004 Kent State University Senate

Multidisciplinary Advisory Committee (MAC) Reappointed for AY 2004–2006

Graduation Committee

School of Architecture and Environmental Design Undergraduate Program Committee

International Studies Advisory Committee - SAED

Interior Design Program

Chair - Search Committee, Interior Design Program

Academic Discovery Days - Oct. 22, Nov. 5

2002-2003 Kent State University Senate

Multidisciplinary Advisory Committee (MAC) School of Architecture and Environmental Design Undergraduate Program Committee

Graduate Program Committee

Study Abroad Advisory Committee - SAED Search Committee, Architecture Program

Interior Design Program

Search Committee, Interior Design Program

Academic Discovery Days - Oct. 16, Nov. 6, Nov. 22, 2002

2001–2002 Undergraduate Program Committee – SAED

Search Committee, Interior Design Program

Academic Discovery Days

1998–2001 FIDER Accreditation Committee

School of Family and Consumer Studies Student Grievance Committee Student Honors/Awards Committee

Library Representative

Interior Design/Architecture Merge Study Committee

Student Organizations - Faculty Advisor

2014 Design Arts Ball – Faculty Coordinator

Spring, 2014 Fall, 2014

2007 - Present IDSC - Interior Design Student Collaborative

ASID - American Society of Interior Designers IIDA - International Interior Design Association

Community Outreach

2002 - 2005 Tallmadge High School Career Day Visit

2002 2002 American Cancer Society Designers Showhouse

Arts and Crafts Bathroom Renovation

Interior Design Program Project, SAED Kent State University,

with Dr. Pamela K. Evans

Tallmadge High School Career Fair

February 7, 2002

Tallmadge High School Career Day Visit

Grants/Financial Support			
2014	Professional Conference Travel Support Division of Research and Sponsored Studies Kent State University		
2012	Division of Research and Sponsored Studies Research/Scholarly Activity Support Kent State University Collaborative Research Project on Spanish Architecture		
2012	Professional Conference Travel Support Division of Research and Sponsored Studies Kent State University		
2006	University Research Council - Professional Conference Support - Hawaii Humanities Conference FPDC Travel Support - Hawaii Humanities Conference CAED Conference Travel Support - Hawaii Humanities Conference CAED Travel Support - New York Field Trip - ID Studio V - March, 2006		
2004	RAGS Conference Travel Support - IDEC, Pittsburgh, PA SAED Conference Travel Support - IDEC, Pittsburgh, PA		
2003	Faculty-Undergraduate Student Research Grant Recipient for: "Re-Examining Residential Interiors: Not Only What, But Why - 1876-2000." Award announced March, 2003, for work to be completed during Summer/Fall, 2003 School of Fine and Professional Arts		
2002	RAGS Conference Travel Support – London, England Faculty Professional Development Center Conference Travel Support – London, England		
2001	RAGS Conference Travel Support SAED Travel Support Fine and Professional Arts Travel Support		
1998	Research Grant – Smithsonian Institution Museum of American History Washington, DC		
1997	Research Grant Center for the History of Business, Technology, and Society Hagley Museum and Library Wilmington, DE		
1997	RAGS Conference Travel Support Family and Consumer Studies Travel Support		

Professional Affiliations - Current

NCIDQ - Certificate No. 021299 - Exam Completed April 8, 2006

IDEC - Interior Design Educators Council

IIDA – International Interior Design Association, Professional Member Ohio/Kentucky Chapter Vice-President for Student Relations, 2010–2013

> Cleveland/Akron City Center Education Co-Director, 2006-10

ASID - American Society of Interior Designers -Professional Member

International Conference on the History of Technology Society for the History of Technology The Victorian Society in America The National Trust for Historic Preservation

Professional Service

2013–2016 Journal of Interior Design (JID)

Editorial Review Board Member

2010 - 2013 IIDA - Vice-President for Student Relations

Ohio/Kentucky Chapter

Coordinate/consult with Student Liaisons for five (5) City Centers in Chapter

Organized Student Design Competition - 2012-2013

Design of competition in conjunction with Vocon.

Awards at City Contor and Chapter levels totaling \$5,750

Awards at City Center and Chapter levels totaling \$5,750

Organized Student Design Competition - 2010-2011

Design of competition in conjunction with GPI Designs, Inc. Awards at City Center and Chapter levels totaling \$5,750

Attend quarterly board meetings rotating between Cleveland/Akron, Cincinnati, Columbus, Louisville/Lexington and Toledo

2010–2011 IDCEC - Interior Design Continuing Education Council

Reviewer of CEU Applications

2006 - 2010 IIDA - Education Co-Director

Cleveland/Akron City Center

2006 IDEC Midwest Regional Conference, October, 2006

Conference Organizer

2002 - 2008 Journal of Interior Design (JID)

Editorial Review Board Member

IDEC International Conference, Scottsdale, AZ/Pittsburgh, PA
Annual Meeting of *Journal of Interior Design* Editorial Review Board

Professional Service (cont')

Office Furniture Research Panel - Invited Participant

University of Northern Iowa

College of Business

Strategic Marketing Services

2004 IDEC Southwest Regional Conference

Abstract Reviewer

2003 IDEC International Conference, San Diego, CA

Juror - International Conference Paper Presentations

2002 Abstract Review Coordinator

IDEC Southwest Regional Conference, October, 2002

IDEC International Conference Santa Fe, NM

Juror - Midwest Regional Student Design Competition for International Conference

Juror - International Conference Poster Session

Designing Domesticity - A Symposium on Interior Design, Consumption,

and the American Family Home

Co-coordinator for symposium with Dr, Shirley Wadja, History Department, Kent State University

2001 IDEC Midwest Regional Conference, Cleveland, OH

Hosted by Interior Design Program, Kent State University

Professional Design Experience

1989 – Present *TLU D*esigns, Wooster, OH

Sole Proprietor

Full service design firm handling residential and commercial design projects.

Practice limited to several continuing client relationships at this time.

2002 2002 American Cancer Society Designers Showhouse

Arts and Crafts Bathroom Renovation

Interior Design Program Project, SAED Kent State University,

with Dr. Pamela K. Evans

1990–1992 Director of Design

Deitrick & Associates Interiors, Inc., Akron, OH

Supervise work of Design Staff. Coordinate work schedules and project assignments.

Mentor for student practicums from Kent State and University of Akron.

Actively involved with projects as lead designer. Develop design, prepare specifications,

order furnishings/finish materials, schedule and oversee installations, review project invoicing, and evaluate project profitability and effectiveness. Autocad.

Helped develop company policies and procedures and formulate business plans.

1990 Gilbert Furniture Company, Ashland, OH

Designer/Consultant

Advising owners on redesign of showroom floors throughout their five-floor facility. Instrumental in selection of lighting fixtures and color scheme for third floor galleries.

Consulting on wall, floor and window treatments for renovation of bedroom showrooms.

Design consultant for residential and commercial projects.

1981-1989 Alan Stull Interiors, South River, NJ

Senior Designer

In charge of interiors projects for a full-service design firm.

Handled projects from initial concepts thru design phases to installation of interior

finishes and furnishings.

Responsible for specifications of interior finish materials, furnishings and accessories.

Supervised student internships - University of Maryland.

Scheduled and supervised installations and coordinated work with in-house work rooms.

Clients:

Johnson & Johnson Family of Companies Colgate-Palmolive Research Center

AT&T Bell Laboratories
Bell Communications E.R. Squibb & Sons, Inc.

E.I. DuPont deNemours Goody Products, Inc. - NJ & NYC Offices

PulsarGraphics - NJ & NYC Offices Whittaker, Clark & Daniels, Inc St. Peter's Medical Center - New Brunswick, NJ McCarrick Care Center - Somerset, NJ Francis E. Parker Nursing Home -

Piscataway, NJ

1980-1981 Harker & Douglas Interiors, Inc., Madison, WI

Consultant

1979-1980 Gail Winkler Designs, Madison, WI

Design Assistant

1978 Department of Planning & Construction

University of Wisconsin - Madison

Design Intern

Professional Awards

1992 Best 1992 Parade of Homes - Wooster, OH

Interior Home Builders Association of Wayne & Holmes Counties

Design Builder: Fred Mathys Construction Interior Design: TLU Designs

Other Experience

1972-1977 Manager The Arena Restaurants, Inc.

State College, PA



John R. Kasich, Governor John Carey, Chancellor

INITIAL INQUIRY FORM REQUEST TO OFFER A NEW PROGRAM

Date of submission:	1 July 2015			
Name of institution:	Kent State University			
Primary institutional con	ntact 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:	Neuroscience major within the Bachelor of Science degree			
 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 ☐ Campus-based ☐ Online/hybrid delivery	y .			
Flexible or accelerated				
	Offering the program at a new offsite location			
	at an existing offsite location			
Program contains off-o	campus experiences (e.g., internship, clinical, practicum, student teaching			
The institution will be so	eeking specialized accreditation for the program:			

Provide a brief description of the request.

Neuroscience is inherently an interdisciplinary science that includes physics, physiology, chemistry, psychology and cell/molecular biology. As a discipline, neuroscience employs a broad range of experimental approaches and many different cell, tissue and animal model systems, and includes a significant focus on human cognitive, emotional and neurological functions.

Due to the importance of cross-disciplinary collaborations and the many unanswered questions in the field, neuroscience is an opportunity-rich area in which to pursue a scientific career. An undergraduate degree in neuroscience can provide the foundation for advanced careers in many industries—including pharmaceutical, medicine, biotechnology, bioengineering—and research in the government sector, private sector, hospitals and universities. It also provides the basis for other careers that intersect with neuroscience such as patent law and biomedical engineering. Furthermore, graduates in the program will be well prepared for further educational paths that incorporate backgrounds in both biological and psychological sciences, including medicine, clinical psychology and master's- and doctoral-level research degrees.

Explain the academic unit's rationale for making the request.

The proposed degree program will jointly administered by the Department of Biological Sciences and the Department of Psychological Sciences within the College of Arts and Sciences at Kent State.

Over the past several years, Kent State has been making a substantial financial investment in the study of neuroscience, as reflected by (1) recent coordinated hiring of faculty members in the two departments; (2) previous hires of neuroscientists; (3) establishment, in 2013, of an annual Neuroscience Research Symposium; and (4) planned renovations to the science facilities on the Kent Campus that will significantly enhance the university's ability to engage in top-level neuroscience research. Kent State's neuroscience faculty are active in research, with most having received federal funding, and are committed to providing undergraduates with "hands-on" laboratory experiences.

Kent State University has existing state-of-the-art facilities for the study of neuroscience and offers undergraduate courses in the discipline (through the biology and psychology departments). The courses include (but are not limited to) the following:

Abnormal Psychology Biopsychology Hormones and Behavior
Animal Behavior Cognitive Neuroscience Introduction to Neuroscience

Animal Cognition Drugs and Behavior Perception

Biological Clocks Endocrinology

Recently, a large increase in enrollment in neuroscience-related coursework has suggested that there is an untapped and significant student demand for a neuroscience major. In addition, the college has surveyed current students, and those surveys indicate substantial demand for a neuroscience major. Anecdotal comments from undergraduate students suggest that many students are choosing Kent State because of its strength in the area of neuroscience.

The College of Arts and Sciences offers a master's and doctoral degree in Biomedical Sciences—Neurosciences and provides a neuroscience education for undergraduates through the degree programs in biology and psychology. However, the college lacks a defined framework that leads to a fully integrated undergraduate degree program in neuroscience. Further, as there are no undergraduate programs in neuroscience at any public institution in Northeast Ohio, Kent State University is in an excellent position to directly recruit students interested in neuroscience and provide them with a unique training opportunity.

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

The college does not anticipate requiring additional faculty and staff to support the proposed major. Should there be substantial growth in enrollment, the Department of Biological Sciences and Department of Psychological Sciences will incorporate faculty resources into future hiring plans. Administrative services for the program will be handled by the two departments, with advising support from the college. Once enrollment has begun in the program, faculty advisors will be assigned as needed by these two departments.

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

The departments anticipate the creation of at least one new laboratory course, which will be supported by a student course fee, as well as through the normal funding process of the participating departments.



To: Educational Policies Council

FROM: Senior Vice President and Provost Todd A. Diacon

SUBJECT: Agenda for Monday, 19 October 2015

3:20 p.m., Governance Chambers, 2nd floor of Kent Student Center

DATE: 12 October 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 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, 16 October 2015, to ensure that the materials are available at the meeting for review.

JOINT EDUCATIONAL POLICIES COUNCIL

ACTION ITEM

1. Approval of minutes of 18 May 2015. Attachment 1

INFORMATION ITEMS

- 1. EPC New Member Guidelines Attachment 2
- 2. Publication of the 2015-2016 Curriculum Guidelines. Attachment 3: Guidelines | Guidelines Mark-Up

GRADUATE EDUCATIONAL POLICIES COUNCIL

INFORMATION ITEM

College of Public Health

1. Temporary suspension of admission for the Health Policy and Management [HPM] concentration in Public Health [PH] major within the Master of Public Health [MPH] degree on the Trumbull Campus only. The concentration will be suspended on the Trumbull Campus 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 at that campus.

Effective Fall 2015 | Attachment 4

GRADUATE EPC continued

LESSER ACTION ITEMS

College of Arts and Sciences

Department of Geology

1. Revision of course requirements for the Geology [GEOL] major within the Master of Science [MS] degree. Revisions include reducing the number of 60000-level credit hours of additional program requirements from 13 to 9. Minimum total credit hours to program completion remain unchanged at 32.

Effective Fall 2016

Department of Political Science

2. Revision of admission and graduation requirements for the Public Administration [PADM] major within the Master of Public Administration [MPA] degree. Applicants with five or more years of applied experience working in the non-profit or public sector may apply to the program without scores on the Graduate Record Examination (GRE). Additionally, other graduate admission exams such as the Law School Admission Test (LSAT), the Medical College Admission Test (MCAT) or the Graduate Management Admission Test (GMAT) may be accepted in place of the GRE. Revision also includes clarifying the option for students with substantive full-time administrative experience in a public service organization to be waived from the internship requirement with approval of the program coordinator. Minimum total credit hours to program completion are unchanged at 36. Effective Fall 2016

School of Biomedical Sciences

- 3. Revision of admission and course requirements for the Biomedical Sciences–Pharmacology [PHRM] major within the Master of Science [MS] degree. Revision to admission requirement includes adding a personal statement related to pharmacology and minimum 100 TOEFL score (or minimum 7.0 IELTS score). Revision to course requirements include removing as required BMS 6/70550, BMS 5/70551, BSCI 5/70172, PSYC 6/7165 and choice between BSCI 5/70433 and BSCI 5/70434 or BMS 6/70449 and BMS 6/70450; adding as required BMS 60502, BMS 60503, BMS 60440, BMS 60199, BMS 61000 and BMS 61001; and adding as electives ANTH 68637, ANTH 68638, BSCI 60103, PSYC 61651 and PSYC 61654 to meet a quantitative methods and statistics requirement. Minimum total hours to program completion are 32. Effective Fall 2016
- 4. Revision of admission and course requirements for the Biomedical Sciences–Pharmacology [PHRM] major within the Doctor of Philosophy [PHD] degree. Revision to admission requirements include removing completion of an MS degree or 20 hours of graduate coursework and adding a personal statement related to pharmacology and minimum 100 TOEFL score (or minimum 7.0 IELTS score). Revision to course requirements include adding as required BMS 70120, BMS 70502, BMS 70503, BMS 70440, BMS 71000, BMS 71001 and BMS 80199; and adding electives BMS 78627, BMS 78638, BSCI 70103, PSYC 71651 and PSYC 71654 to meet a quantitative methods and statistics requirement. Minimum total credits hours to program completion are unchanged at 60 (post-master's) and 90 (post-bachelor's). Effective Fall 2016

UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

College of Communication and Information (presented by Dean Amy L. Reynolds)

School of Visual Communication Design

1. Revision of degree designation for the Photo-Illustration [PHOI] major within the Bachelor of Science [BS] degree. Degree changes to a Bachelor of Fine Arts [BFA]. In addition, a lesser action item, major requirements are revised to include five new courses (VCD 28007, VCD 38011, VCD 48001, VCD 48002 and VCD 48003) and four existing courses (VCD 28004, VCD 34004, VCD 37000, and VCD 48009) as required. Seven courses (VCD 20000, VCD 20003, VCD 20010, VCD 38008, VCD 43003, VCD 40025 and VCD 49199) and choice of VCD 40095, VCD 43001 and VCD 43002 are removed from major requirements. JMC 22004 and choice of FIN 26704, CRIM 26704, PHIL 21001 and VCD 34004 are removed from additional program requirements. General elective hours are also reduced. Minimum total credit hours to program completion decrease, from 126 to 120.

Effective Fall 2016 | Attachment 5

Regional College (presented by Dean Susan J. Stocker)

2. Inactivation of 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. The AA and AS degrees administered solely by Kent State will continue to be offered.

Effective Fall 2016 | Attachment 6

LESSER ACTION ITEMS

College of Arts and Sciences

Department of Biological Sciences

Revision of name for the Pre-Medicine/Pre-Osteopathy/Pre-Dentistry [PMOD] concentration
in the Biology [BSCI] major within the Bachelor of Science [BS] degree. Name changes to PreMedicine/Pre-Podiatry/Pre-Dentistry [PMPD] to introduce podiatry as an option within the
medical field earlier. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2016

Department of Geography

- 2. Revision of course requirements for the Geographic Information Science [GIS] minor. Revision includes removing GEOG 10061, GEOG 29160, GEOG 49076, GEOG 49230 and MATH 11009 as required; and creating a 9-credit elective list with GEOG 49072, GEOG 49076, GEOG 49076, GEOG 49078, GEOG 49085, GEOG 49162, GEOG 49163, GEOG 49195 and GEOG 49230. Minimum total hours to program completion decrease, from 23 to 16. Effective Fall 2016
- 3. Revision of course requirements for the Geography [GEOG] minor. Revision includes moving all required courses (GEOG 10160, GEOG 17063 [or GEOG 17064] and GEOG 29160) to a new 9-credit elective list; adding GEOG 21062, GEOG 22061 and GEOG 22070 to that new elective list; and decreasing 15-credit GEOG elective list (9 credits upper-division) to 6 credits upper-division. Minimum total credit hours to program completion decrease, from 24 to 15. Effective Fall 2016

UNDERGRADUATE EPC continued

LESSER ACTION ITEMS continued

College of Arts and Sciences continued

Department of Geology

4. Revision of course requirements for the Environmental Geology [EGEO] concentration in the Geology [GEOL] major within the Bachelor of Science [BS] degree. Revision includes adding GEOL 42069 and GEOL 43042 as either/or with GEOL 43030; and adding GEOL 42065, GEOL 42069, GEOL 43040 and GEOL 43042 to elective list. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2016

Department of Modern and Classical Languages

- 5. Revision of course requirements for the American Sign Language [ASL] major within the Bachelor of Arts [BA] degree. Revision includes moving required ASL 19409, ASL 49309, ASL 49350, ASL 49401, and SOC 32570 to elective list; adding four new courses (ASL 29212, ASL 29213, ASL 39095 and ASL 49091) as electives; adding new course ASL 39223 as either/or with ASL 49309; and adding new course ASL 19401 as required. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2016
- 6. Revision of course requirements for the American Sign Language [ASL] minor. Revision includes removing ASL 49309, ASL 49350, ASL 49401 and SOC 32570 as required; adding new course ASL 19401 as required, and establishing a requirement that students choose three courses from the following list: ASL 39095 (new), ASL 39223 (new), ASL 49091 (new), ASL 49109, ASL 49201, ASL 49309, ASL 49350 and ASL 49401. Minimum total credit hours to program completion are unchanged at 21. Effective Fall 2016
- 7. Revision of course requirements for the Italian [ITAL] minor. Revision includes adding two new courses (ITAL 45212, ITAL 45095) and one existing course (FDM 35901) to elective list. Minimum total credit hours to program completion are unchanged at 18. Effective Fall 2016

Department of Psychological Sciences

- 8. Establishment of optional Child Psychology [CPSY?] and Counseling Careers [CCRS?] concentrations for the Psychology [PSYC] major within the Bachelor of Arts [BA] degree. New Child Psychology concentration includes two new courses, PSYC 40392 and PSYC 41395. New Counseling Careers concentration includes one new course, PSYC 41595. Minimum hours to program completion are unchanged at 120. Effective Fall 2016
- Establishment of optional Child Psychology [CPSY?] concentration in the Psychology [PSYC] major within Bachelor of Science [BS] degree. New concentration includes two new courses, PSYC 40382 and PSYC 41395. Minimum total credit hours to program completion are unchanged at 120.
 Effective Fall 2016

UNDERGRADUATE EPC continued

LESSER ACTION ITEMS continued

College of Education, Health and Human Services

School of Teaching, Learning and Curriculum Studies

- 10. Revision of course requirements for the Career-Technical Teacher Education [C205] post-secondary certificate. Revision includes removing CTTE 46001 as either/or with CTTE 46017; CTTE 46017 is now required. Minimum total credit hours to program completion are unchanged at 24. Effective Fall 2016
- 11. Revision of course requirements for the Integrated Mathematics [IMTH] major within the Bachelor of Science in Education [BSE] degree. Revisions include removing MATH 42024 from an elective list. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2016
- 12. Revision of course requirements for the Integrated Social Studies [INSS] major within the Bachelor of Science in Education [BSE] degree. Revision includes replacing GEOG 10160 with GEOG 22061; adding HIST 31543 and HIST 41045 to the Europe since 1500 elective list for the History [HIST] concentration; and removing the option of any upper-division history non-western course from the upper-division history elective listing for the following concentrations; Economics [ECON], Geography [GEOG], Political Science [POL], Sociology [SOC]. Minimum total credit hours to program completion are unchanged at 124. Effective Fall 2016

UNIVERSITY REQUIREMENTS COURSE CHANGES

Kent Core Course Changes for Fall 2016			
BSCI	20020	Biological Structure and Function (5) [basic sciences]	Inactive
PHY	13001	General College Physics I (4) [basic sciences]	Revise
PHY	13011	College Physics I (2) [basic sciences]	Revise
PSYC	21211	Psychology of Adjustment (3) to : Psychology of Everyday Life [social sciences]	Revise
		Experiential Learning Requirement Course Changes for Fall 2016	
BSCI	30275	Local Flora (4)	Revise
BSCI	40099 40199	Senior Honors Thesis (1-10) to:	Revise
BSCI	40368	Wetland Ecology and Management (4)	Revise
BSCI	40376	Tropical Field Biology and Conservation (5)	Revise
BSCI	40525	Wildlife Resources (3)	Revise
EERT	10192	Overhead Line Technology Practicum I (5)	Revise
COUI	RSE CI	HANGES	
		Course Changes Effective Spring 2016	
NURS	60452	Psychiatric Mental Health Family Nurse Practitioner Role (2)	Revise
NURS	64792	Pediatric Nurse Practitioner III Practicum (2)	Revise
		Course Changes Effective Fall 2016	
ASL	19401	Exploration of Deaf Culture (3)	New
ASL	29212	Applied American Sign Language Grammar (3)	New
ASL	29213	Fingerspelling, Numbers and Depiction (3)	New
ASL	39095	Special Topics in American Sign Language (1-3)	New
ASL	49091	Seminar in American Sign Language Linguistics	New
BSCI	10100 10005	Anatomy for Veterinary Technicians (5) to:	Revise
BSCI	20019	Biological Structure and Function (4)	New
BSCI	20021	Basic Microbiology (3)	Revise
BSCI	21020	Anatomy and Physiology II (4)	Revise
BSCI	30005 30105	Career Pathways in Biology (1) to:	Revise
BSCI	30030 30130	Human Physiology (4) to: Human Physiology (3)	Revise

Course Changes Effective Fall 2016 continued

BSCI	30050	Human Genetics (3)	Revise
BSCI	30140	Cell Biology (4)	Revise
BSCI	30156	Elements of Genetics (3)	Revise
BSCI	30171	General Microbiology (4)	Revise
BSCI	30270	General Plant Biology (3)	Revise
BSCI	30271	General Plant Biology Laboratory (1)	Revise
BSCI	30274	Forestry (3)	Revise
BSCI	30277	Economic Botany (2)	Revise
BSCI	30360	General Ecology (4)	Revise
BSCI	30361	Biogeography (3)	Revise
BSCI	30518	Vertebrate Anatomy (4)	Revise
BSCI	30560	Invertebrate Zoology (4)	Revise
BSCI	30580	Entomology (4)	Revise
BSCI	30582	Ornithology(4)	Revise
BSCI	40020	Biology of Aging (3)	Revise
BSCI	40104	Introduction to Beekeeping (2)	Revise
BSCI	40151	Mechanisms of Disease: Obesity and Related Metabolic Diseases (3)	Revise
BSCI	40160	Marine Biology (3)	Revise
BSCI	40162	Soil Biology (3)	Revise
BSCI	40170	Stream Biology (3)	Revise
BSCI	40272	Plant Anatomy (4)	Revise
BSCI	40275	Systematic Botany (4)	Revise
BSCI	40375	Environmental Biology and Management (4)	Revise
BSCI	40515	Animal Behavior (3)	Revise
BSCI	40517	Medical Histology (3)	Revise
BSCI	40519	Hormones and Behavior (3)	Revise
BSCI	40556	Vertebrate Zoology (4)	Revise
BSCI	40581	Animal Parasitology (4)	Revise
BSCI	41010	Biophotonics (3) to:	
	41110		
BSCI		Animal Parasitology (4)	Reactive
BSCI	51010 51110	Biophotonics (3) to:	Revise
BSCI		College Teaching in Biology (1) to:	100 / 100
2001		Responsible Conduct in Research and Teaching–Biological Sciences (2)	Revise

Course Changes Effective Fall 2016 continued

BSCI		College Teaching in Biology (1) to: Responsible Conduct in Research and Teaching – Biological Sciences (2)	Revise
CHEM	120481	Basic Organic Chemistry I (4)	Revise
CHEM	130050	Introduction to Materials Chemistry (2)	Revise
CHEM	130481	Organic Chemistry I (3)	Revise
CHIN	15101	Elementary Chinese I (5) to: (4)	Revise
CHIN	15102	Elementary Chinese II (5) to: (4)	Revise
CHIN	25201	Intermediate Chinese I (5) to: (4)	Revise
CHIN	25202	Intermediate Chinese II (5) to: (4)	Revise
COMN	165684	Communication and Transnational Trend Analysis (3)	New
GEOL	40095	Selected Topics in Geology (3) to: (1-3)	Revise
GEOL	50095	Selected Topics in Geology (3) to: (1-3)	Revise
GEOL	60095	Selected Topics in Geology (3) to: (1-3)	Revise
GEOL	80095	Advanced Topics in Geology (3) to: (1-3)	Revise
HORT	10195	Special Topics in Horticulture (1-3)	New
HORT	30195	Special Topics in Horticulture (3)	New
ITAL	45095	Special Topics in Italian (3)	New
		Advanced Italian Conversation (3)	
JAPN	15101	Elementary Japanese I (5) to: (4)	Revise
JAPN	15102	Elementary Japanese II (5) to: (4)	Revise
JAPN	25201	Intermediate Japanese I (5) to: (4)	Revise
JAPN		Intermediate Japanese II (5) to (4)	
JMC	22001	Photography (3)	Revise
JMC	38002	Public Relations Case Studies (3)	Revise
JMC		Color Photography (3)	
JMC	42009	Fashion Photography (3)	Revise
JMC	45010	Feature Film Preproduction (3)	Revise
JMC	45011	Feature Film Production (6)	Revise
JMC		Feature Film Post Production (3)	
JMC	46016	Business of Publishing (3)	Revise
JMC	55010	Feature Film Preproduction (3)	Revise
JMC		Feature Film Production (6)	
JMC	55013	Feature Film Post Production (3)	Revise
JMC	56016	Business of Publishing (3)	Revise

Course Changes Effective Fall 2016 continued

MERT	12001	Computer-Aided Drafting (3) to: Computer-Aided Design	Revise
PSYC	40382	Pediatric Psychology (3)	. New
PSYC	41363	Biopsychology (3)	Revise
PSYC	41395	Special Topics in Child Psychology (3)	. New
PSYC	41595	Special Topics for Counseling Careers (3)	. New
PSYC	50382	Pediatric Psychology (3)	. New
PSYC	51395	Special Topics in Child Psychology (3)	. New
PSYC	51595	Special Topics for Counseling Careers (3)	. New
PSYC	70382	Pediatric Psychology (3)	. New
PSYC	71395	Special Topics in Child Psychology (3)	. New
PSYC	71595	Special Topics for Counseling Careers (3)	. New
RUSS	12201	Elementary Russian I (4)	Revise
RUSS	12202	Elementary Russian II (4)	Revise
RUSS	12211	Elementary Russian I Recitation (1)	. Inactive
RUSS	12212	Elementary Russian II Recitation (1)	Inactive
RUSS	22201	Intermediate Russian I (4)	Revise
RUSS	22202	Intermediate Russian II (4)	Revise
RUSS	22211	Intermediate Russian I Recitation (1)	. Inactive
RUSS	22212	Intermediate Russian II Recitation (1)	Inactive
THEA	51309	Musical Theatre Showcase (2)	. Inactive
THEA	51620	History of Period Styles for Theatre Designers (3)	. Inactive
THEA	61110	History of Theories of Acting and Space I (3)	. Inactive
THEA	61111	History of Theories of Acting and Space II (3)	. Inactive
VCD	20096	Photo Illustration Sophomore Portfolio Review (1)	Revise
VCD	28000 18000	Photography (3) to:	. Revise
VCD	28002 18002	Photography II (3) to:	Revise
VCD	28007	Advanced Digital Imaging (3)	. New
VCD	38001	Photographics (3)	Revise
VCD	38003 28003	Photo Technology (3) to:	Revise
VCD	38004 28001	Advanced Photography (3) to:	Revise
VCD	38009	Internship Seminar – Photo Illustration (1) to: (2)	Revise

		Course Changes Effective Fall 2016 continued	
VCD	38011	Editorial Photography (3)	New
VCD	40192	Internship II-Graphic Design/Illustration (1-6) to: Internship II-Graphic Design/Illustration/Photo-Illustration	Revise
VCD	48001	Photographic Project (3)	New
VCD	48002	Advanced Photographic Project (3)	New
VCD	48003	Professional Portfolio – Photo Illustration (2)	New
VCD	48005 28005	Color Photography (3) to:	Revise
VCD	48007 38007	Photo Illustration Techniques (3) to:	Revise
VCD	48009	Fashion Photography (3)	Revise
		Update to 20 April 2015 EPC Agenda	
RTT Item ha		Respiratory Therapy Capstone Course (3) to: (2)	Revise
		Update to 18 May 2015 EPC Agenda	
RTT Item ha		Basic Research Development and Analysis (2)	Inactive
		Update to 24 August 2015 EPC Agenda	
		Adult/Gerontology Primary Care I Practicum (1)twice and incorrectly	Revise
		Adult Gerontology Acute Care Nurse Practitioner I Practicum (1-2)incorrectly as 2 credit hours	Revise
		Adult Gerontology Acute Care Nurse Practitioner II Practicum (1-2)	Revise
		Adult Gerontology Acute Care Nurse Practitioner I Practicum (1-2)incorrectly as 2 credit hours	Revise
		Adult Gerontology Acute Care Nurse Practitioner II Practicum (1-2)	Revise



Educational Policies Council Minutes of the Meeting Monday, 18 May 2015

Ex-Officio Members present (or represented): 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, Barbara A. Broome, John R. Crawford, Eboni J. Pringle, Robert G. Sines, Deborah F. Spake, Mary Ann P. Stephens, Wanda E. Thomas; Senior Associate Dean Vincent J. Hetherington; Associate Deans Janis H. Crowther, Robert D. Hisrich, John (Jack) R. Graham (also representing Sonia A. Alemagno), Catherine E. Hackney (also representing Joanne M. Arhar), LuEtt J. Hanson (also representing AnnMarie LeBlanc), Cynthia R. Stillings, William T. Willoughby (also representing Douglas L. Steidl); Assistant Director Susan R. Peti (representing Director Robert A. Walker).

Ex-officio Members not present (or represented): Dean Donald F. Palmer, Associate Dean I. Richmond Nettey; 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

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; Assistant Professor Terrence L. Uber

Council Representatives present (or represented): Professors Michael W. Chunn, Ann F. Jacobson; Associate Professors Thomas W. Brewer, Michael Ensley, Pamela K. Evans, Jayaram (Jay) Muthuswamy (represented), Athena Salaba, Jonathan F. Swoboda; Assistant Professors Lindsay C. Baran, Tina D. Bhargava, Mary A. Mooney, Pamela L. Stephenson, Belinda S. Zimmerman; Lecturer Timothy A. Roberts (representing Assistant Professor Danielle S. Coombs)

Council Representatives not present (or represented): Professor David H. Kaplan; Associate Professors Robert E. Cimera, John C. Duncan, John A. Marino, Denice Sheehan; Assistant Professors Jonathan P. Fleming, Mary A. Mooney, Debra S. Shelestak, David (Blake) Stringer

Observers present: None

Observers not present: Undergraduate Student Government Academic Affairs Director Michelle A. Crisler; Graduate Student Senate Vice Executive Chair Fritz W. Yarrison

Consultants and Guests present: Julie Gabella, Lynette Johnson, Jennifer S. Kellogg, Deborah K. Knapp; Yza Y. Melvin, O. Felix Offodile, Gail M. Rebeta, Matthew M. Rollyson, Elizabeth A. Sinclair, Katherine (Katie) J. Smith, Therese E. Tillett, Whitney E. Wenger

Associate Provost Melody J. Tankersley called the meeting to order at 3:23 p.m., on Monday, 18 May 2015, in the Governance Chambers of the Kent Student Center.

Joint EPC Action Item 1: Approval of minutes of 20 April 2015.

Associate Dean Cynthia R. Stillings moved for approval of the minutes, and the motion was seconded by Associate Dean Robert D. Hisrich. No changes, corrections or clarifications were requested. The motion passed unanimously.

Joint EPC Action Item 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.

Associate Provost Melody J. Tankersley introduced the item on behalf of the Office of the Provost. Proposed revisions include updating language, adding procedures for notifying and removing students from academic programs and adding an appeals process. Updates to the policy have been made in consultation with the Office of General Counsel, the Office of the Student Ombuds, the Office of Accessibility Services and the Associate and Assistant (A&A) Deans Committee.

Assistant Professor Tina D. Bhargava made a motion for approval of the item, which was seconded by Senior Associate Dean Vincent J. Hetherington.

Members passed the item unanimously with no further questions or discussion.

Joint EPC 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.

Associate Provost Tankersley explained that the shift in timelines for submission and approval of curricular proposals is to allow for the conversion of the 2016-2017 University Catalog from the current catalog content management system (CommonSpot) to a new software product. Director of Curriculum Services Therese E. Tillett explained that proposals to revise university academic policies and establish new degree programs will still be accepted after the November 2015 EPC meeting because of the longer approval processes required for those types of proposals.

Joint EPC Discussion Item 1: Meeting schedule and membership structure of the Educational Policies Council.

Associate Provost Tankersley and Director Tillett provided a brief history of the meeting schedule and membership structure of the Educational Policies Council. At the May 2014 EPC meeting, members decided to pilot a concurrent meeting of the undergraduate and graduate councils with separate meeting agendas. Director Tillett explained that any changes to the EPC meeting schedule for the 2015-2016 academic year, such as a proposal to meet as one council, would require a change to the Faculty Senate charter.

An EPC member asked what changes would be made to the Faculty Senate charter. Director Tillett explained that because the Faculty Senate charter was revised in 2008 to state that the council would consist of two bodies, undergraduate and graduate, any change in practice from meeting as two distinct bodies must be voted on and subsequently proposed to Faculty Senate.

An EPC member expressed his opinion that it makes sense for both councils to meet at the same time on the same day.

Associate Provost Tankersley agreed, but shared her concern that some members' voting rights and eligibility to participate in discussions were challenged on the basis of undergraduate or graduate council membership during meetings throughout the academic year. She stated that a decision to maintain the concurrent meeting of distinct undergraduate and graduate councils would require increased awareness and enforcement of designated voting rights and responsibilities.

An EPC member shared her opinion that the concurrent meeting is beneficial for informational reasons. Members are able to remain aware of curricular actions and issues at both the graduate and undergraduate levels.

An EPC member stated that the option to continue meeting concurrently as separate councils is feasible, even if voting rights are more stringently enforced, as long as all members still have the opportunity to engage in discussions pertaining to both graduate and undergraduate agenda items.

An EPC member recommended that the council return to meeting as a combined undergraduate and graduate council to avoid any confusion regarding voting rights.

After more discussion, Associate Provost Tankersley summarized the meeting and membership options on the table. In option 1, members could vote to maintain status quo and meet jointly as two distinct undergraduate and graduate councils. Members would have voting rights for undergraduate or graduate items, but not both. In option 2, members could vote to meet as one council, with voting rights for both undergraduate and graduate items. In option 3, members could vote to return to the original membership structure and meet as one council with only one representative from each college, only one representative from each college curriculum committee, and five faculty senators. Colleges would not have separate undergraduate and graduate representation.

Associate Provost Tankersley asked members to vote on one of the three options, and the majority of members voted to maintain status quo with option 1. Associate Provost Tankersley remarked that no proposal would need to go forward to Faculty Senate for consideration. Members also voted to maintain the same venue for the 2015-2016 academic year.

Undergraduate EPC Action Item 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).

Associate Provost Tankersley introduced the item on behalf of the EPC Ad Hoc Committee for Academic Policies. The proposal seeks to revise the current Midterm Evaluation policy by increasing the population of students who receive midterm grades, and extending the timeline for midterm grade reporting to allow for earlier academic intervention.

Associate Provost Tankersley summarized the proposal and highlighted the four midterm grading options considered by the EPC Ad Hoc Committee, including the current policy that makes midterm grades available only to freshmen students in the seventh week of the semester. The committee also reviewed the possibility of awarding midterm grades to freshman and sophomore students, awarding midterm grades to all undergraduate students and awarding midterm grades to all students in all lower-division (00000, 10000 and 20000-level) courses.

After careful consideration, the EPC Ad Hoc Committee recommended that midterm grades be awarded to all students in lower-division courses. This was the concept that committee members felt was most clear, most consistent and least confusing to all.

Dean Deborah F. Spake made a motion for approval of the item, which was seconded by Associate Dean William T. Willoughby.

Associate Provost Tankersley clarified that this proposal would connect midterm grades with course level, and not any individual student's class standing. Freshmen students in upper-division courses would not be awarded midterm grades. Associate Provost Tankersley explained that the current policy, in which midterm grades are connected to student credit hours, is too narrowly-focused and excludes a significant number of students (including transfer students and high school students who earned college credit) whose academic performance indicates that they may benefit from intervention.

In response to a question from an EPC member regarding the revised midterm grading period, Associate Provost Tankersley explained that earlier intervention is more beneficial for students, because it results in more time for the student to be able to understand their performance and make positive changes in their academic behavior.

In response to a comment from an EPC member regarding grading in the Blackboard learning management system, Associate Provost Tankersley indicated that a small percentage of Kent State faculty members regularly use the grading tool in Blackboard, and that they are not required by the university to do so.

An EPC consultant expressed concern about lower-division courses taught in large classrooms, and asked to what extent Blackboard is able to communicate with Banner with respect to grade reporting. The EPC consultant also explained that, due to course prerequisites, some large lower-division courses have high enrollment of students with sophomore and junior standing, and the policy revisions will create substantially more work for some faculty members. Associate Provost Tankersley confirmed that Banner and Blackboard do not connect to share information presently, but that increased synergy between Banner and Blackboard is an option that could be explored further in consultation with the Office of the University Registrar.

An EPC member asked about consequences for students of midterm grades. Associate Provost Tankersley stated that midterm grades do not have an impact on the overall GPA and do not appear on student transcripts.

Members passed the item unanimously with no further questions or discussion.

With no further questions or requests for discussion on any of the other items on the agenda, Associate Provost Tankersley adjourned the meeting at 4:15 p.m.

Respectfully submitted,

Katie J. Smith

Academic Program Coordinator, Curriculum Services

Office of the Provost



Educational Policies Council New Member Guidelines 2015-2016

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BASIC FACTS OF THE EDUCATIONAL POLICIES COUNCIL

WHAT IS THE EDUCATIONAL POLICIES COUNCIL?

The Educational Policies Council (EPC) is a committee of the Faculty Senate charged with the long-range academic planning and overall curriculum and academic policy guidelines for Kent State University. The EPC was established on 1 July 1967, a successor to the University Council on Curriculum.

In the grand scheme of institutional academic matters, the EPC is the final approving or notifying body for the majority of curriculum proposals presented.



For more substantial items (e.g., new degree program or university policy), the EPC is gateway between the academic colleges and the university-wide and/or external approving bodies.



- * Ohio Department of Higher Education
- **Higher Learning Commission (regional accreditor)

WHEN AND WHERE DOES THE EPC MEET?

The EPC meets in the Governance Chambers (second floor of the Kent Student Center on the Kent Campus) typically on the third Monday of each month, with the exceptions of June, July and December. Please note that there are exceptions to the third-Monday rule. The schedule of meetings is posted online at www.kent.edu/provost/curriculum/epc-meeting-schedule-agendas.

The meeting starts at 3:20 p.m., and ends the agenda is covered, and the chair adjourns.

The meeting is open seating. Before selecting a seat, you should pick up a placecard with your name on it (yellow for members of the Undergraduate EPC and orange for Graduate EPC).

HOW DID I BECOME A MEMBER, AND HOW LONG DO I HAVE TO SERVE?

You are a member because you are one of the following:

- a. the university provost or the chair of the Faculty Senate
- b. a college dean or associate college dean with graduate oversight
- c. a member of your college's curriculum committee and elected to serve on the council
- d. a member of the Faculty Senate, the Undergraduate Student Senate or the Graduate Student Senate and appointed by that body to serve on the council

If you were appointed by the Faculty Senate, your term on EPC is two academic years, beginning in July. If you were elected by your college curriculum committee, your term is one academic year. For other appointments, your term is as forever long you remain in your position.

A list of members is posted online at www.kent.edu/provost/curriculum/epc-members.

HOW DO I KNOW WHAT'S ON THE AGENDA?

The agenda and all supporting materials are posted online one week before the scheduled meeting and sent via e-mail to EPC members, as well as to department chairs, school directors and associate and assistant deans of Kent State's colleges and campuses.

EPC COMPOSITION AND VOTING

The EPC comprises two membership bodies, one responsible for undergraduate education and the other responsible for graduate education. The two bodies come together for every meeting, unless there is no agenda for one, to remain aware of curricular actions and issues at both levels.

Only voting members of the Undergraduate EPC can vote on items listed on the Undergraduate EPC agenda; and only voting members of the Graduate EPC can vote on items listed on the Graduate EPC agenda. However, all members have the opportunity to engage in discussion pertaining to both graduate and undergraduate agenda items.

UNDERGRADUATE EPC MEMBERSHIP

Co-Chairs:

- Senior Vice President of Academic Affairs and Provost
- Chair of the Faculty Senate

Members with voting privileges:

- Dean (or designee) from each academic college with undergraduate programs:
 - o College of Applied Engineering, Sustainability and Technology
 - o College of Architecture and Environmental Design
 - College of Arts and Sciences
 - o College of Business Administration
 - o College of Communication and Information
 - o College of Education, Health and Human Services
 - o College of Nursing
 - o College of Public Health
 - o College of the Arts
 - o Regional College
 - o University College
- Dean of the Honors College
- Dean or Director (or designee) from each independent school with undergraduate programs
 - o School of Digital Sciences
- Dean of University Libraries (or designee)
- Five Faculty Senate-appointed members
- Faculty member elected from each curriculum committee of the colleges listed above

Member without voting privileges:

One undergraduate student appointed by the Undergraduate Student Senate

GRADUATE EPC MEMBERSHIP

Co-Chairs:

- Senior Vice President of Academic Affairs and Provost
- Chair of the Faculty Senate

Members with voting privileges:

- Dean of Graduate Studies
- Associate Dean for graduate affairs (or designee) from each academic college with graduate programs:
 - o College of Applied Engineering, Sustainability and Technology
 - o College of Architecture and Environmental Design
 - o College of Arts and Sciences
 - o College of Business Administration
 - o College of Communication and Information
 - o College of Education, Health and Human Services
 - o College of Nursing

- o College of Podiatric Medicine
- o College of Public Health
- o College of the Arts
- Dean or Director (or designee) from each independent school with graduate programs
 - School of Digital Sciences
- Dean of University Libraries (or designee)
- Five Faculty Senate-appointed members with graduate faculty status
- Faculty member with graduate faculty status elected from each graduate coordinating body of the colleges listed above

Member without voting privileges:

One graduate student appointed by the Graduate Student Senate

The Faculty Senate chair-elect shall appoint additional regular faculty to EPC membership on with due regard for representation by curricular units of the university as needed so that the faculty membership equals the administrative membership.

RESPONSIBILITIES OF THE EDUCATIONAL POLICIES COUNCIL

The Educational Policies Council is responsible for the following:

- Long-range academic planning, both conceptually and structurally, which should reflect the academic mission and goals of the university
- Overall curricular planning and policy guidelines for the university
- Approval of new, substantially revised or eliminated degree programs
- Approval of new, eliminated or revised academic policies and operational procedures and regulations
- Approval of the standards for admission and graduation of students
- Approval of new, revised or eliminated administrative academic units (e.g., department)
- Review of articulation, consortia and contractual agreements that have curricular implications.
- Monitoring of curricular changes generated by a specific academic unit of the university as they affect other courses, programs and academic units
- Sensitivity to proliferation and duplication of courses and programs
- Arbitration of interdepartmental and intercollegial curricular disputes or misunderstandings;
- Review of all curricular changes and proposals originating with academic units to assure effective adherence to university-wide policies

HOW TO PREPARE FOR AN EPC MEETING

Review materials prior to the meeting. Contact the Office of Curriculum Services before the meeting if you cannot access the agenda or supporting documents or have any questions about a proposal.

Be mindful that any proposal coming before EPC should align with the mission and goals of Kent State, support student success and enhance and contribute to the reputation and integrity of a Kent State education.

Talk to your Kent State colleagues and supporting staff about proposed initiatives coming before EPC to understand different perspectives, experiences and opinions that may better inform your decision. For example, if there is a proposed policy that affects students' overall requirements for graduation, you may want to consult with professional and faculty advisors prior to the meeting.

Come willing to participate in thoughtful discussion that is based on informed knowledge.

Understand that you will be serving a dual role as an EPC member: one as a representative of your academic home and its interests, and the second as a participating member of the Kent State community with the responsibility of contributing to the overall benefit of the students and the university.

GUIDELINES FOR DETERMINING EPC AGENDA STATUS

ACTION ITEMS

Proposals listed under "Action Items" on the agenda will be discussed and voted upon by EPC members. For some of these proposals, the EPC is the final approver; others required further approvals before implementation. Supporting documents for each action item are sent to EPC members to review before the meeting. Typical proposals listed under "Action Item" include the following:

- Minor establishment
- Certificate establishment

EPC is final approver

- Unique program (i.e., affects students from more than one academic unit; e.g., Military Studies, Washington Program)
 establishment, revision, inactivation
- University academic requirement (e.g., Kent Core) establishment, revision, inactivation

Faculty Senate is final approver

- University academic administrative policy (e.g., dismissal) establishment, revision, inactivation
- University academic operational procedures or regulations (e.g., withdrawal from the university) – establishment, revision, inactivation
- Academic unit (e.g., college, school) establishment, revision, inactivation
- Center or institute with curricular implications establishment, revision, inactivation

Board of Trustees is final approver

- Major or degree establishment, name revision, inactivation
- Campus establishment, revision, inactivation

Ohio Department of Higher Education and the Higher Learning Commission are final approvers

INFORMATION ITEMS

Proposals listed under "Information Items" on the agenda are considered notification to the EPC and may be discussed if so requested by an EPC member. These items are not voted upon unless a motion to do so is made by an EPC member. Supporting documents for each information item are sent to EPC members to review before the meeting. Typical proposals listed under "Information Item" include the following:

- Preliminary proposal for a new major or degree. This is a brief document outlining development of a new major or degree that needs preliminary approval from the Ohio Department of Higher Education before submission of the full proposal.
- Temporary suspension of admissions into an academic program. Faculty may suspend admission into their program for maximum three years, after which it must be determined to either revise/reopen or inactivate.
- Offering (more than 50 percent) of an existing program at a Regional Campus, Kent State location (e.g., Twinsburg) or non-Kent State location (e.g., high school).

- Fully online delivery or hybrid online delivery (i.e, more than 50 percent) of an existing degree program; this may online only or online in addition to on-ground.
- Five-year review of certificate programs.
- Notifications from the Ohio Department of Higher Education, the Higher Learning Commission and/or the U.S. Department of Education regarding new and revised regulations, policies or procedures affecting the university.

LESSER ACTION ITEMS

Proposals listed under "Lesser Action Items" on the agenda are not discussed or voted upon unless a motion is made by an EPC member to do so; they considered approved once the meeting is adjourned. These proposals are curricular changes delegated to each college to approve. Supporting documents for each lesser action item are <u>not</u> sent to EPC members to review before the meeting; however, an EPC member can ask Curriculum Services to send the materials before the meeting. Typical proposals listed under "Information Item" include the following:

- Major revision (including new, revised, inactivated concentrations)
- Minor revision, inactivation
- Certificate revision, inactivation
- Articulation or consortia agreement with curricular implications establishment, revision, inactivation
- Course establishment, revision, inactivation
- Course designated a university requirement (e.g., Kent Core*, diversity, writing-intensive, experiential learning, orientation) establishment, revision, inactivation
- Academic policy or requirement within a unit establishment, revision, inactivation
- * Due to a moratorium on increasing the number of Kent Core courses, designation of Kent Core status to a new or existing course will come to the EPC as an action item to be voted upon.

NUMBER OF ITEMS THAT HAVE APPEARED ON AN EPC AGENDA IN THE PAST

	2010-11	2011-12	2012-13	2013-14	2014-15
Curricular Items	244	295	248	263	223
Course Changes	1,276	1,779	1,270	1,307	1,312

PARLIAMENTARY PROCEDURES FOR THE EPC MEETINGS

EPC meetings follow Robert's Rules of Order, which provide common rules and procedures for deliberation and debate in order to place the whole membership on the same footing and speaking the same language. The conduct of all business is controlled by the general will of the whole membership—the right of the deliberate majority to decide. Complementary is the right of at least a strong minority to require the majority to be deliberate—to act according to its considered judgment after a full and fair "working through" of the issues involved.

Robert's Rules allow for constructive and democratic meetings, to help, not hinder, the business of the assembly. Under no circumstances should "undue strictness" be allowed to intimidate members or limit full participation.

The fundamental right of deliberative assemblies requires all questions to be discussed thoroughly before taking action. The assembly rules; it has the final say on everything. **Silence means consent.**

Procedures

- Before the motion is stated by the chair, members may suggest modification of the motion; the mover can modify as s/he pleases, or even withdraw the motion without consent of the seconder; if mover modifies, the seconder can withdraw the second.
- The member moving the item is entitled to preference to the floor.
- No member can speak twice to the same issue until everyone else wishing to speak has spoken to it once.
- Remarks must be courteous in language and deportment—avoid all personalities, never allude to others by name or to motives.
- The agenda and all committee reports are merely recommendations. When presented to the assembly and the question is stated, debate begins and changes occur.

SECRETARY FOR THE EPC - CURRICULUM SERVICES

The Office of Curriculum Services serves as secretary to the Educational Policies Council, reviewing all proposals for inclusion on the agenda, scheduling meetings and maintaining membership and the EPC membership listserv.

Therese Tillett

2-8558

Executive Director

New degrees or majors

Academic policies

• Academic structure changes (e.g., departments, centers)

• Educational Policies Council

• State-wide credit transfer (TAG, OTM, CTAG, AP)

Curriculum-related reporting (internal and external)

Jennifer Kellogg

ttillet1@kent.edu

Academic Program Coordinator

2-1885 jkellog7@kent.edu University Catalog (including roadmaps)

• *Explore Majors and Degrees* website

Course catalog

Registration/prerequisite issues in Banner

General curriculum questions

• Review of academic programs and courses for the following:

□ College of Applied Engineering, Sustainability and Technology

College of Business Administration

□ College of Education, Health and Human Services

□ College of Nursing

□ College of Public Health

□ College of the Arts

School of Digital Sciences

□ University College

Katie Smith

Academic Program Coordinator

2-8559

ksmit154@kent.edu

- University Catalog (including roadmaps)
- Explore Majors and Degrees website
- Course catalog
- Registration/prerequisite issues in Banner
- General curriculum questions
- Review of academic programs and courses for the following:
 - College of Architecture and Environmental Design
 - College of Arts and Sciences
 - College of Communication and Information
 - College of Podiatric Medicine
 - Regional College

LINKS TO RESOURCES

Approval Flowchart for Course Changes: <u>provostdata.kent.edu/roadmapweb/06/approval-flowchart-courses.pdf</u>

Approval Flowchart for Program and Policy Changes:

provostdata.kent.edu/roadmapweb/06/approval-flowchart-program-policy.pdf

Approval Flowchart for Academic Administrative Structures:

provostdata.kent.edu/roadmapweb/06/approval-flowchart-structure.pdf

Curriculum Services: www.kent.edu/provost/curriculum

Curricular Bulletin (archives of curricular actions):

www.kent.edu/provost/curriculum/archives

Curriculum Guidelines: www.kent.edu/provost/curriculum/guidelines

Curriculum Deadlines: www.kent.edu/provost/curriculum/curriculum-deadlines

Curricular Forms: www.kent.edu/provost/curriculum/curricular-forms

List of Academic Programs: provostdata.kent.edu/roadmapweb/05/academic-programs-

1979-2015.xls

Educational Policies Council: www.kent.edu/provost/curriculum/educational-policies-council

Administrative Policy and Procedures Regarding the Educational Policies Council: www.kent.edu/policyreg/administrative-policy-and-procedures-regarding-educational-policies-council

Agendas and Schedule: www.kent.edu/provost/curriculum/epc-meeting-schedule-agendas

EPC Members: www.kent.edu/provost/curriculum/epc-members

Faculty Senate: www.kent.edu/provost/faculty-senate

Faculty Senate Charger: www.kent.edu/policyreg/faculty-senate-charter
Faculty Senate Bylaws: www.kent.edu/policyreg/faculty-senate-bylaws

Higher Learning Commission: www.hlcommission.org
Kent State Policy Register: www.kent.edu/policyreg
Kent State Board of Trustees: www.kent.edu/bot

Kent State University Catalog: www.kent.edu/catalog

Ohio Department of Higher Education: www.ohiohighered.org

Guidelines and Procedures for Academic Program Review:

www.ohiohighered.org/sites/ohiohighered.org/files/Academic-Program-Review-

Guidelines_FINAL_042915.pdf

Guidelines and Procedures for Review and Approval of Graduate Degree Programs: www.ohiohighered.org/sites/ohiohighered.org/files/uploads/racgs/documents/RACGS _Guidelines_113012.pdf

Provost: www.kent.edu/provost

GLOSSARY OF ACRONYMS AND INITIALS

- **BDS** Basic Data Sheet former name of proposals for courses that listed the basic information about the course, including number, title, credit hours, description, prerequisites, etc.
- **CCC** College Curriculum Committee generally the name of the college-level curriculum body, which may be separated into undergraduate and graduate committees or be one committee overseeing both levels
- **CCGS** Chancellor's Council on Graduate Studies state-wide committee comprised of graduate deans of Ohio universities and charged by the Ohio Department of Higher Education to assess and recommend and report new graduate degree programs to the chancellor
- **CCP** Certification of Curriculum Proposal top page for any program or policy proposal that provides a very brief summary of the proposal and contains approval signatures from the administrators for the affected department/chair, campus, college; final signature is the provost (or designee)
- **CCU** Course Catalog Update electronic workflow (available in FlashLine) to submit a proposal to establish, revise or inactivate a course
- **EPC** Educational Policies Council committee of the Faculty Senate charged with long-range academic planning and overall curriculum and academic policy guidelines for the university
- **FAC** Faculty Advisory Committee representative of faculty within a department/school that provides opinion and counsel to the chair/director on matters involving departmental/school programs, courses, policies and procedures
- **GPS** Graduation Planning System Kent State's degree audit, which is the official list of all degree requirements merged with a student's academic record to provide a real-time assessment of student progress toward graduation
- **GSAAC** Graduate Studies Administrative Advisory Council primary academic advisory body to the dean of graduate studies on matters involving graduate programs, policies and procedures
- **HLC** Higher Learning Commission one of six regional institutional accreditors in the United States, which accredits degree-granting, post-secondary educational institutions in 19 states, including Ohio; the gatekeeper for federal financial aid
- **KSC** Kent Student Center location on the Kent Campus where Educational Policies Council and Faculty Senate meetings are held
- **OBR** Ohio Board of Regents former name of the Ohio Department of Higher Education (ODHE)
- **ODHE** Ohio Department of Higher Education a cabinet-level agency for the governor that oversees higher education for the state, including authorizing and approving new degree programs, managing state-funded financial aid programs and developing and advocating policies to maximize higher education's contributions to the state and its citizens
- **UCTE** University Council on Teacher Education considers curricular proposals relating to teacher education and licensure, providing advice on these matters to the Education Policies Council
- **URCC** University Requirements Curriculum Committee subcommittee of the Educational Policies Council charged with assessment, evaluation and approval of university-wide curricular requirements for undergraduate students (e.g., Kent Core)

CURRICULUM CALENDAR FALL 2015

	August	September	October	November	December
Monday	3 submissions			2	
	due for Aug EPC				
Tuesday	4	1		3	1
Wednesday	5	2		4	
	6	2	1	F	
Thursday Friday	6	3	1 2	5	3
Friday	1	4	2	O	
Monday	10	7 KSU closed	5	Senate meeting 9	Senate meeting
Tuesday	11	8	6	10	Board meeting
Wednesday	12	9	7	KSU closed 11	9
Thursday	13	10	8	12	10
Friday	14	Board meeting 11	9	13	11
		URCC meeting	URCC meeting	URCC meeting	URCC meeting
Monday	17	Senate meeting	Senate meeting	16 EPC meeting ¹	exam week
Tuesday	18	15	13	17	15
Wednesday	19	16	14	18	16
Thursday	20	17	15	19	17
Friday	21	18	16	20	18
Monday	24	21	19	23	21
m 1	EPC meeting	EPC meeting	EPC meeting	0.4	000
Tuesday	25	22	20	24	22
Wednesday	26	23	21	25	23
Thursday	27	24	22	26 KSU closed	KSU closed
Friday	28	25	23	27	25
Monday	fall term starts submissions due for Sept EPC	28 submissions due for Oct EPC	26 submissions due for Nov EPC	KSU closed 30	KSU closed 28 KSU closed
Tuesday	due for Sept Eff	29	27		29
Wednesday		30	28		KSU closed
-					KSU closed
Thursday			29		KSU closed
Friday			30		

1. November EPC meeting is the final meeting to approve program and course changes for fall 2016.

CURRICULUM CALENDAR SPRING 2016

	January	February	March	April	May
Monday		1			2016 roodmona
					2016 roadmaps published ²
Tuesday		2	1		3
Wednesday		3	2		4
Thursday		4	3		5
Friday	1 KSU closed	5	4	1	6
Monday	submissions due for Jan EPC	Senate meeting 8	Senate meeting 7	4	exam week Senate meeting
Tuesday	5	9	8	5	10
Wednesday	6	10	Board meeting 9	6	11
Thursday	7	11	10	7	12
Friday	URCC meeting UG catalog 1st proofs due	URCC meeting UG catalog 2 nd proofs due	URCC meeting 11	URCC meeting 8	URCC meeting
Monday	11	EPC meeting	EPC meeting	Senate meeting	EPC meeting 4
Tuesday	12	16	15	12	17
Wednesday	13	17	16	13	18
Thursday	14	18	17	14	19
Friday	GR 1 st catalog proofs due	GR 2 nd catalog proofs due	18	15	20
Monday	18 KSU closed	submissions due for Mar EPC	recess week	EPC meeting ³	23
Tuesday	spring term starts	23	22	19	24
Wednesday	20	24	23	20	25
Thursday	21	25	24	21	26
Friday	22	26	25	22	27
Monday	25 EPC meeting submissions due for Feb EPC	29	28 submissions due for Apr EPC	25 submissions due for May EPC	30 KSU closed
Tuesday	26		29	26	31
Wednesday	27		30	27	
Thursday	28		31	28	
Friday	29			29	
	1	1	1	ĺ	

- 2. University Catalog published 1 June 2016
- 3. April's EPC meeting is the final meeting to approve policy changes for fall 2016 that must also receive Board of Trustees and/or Faculty Senate approval.
- 4. May's EPC meeting is the final meeting to approve policy and other catalog changes for fall 2016 that do not need to receive Board of Trustees and/or Faculty Senate approval.



Kent State University Curriculum Guidelines 2015-2016

Curriculum Services Office of the Provost September 2015

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INTRODUCTION

The purpose of *Curriculum Guidelines* is to provide faculty members, academic administrators and curriculum committee members with a blueprint to develop and revise academic policies, majors, concentrations, minors, certificates, courses and organizational changes and agreements with curricular implications. It also provides a description of the review processes and procedures to obtain approval for proposals. Careful attention to the concepts in this guide will help those initiating curricular proposals to respond effectively to the various levels of review involved in moving curricular innovations from conception through approval.

Formal approval of specific curricular proposals is required to establish, revise or inactivate courses, programs, policies, academic units or agreements with curricular implications. While these guidelines speak to the approval process, developers of curricular actions are cautioned to consider carefully the distinctions among concept, proposal, approval, authorization, funding and implementation.

If further explanation is needed for any matter related to the preparation or approval of a curricular proposal, contact the Curriculum Services staff:

Office of Curriculum Services

Location: Suite 208, Schwartz Center, 800 E. Summit St., Kent Campus

Fax: 330-672-2645

Name	How We Can Help You	Extension/E-mail
Therese Tillett	 New degrees or majors 	2-8558
Executive Director	 Academic policies 	ttillet1@kent.edu
	 Academic structure changes (e.g., departments, centers) 	
	Educational Policies Council	
	State-wide credit transfer (e.g., TAG, OTM, CTAG, AP)	
	 Curriculum-related reporting (internal and external) 	
Jennifer Kellogg	 University Catalog (including roadmaps) 	2-1885
Academic Program	 Explore Majors and Degrees website 	jkellog7@kent.edu
Coordinator	 Course catalog in Banner 	
	 Registration and prerequisite issues in Banner 	
	 General curriculum questions 	
	 Review of academic programs and courses for the following: 	
	 College of Applied Engineering, Sustainability and 	
	Technology	
	□ College of Business Administration	
	□ College of Education, Health and Human Services	
	□ College of Nursing	
	□ College of Public Health	
	□ College of the Arts	
	□ School of Digital Sciences	
	□ University College	
Katie Smith	 University Catalog (including roadmaps) 	2-8559
Academic Program	 Explore Majors and Degrees website 	ksmit154@kent.edu
Coordinator	 Course catalog in Banner 	
	 Registration and prerequisite issues in Banner 	
	 General curriculum questions 	
	 Review of academic programs and courses for the following: 	
	□ College of Architecture and Environmental Design	
	□ College of Arts and Sciences	
	 College of Communication and Information 	
	□ College of Podiatric Medicine	
	□ Regional College	

CURRICULUM CALENDAR FALL 2015

	August	September	October	November	December	
Monday	3			2		
	submissions					
Tuesday	due for Aug EPC	1		3		1
Tuesday	1			3		•
Wednesday	5	2		4		2
Thursday	6	3	1	5		3
Friday	7	4	2	6		4
Monday	10	7 KSU closed	5	9 Senate meeting	Senate meeting	7
Tuesday	11	8	6	10	Board meeting	8
Wednesday	12	9	7	KSU closed 11	g .	9
Thursday	13	Board meeting	8	12		10
Friday	14	11	9	13		11
		URCC meeting	URCC meeting	URCC meeting	URCC meeting	
Monday	17	Senate meeting	Senate meeting 12	16 EPC meeting ¹	exam week	14
Tuesday	18	15	13	17		15
Wednesday	19	16	14	18		16
Thursday	20	17	15	19		17
Friday	21	18	16	20		18
Monday	EPC masting	EPC masting	I9	23		21
Tuesday	EPC meeting 25	EPC meeting	EPC meeting	24		22
Wednesday	26	23	21	25		23
•						
Thursday	27	24	22	26 KSU closed	KSU closed	24
Friday	28	25	23	27 KSU closed	KSU closed	25
Monday	fall term starts submissions due for Sept EPC	28 submissions due for Oct EPC	26 submissions due for Nov EPC	30		28
Tuesday	•	29	27		KSU closed	29
Wednesday		30	28			30
Thursday			29		KSU closed	31
Friday			30		KSU closed	

1. November EPC meeting is the final meeting to approve program and course changes for fall 2016.

CURRICULUM CALENDAR SPRING 2016

	January	February	March	April	May
Monday		1			2016
					2016 roadmaps published ²
Tuesday		2	1		3
Wednesday		3			4
Thursday		4			5
Friday		1 5			6
-	KSU closed				
Monday		4		4	
	submissions	Senate meeting	Senate meeting		exam week
TP 1	due for Jan EPC	-	0	_	Senate meeting
Tuesday		5			10
Wednesday		6 10		6	11
701 1		7 11	Board meeting	7	10
Thursday		7 11			12
Friday		8 12		8	13
	URCC meeting	URCC meeting	URCC meeting	URCC meeting	URCC meeting
	UG catalog 1st proofs due	UG catalog 2nd			
Monday	proofs due	proofs due 1 15	14	11	16
Wionday	1	EPC meeting	EPC meeting	Senate meeting	EPC meeting 4
Tuesday	1		<u> </u>		17
Wednesday	1	3 17	16	13	18
Thursday	1	4 18	17	14	19
Friday	1	5 19	18	15	20
_	GR 1st catalog	GR 2 nd catalog			
	proofs due	proofs due			
Monday		8 22		18	23
	KSU closed	submissions due for Mar EPC	recess week	EPC meeting ³	
Tuesday	1		22	19	24
Tuesday	spring term starts	2		1)	24
Wednesday		0 24	23	20	25
Thursday	2	1 25	24	21	26
Friday	2	2 26	25	22	27
Monday	2	5 29	28	25	30
	EPC meeting		submissions	submissions	KSU closed
	submissions		due for Apr EPC	due for May EPC	
	due for Feb EPC				
Tuesday	2	6	29	26	31
Wednesday	2	7	30	27	
Thursday	2	8	31	28	
Friday	2	9		29	
-	1		1		

- 2. University Catalog published 1 June 2016
- 3. April's EPC meeting is the final meeting to approve policy changes for fall 2016 that must also receive Board of Trustees and/or Faculty Senate approval.
- 4. May's EPC meeting is the final meeting to approve policy and other catalog changes for fall 2016 that <u>do not</u> need to receive Board of Trustees and/or Faculty Senate approval.

I. EDUCATIONAL POLICIES COUNCIL

HISTORY OF THE EDUCATIONAL POLICIES COUNCIL

The Educational Policies Council (EPC) was established on July 1, 1967. Before that, there existed the University Council on Curriculum. Similar to its previous incarnation, the EPC was an independent group chaired by the provost. In 1970, under terms of the revised Faculty Senate charge and bylaws, the EPC went under Senate jurisdiction, co-chaired by the provost and Faculty Senate chair.

The goal with the reorganization to create the EPC was to delegate much of the responsibility for curricular changes to departmental and college curriculum bodies, thereby freeing the EPC to focus on long-range academic planning and overall curricular planning and policy guidelines for the university that reflect Kent State's mission and goals as defined by the president and trustees.

SUBCOMMITTEES OF THE EDUCATIONAL POLICIES COUNCIL

EPC AD HOC COMMITTEE FOR ACADEMIC POLICIES

The EPC Ad Hoc Committee for Academic Policies is an as-needed committee charged with reviewing Kent State's academic policies against published research and Kent State data to better understand what needs to be accomplished to support student progress toward graduation.

The committee comprises faculty nominated by Faculty Senate, administrators and staff recommended to the Provost's Office and students from different campuses. The committee is chaired by the senior associate provost for academic affairs.

UNIVERSITY REQUIREMENTS CURRICULUM COMMITTEE

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

The URCC is composed of 20 voting members representing faculty and administrators from Kent State's colleges and independent school(s). Faculty members are nominated by the Committee on Committees of the Faculty Senate and broadly represent the colleges and independent school. A student representative serves as *ex officio*. The co-chairs of the committee will be a faculty committee member and either the dean of the University College or the dean of the Honors College.

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

THE UNIVERSITY COUNCIL ON TEACHER EDUCATION

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

council was established in 1969.

EDUCATIONAL POLICIES COUNCIL IN THE POLICY REGISTER

3342-2-07 ADMINISTRATIVE POLICY AND PROCEDURES REGARDING THE EDUCATIONAL POLICIES COUNCIL

- A. **Educational policies council.** For complete information on this council, see rules 3342-2-05 and 3342-2-06 of the Administrative Code and this register.
- B. **Responsibility and authority.** The responsibilities and authority of the educational policies council shall be as follows:
 - 1. Long-range academic planning, both conceptually and structurally, for the university. It is understood, of course, that this long-range planning shall reflect the mission and goals of the university as these are defined by the board and the president jointly. A close, coordinated interrelationship is to be presumed between the educational policies council and agencies established by the board and/or the president;
 - 2. Overall curricular planning and policy guidelines for the university;
 - 3. Sensitivity to proliferation and duplication of courses and programs;
 - 4. Arbitration of interdepartmental and intercollegial curricular disputes or misunderstandings;
 - 5. Monitoring of curricular changes generated by a specific academic unit of the university as they affect other academic departments, majors and colleges;
 - 6. At its discretion, review of all curricular changes and proposals originating with academic units to assure effective adherence to university-wide policies;
 - 7. Action on matters referred to it by college curriculum committees specified in preceding paragraphs; and
 - 8. Approval of new or altered academic programs, policies, operational procedures and regulations and administrative structures e.g., academic department, college.
- C. **Periodic review of the educational policies council.** The responsibility, authority and structure of the educational policies council shall be reviewed each two years or at any time review may be considered appropriate by majority vote of the whole membership of the educational policies council.
- D. **Procedures of the educational policies council.** All curricular changes whether initiated and determined by department, college or other curricular body shall be reported to and published in agenda of the educational policies council. This publication will give notice to all academic units of proposed curricular changes thereby affording them the opportunity to comment upon the proposals. All curricular bodies and academic units must be mindful of certain time limitations such as deadlines for catalog copy when proposing or commenting upon curricular changes. After a prescribed period of time succeeding the publication of curricular proposals, they will become effective as outlined in the balance of this statement; if any curricular proposal is questioned by any other curricular body or academic unit within the time allowed after publication, the issue will be resolved as outlined in the balance of this statement and upon resolution becomes effective.
 - 1. Curricular matters determined and proposed solely by academic departments shall be as follows:
 - a. Changes in course descriptions not involving substantial changes in course content;
 - b. Changes in course titles not involving substantial changes in course content;
 - c. Changes in course prerequisites not affecting any other academic unit;
 - d. Inactivation of courses not affecting any other academic unit; and
 - e. Changes in course numbers not affecting level.
 - 2. Curricular changes initiated by academic departments but forwarded to parent college curriculum committees for approval shall be as follows:
 - a. Changes in course credit hours;

- b. Changes in course numbers affecting the level of courses;
- c. Inactivation of courses affecting other academic programs or general curricular requirements within the parent college;
- d. New or additional courses;
- e. Substantial changes in course content affecting description and title, constituting essentially new courses; and
- f. Changes in or establishment of major, minor and certificate admission, course and graduation requirements consistent with university-wide policies.
- 3. Curricular changes initiated by academic departments but forwarded to parent college for approval and to other affected academic units for acknowledgement shall be as follows:
 - a. Inactivation of courses specified in degree programs or general curricular requirements of colleges other than the parent college;
 - b. Substantial changes in content affecting title and description of courses required in academic programs or other curricular requirements of colleges other than the parent college;
 - c. Changes in prerequisite of courses required in academic programs or other curricular requirements of colleges other than the parent college;
 - d. Changes in course numbers affecting level of courses required in academic programs or other curricular requirements of colleges other than the parent college; and
 - e. Establishment of new or additional courses designed for academic programs or other curricular requirements of colleges other than the parent college.
- 4. Curricular matters initiated and determined by college curriculum bodies shall be as follows:
 - a. Policies for major, minor and certificate programs; proposed departures from university-wide policies shall be approved by the educational policies council; and
 - b. General curricular policies and requirements for the college; proposed departures from university-wide policies shall be approved by the educational policies council.
- 5. Independent schools, honors college, graduate studies, undergraduate studies and university libraries shall function in a fashion parallel to the college curriculum committees.

Effective: December 1, 2012

Prior Effective Dates: 11/4/1977, 10/5/1979, 4/30/1982, 5/28/1997, 9/8/1997

3342-2-05 FACULTY SENATE CHARTER (EXCERPT)

G. Councils, committees and commissions.

- 2. Councils of the faculty senate. The educational policies council shall be a body of the faculty senate.
 - a. The educational policies council shall consist of two bodies, one responsible for undergraduate education called the undergraduate council and the other for graduate education called the graduate council.
 - b. Issues jointly affecting undergraduate and graduate education will be discussed at the semester meeting of the full educational policies council.
 - c. The educational policies council and its bodies shall consider curricular matters of concern to the university as a whole, and shall be the faculty senate bodies responsible for long-range academic planning for the university.
 - d. The educational policies council and its bodies shall be co-chaired by the provost and the chair of faculty senate.

Effective: May 20, 2009

Prior Effective Dates: 11/4/1977, 8/31/1979, 1/25/1980, 7/11/1980, 5/18/1984, 2/19/1990, 9/23/1991,

5/5/1995, 3/7/2000, 12/29/2001

3342-2-06 FACULTY SENATE BYLAWS (EXCERPT)

F. Councils, committees and commissions.

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

2. Educational policies council.

a. Composition.

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

b. Function.

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

c. Division of labor.

- (1) All recommendations of the educational policies council related to long-range academic planning or to the establishment, discontinuance, or major alteration of programs or bodies shall be submitted to the faculty senate for approval. Proposals for the discontinuance or major alteration of an academic program shall be preceded by a program review conducted according to established procedures.
- (2) Business of the educational policies council, which normally would not come to the faculty senate floor may, at the option of said council or at the request of the faculty senate, be brought to the floor.
- (3) All commissions appointed to consider academic planning for the university shall report to the educational policies council.

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

d. Voting.

- (1) "Ex officio" members shall have vote and shall consist of those who are "ex-officio" members of the undergraduate council and/or the graduate council.
- (2) "Ex officio" members on the undergraduate council shall have vote and shall be the senior vice president of academic affairs and provost; the dean of undergraduate studies; the dean or his/her designee from each of the academic colleges; the dean of the honors college; the dean or director or his/her designee in each independent school; the dean of university libraries or his/her designee; and the chair of the faculty senate or his/her designee.
- (3) "Ex officio" members on the graduate council shall have vote and shall be the senior vice president of academic affairs and provost; the dean of graduate studies; the associate dean for graduate affairs or his/her nominee in each of the academic colleges or independent schools with graduate programs; the dean of university libraries or his/her designee; and the chair of the faculty senate or his/her designee. In any degree-granting unit without an associate dean for graduate affairs, that position on the graduate council shall be filled by the administrator or faculty member with administrative responsibility for graduate affairs in that unit.
- e. From the elected representatives on the faculty senate, the chair-elect shall appoint ten senators to membership on the educational policies council with due regard for representation by curricular units of the university. Five senators will be appointed to the undergraduate council and five senators with full graduate faculty status within their respective units will be appointed to the graduate council.
- f. One elected member of each college curriculum body shall be elected by these bodies to membership on the undergraduate council.
- g. To ensure representation from among the university's graduate coordinators, one member of each college graduate coordinating body shall be elected by these bodies to membership on the graduate council. The faculty member must be a full member of the graduate faculty within their respective academic unit.
- h. The chair-elect shall appoint additional regular faculty to membership on the educational policies council with due regard for representation by curricular units of the university as needed so that the faculty membership equals the "ex officio" membership.
- i. One undergraduate student appointed by the undergraduate student senate and one graduate student appointed by the graduate student senate shall serve as observers to the educational policies council with rights of participation but without a vote. The undergraduate student shall also be a member of the undergraduate council and the graduate student shall also be a member of the graduate council.
- j. The educational policies council shall meet at least once during each term of the academic year.
- k. The undergraduate and graduate councils shall each meet at least three times during each term of the academic year.
- l. Agendas, minutes and attachments of the meetings of the educational policies council and its two bodies shall be distributed to each other as well as to members of the faculty senate.

Effective: October 3, 2013

Prior Effective Dates: 11/4/1977, 10/5/1979, 7/11/1980, 3/11/1982, 4/30/1982, 3/5/1984, 5/18/1984, 2/19, 1990, 9/23/1991, 2/24/1992, 01/02/2002, 5/20/2009, 6/20/2012, 1/7/2013

GUIDELINES FOR DETERMINING EPC AGENDA STATUS

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

- 1. Major or degree establishment, revision of name, inactivation
- 2. Minor establishment
- 3. Certificate establishment
- 4. Unique program (i.e., affects students from more than one academic unit; e.g., Military Studies, Washington Program) establishment, revision, inactivation
- 5. Academic unit (college, school, department) establishment, revision, inactivation
- 6. Center or institute establishment, revision, inactivation
- 7. University academic requirement (e.g., Kent Core) establishment, revision, inactivation
- 8. University academic policy establishment, revision, inactivation
- 9. University academic operational procedure or regulation establishment, revision, inactivation
- B. **Information Items:** Items considered notification to the EPC and not voted upon unless a motion to do so is made by an EPC member.
 - 1. Major or degree letter of intent or program development plan to establish (sent to the Ohio Department of Higher Education for approval before submitting full proposal)
 - 2. Temporary suspension of admissions into an academic program
 - 3. Off-site delivery, including a Kent Campus program at a Regional Campus (more than 50 percent) of an existing degree program establishment, revision, inactivation
 - 4. Online delivery (more than 50 percent) of an existing degree program establishment, revision, inactivation
 - 5. Five-year review of certificate programs
- C. **Lesser Action Items:** not discussed or voted upon unless a motion is made by an EPC member to do so; considered approved once meeting is adjourned
 - 1. Major revision (including new, revised, inactivated concentrations)
 - 2. Minor revision, inactivation
 - 3. Certificate revision, inactivation
 - 4. Articulation or consortia agreement with curricular implications establishment, revision, inactivation
 - 5. Course establishment, revision, inactivation
 - 6. Course designated a university academic requirement (e.g., Kent Core, diversity, writing-intensive, experiential learning, freshmen orientation) establishment, revision, inactivation
 - 7. Academic policy or requirement within academic unit establishment, revision, inactivation

NUMBER OF CURRICULUM CHANGES EPC HAS REVIEWED IN PAST FIVE YEARS

EPC Agenda	Aug 2010- May 2011	Aug 2011- May 2012	Aug 2012- May 2013	Aug 2013- May 2014	Aug 2014- May 2015			
Curricular Items	244	295	248	263	223			
Course Changes	1,276	1,779	1,270	1,307	1,312			

CURRICULUM RESPONSIBILITY

ROLES AND RESPONSIBILITIES IN THE CURRICULUM PROCESS

Role	Curriculum Responsibilities								
	 Knows the discipline/program that needs to be established/revised 								
	 Keeps current in field 								
Faculty	 Conducts research for the proposed changes 								
Initiator	 Articulates rationale for curriculum decisions 								
	 Works with others to document and submit proposal 								
	 Seeks review and feedback on proposed changes 								
	 Content experts 								
	 Current in their profession 								
D /	Know competition								
Program/	Assess learning outcomes for compliance, validity and alignment with program's								
Subject Area	mission and objectives								
	Works to meet accreditation needs								
	 Advises, informs and/or approves changes 								
	 Assess and evaluates curriculum impact on area's sustainability, students, faculty and 								
	other resources								
	 Advisor to the chair/director 								
	Develops and maintains current instructional programs and course syllabi								
F1(A 41	 Approves internal modifications and solicit input from other departments where 								
Faculty Advisory	program changes and offerings may have impact								
Committee	 Approves all workshop and special topics courses each time a title changes 								
/ Department	 Approves course content when offered off campus or online in accord with existing 								
Curriculum	policies and procedures								
Committee	 Establishes and utilizes procedures for reviewing and evaluating existing and new 								
Committee	courses, programs and policies.								
	Maintains strong departmental academic, instructional and grading standards								
	 Select library and other materials related to its curriculum and establish internal 								
	procedures for effective and appropriate use of instructional media and other learning								
	activities								
	• Fosters the development of undergraduate and graduate programs within university								
	guidelines								
School Director/	• Encourages appropriate curriculum modifications, changes and innovations in programs								
Department Chair	 Approves resource allocations 								
1	 Seeks opportunities to leverage existing/emerging resources 								
	Insures course offerings required for degree completion are offered frequently and at								
	varied days and times to meet the needs of students								
	Reviews curricular proposals from schools/departments within college Tritistas courses are a proposals from schools/departments within college								
	Initiates course, program requirement and policy proposals Made average of program requirement and policy proposals								
	Made aware of special topics and other academic changes Framings gurningly my impact and dynalization within and autoide college.								
	Examines curriculum impact and duplication within and outside college Engage appropriate consultation of impact								
	Ensure appropriate consultation of impact Seeks curriculum changes that may be complementary and /or basis for callaboration.								
College Curriculum	• Seeks curriculum changes that may be complementary and/or basis for collaboration								
Committee	Source of information to units about curricular-related changes and requirements Corner support when inectivation is identified.								
	Garner support when inactivation is identified Leoks for letters of support								
	 Looks for letters of support Pavious resources (o.g. staffing facilities library) 								
	Reviews resources (e.g., staffing, facilities, library)								
	Review program outcomes for alignment with college mission Informed on off site and online offerings, articulation agreements and other								
	• Informed on off-site and online offerings, articulation agreements and other								
	collaborations and partnerships outside the college								

Role	Curriculum Responsibilities							
	 Reviews impact on finances, faculty, facilities, equipment, support staff 							
_	Seeks opportunities to leverage existing/emerging resources							
Dean	Participates in accreditation reviews and decisions							
(Campus/College)	Assesses sustainability, demand, need, placement							
	 Examines curriculum impact and duplication in and outside college/campus 							
	Graduate Studies Administrative Advisory Committee (GSAAC)							
	Reviews and advises on graduate operational issues							
	 Initiates and recommends changes to the graduate studies dean 							
Institutional	Associate and Assistant (A&A) Deans Committee							
Academic Advisory	Reviews and advises on undergraduate operational issues							
Committees	 Initiates and recommends changes to the EPC 							
	EPC Ad Hoc Committee							
	Reviews, initiates and revises policies to promote student success							
	EPC sub committee							
University	 Oversees university-wide undergraduate curricular requirements (Kent Core, diversity, 							
Requirements	writing intensive, experiential learning, freshmen orientation)							
Curriculum	Reviews and approve courses and policies for conformity to these requirements							
Committee (URCC)	 Periodic reviews and recommends changes in these requirements 							
commutee (Orece)	 Directs assessment and evaluation of student success within these requirements 							
	Reviews programs proposals to ensure university and Ohio Department of Higher							
	Education compliance and approval							
	Communicates to other departments							
Graduate Studies	Notify state when program inactivated or changed delivery mode							
Dean								
Dean	Facilitate program review processOversees advisory committee to review graduate curriculum and policies							
	Implements admission process							
	 Decides exceptions to admission criteria 							
	Provides holistic view of university curriculum							
	Assists and guides faculty and units in proposing change							
	Maintains curriculum process, procedures and management system							
	Serves the provost in reviewing and granting preliminary approval of all change The serves the provost in reviewing and granting preliminary approval of all change							
	(program, policy, course, structure)							
	■ Implements approved changes (catalog, course inventory)							
	 Communicates major changes to advisors and other student services (e.g., registrar, 							
	admissions, bursar, student financial aid)							
	Assists in updating GPS degree audit							
Curriculum	Maintains curriculum archive							
Services	Responds to questions about changes/curriculum process							
Scrvices	Secretary and coordinator for EPC Secretary and coordinator for EPC							
	Reports curriculum to state, federal and other agencies							
	 Ensures curriculum integrity and alignment with university, state, accreditor and federal 							
	policy and procedures							
	 Ensures curriculum functionality (Banner, GPS degree audit, prerequisites) 							
	 Ensures curriculum functionality (barrier, Gr 3 degree audit, prerequisites) Knowledgeable about university academic programs and policies 							
	Liaison with Ohio Department of Higher Education for undergraduate curriculum							
	Ensure consistency of process							
	· =							
	Source of information about university curriculum							

Role	Curriculum Responsibilities
	Involved in the strategic goals of the university
	 Sets the university agenda for academic programming and determines priorities
	 Reviews significant academic changes with initiators/deans prior to approval
Provost	 Approves all items that will go before the Board of Trustees for approval
110,000	 Signs articulation agreements and new program proposals
	 Introduces and champions academic items to Board of Trustees
	 Approves EPC agenda before publication and chairs the EPC meeting
	Mediates/facilitates differences and determines course of action
	Committee of the Faculty Senate
	Emphasizes long-range academic planning, both conceptually and structurally, that
	reflect the mission and goals of the university
	Approves overall curricular planning and policy guidelines for the university
El e le le	Arbitrates interdepartmental and intercollegial curricular disputes or
Educational Policies	
Council (EPC)	Monitors changes generated by a specific academic unit as they affect other areas A title dispersions and appropriate an
	At its discretion, reviews all curricular changes and proposals originating with academic units to assure offsetive adherence to university unide policies.
	units to assure effective adherence to university-wide policiesActs on matters referred to the council
	Approves new or revised academic programs, policies, operational procedures and regulations and academic structures.
	 regulations and academic structures Ensures curriculum integrity and quality, alignment with university mission and
	commitment to resources
	 Examines curriculum impact, demand and duplication of resources across university
Faculty Senate	 Delegates curriculum initiatives to sub committees
racuity Senate	 Oversees academic standards and educational policies and academic programs
	 Consulted with respect to proposed changes in the administrative organization of the
	university directly and primarily related to academic divisions
	Kept apprised by new curriculum by provost
	 Determines university resource allocations and priorities
President	 Defines mission and goals of the university jointly with the Board of Trustees
	• Champions the university's strategic plan
	 Defines mission and goals of the university jointly with the president
	 Approves new and significant revisions to degree programs before they go to Ohio
D 1.4	Department of Higher Education
Board of	Approves academic structure changes
Trustees	 Approves university-wide academic policies
	Reviews curriculum viability and student need and success
	 Reviews and discusses information items presented by the provost
	 Approves new degree programs and significant revisions (e.g., name change,
	inactivation) to degree programs
Ohio Department of	
Higher Education	Assigns subsidy level to courses
	Set curriculum guidelines for public intuitions
	 Initiates transfer pathways between public institutions
	Approves new degree programs
Higher Learning	 Approves new locations for program offerings
Commission	Approves new contractal or corsortia agreement to offer a program
	Notified of new certificate programs
Graduate Planning	 Notified of curriculum changes that affect undergraduate (and select graduate) program
System (GPS)	requirements
	Updates degree audits for undergraduate programs and select graduate programs
Student Financial	Notified of new, revised and inactivated certificates
Aid	 Updates program's financial aid eligibility status with U.S. Department of Education

CURRICULUM APPROVAL CHART

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

CURRICULUM PROPOSAL	DEPARTMENT OR SCHOOL	COLLEGE	OTHER UNITS	URCC	GRADUATE STUDIES	PROVOST	EPC	FACULTY SENATE	PRESIDENT	BOARD OF TRUSTEES	ОДНЕ	HLC
 Revision of course descriptions not involving substantial changes in course content Revision of course titles not involving substantial changes in course content Revision of course prerequisites not affecting any other academic unit Inactivation of courses not affecting any other academic unit Changes in course numbers not affecting level 	A	N				A	N					
 Revision of course credit hours Revision of course numbers affecting the level of courses Inactivation of courses affecting other degree programs or general curricular requirements within the college New or additional courses Substantial changes in course content affecting description and title, constituting essentially new courses 	A	A				A	N					
 Inactivation of courses affecting degree programs or general curricular requirements of colleges other than parent college Substantial revisions of content affecting title and description of courses required in degree programs or general curricular requirements of colleges other than the parent college Revision of prerequisite for courses required in degree programs or general curricular requirements of colleges other than parent college Revision of course numbers affecting level of courses required in degree programs or general curricular requirements of colleges other than the parent college Establishment of new or additional courses designed for degree programs or general curricular requirements of colleges other than the parent college 	A	A	N			A	N					
■ Establishment, revision, inactivation of courses designated university academic requirement (e.g., Kent Core, diversity, writing-intensive, experiential learning, orientation)	A	A		A		A	N					
 Revision of major (including admission, course and other requirements and new, revised, inactivated concentrations) Revision or inactivation of a minor Revision or inactivation of a certificate Establishment, revision or inactivation of a policy within an academic unit Establishment, revision or inactivation of an articulation agreements with other institutions Temporary suspension of admission into a program 	A	A			A	A	N					

CURRICULUM PROPOSAL	DEPARTMENT OR SCHOOL	COLLEGE	OTHER UNITS	URCC	GRADUATE STUDIES	PROVOST	EPC	FACULTY SENATE	PRESIDENT	BOARD OF TRUSTEES	ОДНЕ	HLC
 Establishment, revision or inactivation of contractual or consortia agreement with another entity for (50%+) delivery of program 	A	A			A	A	N					N¹
 Letter of intent to establish a major or degree Alternate online (50%+) delivery for existing program 	A	A			A	A	N				A	
■ Alternate off-site (50%+) delivery for existing program	A	A			A	A	N				A	A ²
Revision of name of a major or degree	A	Α			Α	A	Α	A	N	N	A	
Establishment of a minor	A	A			A	A	A					
Establishment of a certificate	A	A			A	A	A				A ³	N
Revision of a university-wide academic requirement (e.g., Kent Core) not considered substantial				A		A	A	A				
 Establishment, revision or inactivation of a unique program that affects students in more than one academic unit (e.g., Military Studies, Washington Program) Establishment, revision or inactivation of a university-wide academic operational procedure or regulation Revision of a university-wide academic policy 	A	A	A		A	A	A	A	N	N		
 Inactivation of a major or degree Establishment, <u>substantial</u> revision or inactivation of a university-wide academic requirement (e.g., Kent Core) Establishment, <u>substantial</u> revision or inactivation of a university-wide academic policy Establishment revision or inactivation of an academic unit (college, school, department) Establishment, revision or inactivation of an institute with curriculum implications Establishment, revision or inactivation of a center with curriculum implications 	A	A	A		A	A	A	A	A	A		
Inactivation of a major or degree	A	A	A		A	A	A	A	A	A	N	
 Establishment of a major or degree Establishment or substantial change of a college that affects the region or other institutions (e.g., College of Engineering) 		A	A		A	A	A	A	A	A	A	A

Legend: A = Approval N = Notification

- 1. The Higher Learning Commission requires notification of all contractual and consortial arrangements, and possibly additional documentation if requested. Contractual involves the university and a non-accredited entity involved in some way in a program (e.g., Everspring). Consortial involves the university and another accredited entity such as another university delivering program content.
- 2. While the Ohio Department of Higher Education requires approval for every program to be offered at an off-site location, the Higher Learning Commission requires approval for every new location, no matter how many programs will be offered there (and in the future).
- 3. Graduate certificates that are 21 credits or higher require approval from Ohio Department of Higher Education Chancellor's Council on Graduate Study (CCGS).

PARLIAMENTARY PROCEDURES

ROBERT'S RULES OF ORDER

Robert's Rules of Order provide common rules and procedures for deliberation and debate in order to place the whole membership on the same footing and speaking the same language. The conduct of all business is controlled by the general will of the whole membership—the right of the deliberate majority to decide. Complementary is the right of at least a strong minority to require the majority to be deliberate—to act according to its considered judgment after a full and fair "working through" of the issues involved.

Robert's Rules provide for constructive and democratic meetings, to help, not hinder, the business of the assembly. Under no circumstances should "undue strictness" be allowed to intimidate members or limit full participation.

The fundamental right of deliberative assemblies requires all questions to be discussed thoroughly before taking action. The assembly rules; it has the final say on everything. <u>Silence means consent.</u>

Procedures

- Debate cannot begin until the chair has stated the motion or resolution and asked "are you ready for the question?" If no one rises, the chair calls for the vote.
- Before the motion is stated by the chair, members may suggest modification of the motion; the mover can modify as s/he pleases, or even withdraw the motion without consent of the seconder; if mover modifies, the seconder can withdraw the second.
- The member moving the item is entitled to preference to the floor.
- No member can speak twice to the same issue until everyone else wishing to speak has spoken to it once.
- Remarks must be courteous in language and deportment avoid all personalities, never allude to others by name or to motives.
- The agenda and all committee reports are merely recommendations. When presented to the assembly and the question is stated, debate begins and changes occur.

The motions below are listed in order of precedence. Any motion can be introduced if it is higher on the chart than the pending motion.

YOU WANT TO	YOU SAY	INTERRUPT?	SECOND?	DEBATE?	AMEND?	VOTE?
End the meeting	I move to adjourn	No	Yes	No	No	Majority
Take a break	I move to recess for	No	Yes	No	Yes	Majority
Register complaint	I rise to a question of privilege	Yes	No	No	No	None
Adhere to agenda	I call for the orders of the day	Yes	No	No	No	None
Temporary suspend further action / consideration	I move to lay the question on the table	No	Yes	No	No	Majority
End debate	I move to close the debate	No	Yes	No	No	2/3
Limit or extend length of debate	I move that debate be limited to	No	Yes	No	Yes	2/3
Postpone to a certain time	I move to postpone the motion to	No	Yes	Yes	Yes	Majority
Refer to committee (may be existing or new committee)	I move to refer the motion to	No	Yes	Yes	Yes	Majority
Modify wording of motion	I move to amend the motion by	No	Yes	Yes	Yes	Majority

YOU WANT TO	YOU SAY	INTERRUPT?	SECOND?	DEBATE?	AMEND?	VOTE?
Kill motion for this session	I move that the motion be postponed indefinitely (exception: motion to reconsider can be made at same session)	No	Yes	Yes	No	Majority
Bring business before assembly (a main I move that/to I motion)		No	Yes	Yes	Yes	Majority

Incidental notions – no order of precedence – arise incidentally and decided immediately.

YOU WANT TO	YOU SAY	INTERRUPT?	SECOND?	DEBATE?	AMEND?	VOTE?
Enforce rules due to infraction of rules or improper decorum in speaking	Point of order	Yes	No	No	No	None
Submit matter to assembly to decide	I appeal from the decision of the chair	Yes	Yes	Varies	No	Majority
Allow a violation of assembly rules (except constitution)	I move to suspend the rules that	No	Yes	No	No	2/3
Avoid main motion altogether	I object to the consideration of the question (must be stated before discussion or another motion is stated)	Yes	No	No	No	2/3
Divide a motion into two or more separate motions	I move to divide the question (motions must be able to stand on their own)	No	Yes	No	Yes	Majority
Demand rising vote	I call for a division	Yes	No	No	No	None
Inquire as to the correct motion	Parliamentary inquiry	Yes (if urgent)	No	No	No	None
Request information	Request for information	Yes (if urgent)	No	No	No	None

Motions that bring a question again before the assembly — no order of precedence. Introduce only when nothing else pending.

YOU WANT TO	YOU SAY	INTERRUPT?	SECOND?	DEBATE?	AMEND?	VOTE?
Resume consideration of item previously "laid on the table"	I move to take from the table	No	Yes	No	No	Majority
Cancel or change previous action	I move to rescind / amend something previously adopted	No	Yes	Yes	Yes	2/3 or majority with notice
Reconsider motion	I move to reconsider the vote (can be made only by one on the prevailing side who has changed position or view)	No	Yes	Varies	No	Majority

Excerpted from Summary Version of Robert's Rules of Oder (© 1997 Beverly Kennedy) and Parliamentary Motions Guide Based on Robert's Rules of Order, 11th Edition (© Jim Slaughter).

II. ACADEMIC ORGANIZATION

POLICY AND PROCEDURES REGARDING ACADEMIC ADMINISTRATIVE STRUCTURES

ADMINISTRATIVE POLICY 3342-2-03.1

A. The university recognizes and designates several types of academic administrative structures that serve to facilitate its academic mission. Primary academic structures aligned with the institutional goals and strategic directions of the university are designated as departments, schools, colleges and regional campuses. These secondary structures are designated as institutes, centers or other general-purpose organizational structures. Other general-purpose organizational structures may include advisory councils, associations, boards, bureaus, councils, forums or programs.

Approval for these academic administrative structures shall be given at various levels of the university's governance structure depending upon the unit's mission, scope and fiscal impact. Academic administrative structures exist to coalesce disciplinary expertise, to provide administrative support, to enhance the possibility of obtaining financial resources or extramural funding and to increase the possibilities for educational or community outreach.

B. Policy Implementation.

1. Regional Campus

- a. A regional campus may be created to provide instruction, outreach and research for a geographical service area distinct from the Kent Campus.
- b. Each regional campus provides on-site academic and administrative services and generally maintains its own physical plant.
- c. Regional campus faculty set degree requirements for associate degree programs through cognate committees with the approval of the provost, the regional campuses curriculum committee, the college curriculum committee, and the Educational Policies Council and Faculty Senate.
- d. The regional campus is a unit of analysis for student headcount, credit hour generation, faculty appointments, academic staff and budgetary support.
- e. A regional campus shall be established or eliminated by the Ohio Board of Regents and the KSU Board of Trustees upon the recommendation of the president and the provost. Prior to recommending the establishment or elimination of a regional campus, or the substantial modification of the academic structures of an existing campus, the president and provost shall consider the recommendation of the vice president for regional development and the dean for regional campuses. The president and provost also shall consider a recommendation from the appropriate curricular and governance bodies, including the regional campuses FAC and curricular committee, the Educational Policies Council and the Faculty Senate.
- f. A regional campus shall be headed by a dean who shall have a dual reporting line to the provost and to the vice president for regional development.

2. College

- a. A college may be created to align more effectively academic departments, schools and programs that share a common mission, similar instructional goals and related scholarly programs. Typically, the component units of a college shall represent disciplinary or professional specialties that have a close affinity with one another.
- b. The primary rationale for a college is to facilitate cooperation and collaboration among its various academic components while at the same time providing enhanced visibility and stature for these units within the university and with external publics.
- c. A college is also expected to yield substantial benefits for faculty, students and staff, as well as external constituent groups.

- d. A college shall be established or eliminated by the Board of Trustees upon the recommendation of the president and the provost. Prior to recommending the establishment or elimination of a college, or the substantial modification of the structures of an existing college, the provost shall consider the recommendation of the appropriate curricular and governance bodies, including the Educational Policies Council and the Faculty Senate.
- e. A college shall be headed by a dean who shall report directly to the chief academic officer of the university (i.e., provost) and who shall have primary responsibility for all curricular, budgetary, and personnel actions of the college. The dean shall be appointed by the provost upon the recommendation of the appropriate advisory body and approval of the Board of Trustees.

3. Departments and dependent schools

- a. A department or dependent school may be created to house one or more academic programs with associated faculty, degree programs and students.
- b. The primary rationale for a department or dependent school is to provide instruction in a professional discipline, an academic area or field. Each department has a resident faculty that offers instruction in one or more academic disciplines or fields. Each dependent school has a resident faculty that offers instruction in one or more professional disciplines, academic areas or fields.
- c. Department and dependent school faculty set degree requirements for unit major programs, with the approval of the College Curriculum Committee and the Educational Policies Council.
- d. The department or dependent school is a unit of analysis for student headcount, credit-hour generation, faculty appointments, academic staff and budgetary support.
- e. Other purposes of departments and dependent schools are to focus scholarly and disciplinary activities of the faculty and to provide professional services in the areas(s) of departmental expertise.
- f. A department or dependent school shall be established or eliminated by the Board of Trustees upon the recommendation of the president, the provost and the dean. Prior to recommending the establishment or elimination of a department or dependent school, or the substantial modification of the structure of an existing department(s) or dependent school(s), the provost shall consider the recommendations of the appropriate curricular and governance bodies, including the College Curriculum Committee, Educational Policies Council, and the Faculty Senate.
- g. A department or dependent school shall be headed by a chair or director who shall have primary responsibility for all curricular, budgetary and personnel actions of the unit. The chair/director shall be appointed by the dean in consultation with the provost upon the recommendation of the appropriate faculty advisory body and approval of the Board of Trustees.

4. Independent school or graduate school

- a. An independent school or graduate school may be created to house one or more academic programs with associated faculty, degree programs and students.
- b. The primary rationale for an independent school or graduate school is to provide instruction in a professional field. Each independent school has a resident faculty that offers instruction in one or more professional disciplines or fields.
- c. Independent school or graduate school faculty set degree requirements for the school's major programs, with the approval of the Educational Policies Council.
- d. The independent school or graduate school is a unit of analysis for student headcount, credit hour generation, faculty appointments, academic staff and budgetary support.

- e. Other purposes of independent schools and graduate schools are to focus scholarly and professional activities of the faculty and to provide professional services in the area(s) of the school's expertise.
- f. An independent school or graduate school shall be established or eliminated by the Board of Trustees upon the recommendation of the president, the provost and the dean. Prior to recommending the establishment or elimination of an independent school or graduate school, or the substantial modification of the structure of an existing independent school(s) or graduate school, the provost shall consider the recommendations of the appropriate curricular and governance bodies, including the Educational Policies Council and the Faculty Senate.
- g. An independent school or graduate school shall be headed by a dean who shall report directly to the chief academic officer of the university (i.e., provost) and who shall have primary responsibility for all curricular, budgetary, and personnel actions of the school. The dean shall be appointed by the provost in consultation with the appropriate advisory body and approval of the Board of Trustees.

5. Divisions

- a. Divisions within academic affairs exist to provide services beyond those offered by colleges, department and dependent schools, or independent schools and graduate schools. These services include, for instance, advising, fundraising, instruction in library use and in research methods, management of the library's collections and databases, and planning and installation of classroom technology and/or technology support. Current divisions include:
 - (1) Libraries and Media Services
 - (2) Research and Graduate Studies
 - (3) Undergraduate Studies

6. Institute

- a. An institute may be created to facilitate comprehensive research on a major problem or on a cluster of significant related topics or issues. The topics or issues that provide the focus for the institute shall involve two or more departments or schools and incorporate a university-wide perspective.
 Ordinarily, institutes are created because the organization, advantages, and support they provide are not feasible under existing departmental or school structures. Institutes shall be supported insofar as possible through extramural resources.
- b. An institute shall facilitate and administer the performance of research and provide an organizational identity to selected research programs and participating faculty, staff and students. An institute shall supplement and complement the mission of the academic departments, schools and colleges.
- c. An institute shall be established or eliminated by the Board of Trustees upon the recommendation of the president and the provost. Prior to recommending the establishment or elimination of an institute, the provost will consider the recommendations of the appropriate curricular and governance bodies (i.e., college curriculum committee(s), Educational Policies Council and the Faculty Senate).
- d. An institute shall be headed by a director appointed by the provost upon the recommendation of the appropriate dean(s) and approval by the Board of Trustees.
- e. The director shall file an annual report with the appropriate dean(s), with copies to the provost and the vice president for research and dean of graduate studies.

7. Center

- a. A center may be created to make faculty expertise available to university and outside constituencies; research, while endemic to its operation, is not necessarily the primary focus of a center. Centers typically provide a service or serve purely an administrative purpose.
- b. The rationale for a center is to provide an administrative structure to focus and bring together the efforts of a faculty on a single area or cluster of related areas. Centers shall supplement and complement the mission of the academic department and college.
- c. A center shall be established by the provost upon the recommendation of the deans of participating colleges and independent schools and the chairperson(s) and director(s) of participating department and dependent schools. In the case of regional campuses, a center shall be established by the provost upon the recommendation of the vice president for regional development and the regional campus dean(s). Prior to recommending the establishment of a center, including those at a regional campus, the provost will consider the recommendations of the appropriate governance bodies (i.e., department or dependent school curriculum committee, college curriculum committee, and the Educational Policies Council, the Faculty Senate and the RCFAC, when appropriate).
- d. A center shall be headed by a director or coordinator appointed by the provost upon the recommendation of the appropriate dean(s) and approved of the Board of Trustees.
- e. The director or coordinator shall file an annual report with the dean, chairperson or director. The annual report for each center shall be included in the regional campus, college department or dependent school, or independent school annual mission report, whichever is appropriate.

8. Other Designations for General-Purpose Organizational Structures

- a. In addition to institutes and centers, the university recognizes other designations more limited in scope such as bureaus, forums, advisory councils, associations, boards, and councils.
- b. These general-purpose organizational structures may be established by the appropriate dean with the approval of the provost. Prior to recommending the establishment of a general-purpose structure, the dean will consider the recommendations of the departmental faculty advisory committee and/or the regional campus faculty advisory committee.

C. Review Procedures for Secondary Administrative Units

- 1. Unless an exception is approved by the provost, all institutes and centers will be reviewed every five years.
- 2. The review will include a comparison of the activities and achievements of the institute, center or general-purpose structure with the elements called for in University Policy 3342-1-03 in order to determine if the unit is meeting its intended mission. Each review will conclude with a recommendation to continue, modify or abolish the structure.
- 3. An institute, center or general-purpose structure may be abolished as a result of a review or abandoned as a result of inactivity. The action to abolish or abandon will be taken by the Board of Trustees in the case of institutes; by the provost in the case of centers; and by the appropriate vice president, dean or other administrative officer in the case of general-purpose structures. In each case, the abolishment or abandonment will not be finalized without a notification to governance bodies, such as the Faculty Senate and a notification and consideration of the recommendation of the affected department, dependent school, independent school, college and/or regional campus.

Effective: August 13, 2007

Prior Effective Dates: 11/4/1977, 8/31/1979, 4/30/982, 10/5/1988, 10/24/1988, 5/1/1995, 3/7/2000, 9/19/2006

ORGANIZATION OF KENT STATE UNIVERSITY ACADEMIC ADMINISTRATIVE STRUCTURE

See the academic programs Excel document on the Curriculum Services website for programs housed within the individual units (www.kent.edu/provost/curriculum).

College of Applied Engineering, Sustainability and Technology

College of Architecture and Environmental Design

College of the Arts

School of Art

Shannon Rodgers and Jerry Silverman School of Fashion Design and Merchandising

Hugh A. Glauser School of Music

School of Theatre and Dance

College of Arts and Sciences

Department of Anthropology

Department of Biological Sciences

School of Biomedical Sciences

Department of Chemistry and Biochemistry

Department of Computer Science

Department of English

Department of Geography

Department of Geology

Department of History

Department of Mathematical Sciences

Department of Modern and Classical

Language Studies

Department of Pan-African Studies

Department of Philosophy

Department of Physics

Department of Political Science

Department of Psychological Sciences

Department of Sociology

College of Business Administration

Department of Accounting

Department of Economics

Department of Finance

Department of Management and

Information Systems

Department of Marketing and Entrepreneurship

College of Communication and Information

School of Communication Studies

School of Journalism and Mass Communication

School of Library and Information Science

School of Visual Communication Design

College of Education, Health and Human Services

School of Foundations, Leadership and

Administration

School of Health Sciences

School of Lifespan Development and Educational

Sciences

School of Teaching, Learning and Curriculum

Studies

College of Nursing

College of Podiatric Medicine

College of Public Health

Department of Biostatistics, Environmental Health

Sciences and Epidemiology

Department of Health Policy and Management

Department of Social and Behavioral Sciences

Honors College

Regional College

University College

School of Digital Sciences

Division of Graduate Studies

Division of University Libraries

Kent State University Campuses

Ashtabula Campus

East Liverpool Campus

Geauga Campus (includes Regional Academic

Center in Twinsburg)

Kent Campus (includes Independence site)

Salem Campus

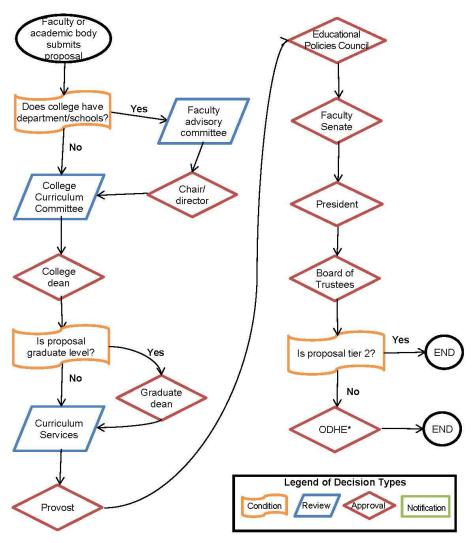
Stark Campus

Trumbull Campus

Tuscarawas Campus

APPROVAL FLOWCHART FOR AN ACADEMIC ADMINISTRATIVE STRUCTURE

Visit www.kent.edu/provost/curriculum for curricular forms to establish, revise or inactivate.



*Ohio Department of Higher Education (formerly Ohio Board of Regents)

Tier 2 proposals (President and Board of Trustees final approvers)

- Academic unit (college, school, department) establishment, inactivation, revision (e.g., name change, merger, school to college)
- Institute establishment, revision, inactivation
- Center establishment, revision, inactivation

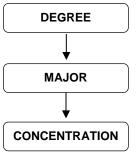
Tier 1 proposals (Ohio Department of Higher Education final approver)

 College - establishment or substantial change that affects region or other institutions (e.g., College of Engineering)

III. ACADEMIC PROGRAMS AND POLICIES

CURRICULUM NOMENCLATURE

The following naming conventions are used to clarify appropriate interpretation of the relative importance of degrees, majors and sub-hierarchical categories.



A recognition or award for completion of a prescribed course of study in an institution of higher education designated by the customary titles of associate, bachelor's, master's, specialist or doctor.

A set of requirements for completion of a degree as authorized by the Kent State Board of Trustees and the Ohio Department of Higher Education. The major may represent a field of study (e.g., History) or be interdisciplinary (e.g., Digital Sciences).

A subset of requirements for a specialization that comprises a minimum of 50 percent of the curriculum within a major.

Example: Bachelor of Science degree - Biology major - Molecular Biology concentration.

KENT STATE'S PROGRAM AND COURSE COUNT

		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Associate	Degrees	5	5	5	5	5	5
	Majors *	37	38	35	35	35	35
	Concentrations	19	22	24	24	24	24
Bachelor's	Degrees	11	12	12	12	12	12
	Majors *	121	122	122	125	120	123
	Concentrations	166	172	192	201	207	202
Master's	Degrees	17	18	18	22	22	22
	Majors *	118	112	110	114	115	113
	Concentrations	157	157	161	146	154	150
Post-Master's	Degrees	1	1	1	1	1	1
	Majors *	8	6	6	6	6	6
Doctoral	Degrees	2	3	4	4	4	4
	Majors *	47	48	48	49	49	49
	Concentrations	23	24	25	26	26	26
	Total Degrees	36	39	40	44	44	44
	Total Majors	331	326	321	329	325	326
Certificates	Undergraduate	42	26	16	19	18	18
	Post-Bachelor's	21	24	17	19	20	24
	Post-Master's	34	31	28	28	23	25
Minors		108	122	134	144	144	150
Courses **		8,513	8,602	7,619	7,879	8,029	8,272

^{*} Included in this count are majors counted separately in multiple degrees (e.g., the Physics major within the BA and BS degrees is counted twice), as well as majors awaiting final approval or have had admissions suspended.

See the academic programs Excel document on the Curriculum Services website for all programs offered at Kent State (www.kent.edu/provost/curriculum).

^{**} Not included in this count are courses on hold pending inactivation.

CURRICULUM DEFINITIONS

MAJOR

An academic major is a curriculum component that enables students to make an in-depth inquiry into a discipline or a professional field of study. It is organized around a specific set of goals, objectives and student learning outcomes that are accomplished through an ordered series of courses whose connections define an internal structure. A major that focuses on a discipline typically draws its courses predominantly from one department. One that encompasses a professional field of study or is interdisciplinary usually obtains its courses from more than one department/school.

Departments or dependent schools have the responsibility for administering majors within their unit and for approving particular programs of study and appropriate course substitutions for students. Those departments involved with interdisciplinary majors perform the same functions as individual departments. Courses taken to fulfill other academic requirements, e.g., minors and areas of specialization, are sometimes specified within the requirements for a degree; however, students may not declare a major and a minor in the same discipline.

One important aspect of a major is the opportunity it affords students to study a field in depth. A major introduces students to a discipline or field of study through a foundation of theory and method, which serves as a basis for further study. It exposes them to the gamut of topics examined and the analytical devices used in the study of the subject. It contains a core series of courses of advancing levels of knowledge and understanding. Study in depth provides students with an understanding of the fundamental problems and arguments of a discipline or field of study, as well as its limits. It affords students practice with the tools of the subject, introduces them to its historical and philosophical foundations and gives them a clear sense of its boundaries and its effectiveness as a means for understanding or serving human society.

Per the Ohio Department of Higher Education guidelines, a major must comprise a minimum of 30 semester hours of specialized study leading to both breadth and depth in a particular discipline.

Concentration. Majors may have concentrations (required or optional) to indicate in-depth knowledge in a particular area of the major and is recognized on the student's transcript. Concentrations differ from majors in that the concentration must include a minimum of 50 percent of the curriculum within the major. In other words, major coursework that is required for all the concentrations (i.e., shared or major core) must be more than 50 percent of the overall curriculum required for the concentrations. Or, said another way, concentration hours must account for less than 50 percent of the total curriculum within the major. This percentage does not include general education, additional program requirements and general electives). For example, if a major with concentrations has 30 credits of shared major coursework (not including Kent Core, electives or required courses not counted in major GPA), each concentrations must be 15 credits or less of major coursework (again, not including Kent Core, electives or required courses not counted in major GPA specific to a concentration).

MINOR

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 contain between 18 and 25 credit hours, with 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 (ATS), 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.

CERTIFICATE

Certificate programs exist at Kent State University to deliver focused instruction and formalized guidance to students in areas that address contemporary, topical and/or workplace needs. Formal recognition of certificate completion is given on the student's transcript. Certificates may be pursued by and granted to students whether or not they are enrolled in a degree-granting major; however, all students who are granted a certificate must meet institutional admissions and graduation standards.

Certificate programs normally contain between 15 and 25 credit hours of coursework from the existing inventory, with a maximum of 9 credits of variable topic (special topics, seminar, etc.) courses. Graduate certificates that are 21 credit hours or more must be approved by the Ohio Department of Higher Education.

Effective July 1, 2011, certificate programs that are eligible for federal financial aid for students are considered under the "gainful employment" regulations. Therefore, institutions are required on annual basis to disclose in a public manner (e.g., *University Catalog*, department websites) data on on-time graduation rate; job placement rate; tuition, fees and costs of books and supplies; median loan debt incurred by the students; and occupations for which the certificate will prepare/has prepared the student. More information on the gainful employment regulation is found at www.ed.gov/category/keyword/gainful-employment.

The Ohio Department of Higher Education defines the level of certificate programs as the following:

Undergraduate General Certificates: An award that requires completion of an organized program of study at the postsecondary level (i.e., below the baccalaureate). They are further classified into the following categories (from the IPEDS Glossary):

Postsecondary – Less Than One Academic Year: Total program must be minimum 16 credit hours for students to be eligible for federal financial aid and less than 30 semester credit hours. (Banner code: CER1-1xx.)

Postsecondary - At Least One, But Less than Two Academic Years: Total program must be more than 30 and less than 60 semester credit hours. (Banner code: CER2-2xx.)

Postsecondary - At Least Two, But Less than Four Academic Years: Total program must be more than 60 and less than 120 semester credit hours. (Banner code: CER4-4xx.)

Sub-Baccalaureate: A teacher preparation certificate that requires a bachelor's degree for admission. For federal financial aid eligibility, the certificate "consists of courses required by a state in order for a student to receive a professional certification or licensing credential that is required for employment as a teacher in an elementary school or secondary school in that State, except that it does not include any program of instruction offered by a TEACH Grant-eligible institution that offers a bachelor's degree in education" (per the Code of Federal Regulations, which titles these programs as "post-baccalaureate").

Undergraduate Technical Certificates: An award designed for an occupation or specific employment opportunity. These certificates should prepare students for a valid occupational license or third-party industry certification, if available, related to the field of study. Technical certificates and their associated occupational license or certification require approval from the Ohio Department of Higher Education. Technical certificates are further classified into two categories:

Technical - One Year: Total program must be minimum 30 semester credit hours, with the majority of the coursework completed in a pre-scribed technical area.

Technical - Less Than One Year: Total program must be minimum 16 credit hours (for students to be eligible for federal financial aid) and less than 30 semester credit hours.

Graduate Certificates:

Post-Baccalaureate: Requires completion of organized program of study beyond the baccalaureate. The post-baccalaureate certificate is designed for people who have completed a bachelor's degree; however, it does not meet the requirements of a master's degree. Total program must be minimum 8 credit hours for students to be eligible for federal financial aid. (Banner code is CER6-6xx.)

Post-Master's: Requires completion of an organized program of study beyond the master's degree. The post-master's certificate is designed for people who have completed a master's degree; however, it does not meet the requirements of a doctorate. Total program must be minimum 8 credit hours for students to be eligible for federal financial aid. (Banner code is CER8-8xx.)

Approved certificate programs must be reviewed by its sponsoring unit every five years, and a recommendation made on the continued status of the program. This review should assess achievements relative to the stated goals of the program and be submitted to the Educational Policies Council.

ASSOCIATE DEGREE

Associate degrees are awarded only on Kent State's Regional Campuses and are designed to permit a student to complete the freshman and sophomore years of a baccalaureate program and/or to prepare students for immediate employment in a technology-related field. The degree requires a minimum of 60 semester credit hours and should not exceed 65 hours unless it can be shown that the additional coursework is required to meet professional accreditation or licensing requirements.

Associate degree programs requiring hours beyond 65 hours in order to meet accreditation or licensing requirements are expected to align similarly to like programs at other Ohio public institutions and shall not exceed 73 semester credit hours. The degree should not exceed four semesters of full-time study.

The **Associate of Arts** (AA) and **Associate of Science** (AS) degrees provide a planned program of study that is generally equivalent to the first two years of a baccalaureate. The program may also be used for students desiring two years of a general education with emphasis in the arts, social sciences or humanities (for the AA degree) or in the natural sciences and mathematics (for the AS degree).

The curriculum structure of the AA and AS degrees at Kent State University:

<u>Curriculum Requirements</u>	<u>Credits</u>
freshmen orientation (US 10097)	1
Kent Core (general education requirement)	36
general electives *	23
Minimum Total	60

^{*} Electives are chosen in the students' area of interest and/or to meet the requirements of the bachelor's degree they are wishing to pursue.

Ohio Administrative Code 3333.1.04 Standards for Approval of Associate Degree Programs states the Associate of Applied Business (AAB) and the Associate of Applied Science (AAS) degrees are "awarded for the successful completion of a planned program of instruction in a technology, the primary objective of which is the preparation of individuals for paid and unpaid employment in that technology, or for additional preparation for a career requiring other than a baccalaureate or advanced degree."

The curriculum structure of AAB and AAS degrees at Kent State:

Curriculum Requirements	Credits
freshmen orientation (US 10097)	1
Kent Core (general education requirement) *	15
major (technical) requirements **	varies
additional program requirements (related) **	varies
general electives **	varies
Minimum Total	60

- * One course from each of the following five categories: (1) Composition, (2) Mathematics and Critical Reasoning, (3) Humanities or Fine Arts, (4) Social Sciences and (5) Basic Sciences.
- ** Non-technical requirements (including Kent Core and courses basic or closely related to the technical field) should make up approximately 50 percent or more (i.e., minimum 30 credit hours) of total program.

The **Associate of Technical Study** (ATS) degree is an individually planned program of study designed to respond to the need for specialized technical education and specific career objectives. The Ohio Department of Higher Education divides The ATS degree into two types:

- Type A allows students to develop, in consultation with a faculty advisor, a coherent combination of technical courses selectively drawn from two or more technical programs offered at Kent State to serve a career objective that is not adequately addressed by one of the existing programs alone. Students in the ATS degree type A declare the Individualized Program major at Kent State.
- Type B provides associate degree completion based on a technical certificate or other formal technical training programs. Students are awarded a maximum of 30 credit hours toward the degree for college-level courses completed or training received from other institutions of higher education, career centers or other educational enterprises judged by Kent State to be of college level and for which Kent State awards degree credit. Students in the ATS degree type B declare the appropriate university-approved major in their field.

The curriculum structure of the ATS-category B degree at Kent State University is the following:

Curriculum Requirements	Credits
freshmen orientation (US 10097)	1
Kent Core (general education requirement) *	15
articulated credit **	max 30
major (technical) requirements **	varies
additional program requirements (related) **	varies
general electives **	varies
Minimum Total	60

- * One course from each of the following five categories: (1) Composition, (2) Mathematics and Critical Reasoning, (3) Humanities or Fine Arts, (4) Social Sciences and (5) Basic Sciences.
- ** The ATS degree should comprise minimum 30 credit hours technical coursework (may include articulated credit) and minimum 28 credit hours non-technical coursework (including Kent Core).

BACHELOR'S DEGREE

The bachelor's degree (baccalaureate) is usually the first academic title or rank conferred on a student by the university for satisfactory completion of a prescribed four-year course of study, and it is authenticated by a diploma signifying the achievement. Its purpose is to enable a student to acquire a certain amount of liberal learning and to become proficient in a particular branch of learning. The degree requires a minimum of 120 semester credit hours of coursework; bachelor's degree programs should not exceed 126 semester credit hours unless it can be shown that the additional coursework is required to meet professional accreditation or licensing requirements.

The curriculum structure of the bachelor's degree at Kent State University is the following

Curriculum Requirements	Credits
freshmen orientation (US 10097)	1
Kent Core (general education requirement)	36
two designated-diversity courses (global/U.S.)	varies
designated writing-intensive course	varies
approved experiential learning activity	varies
major requirements *	min 30
additional program requirements	varies
concentration requirements, if any **	varies
general electives	varies
Minimum Total	120

- * Per the Ohio Department of Higher Education, a major must comprise a minimum of 30 semester hours in a particular discipline.
- ** Concentrations must include a minimum of 50 percent of the curriculum within the major.

Within this structure, the content of programs determines the type of bachelor's degree.

Majors within the **Bachelor of Arts** (BA) degree usually are aimed at liberal learning; they tend to teach qualitative methods of scholarship, and they ordinarily have a small major and a relatively large number of electives, which makes the degree flexible.

Majors within the **Bachelor of Science** (BS) degree generally are oriented toward more specialized preparation; they tend to teach quantitative methods of scholarship, and they usually have a large number of major requirements, which somewhat limit the flexibility of the degree.

The **Bachelor of Integrative Studies** (BIS) degree (formerly the Bachelor of General Studies degree) permits students to construct their own areas of focus within structured limits.

The **Bachelor of Technical and Applied Studies** (BTAS) is an adult-completion degree designed to accommodate varied educational backgrounds.

Professional or technical bachelor's degrees tend to have a greater percentage of required courses in the content of the discipline as they prepare graduates for a specific profession. These programs usually require a core of professional studies that conforms to the standards of an accrediting agency or other professional/licensing body. The size of the professional core ordinarily restricts the number of hours that are available outside the associated major. Kent State University offers eight professional or technical undergraduate degrees: the Bachelor of Applied Horticulture (BAH), Bachelor of Business Administration (BBA), Bachelor of Fine Arts (BFA), Bachelor of Music (BM), Bachelor of Radiologic and Imaging Sciences Technology (BRIT), Bachelor of Science in Education (BSE), Bachelor of Science in Nursing (BSN) and the Bachelor of Science in Public Health (BSPH).

<u>"2+2" Bachelor's Degree Programs</u>: Several baccalaureate programs at Kent State University can be completed with approximately two years of additional full-time study after completion of an associate degree. An example is the Bachelor of Science degree in respiratory care, which is a two-year program for students who hold an accredited associate degree in respiratory therapy/care.

MASTER'S DEGREE

In broad terms, entry into a master's degree indicates that the student has sufficient preparation in a field of study to pursue greater specialization in that field. The degree program is designed to assure mastery of specified knowledge and skills, rather than a random accumulation of credits beyond the baccalaureate. Despite differences in title and objective, all master's degrees share common characteristics. The degree normally requires one to two years of full-time study and the completion of a minimum of 30 semester hours of graduate credit beyond the baccalaureate. Some specialized masters degrees may require more than this minimum. The basic components of the degree may vary in emphasis, but generally include a common core in the discipline; an integrative experience such as a seminar or practicum to synthesize the program's content and/or to translate theory into practice; and a summative experience to measure achievement and intellectual growth such as a thesis, research paper and/or comprehensive examination. Academic credit applicable to the degree is only awarded for those courses designed to expand and strengthen skills beyond the level of the baccalaureate. Degree credit is not awarded for courses that are remedial or designed to fulfill prerequisites for admission.

Majors within the **Master of Arts** (MA) degree tend to emphasize liberal learning and qualitative methods of scholarship within a specific discipline. MA degree requirements often favor electives outside the discipline of the major.

Majors within the **Master of Science** (MS) degree tend to emphasize professional preparation and quantitative methods of scholarship within a specific discipline where scientific methodology predominates. MS degree requirements often favor requirements within the major.

The aim of professional master's degrees is to emphasize a core of professional studies for professional practice, focusing on skills and practical analysis over theory and research. Kent State offers 20 professional master's degrees: Master of Architecture (MArc), Master of Arts in Economics (MAE), Master of Arts in Teaching (MAT), Master of Business Administration (MBA), Master of Digital Sciences (MDS), Master of Education (MEd), Master of Fine Arts (MFA), Master of Geographic Information Science (MGISc), Master of Health Care Design (MHCD), Master of Landscape Architecture I/II (MLA1/2), Master of Liberal Studies (LSM), Master of Library and Information Science (MLIS), Master of Music (MM), Master of Public Administration (MPA), Master of Public Health (MPH), Master of Science in Accounting (MSA), Master of Science in Nursing (MSN), Master of Technology (MTech) and Master of Urban Design (MUD).

POST-MASTER'S DEGREE

The **Educational Specialist** (EdS) degree is a sixth-year, self-contained degree program at the post-master's level. The program is designed to provide additional preparation beyond the master's degree without the research and scholarly focus of the doctorate. The basic components of the degree may vary in emphasis but will generally include the following: a set of core courses, a demonstration of relevant competency in research, a clinical field study experience and electives designed to assist the student in achievement of career goals. The program normally includes one or more experiences that provide opportunity to integrate theory and practice and a summative experience as a context for measuring achievement and intellectual growth.

DOCTORAL DEGREE

The **Doctor of Philosophy** (PhD) degree is designed for students interested in becoming professional scholars, college and university teachers or independent research workers and leaders in industry and private or government research institutions. It builds on the breadth and study-in-depth provided by a baccalaureate and the specialization acquired in the master's degree. Its specific purpose is to give students the analytic and research skills to function as a scholar in a discipline. The PhD represents the highest level of academic certification at Kent State University and assures that its graduates have the scholarly skills to discover, interpret, integrate, apply and communicate the accumulated knowledge of a discipline.

The curriculum of the PhD degree combines core coursework, a cognate (related) field, a comprehensive written and oral examination and a written cumulative product (dissertation) that shows the results of a scholarly work of original resource and is presented orally to a professional audience of scholars. The degree requires a minimum of 90 semester hours beyond the bachelor's degree, or 60 hours beyond the master's degree.

Professional doctoral degrees educate students for professional practice, rather than the research-focused Doctor of Philosophy. The degree is awarded after a period of study such that the total time to degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Kent State offers three professional doctorates: **Doctor of Audiology** (AuD) in association with the Northeast Ohio Audiology Consortium, **Doctor of Nursing Practice** (DNP) and **Doctor of Podiatric Medicine** (DPM).

INTER-INSTITUTIONAL AGREEMENTS WITH CURRICULAR IMPLICATIONS

An articulation agreement or memorandum of understanding that specifies the rights and privileges of students moving from one institution to another are referred to as inter-institutional agreements. The usual common denominator of such agreements is academic course credit, although other issues such as admission priority, catalog rights, access to residence halls and other student services may be involved. Below are general definitions of some common agreements:

Two-plus-two (2+2) articulation is a formal agreement between institutions whereby eligible associate degree holders are guaranteed matriculation into the third year of a specific four-year bachelor's degree at Kent State. Example: Students who earn the AAB degree in Hospitality Management at Cuyahoga Community College, upon admission to Kent State, may matriculate into the third year of the university's BS degree in Hospitality Management.

Dual admission programs articulate a four-year degree across two institutions, with the usual intent for students to complete the first two years at a community college and final two years at Kent State. These are similar to 2+2 programs except that students are admitted concurrently to both institutions and may be guaranteed catalog rights from the year they enter the agreement. There are separate faculty bodies and, for the most part, separate curricular and requirements to achieve the two degrees.

Partnerships provide mutual support for the offering of an academic program. Example: Kent State offering the Bachelor of Business Administration degree onsite at Lorain County Community College.

Joint, consortia or dual enrollment agreements are collaborations between institutions to offer one degree program. Students admitted to a program will choose one "enrollment" university for the purposes of transcript, registration and degree granting. However, there is, typically, one faculty body, and students are able to take courses at the partnering institutions. Example: Master of Fine Arts degree in Creative Writing at Kent State, University of Akron and Youngstown State.

Cross registration agreements between post-secondary institutions allow students enrolled at one institution (home institution) to take courses at another institution (host institution). The host institution determines registration dates, course availability and any special course fees, and will send a grade report to the home institution at the end of the term. Students may cross register at only one institution per term and may take a specified number of courses each term.

College Credit Plus (formerly dual credit) agreements allow high school students to register for a Kent State course taught in the high school, on a Kent State campus or via online by a Kent State faculty member or a Kent State-approved high school instructor (i.e., adjunct status) for high school and college credit. College Credit Plus courses offered in high schools through Kent State must duplicate the course delivered at a Kent State campus to matriculated students. College Credit Plus courses taken at the high school become part of the high school student's official college transcript; therefore, the earned course and credits will be accepted at Kent State.

College tech prep prepares high school students for post-secondary education and high-skill, high-demand technical careers. The nationwide program provides students with a planned program of study starting in grade nine and continuing through a college degree, and incorporates college prep academics with hand-on career technical skills. Upon completion of the high school portion of the curriculum, students who have met the established criteria are eligible for articulated college credit at Kent State University. Example: Students completing the Veterinary Science program at the Columbiana County Career and Technical Center, upon admission to Kent State, will receive credit for Kent State course VTEC 10001 toward the AAS degree in Veterinary Technology.

Trade competency (or block credit) agreements involve other post-secondary institutions, vocational centers and educational institutions judged to be at a college level; student receive a specified block of college credit for courses completed or training/certification received. This block of credit is awarded either after the student successfully completes a Kent State transition course or has completed all the courses required in the program. Example: Licensed practical nurses and certified paramedics, upon admission to Kent State University and after successfully completing a summer transition course, will receive credit for a specified list of courses applicable toward the AAS degree in Nursing.

Institutional general education agreements involve defining specific equivalencies between another institution's general education courses with Kent State's Kent Core courses. These are often sought from specialized institutions such as mortuary schools that would like a degree option for their students.

ACADEMIC POLICIES

Academic policies pertain to regulations or procedures developed to maintain academic standards while assuring fair and consistent treatment of students. **These policies are exclusive of degree requirements.** Some examples of policies include those relating to admission to or dismissal from the university, acceptance of academic credit and application of course grades and student grade point average . Academic policies are found in the *University Catalog*.

The term "policy" also includes university policies, administrative policies and operational policies, which are found in the *University Policy Register* (www.kent.edu/policyreg).

University policies are defined as policy statements, rules and regulations governing instructional and educational programs, university research, student life, administrative operation, finance and personnel management that have broad application for the entire university community. University policies require approval of the appropriate executive officer, the president and board. Some academic policies are also considered university policies and published in both the University Catalog and Policy Register.

Administrative policies are defined as rules and regulations governing internal operations in concert with university policies. These policies often clarify the roles and responsibilities of administrators, staff, faculty and students relative to a specified subject matter, as well as to provide guidance on general procedural matters. Administrative policies require the approval of the appropriate executive officer and the president and notification of the board.

Operational policies are defined as very specific sets of instructions or procedures to be followed in support of a related administrative policy, necessary to implement a policy or program at the university. As the university is often changing the department-level procedures to ensure operational efficiency, this policy format should be used sparingly and only if absolutely necessary to carry out a specific process vital to the mission of the university. Otherwise, a department-level policy document should be sufficient. Operational policies require notification of the president and board.

ADVICE FOR SUCCESSFUL COMPLETION OF PROGRAM AND POLICY PROPOSALS

- Encroachment/duplication issues, if applicable, must be documented in the proposal. Communicate with appropriate academic units, including Regional Campuses, when establishing or revising a program that may be similar to an established program or overlap disciplines.
- Program names should be the officially approved ones and consistent throughout the proposal.
- **Concentrations** are sometimes misidentified as majors, and minors are sometimes misidentified as concentrations. Definitions of both can be found on page 24 of this document.
- **Document consistency** is critical. Confirm that the program and its requirements are identical in proposal summary and in the catalog copy and roadmap.
- Any mention or listing of course changes (new, revision or inactivation) in a program proposal does not guarantee that those course changes will go forward unless a course proposal also is submitted.
- Only one proposal is needed for multiple changes to a major and its concentrations, even if different actions
 are occurring to the major core and individual concentrations.
- When in doubt, contact the Curriculum Services staff. When developing a new degree or major, it is highly encouraged that you contact Therese Tillett, director of curriculum services, to walk you through the process.

WHEN A PROGRAM REVISION IS NOT A REVISION BUT A NEW PROGRAM

Faculty members in charge of programs are encouraged to review and update their curricular offerings periodically to assess curricular relevance with respect to recent developments of new knowledge in the field or discipline. However, if the revisions are extensive enough that the revised program no longer resembles the existing, approved program—e.g., the mission, goals, objectives and/or learning outcomes are substantially different, as are the career opportunities for graduates—the program will be considered a new program and must follow the new program approval process.

Per the Chancellor's Council on Graduate Study, if changes in a graduate program's curriculum (in contrast to the method of delivery) equal or exceed 50 percent based on the total number of credit hours in the degree program as published in the current graduate catalog, the program will be considered a new program and must follow the new program approval process.

A proposal that elevates an existing concentration within a major to its own major (i.e., becomes a separate degree program) must follow the new program approval process.

STEPS FOR PROCESSING PROGRAM AND POLICY PROPOSALS

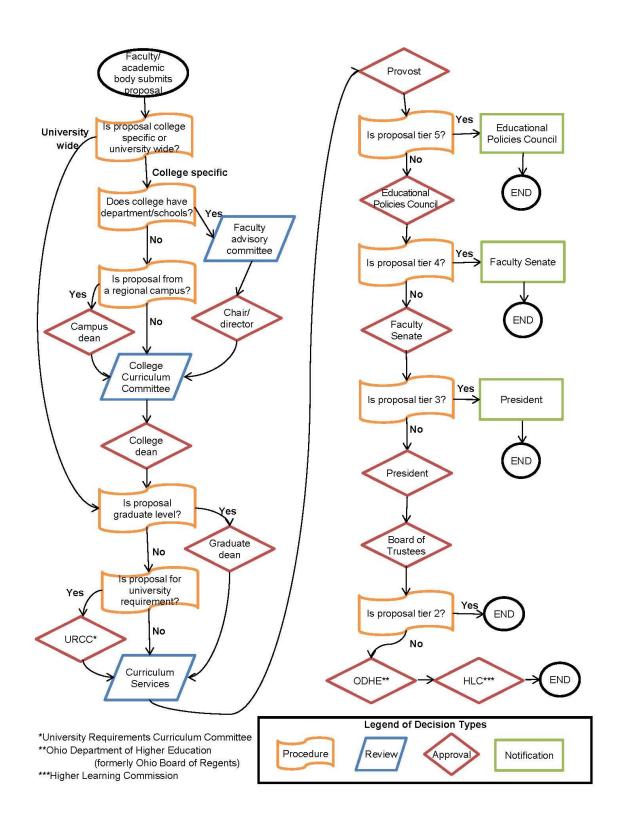
- 1. Complete the appropriate paperwork (see www.kent.edu/provost/curriculum/curricular-forms) and submit proposal to the department or school's curricular body. The department chair, school director or campus dean must sign the Certification of Curriculum Proposal (CCP) form indicating approval
- Submit proposal to college's curriculum committee. The college dean (designee) must sign CCP form indicating approval. For programs offered on Regional Campus(es) only, the dean of the specified Regional Campus(es) must sign the CCP form also.
- 3. If program is graduate level, also submit proposal to the dean of Graduate Studies for review and approval.
- 4. The college dean's office submits proposal to the Office of Curriculum Services to review.
- 5. Proposal is placed on the agenda for the Educational Policies Council's (EPC) monthly meeting. See Section I for listing of proposals that constitute action, information and lesser action items. The agenda is available one week before each meeting's date: www.kent.edu/provost/curriculum/educational-policies-council.
- 6. When appropriate, EPC-approved items are submitted to the Faculty Senate and forwarded to the president, Board of Trustees and Ohio Department of Higher Education for approval (see Section I for curriculum approval chart.)
- 7. The Curriculum Services staff updates Banner's program inventory for items that received final approval and makes changes to the subsequent *University Catalog* and the Search Programs and Degrees website (www.kent.edu/gps).
- 8. The Curriculum Services staff communicates all undergraduate program and appropriate policy revisions to the Graduation Planning System Office for updates to the GPS degree audit.
- 9. Changes are documented in the annual Curricular Bulletin, published after the final EPC meeting of the academic year. Bulletins, 1994 onward, are online: www.kent.edu/provost/curriculum/archives.

DEADLINES AND EFFECTIVE DATES FOR PROGRAM AND POLICY PROPOSALS

Due to the implementation of a new catalog and curriculum management software, the November 2015 EPC meeting will be the last meeting to approve course and program additions and revisions for fall 2016 (as opposed to the historical January EPC meeting). Deadline for submissions to the EPC agenda is Monday, 26 October 2015. 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.

APPROVAL FLOWCHART FOR AN ACADEMIC PROGRAM OR POLICY

Visit www.kent.edu/provost/curriculum for curricular forms to establish, revise or inactivate.



- Major revision (including new, revised, inactivated concentrations)
- Major/degree letter of intent to establish *
- Minor revision, inactivation
- Certificate revision, inactivation
- Policy within unit establishment, revision, inactivation
- Articulation/consortia agreements establishment, revision, inactivation
- Off-site program (50%+) alternate delivery for existing program *
- Online program (50%+) alternate delivery for existing program *
- Temporary suspension of admission into a program

Tier 4 proposals (Education Policies Council final approver)

- Major/degree name change * †
- Minor establishment
- Certificate establishment
- University-wide academic requirement (e.g., Kent Core) revision not considered substantial

Tier 3 proposals (Faculty Senate final approver)

- Unique program that affects students in more than one academic unit (e.g., Military Studies, Washington Program) – establishment, revision, inactivation
- University-wide academic operational procedure or regulation establishment, revision, inactivation
- University-wide academic policy revision

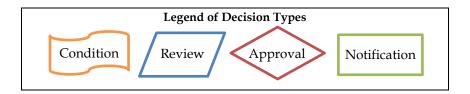
Tier 2 proposals (President and Board of Trustees final approvers)

- Major/degree inactivation
- University-wide academic requirement (e.g., Kent Core) establishment, substantial revision, inactivation
- University-wide academic policy establishment, substantial revision, inactivation

Tier 1 proposals (Ohio Department of Higher Education and Higher Learning Commission final approvers)

Major/degree – establishment (notification for inactivation)

* Proposal will go to Ohio Department of Higher Education for approval after final approval in appropriate tier † Proposal will go to next tiers as notification



IV. COURSES

COURSE NUMBERING

The definition of levels and numbering of courses at Kent State University is intended to provide a clear distinction among lower-division, upper-division and graduate courses. Ideally, course numbers should also clarify course sequencing where that is intended. In general, levels of courses differ with regard to the breadth and depth of their content, the perspective from which the subject is viewed, the degree to which particular intellectual skills are emphasized and the degree of responsibility expected of students as they study the subject. Course numbers usually correspond to the classification of students as freshmen, sophomores, juniors, seniors, master's and doctoral students.

Some digits of the course number are intended to convey a university-wide meaning and must be used consistently across all disciplines. The first digit identifies the level of instruction:

00000	developmental)	50000	master's)
10000	freshman	undergraduate		master's	arra durata
20000	sophomore		70000	doctoral	graduate
30000	junior	courses		doctoral	courses
40000	senior	J	00000	doctorar_	J

Developmental (00000) courses, also known as remedial, are designed for students deficient in the general competencies necessary for a regular post-secondary curriculum and educational setting. More information on developmental courses can be found on page 39 of this document.

Lower-division (10000, 20000) courses are for freshmen, sophomores and others with little or no background in the discipline. Generally, these courses provide the understanding, foundation and preparation for more advanced study (although a pathway for more advanced study is not always required, and they may be ends in themselves).

Upper-division (30000, 40000) credit should be awarded for courses that are major related with the specialization, breadth and depth in a particular field. These courses typically have prerequisites because it is understood that it is advanced study, and students need the proper knowledge before taking the course.

The second and third digits of the course number may be assigned at the discretion of the department. The fourth and fifth digits of the course number may be assigned at the discretion of the department, except for the numbers from xxx86 through xxx90, which are restricted for future expansion, and the numbers xxx91 through xxx99, which have the following prescribed meanings:

xxx91	Variable-Content Seminar	xxx98	Research or Master's Project
xxx92	Field Experience or Practicum or Internship	4xx99	Senior Project
xxx93	Variable-Topic Workshop	6x199	Thesis I
xxx94	College Teaching	6x299	Thesis II
xxx95	Special Topics	8x199	Dissertation I
xxx96	Individual Investigation	8x299	Dissertation II
xxx97	Variable-Topic Colloquium		

See "Courses with Designated Numbers" on next page for the definition of each course.

COURSES WITH DESIGNATED NUMBERS

xxx91 VARIABLE CONTENT SEMINAR IN [department name] (1-4)

Courses offered under xxx91 have changing content or are not offered with sufficient regularity to warrant status as a normal offering. Variable content seminars cannot be required in an academic program. All titles of variable content seminars begin with "SEM:" in the *Schedule of Classes* and the title is printed on each enrollee's transcript. Seminars that have a relatively unchanging content and are offered with regularity should be assigned an unreserved number. Letter or satisfactory/ unsatisfactory (S/U) grades are permitted. See "Instructional Delivery and Credit-to-Contact Hours" on pages 43-46 for more information on a seminar course.

xxx92 FIELD EXPERIENCE or PRACTICUM or INTERNSHIP IN [department name] (1-12)

Letter or satisfactory/unsatisfactory (S/U) grades are permitted. In-progress (IP) grade may be permitted for coursework that cannot be completed within the semester. Documentation is necessary for that grade rule consideration. See "Instructional Delivery and Credit-to-Contact Hours" on pages 43-46 for more information on a field experience, practicum or internship course.

xxx93 VARIABLE TOPIC WORKSHOP IN [department name] (1-6)

Workshops are administered through the College of Continuing and Distance Education and are typically directed toward post-degree professional renewal or to the mastery and application of knowledge and skills that address a narrowly defined range of problems or issues related to practice. Variable-topic workshops cannot be required in an academic program. All titles of variable-topic workshops begin with "WKSP:" in the *Schedule of Classes*, and the title is printed on each enrollee's transcript. Workshops are limited to satisfactory/unsatisfactory (S/U) grades. All initial workshop offerings should be approved by departmental curriculum committees and forwarded for review by college curriculum committees. Generally, the Ohio Department of Higher Education does not support awarding graduate credit for attendance at a conference or workshop experience with limited additional work, as this does not meet the rigor appropriate to graduate level work.

xxx94 COLLEGE TEACHING IN [department name] (1-3)

Designed to provide supervision and/or instruction in the special aspects of college teaching. Letter or satisfactory/unsatisfactory (S/U) grades are permitted.

xxx95 SPECIAL TOPICS IN [department name] (1-4)

Special topics courses are used to sample new offerings to determine whether or not formal adoption is desirable. Academic units may offer special topics courses a maximum three times prior to full curricular review. Specific topics under this course designation cannot be required in an academic program. All titles of special topics courses begin with "ST:" in the *Schedule of Classes* and the title is printed on each enrollee's transcript. Special topics courses should be approved by the departmental curriculum committee and reviewed by the college curriculum committee before being introduced into the *Schedule of Classes*. Letter grades are permitted. Documentation is necessary for any other grade rule to be considered.

xxx96 INDIVIDUAL INVESTIGATION IN [department name] (1-3)

Individual enrollment for independent study carried out by a student under the supervision of a faculty member. Letter or satisfactory/unsatisfactory (S/U) grades are permitted. In-progress (IP) grade may be permitted for coursework that cannot be completed within the semester. Documentation is necessary for that grade rule consideration. See "Instructional Delivery and Credit-to-Contact Hours" on pages 43-46 for more information on an individual investigation course. Independent investigation should not be confused with individualized instruction, which is the teaching of a regular, existing course to a single student. Individualized instruction is offered only when the department or school is not offering a course according to the schedule or with sufficient frequency and it is needed by a student for a critical reason. In the case of an individualized instruction, the student should be registered into a section of the regular course, and not an individual investigation course, so that completion of the course is accurately reflected on the student's transcript.

xxx97 VARIABLE TOPIC COLLOQUIUM IN [department name] (1-3)

Colloquia have changing content or are not offered with sufficient regularity to require status as a normal offering. All titles of the variable topic colloquium begin with "COLL:" in the *Schedule of Classes*, and the title is printed on each enrollee's transcript. Colloquia that have a stable, repeating content and are offered with regularity should be assigned an unreserved number. Letter or satisfactory/unsatisfactory (S/U) grades are permitted.

xxx98 RESEARCH or MASTER'S PROJECT IN [department name] (1-15)

Individual enrollment for research is used to award credit for work carried out by a student under the supervision of a faculty member. The work is designed to promote inquiry on a topic and it normally should result in a paper or some other appropriate product. Letter or satisfactory/unsatisfactory (S/U) grades are permitted. In-progress (IP) grade may be permitted for coursework that cannot be completed within the semester. Documentation is necessary for that grade rule consideration.

- **4xx99 SENIOR PROJECT (1-3)** Grades limited to letter and in progress (IP).
- **6x199** THESIS I (2-6) Grades limited to satisfactory/unsatisfactory (S/U) and in progress (IP).
- **6x299** THESIS II (2) Grades limited to satisfactory/unsatisfactory (S/U) and in progress (IP).
- 8x199 DISSERTATION I (15) Grades limited to satisfactory/unsatisfactory (S/U) and in progress (IP).
- 8x299 DISSERTATION II (15) Grades limited to satisfactory (unsatisfactory (S/U) and in progress (IP).

CROSS-LISTED COURSES

Cross-listing a course means that a single course is offered by two departments/schools, allowing the academic units to collaborate on a topic that may cross disciplines. Students may register for only one course; however, the two courses are co-scheduled (offered at the same time, on the same day in the same room and with the same instructor[s]). Therefore, cross-listed courses must have identical titles, credit hours, grade rules, descriptions (including content) and learning outcomes. Cross-listing of courses in more than two departments is discouraged unless there is a clear academic rationale for the multiple listing. Supportive documentation is required for each cross-listed course in the course inventory. Faculty submitting a revision to one cross-listed course must also submit (or ensure that the appropriate academic unit is submitting) the same revision to the corresponding cross-listed course.

Cross-listed courses are considered equivalent (i.e., treated as the same course) in regards to student course registration, GPA and hours calculation, and eligibility for federal financial aid. See more about course equivalency on page 39.

SLASHED COURSES

Slashed courses enable students at two or three levels (e.g., senior undergraduate, master's, doctoral) within the same discipline to be instructed simultaneously. Students may register for only one course; however, the two courses are co-scheduled (offered at the same time, on the same day in the same room and with the same instructor[s]). Slashed courses permitted are 4/5 (senior-level bachelor's/master's), 4/5/7 (senior-level bachelor's/master's/doctoral) and 6/8 (master's/doctoral).

Slashed courses must have the same course subject (e.g., BSCI) and be identical with the exception of the course level and prerequisite (i.e., students registering for 50000-level must be graduate standing; students registering

for 70000-level must be doctoral standing). Slashed courses must specify differential expectations for bachelor's, master's and doctoral students.

Although they may be co-scheduled, slashed courses are considered stand-alone courses (with separate registration, enrollment and subsidy levels); therefore, supportive documentation is required for each slashed course in the course inventory. Faculty submitting a revision to one slashed course must also submit the same revision to the corresponding slashed course.

Slashed courses are considered equivalent (i.e., treated as the same course) in regards to student course registration, GPA and hours calculation and eligibility for federal financial aid. See more about course equivalency, below. Undergraduate students are not permitted to register for a graduate course that has a slashed undergraduate course unless the registration is approved through the students' enrollment in a combined bachelor's/graduate degree program.

EQUIVALENT COURSES

Kent State courses determined by faculty to share more than 70 percent of the total content and student learning outcomes are considered equivalent. These courses are programmed in Banner to be treated as the same course (equivalency is noted in each course's catalog description). Courses designated as cross-listed and slashed are programmed automatically as equivalent; however, there are many Kent State courses that are not co-scheduled but are considered equivalent (e.g., COMT 11000 Introduction to Computer Systems is equivalent to MIS 24053 Introduction to Computer Applications). Courses that previously had a different course subject, number and/or title are also programmed in Banner to recognize their former identifications. Therefore, it is extremely important to consider equivalency between the course with the old subject/number/title and the course with the new subject/number/title.

If equivalent courses are lower division (10000 or 20000 level), they will factor into the GPA recalculation policy for repeated courses. E.g., if a student takes COMT 11000 and earns a C, and then takes its official equivalent, MIS 24053, and earns a B, only the B grade will be calculated into the overall GPA and its related credits counted in the overall hours toward graduation. If the equivalent courses are upper-division (30000 or 40000 level) or graduate (50000 to 80000 level), students taking one and then the other will have both grades calculated into their GPA; however, the credit hours for the second course are not counted toward graduation.

If a course is a prerequisite for another course, its official equivalent will satisfy the prerequisite. E.g., students who completed COMT 11000 will be able to register successfully for a course that has a prerequisite of MIS 24053.

Equivalent courses should not have different credit hours. E.g., if a student takes Course 10000 (3 credits) and earns a C, then takes its official equivalent Course 20000 (1 credit) and earns a B, only 1 credit will be counted toward graduation.

Groupings of equivalent courses cannot be entered in Banner (e.g., three courses taken together are equivalent to one course, or one course that is split into two courses or vice versa). Any GPA or credit recalculation for those courses must be done manually with the approval of the Office of the University Registrar.

Please be aware of equivalency when revising a course. If the revisions to a course are so great that the revised course cannot no longer be considered equivalent to the current course, the current course should be inactivated, and a new course established.

WHEN A REVISION IS NO LONGER A REVISION: NEW COURSE NUMBERS

A substantial revision to a course may result in a scenario in which the newly revised course is no longer equivalent to the course, as it previously existed. In this case, the current course should be inactivated, and a new course established. The following changes represent a few examples of substantial revisions that may affect equivalency: The removal of a laboratory component of a course; major revisions to course content, description, and/or title; and addition or subtraction of contact hours and associated content. Other types of revisions may also result in a loss of equivalency.

Substantial revisions of this nature require consideration of course repeat and applicability. For example, if Course 10000 (5 credit hours, combined lecture/laboratory) was revised to be a 4-credit hour lecture course, a student could repeat the course and recalculate their grade without again completing the laboratory portion and associated content. The student would also lose one credit hour toward graduation. Additionally, students who successfully complete either the newly revised version or the previous, existing version of Course 10000 will be able to satisfy any requirement of the course in a previous or current catalog year.

Please consult with the Office of Curriculum Services if you have any questions related to course revisions and equivalency. The Office of Curriculum Services may, after reviewing a proposal, consult with the originator to discuss establishing a new course rather than moving forward with a revision if the extent of the proposed revisions raise concerns such as these.

If a course is split into two courses (e.g., a lecture/lab course split into separate lecture and lab courses) or vice versa, do not reuse the course number; instead the two courses should be considered new, with new numbers.

INACTIVATION AND RE-USE OF COURSE NUMBER

Inactivation of a course or change of course number automatically causes the old number to be marked for deletion from the course inventory. Reusing a course number for a new course – with new course not considered equivalent to the previous course with that number – may adversely affect students' degree program, total credits toward graduation, GPA calculation and course registration. Therefore, inactivated course numbers may not be reassigned, ever, to another course. (Approved by the Educational Policies Council, August 24, 2009, effective fall 2010). If a course is split into two courses (e.g., a combined lecture/lab course split into separate lecture and lab courses) or vice versa, the course number should not be reused for one of those courses.

DEVELOPMENTAL (REMEDIAL) COURSES

A developmental course is considered below college level and, therefore, cannot be applied toward the requirements for a certificate or degree program (Ohio Administrative Code 3333-1-02, section B[4], approved November 19, 2010). Although developmental courses will count toward the course load for financial aid and other purposes, hours taken in these courses will be subtracted from the students' total before graduation.

The following definitions are taken from the Ohio Department of Higher Education *Decision Rules for Assigning Levels and CIP Codes for Undergraduate Courses in the HEI Course Inventory* (April 27, 2012).

- Developmental English: Below-college-level courses that cover topics in reading and writing to prepare students for college-level English and composition courses.
 - Level 01: courses that, if completed successfully, qualify a student for enrollment in regular college level composition or English courses (as defined by the college level course's inclusion in the institution's Ohio Transfer Module).
 - o Level 02: developmental English, reading or writing courses below level 01.

- Developmental Reading: Below-college-level courses that cover topics in reading and reading comprehension.
 - Level 01: courses that, if completed successfully, qualify a student for enrollment in regular college level composition or English courses (as defined by the college level course's inclusion in the institution's Ohio Transfer Module).
 - o Level 02: developmental English, reading or writing courses below level 01.
- Developmental Writing: Below-college-level courses that cover topics in writing skills.
 - Level 01: courses that, if completed successfully, qualify a student for enrollment in regular college level composition or English courses (as defined by the college level course's inclusion in the institution's Ohio Transfer Module).
 - o Level 02: developmental English, reading or writing courses below level 01.
- Developmental Mathematics-Computational Skills/Geometry/Algebra: Below-college-level math courses that cover topics in arithmetic operations, geometry and algebra.
 - Highest level (01) is for intermediate algebra, just below college algebra. Topics include equations
 and inequalities in one variable and two variables, including graphing and different forms of
 radicals, quadratic functions, exponential functions, and logarithmic functions.
 - Middle level (02) is for elementary algebra and geometry, statistics and algebra with basic geometry and basic right-angle trigonometry. Topics include linear equations, applications, factoring algebraic fractions, exponents, graphing, basic geometry, and basic right triangle trigonometry.
 - Lowest level (03) is for computational skills/pre-algebra. Topics include whole numbers, arithmetic
 operations, fractions, decimals, ratios and proportions, percent, measurement and measurement
 conversions, signed numbers, and linear equations.
- Developmental Mathematics-Statistics: Below-college-level courses that cover topics in statistics and probability.
- English as a Second Language: A program that focuses on the development of proficiencies in reading, writing, and speaking a language or languages, other than the mother tongue, that are needed to perform day-to-day tasks. Includes instruction in the use of basic communication skills to develop and transmit ideas and thoughts.
- Study Skills: Courses designed to improve study skills, time management and other topics that aid in the transition to college. Note: Not all study skills courses must be classified as developmental. The designation of developmental depends on whether or not the course credits can be applied towards degree or certificate requirements.
- Other Developmental Courses: As appropriate (e.g., developmental chemistry course).

GRADE RULE

All courses are letter graded (A, A-, B+, B, B-, etc.) unless otherwise denoted in the catalog description or in the above listing of reserved numbers. Typical courses that allow satisfactory/unsatisfactory (S/U) grading are field experience, practicum, internship, workshop, college teaching, individual investigation, research, thesis and dissertation. An undergraduate course may be graded with letters <u>or</u> satisfactory/unsatisfactory (S/U), not both.

An in-progress (IP) grade is allowed only for courses that cross over terms as part of the learning experience. It is not to be used in place of an incomplete (IN). For Kent State's grading system, policies and procedures, see the Academic Policies section of the *University Catalog* (www.kent.edu/catalog).

BANNER CODES FOR GRADE MODES

		Former SIS codes
В	Standard letter (A, A-, B+, B, B-, C+, C, C-, D+, D, F)	UC, U5, GC GJ
C	Standard letter or in progress (IP)	U2, U6, G2, GL
D^*	Standard letter or satisfactory/unsatisfactory (S/U)*	G8, GH, GM
E*	Standard letter or satisfactory/unsatisfactory (S/U) or in progress (IP)*	G6, GF, GK
F	Satisfactory/unsatisfactory (S/U)	U3, G9, GI
G	Satisfactory/unsatisfactory (S/U) or in progress (IP)	U4, G0, GE
I	Pass/fail (for courses that are IP graded)	P1
P	Pass/fail (for courses that are not IP graded)	P2
		* graduate courses only

SCHEDULE TYPES

The following schedule types and their Banner codes identify the course format/delivery and must comply with course type (e.g., workshop course must be identified with the workshop schedule type).

CLN	Clinic	MPR	Master's Project
CLR	Clerkship	MST	Master's Thesis
COL	Colloquium	PRA	Practicum or Internship
COP	Cooperative Education	PRL	Private Lesson
DSR	Dissertation	RCT	Recitation
FLD	Field Experience	RES	Research
FLT	Flight Training	SEM	Seminar
IND	Individual Investigation	SRP	Senior Project or Honors Thesis
LAB	Laboratory	STU	Studio
LEC	Lecture	WSP	Workshop
LLB	Combined Lecture and Laboratory		

CREDIT BY EXAMINATION

Degree- or certificate-seeking students who can demonstrate ability and knowledge in a particular subject may establish credit in certain courses without enrolling in them. This is done by taking a special examination or performing a special assignment or both, through the appropriate department. Credit hours, but not letter grades, are awarded. This credit by examination is a Kent State program, separate from the national and university-accepted alternative credit programs (e.g., AP, IB, CLEP).

Banner codes for credit by examination are listed below:

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A Credit by exam—available
D Credit by exam—department approval
N Credit by exam—not approved
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To approve a course for credit by examination, faculty must submit a course revision proposal (visit www.kent.edu/provost/curriculum for forms).

RETROACTIVE CREDIT

Degree- or certificate-seeking students who are placed into an advanced undergraduate course through assessment or departmental review may earn retroactive credit for designated lower level undergraduate course(s) in that subject. Students must earn a minimum C grade in the advanced course; credit hours, but not letter grades, are awarded. 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. Retroactive credit is a Kent State program, separate from the national and university-accepted alternative credit programs.

For more information on this policy, see "Alternative Credit" in the Academic Policies section of the *University Catalog* (www.kent.edu/catalog). To approve a course for retroactive credit, faculty must submit a course revision proposal (visit www.kent.edu/provost/curriculum for forms).

FLEXIBLY SCHEDULED COURSE SECTIONS (OPEN LEARNING)

A flexibly scheduled course section is not offered for the complete length of a regular academic term or for any of the established parts of a term; however, it must still be offered within the parameters of an academic term length. In Banner, flexibly scheduled sections are called Open Learning (OL). Requests for an open-learning section must be submitted to the Office of the University Registrar. All flexibly scheduled courses must still meet Kent State's "Definition of Instructional Arrangements and Guidelines for the Awarding of Academic Credit" (see pages 43-46).

COURSE ATTRIBUTES

Course attributes designate specific courses that are Kent Core, diversity, etc., and displayed in FlashLine's Catalog Descriptions.

DIVD	Diversity Course-Domestic	OED	TAG - Education
DIVG	Diversity Course-Global	OES	TAG - Engineering
ELR	Experiential Learning Requirement	OET	TAG - Engineering Technology
KADL	Kent Core Additional	OHL	TAG - Health
KBS	Kent Core Basic Sciences	OMT	TAG - Mathematics
KCMP	Kent Core Composition	OSC	TAG - Science
KFA	Kent Core Fine Arts	OSS	TAG - Social/Behavioral Sciences
KHUM	Kent Core Humanities	TCMP	Transfer Module - Composition
KLAB	Kent Core Basic Sciences Laboratory	TFA	Transfer Module - Fine Arts
KMCR	Kent Core Mathematics and Critical	THUM	Transfer Module - Humanities
	Reasoning	TMTH	Transfer Module - Mathematics
KSS	Kent Core Social Sciences	TNS	Transfer Module - Natural Sciences
OAH	TAG - Arts/Humanities	TSS	Transfer Module - Social Sciences
OBU	TAG - Business	WIC	Writing-Intensive Course
OCM	TAG - Communication		

COURSES DESIGNATED AS REPEATABLE FOR CREDIT

Courses may be designated to allow students to repeat them for credit, either to offer variable topics or to increase students' competency. Courses ending in xxx91 to xxx99 (i.e., variable-content seminar, field experience, practicum, internship, workshop, college teaching, special topics, individual investigation, colloquium, research, thesis, dissertation) are designated as repeatable for credit unless specified otherwise in documentation. If a course is repeatable, the maximum number of times taken or maximum number of credit hours earned may be specified (if not specified, the default is 99).

Banner codes for course repeat are listed below:

RP Course may be repeated for credit

NR Course may not be repeated for credit

INSTRUCTIONAL ACTIVITIES AND CREDIT-TO-CONTACT HOURS

DEFINITION OF SEMESTER CREDIT HOUR

"Semester credit hour" means a minimum of 750 minutes of formalized instruction that typically requires students to work at out-of-class assignments an average of twice the amount of time as the amount of formalized instruction (1,500 minutes). It is acknowledged that formalized instruction may take place in a variety of modes.

While awarding semester credit hours typically occurs for instruction delivered in accordance with an institution's standard semester calendar, it may also occur for instruction that may not follow the typical pattern of an institution's standard semester calendar as long as the criteria for awarding such credit is met. Credit hours may be calculated differently for certain types of instructional activities, including but not limited to: laboratory instruction, clinical laboratory instruction, directed practice experience, practicum experience, cooperative work experience, field experience, observation experience, seminar, miscellaneous and studio experience (Ohio Administrative Code, 3333-1-02, 2010).

DEFINITION OF ACADEMIC YEAR LENGTH

"Academic year" means a period of time that is at least 30 weeks in length counting periods of time (terms) that begin on the first day of classes and end on the last day of classes or examinations. The 30-week requirement shall be measured exclusive of compressed terms, e.g., summer term (Ohio Administrative Code, 3333-1-02, 2010).

DEFINITION OF SEMESTER LENGTH

"Academic semester" means a period of time that shall consist of no fewer than 15 calendar weeks and no more than 17 calendar weeks of instructional time. The inclusion of breaks or holidays within any particular semester shall be at the discretion of the institution so long as the institution is in compliance with the criteria for awarding semester credit hours (Ohio Administrative Code, 3333-1-02, 2010).

Kent State University's academic semester is 16 weeks of instructional time, which consists of 15 calendar weeks of scheduled classes and one calendar week of examination. One week of break is included in a spring semester, but not in the instructional length or in the criteria for awarding semester credit hours.

DEFINITION OF INSTRUCTIONAL WEEK TIME

"Week of instructional time" means for purposes of the definition of academic semester, academic quarter and academic year, a week of instructional time is any period of seven consecutive days in which at least one day of regularly scheduled instruction, examination, or (after the last day of classes) at least one scheduled day of examinations occurs (Ohio Administrative Code, 3333-1-02, 2010).

DEFINITION OF INSTRUCTIONAL ARRANGEMENTS AND GUIDELINES FOR THE AWARDING OF ACADEMIC CREDIT

Credit-to-contact ratios listed below are the minimum university standards. Some programs may require more to fulfill accreditation, licensure, certification or other requirements.

LECTURE is formalized instruction, conducted on- or off-campus, in which the instructor presents an educational experience to students, applying any combination of instructional methods. This definition is applicable only when the course organization requires that the instructor bear the primary responsibility for the instructional activity and is directly involved with all the students in the class. Students will be expected to work on out-of-class assignments on a regular basis over the length of the course, which will normally average two hours of out-of-class study for each hour of formal class activity. This out-of-class study shall not be counted as part of the lecture hour for credit.

• One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

SEMINAR is a less formal educational experience than a lecture, in which a relatively small number of students engage in discussions directed by a faculty member.

Credit hour is awarded on the same basis as lecture instruction.

EMPORIUM courses are offered in a computer-learning center utilizing software to provide an essential resource for students working collaboratively in a problem-based instructional setting or to provide individualized pathways that allow students to progress through the curriculum, based on assessment results of their mastery of the material. An instructional team provides student assistance.

• One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

RECITATION is a less formal educational experience than a lecture with a smaller number of students, or a subsection of a larger (lecture) course, designed to include more time for discussion, questions and answers directly related to the lecture course and/or for students to demonstrate the application of ideas, theories or methods.

• One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

LABORATORY is an educational activity with students conducting experiments, perfecting skills or practicing procedures under the direction of a faculty member.

- For laboratory instruction that requires little or no out-of-class study, one credit hour is awarded for three nominal hours (150 clock minutes or 2.5 clock hours) in a standard week of a 15-week semester, or for 45 nominal hours (37.5 clock hours) in a semester.
- For laboratory instruction that is supplemented by out-of-class assignments that normally average one hour of out-of-class study to prepare for or follow-up the laboratory experience, one credit hour is awarded for two nominal hours (100 clock minutes) in a standard week of a 15-week semester, or for 30 nominal hours (25 clock hours) in a semester.

CLINICAL LABORATORY allows for medical- or healthcare-focused experimental work where students meet at a health-related agency rather than in on-campus laboratory facilities to test, observe, experiment or practice a profession in a hands-on or simulated environment. A Kent State faculty member or a university-approved skilled practitioner (preceptor) directly supervises the laboratory instruction.

Credit hour is awarded on the same basis as laboratory instruction.

COMBINED LECTURE AND LABORATORY integrates both activities into one course with one grade.

- Credit hour is awarded on the same basis as lecture and laboratory instructions and dependent on how the credit hours are allocated for each instruction. Example: A 3-credit combined lecture/laboratory course (with lab having out-of-class study) in a standard week of a 15-week semester can be broken down in any of these ways:
 - o 2 credits lecture + 1 credit laboratory = two nominal hours (100 clock minutes) lecture per week + two nominal hours (100 clock minutes) laboratory per week
 - o 1.5 credits lecture + 1.5 credits laboratory = one-and-a-half nominal hours (75 clock minutes) lecture per week + three nominal hours (150 clock minutes) laboratory per week
 - o 1 credit lecture + 2 credit laboratory = one nominal hour (50 clock minutes) lecture per week + four nominal hours (200 clock minutes) laboratory per week

PRACTICUM and **INTERNSHIP** courses are credit-bearing work experiences that are integrated with academic instruction and relate to an individual student's occupational goal. Students concurrently apply learned concepts to practical situations within an occupational field. The experience is coordinated by a Kent State faculty member, who assists the student in planning the experience and assigns the course grade to the student after appropriate consultation with the employer/supervisor. The student is expected to complete pre-determined assignments. Examples may include a weekly journal, final paper and experience report. Whether the internship or practicum is paid or unpaid is determined by the employer in compliance with the Fair Labor Standards Act. Use of "practicum" or "internship" for the course title may be to accommodate the differences in accreditation nomenclature.

 One credit hour is awarded for a minimum three clock hours in a standard week of a 15-week semester, or for a minimum 45 clock hours in a semester. **FIELD EXPERIENCE** is a form of experiential learning obtained by going on an educational field trip, usually organized by Kent State and led by a Kent State faculty member, in order to meet the needs of the curriculum and to develop practical skills in an environment beyond the classroom and campus.

 One credit hour is awarded for minimum three clock hours in a standard week of a 15-week semester, or for a minimum 45 clock hours in a semester.

INDIVIDUAL INVESTIGATION/ INDEPENDENT STUDY is a student-initiated experience to pursue an area of interest not covered by a regular course offering, with the guidance of a Kent State faculty member. The faculty member, who teaches such courses, has the primary responsibility to decide the subject content, objectives to be achieved and the effort to be expended by the student, and personally provides whatever instruction is required. The student is expected to complete pre-determined assignments, which may include a final research paper and a presentation on the findings of the study. The faculty member periodically assesses the student's progress, determines the evaluation methods of the work presented and assigns the final grade.

• One credit hour is awarded for a minimum three clock hours in a standard week of a 15-week semester, or for a minimum 45 clock hours in a semester.

COOPERATIVE WORK EXPERIENCE is full-time off-campus paid employment that enhances students' 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.

No credit awarded; students are expected to be working full time; however, students enrolled in COOP 20092 are designated and reported as full time, with access to all student services and resources during the co-op semester.

STUDIO is a workplace for the teaching or practice of an art.

- For studio instruction that requires little or no out-of-class study, one credit hour is awarded for three nominal hours (2.5 clock hours or 150 clock minutes) in a standard week of a 15-week semester, or for 45 nominal hours (37.5 clock hours) in a semester.
- For studio instruction that is supplemented by out-of-class assignments that normally average one hour of out-of-class study to prepare for or follow-up the studio experience, one credit hour is awarded for two nominal hours (100 clock minutes) in a standard week of a 15-week semester, or for 30 nominal hours (25 clock hours) in a semester.

CLERKSHIP applies only to the podiatric medical training program, during which students in third and fourth years of medical school are required to participate in clinical sciences and patient care. Clerkships expose students to all facets of podiatric medicine and surgery in the hospital, surgery center, professional office and other clinical settings. In addition to podiatric clerkships, students are required to complete clerkships in general medicine. Elective and international clerkships may also be available. The student clerk gains essential experience managing the care of patients and learning the roles and responsibilities a podiatric physician. They also witness first-hand the interaction with other health-care professionals. They are expected to observe and participate in patient care including the performance of basic podiatric and medical procedures under direct supervision. Students elicit patient histories, complete physical examinations, write progress notes, and assist in surgeries and medical procedures. Students are evaluated by the clerkship coordinator at each affiliated site. No stipend or pay is provided to the students.

• Four credit hours are awarded for a clerkship that typically comprises five mandatory months and one optional month of rotations, during which the work hours are that of a full-time job (i.e., 40 clock hours per week), generally similar to that of medical residents. Students may also be required to work on weekends and to be on call.

FLIGHT TRAINING comprises individualized practical flight instruction in aircraft and associated ground-based instruction in aircraft flight theory. Flight training is offered under the authority of an Air Agency Certificate issued by the Federal Aviation Administration (FAA) under 14 Code of Federal Regulations Part 141. Flight instruction is offered in the form of flight courses composed of instructional blocks made up of flight lessons that comply with standards of proficiency and competency stipulated in the FAA-approved Training Course Outline and Federal Aviation Regulations Parts 61 and 141.

- Three credit hours are awarded for a minimum 45 hours* of flight instruction in aircraft and 30 hours of ground-based flight theory instruction towards the Private Pilot Certificate in a standard 15-week semester.
- Two credit hours are awarded for a minimum 17 hours* of flight instruction in aircraft and 15 hours of ground-based flight theory instruction towards the Commercial Pilot Flight I, II, III, Instrument Rating, Flight Instructor Airplanes in a standard 15-week semester
- One credit hour is awarded for a minimum 14 hours* of flight instruction in aircraft and 10 hours of ground-based flight theory instruction towards the Multi-Engine Pilot Flight Rating, Advanced Multi-Engine Pilot Flight Rating and the Multi-Engine Flight Instructor Rating in a standard 15-week semester.
- * In the context of flight training hours, flight time is measured in Hobbs time, which is an aeronautical equivalent of clock hours. As dictated by equipment related constraints, pilot health and weather conditions, the total actual flight time will exceed the stipulated minimum number of flight hours in aircraft and associated number of hours of ground-based flight theory instruction.

APPLIED MUSIC LESSON is one-on-one instruction in a performance medium with a separate group studio, during which students perform and are critiqued by the instructor and their peers, and practice outside the lesson and studio session. Course is two or four credits.

- Two credit hours are awarded for a minimum 30-minute private lesson, a one-nominal-hour (50 minutes) group studio and an expectation of seven clock hours of outside practice in a standard week of a 15-week semester.
- Four credit hours are awarded for a minimum one-clock-hour private lesson, a one-nominal-hour (50 minutes) group studio and an expectation of 14 clock hours of outside practice in a standard week of a 15-week semester.

DISTANCE LEARNING takes place when the instructor and students are separated by location and/or time, but are able to communicate through the use of technology such as videoconferencing and the Internet. The exchange between instructor and students may be synchronous or asynchronous and may be a hybrid delivery, whereby a specific percentage of in-class activities are required.

• Credit hours are determined as the equivalent amount of instruction and student effort leading to equivalent learning outcomes as required for the on-campus instructional delivery as defined above.

Effective: September 9, 2013

Prior Effective Date: November 5, 2012

DISTANCE-LEARNING COURSES

Distance learning takes place when the instructor and student are separated by location and/or time but are able to communicate through the use of technology such as videoconferencing and the Internet. In Banner, distance-learning course sections are called Distributed Learning (DL).

Synchronous is direct communication, where all participants in the communication are present at the same time. Examples include a telephone conversation, a virtual classroom, online chat session and instant messaging.

Asynchronous communication allows participants to engage in the exchange of ideas or information without the dependency of other participants' involvement at the same time. Examples of this include e-mail (the receiver does not have to be logged on when the sender sends the message); discussion boards (allows conversations to evolve, and community to develop over a period of time); blogs; and text messaging over cell phones.

The delivery modes for DL course sections at Kent State are the following:

1. **Web-based courses** are taught via the Internet, and courses can be either asynchronous or synchronous. Content is often in text form but also can be PowerPoint presentations, streaming video and audio and students may be required to come to campus for several class sessions. Communication tools include live chats, discussion groups and e-mail.

In Banner, the following codes define a web-based course:

- V1: Course is 100 percent asynchronous.
- **V2:** Course is 100 percent synchronous.
- V3: Course is taught at least 50 percent online with scheduled classroom meetings.
- 2. Room-based video conferencing (Polycom, formerly VTEL) is a traditional distance learning system where students see class materials, their instructor and fellow students on large television monitors in the front of the classroom; they speak to the instructor and fellow students from a microphone at their seat. Video conferencing allows classes to be delivered to/from any campus. Kent State currently delivers classes to/from all eight campuses and several off-campus sites.
- 3. **PC-based conferencing (iLinc).** "PC-based" means that each student is sitting at a computer; "conferencing" means that the professor and the students talk to each other live ("synchronously"). It may be video and audio or solely audio. Classes are live and interactive, so class hours are much like a normal class; however, the students and instructor are not all in one place.

COURSE PREREQUISITES

The Ohio Department of Higher Education requires a minimum prerequisite of "graduate standing" for all master's degree level courses (50000 and 60000 levels) and "doctoral standing" for all doctorate level courses (70000 and 80000 levels). Kent State requires the statement of "none" in the course description for all undergraduate courses (00000 to 40000 levels) with no prerequisite.

FUNCTIONAL PREREQUISITES

Prerequisites must be tangible to be functional in Banner. Examples of intangible are listed below. Intangible prerequisites that are necessary to be informative (e.g.," students taking this course should be fluent in Russian") will be listed as the last sentence of the course description.

EXAMPLES OF INTANGIBLE PREREQUISITES NOT ACCEPTED BY BANNER

- 1. "First-year core requirements"
- 2. "High school algebra"
- 3. "6 credit hours of education courses"
- 4. "One law course"

- 5. "Language proficiency"
- 6. "Knowledge of computer programming"
- 7. "Successful completion of introductory course"
- 8. "Completion of major requirements"

TANGIBLE PREREQUISITES ACCEPTED BY BANNER

- 1. **Specific course(s)** or a range of courses or credit hours (e.g., ENG 21011, 6 credits of FIN courses, one PSYC course, three lower-division courses) that can be identified as a <u>prerequisite</u> (i.e., must be taken in a prior term), <u>corequisite</u> (i.e., must be taken in same term) or <u>pre/corequisite</u> (i.e., must be taken in either a prior or the same term)
- 2. **Test score** that is standard (e.g., ACT, ALEKS) or unique to a group of students (e.g., Honors, doctoral candidacy)
- 3. Student level (e.g., senior standing, graduate)
- 4. College, department, campus or program (e.g., major, concentration, minor)
- 5. **Cumulative grade point average** of the student; <u>WARNING!</u> this restriction does not work well in some instances; please contact Curriculum Services to discuss

6. **Special approval** (aka permission), which prohibits all students from registering unless they seek a permit override from the course's academic department/faculty

PREREQUISITE GROUPING ACCEPTED BY BANNER

- 1. Courses, test scores, student level, college, department, campus, program connected by "AND"
 - a. Example: MUS 10001 <u>and</u> audition passage (using a test score applied to student) <u>and</u> major or minor in music <u>and</u> junior standing
- 2. Courses, test scores connected by "OR"
 - a. Example: MATH 11010 or 11022; and MATH 12001 or COMPASS Algebra minimum score of 25

PREREQUISITE GROUPING NOT ACCEPTED BY BANNER

- Courses/test scores, student level, college, department, campus, program connected by "OR" Example: ECON 22003 or Economics major or sophomore standing
- 2. Special approval connected with any other prerequisite by "OR" Example: Graduate standing <u>or</u> special approval (any course prerequisite can be overridden with departmental/faculty approval; therefore, this prerequisite is not needed)
- 3. GPA connected with any other prerequisite by "OR" Example: 2.5 GPA or NURS 20000
- 4. Different set of prerequisites for different set of students. Example: TECH 14000 for COMT majors or TECH 16000 for MERT majors (however, TECH 14000 or TECH 16000 is allowable)

NOTES ON PREREQUISITES

- 1. With prerequisites, Banner includes the student's in-progress term. Example: a student taking Accounting I in fall semester registers for Accounting II of which Accounting I is a prerequisite for spring semester. Banner is programmed to include in-progress courses in its prerequisite checking and processes the registration. If the student withdraws, fails or receives a below-acceptable grade for Accounting I, Banner does not deregister the student from Accounting II. It is the responsibility of academic units to deregister students who do not meet prerequisites after registration.
- 2. All undergraduate course prerequisites will have a default minimum D grade, and all graduate course prerequisites will have a default minimum C grade unless requested otherwise.

OHIO ARTICULATION AND TRANSFER POLICY

The Ohio Articulation and Transfer policy was developed in 1990 to facilitate the transfer of students and credits from any state-assisted college or university to another. It encourages faculty recognition of comparable and compatible learning experiences and expectations across institutions. It also encourages students to complete "units" of educational experience as they progress (e.g., transfer assurance guides, transfer modules, associate and bachelor's degrees).

The policy generally preserves the college or university's practice of making admission decisions on the basis of academic standards, space availability, adherence to deadlines and payment of fees. However, it does specifically require that Ohio residents with a completed associate degree and a completed transfer module be admitted to all state-assisted institutions provided that their GPA is at least 2.0 for previous college-level courses. Further, these students shall have admission priority over out-of-state associate degree graduates and transfer students.

Although admission to a given institution does not guarantee admission to all degree granting programs, majors, minors or fields of concentration, incoming transfer students shall be able to compete for admission to specific programs on the same basis as students native to the receiving institution.

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The policy distinguishes between the acceptance of credit by the receiving institution and the application of credit to the student's chosen program. Transfer credits will be <u>accepted</u> by the receiving institution and posted to the student's record and transcript. Transfer students will receive transfer credit for all college-level courses they have passed. From among the credits which have been posted to the student's record and appear on the student's transcript, the receiving institution, within the provisions of this policy, will determine how credits will or will not, be applied toward degree requirements at the receiving institution.

Upper- or lower-division credit is awarded for transfer based upon the level of course to which it is equated at the receiving institution. A course completed at one institution and transferred to Kent State is applied to the student's degree audit in the same manner as its equivalent course at Kent State. If a lower-division course at the sending institution is transferred as equivalent to an upper-division course at Kent State, it will be counted as upper-division credit. Likewise, an upper-division course taken at the sending institution that is transferred as equivalent to a lower-division course at Kent State will be counted as lower-division credit. Visit www.ohiohighered.org/transfer/policy for more information on the state policy.

TRANSFER ASSURANCE GUIDES (TAG)

Transfer Assurance Guides (TAG) are groups of foundational courses that represent a commonly accepted pathway to the bachelor's degree. Courses or course sequences identified as being a part of the TAG may be offered at any public higher education institution in Ohio and are guaranteed to transfer and apply toward the major. For more information and a list of TAG-approved courses, visit www.ohiohighered.org/transfer/tag.

OHIO TRANSFER MODULE (OTM)

The Ohio Transfer Module (OTM) is a set or subset of the general education requirements of a college. The OTM consists of 36-40 credit hours of specific course credits in composition, mathematics, arts and humanities, social and behavioral sciences, natural or physical sciences and interdisciplinary coursework. The OTM was developed to assist movement of students from one Ohio public college or university to another and to avoid duplication of course requirements for transfer students.

Students who successfully complete the OTM at one college will have met the OTM requirements of the institution to which they transfer. Students may be required to meet additional general education requirements that are not included in the OTM, as long as those requirements are identical to those of native students. For more information and a list of OTM-approved courses, visit www.ohiohighered.org/transfer/transfermodule.

CAREER TECHNICAL ASSURANCE GUIDES (CTAG)

Career-Technical Assurance Guides (CTAG) allow students who successfully complete a specified technical program at a high school or career center to transfer agreed-upon courses (that adhere to recognized industry standards) to Ohio public colleges and universities and have them applied toward an academic program. For more information and a list of CTAG-approved courses, visit www.ohiohighered.org/transfer/ct2.

ADVANCED PLACEMENT (AP)

Beginning in 2009, students in Ohio who take a College Board Advanced Placement (AP) examination and earn a minimum 3 score are guaranteed college credit, usually towards their general education (Kent Core) curriculum, at Kent State. For more information and a list of credit awarded at each of Ohio's public colleges and university, visit www.ohiohighered.org/transfer/advancedplacement.

MILITARY ASSURANCE GUIDES (MTAG)

Beginning in 2016, students who completed military training, experience or coursework will be guaranteed college credit for specific courses at any Ohio public institution. This initiative is still in the planning stages. For more information, visit www.ohiohighered.org/transfer/military.

HOLD POLICY FOR COURSES NOT TAUGHT

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

The Hold Policy does not apply to courses designated as variable/special topics, internship, practicum, field experience, individual investigation, research and workshop courses. In addition, the Hold Policy does not apply to cross-listed or slashed courses where one or more of the courses are offered with enrollment.

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 automatically inactivated. The dean and chair/director will be notified in advance of such action.

LARGE-SCALE COURSE CHANGES

If there are numerous and consistent changes needed throughout a program, such as a change in course subject (e.g., 20 BUS courses change course subject to ENTR) or an overall change in prerequisites (e.g., all JMC courses now have a minimum 2.5 overall GPA as part of prerequisite), contact the Office of Curriculum Services for assistance.

STEPS FOR PROCESSING COURSE PROPOSALS

- 1. Complete and submit the Course Catalog Update workflow (through FlashLine). The department chair, school director or campus dean must login to FlashLine to review and approve the workflow to move it to the next level. The chair, director or dean (or designee) is responsible for disseminating the proposal to the curriculum review body at that level.
- 2. After department/school/campus approval, the workflow is forwarded to the college level for review and approval. The appropriate assistant/associate dean must move it to the next level. The assistant/associate dean is responsible for disseminating the proposal to the curriculum review body at that level.
- 3. If course has or requests Kent Core, diversity and/or writing-intensive status, the workflow is also forwarded to the University Requirements Curriculum Committee (URCC) for review and approval. Accompanying required paperwork <u>must be sent separately</u> (i.e., paper documents, not through the workflow) to the URCC.
- 4. If course is Regional Campuses only, the workflow is also forwarded to the dean of the specific regional campus of the submitter for review and approval.
- 5. After college approval, the workflow is forwarded to the Office of Curriculum Services. Curriculum Services staff reviews and completes proposal and assigns appropriate state subsidy codes.
- 6. Course proposals appear as lesser action items on the agenda for the Educational Policies Council's (EPC) monthly meeting. They are not formally acted upon at an EPC meeting unless a member brings an issue to the floor. Once the meeting is adjourned, all course establishments, revisions and inactivations are considered approved. The EPC agenda is available online one week before the meeting date: http://www.kent.edu/provost/curriculum/educational-policies-council.
- 7. Courses that request Kent Core appear as action items on an EPC agenda.
- 8. Courses that request diversity, experiential learning and/or writing-intensive status also appear as lesser action items on an EPC agenda.
- 8. The Curriculum Services staff updates Banner's course inventory within one week of the EPC meeting (see timeline on page 51 for effective dates) and makes changes to the subsequent *University Catalog*.

- 9. If course proposal affects Kent State's Ohio Transfer Module (OTM) or Transfer Assurance Guides (TAG or CTAG), the Curriculum Services staff updates Ohio Department of Higher Education.
- 10. Course changes are documented fully in the annual *Curricular Bulletin*, published after the final EPC and Faculty Senate meetings of the academic year. Current and previous bulletins are available online: www.kent.edu/provost/curriculum/archives.

ADVICE FOR SUCCESSFUL COMPLETION OF COURSE PROPOSALS

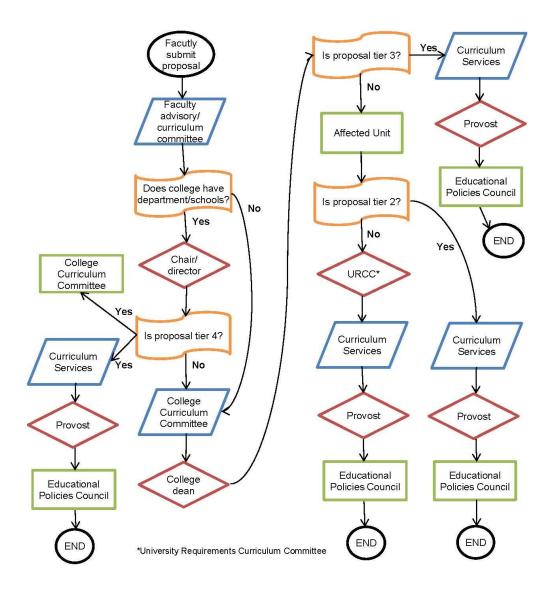
- Programs affected by course inactivation or revisions to course prerequisite and credit hours need to be considered. Please confirm that prerequisites for courses required in a program are included in the total program hours, and that credit-hour revisions do not change total program hours for graduation. Notify other academic units who use the revised course as a requirement or elective.
- **Prerequisites** must be tangible to be functional in Banner. More information on course prerequisites can be found on page 47.
- Duplication issues must be documented in the proposal. Communicate with appropriate academic units, including Regional Campuses, when establishing or revising a course that may be similar to an established course or overlap disciplines.
- Equivalency of original course and its revision should be considered. If the revised course is not equivalent to the original course (i.e., a student who took the original course could not repeat it as revised;), it is not considered a revision, and two proposals should be submitted: one to inactivate the original course, and one to establish a new course. Equivalency between courses is a powerful function in Banner and affects students' degree progress, GPA, hours toward graduation and federal financial eligibility. More information on equivalent courses can be found on page 38.
- Course numbers that end in 90 to 99 are reserved for specific course types (e.g., special topics, seminars, internships, etc.). If a course is revised to the point where the revised course is not considered equivalent to the current course (see above for the 70 percent rule), the course number must be changed. Course numbers that have been inactivated may not be reassigned, ever. Contact the Office of Curriculum Services to find available course numbers under your course subject.
- Cross-listed and slashed courses must be identical with the exception of different course subjects (e.g., ASL/SPED) for cross-listed and different levels and prerequisites for slashed. Separate proposals must be submitted for each cross-listed or slashed course. More information on cross-listed and slashed courses can be found on page 37.
- Special course fee additions, revisions and eliminations are submitted separately to the associate vice president for academic budget and resource management in the Provost's Office and approved by the Kent State Board of Trustees in spring for the subsequent academic year. Please contact that office for more information about the process and deadlines.

DEADLINES AND EFFECTIVE DATES FOR COURSE PROPOSALS

Due to the implementation of a new catalog and curriculum management software, the November 2015 EPC meeting will be the last meeting to approve course and program additions and revisions for fall 2016 (as opposed to the historical January EPC meeting). Deadline for submissions to the EPC agenda is Monday, 26 October 2015. 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.

APPROVAL FLOWCHART FOR A COURSE

Visit www.kent.edu/provost/curriculum for curricular forms to establish, revise or inactivate.



Tier 4 proposals (department chair/school director final approver)

- Changes in course descriptions not involving substantial changes in course content
- Changes in course titles not involving substantial changes in course content
- Changes in course prerequisites not affecting any other academic unit
- Inactivation of courses not affecting any other academic unit
- Changes in course numbers not affecting level

Tier 3 proposals (college dean final approver)

- Changes in course credit hours
- Changes in course numbers affecting the level of courses
- Inactivation of courses affecting other degree programs or general curricular requirements within the college
- New courses (please note that a substantial revision to content in an existing course that affects description and title, among other things, constitutes a new course)

Tier 2 proposals (affected unit acknowledged)

- Inactivation of courses specified in degree programs or general curricular requirements of colleges other than the parent college
- Substantial changes in content affecting title and description of courses required in degree programs or general curricular requirements of colleges other than the parent college
- Changes in prerequisite of courses required in degree programs or general curricular requirements of colleges other than parent college
- Changes in course numbers affecting level of courses required in degree programs or general curricular requirements of colleges other than the parent college
- Establishment of new or additional courses designed for degree programs or general curricular requirements of colleges other than the parent college

Tier 1 proposals (University Requirements Curriculum Committee final approver)

Establishment, revision, inactivation of courses designated university academic requirement (e.g., Kent Core, diversity, writing-intensive, experiential learning, freshmen orientation)



ACTIVE COURSE SUBJECTS

The college administrating the courses is listed after the description in parenthesis.

<u>Legend</u>: AE=Architecture and Environmental Design; AS=Arts and Sciences; AT=Applied Engineering, Sustainability and Technology; BU=Business Administration; CA=The Arts; CI=Communication and Information; DS=Digital Sciences; EH=Education, Health and Human Services; HC=Honors; NU=Nursing; PH=Public Health; PM=Podiatric Medicine; RE=Regional; VA=Provost and Academic Affairs

	Accounting (BU)		Cooperative Education (VA)
	Accounting Technology (RE)		Chemical Physics (AS)
	Adolescent/Adult Education (EH)		Criminology and Justice Studies (AS)
AED	0 , ,	CS	Computer Science (AS)
	Aeronautics (AT)	CTTE	· · · · · · · · · · · · · · · · · · ·
	Agribusiness (RE)		Cultural Foundations (EH)
	Anthropology (AS)		Dance (CA)
	Arabic (AS)		Digital Sciences (DS)
	Architecture (AE)		Early Childhood Education (EH)
	Architectural Studies (AE)		Early Childhood Education Technology (RE)
ART	Art (CA)	ECON	Economics (BU)
ARTC	Art Crafts (CA)	EDAD	Educational Administration (EH)
ARTE	Art Education (<i>CA</i>)	EDST	Educational Studies (EH)
ARTF	Art Fine Arts (CA)	EDUC	Education (EH)
ARTH	Art History (CA)	EERT	Electrical/Electronic and Related Technologies
AS	Arts and Sciences (AS)		(RE)
ASL	American Sign Language (AS)	EHS	Environmental Health Sciences (PH)
ASTU	Aerospace Studies (VA)	EMBA	Executive Master of Business Administration
ATTR	Athletic Training (EH)		(BU)
BAD	Business Administration (BU)	ENG	English (AS)
BMRT	Business Management and Related		Enology (RE)
	Technologies (RE)		Entrepreneurship (BU)
BMS	Biomedical Sciences (AS)	EPI	Epidemiology (PH)
BSC	Basic Sciences (PM)	EPSY	Educational Psychology (EH)
BSCI	Biological Sciences (AS)	EVAL	Evaluation and Measurement (EH)
BST	Biostatistics (PH)	EVHS	Environmental Health and Safety (RE)
BTEC	Biotechnology (AS)		Exercise Physiology (EH)
BUS	Business Administration Interdisciplinary (BU)	EXSC	Exercise Science (EH)
CA	College of the Arts (CA)	FDM	Fashion Design and Merchandising (CA)
CACM	Applied Conflict Management (AS)	FESA	Fire and Emergency Service Administration (<i>RE</i>)
CADT	Computer Animation Design Technology (RE)	FIN	Finance (BU)
CCI	Communication and Information (CI)	FR	French (AS)
CCS	Career and Community Studies (EH)	GAE	Green and Alternate Energy (RE)
CDAG	Computer Design, Animation and Game		Geography (AS)
	Design (RE)	GEOL	Geology (AS)
CES	Counselor Education and Supervision (EH)	GER	German (AS)
CHEM	Chemistry (AS)	GERO	Gerontology (EH)
CHIN	Chinese (AS)	GMD	General Medicine (PM)
CI	Curriculum and Instruction (EH)	GRE	Greek (AS)
CLAS	Classics (AS)	HDFS	Human Development and Family Studies (EH)
CLI	Clinical Education (PM)	HEBR	Hebrew (AS)
CLS	Clinical Laboratory Sciences (AS)	HED	Health Education (EH)
CMD	Community Medicine (PM)	HIED	Higher Education (EH)
CMGT	Construction Management (AT)	HIST	History (AS)
	A Communication Studies (CI)	HM	Hospitality Management (EH)
COMT	Computer Technology (RE)	HONR	Honors (HC)

ACTIVE COURSE SUBJECTS continued

	,		
HORT	Horticulture (AS)	OIA	Office of International Affairs (VA)
HPM	Health Policy and Management (PH)	ORT	Podiatric Biomedicine/Orthopedics (PM)
HRTG	Heritage Languages (AS)	PADM	Public Administration (AS)
HST	Human Services Technology (RE)	PAS	Pan-African Studies (AS)
IAKM	Information Architecture and Knowledge	PEB	Physical Education–Basic (EH)
	Management (CI)	PEP	Physical Education–Professional (EH)
D	Interior Design (AE)	PH	Public Health (PH)
ERT	Industrial Engineering and Related	PHIL	Philosophy (AS)
	Technologies (RE)	PHY	Physics (AS)
GST	Integrative Studies (AS)	PLST	Paralegal Studies (AS)
HS	Integrated Health Studies (EH)	PMD	Podiatric Medicine (<i>PM</i>)
LS	Integrated Life Sciences (AS)	POL	Political Science (AS)
NS	Insurance Studies (RE)	PSYC	Psychology (AS)
TAL	Italian (AS)	PTST	Physical Therapist Assistant Technology (RE
TAP	Information Technology for Administrative	RADT	Radiologic Technology (RE)
	Professionals (RE)	REL	Religion (AS)
TEC	Instructional Technology (EH)	RERT	Real Estate and Related Technologies (<i>RE</i>)
APN	Japanese (AS)	RHAB	Rehabilitation Counseling and Training (EH
MC	Journalism and Mass Communication (CI)	RIS	Radiologic and Imaging Sciences (RE)
ζBA	Kent Blossom Art (CA)		Recreation, Park and Tourism Management
KBM	Kent Blossom Music (CA)	RSPC	Respiratory Care (RE)
CBT	Kent Blossom Theatre (CA)	RTT	Respiratory Therapy Technology (RE)
	Landscape Architecture (AE)	RUSS	Russian (AS)
LAT	Latin (AS)	SBS	Social and Behavioral Sciences (PH)
	Liquid Crystal Display Engineering (AT)	SOC	Sociology (AS)
ΙΒ	University Libraries (VA)	SPA	Speech Pathology and Audiology (EH)
LIS	Library and Information Science (CI)	SPAD	Sport Administration (EH)
MATH	Mathematics (AS)	SPAN	Spanish (AS)
	Middle Childhood Education (EH)	SPED	Special Education (EH)
	Modern and Classical Language Studies (AS)	SPSY	School Psychology (EH)
	Mechanical Engineering and Related	SRM	Sport and Recreation Management (EH)
	Technologies (RE)	SUR	Podiatric Surgery (PM)
ИFGT	Manufacturing Engineering Technology (RE)	SVCD	Summer Visual Communication Design (CA
ИIS	Management and Information Systems (BU)	TAS	Technical and Applied Studies (RE)
	Marketing (BU)		Technology (AT)
	Managerial Marketing (BU)		Theatre (CA)
	Military Science (VA)	TRST	Translation Studies (AS)
ИUS	Music (CA)	UD	Urban Design (AE)
NRST	Nursing Technology (RE)	US	Undergraduate Studies (US)
NSE	National Student Exchange	VCD	Visual Communication Design (CI)
	Nursing (NU)	VIN	Viticulture and Enology (<i>RE</i>)
NURS			
	Nutrition (EH)	VTEC	Veterinary Technology (RE)

V. CURRICULAR FORMS AND DOCUMENTATION

ARCHIVED PROPOSALS

COURSE PROPOSALS PRE-2009 AND PROGRAM PROPOSALS received by the Office of Curriculum Services and approved by the appropriate bodies are archived in ApplicationXtender (diprod01.uis.kent.edu/appxtender/login.aspx), a document-imaging software. Users are encouraged to read the manual when accessing the application for the first time (www.kent.edu/provost/curriculum/archives). ApplicationXtender is password protected; please contact Jennifer Kellogg to receive access.

COURSE PROPOSALS 2009-PRESENT are archived in the historical view of the Course Catalog Update workflow, accessible through FlashLine. All submitted proposals can be viewed no matter if the proposal was approved, denied or no action taken.

FORM DEFINITIONS

All forms for curricular proposals are available online at www.kent.edu/provost/curriculum/curricular-forms.

CERTIFICATION OF CURRICULUM PROPOSAL (CCP) is a sign-off sheet to indicate all levels of approval of a desired curricular action. A separate CCP form is required for each item. A separate CCP form is required for each item. For instance, revisions to three majors within one unit requires three CCP forms. However, if there are revisions to three concentrations within one major, only one CCP form (for the major) should be submitted. If a program change also includes one or more course changes, then submit one CCP form for the entire program and a Course Catalog Update workflow for each course.

COURSE CATALOG UPDATE (CCU) replaced the Basic Data Sheet and is an electronic workflow (found in FlashLine) used to indicate essential information about a course that is to be established, revised or inactivated.

PROGRAM ROADMAP is a semester-by-semester plan of courses and other requirements in an associate or bachelor's degree program to ensure a timely graduation. Program roadmaps are displayed in the *University Catalog* (www.kent.edu/catalog) and on the Explore Majors and Degrees website (www.kent.edu/gps). A roadmap(s) should accompany a proposal to establish or revise a program.

KENT CORE COURSE PROPOSAL QUESTIONNAIRE and KENT CORE LEARNING OUTCOMES ASSESSMENT PLAN are to be used to request Kent Core status for a specific course. Please review the Kent Core Policy Statement before submitting the questionnaire to the University Requirements Curriculum Committee. A Course Catalog Update workflow must be submitted separately.

DIVERSITY COURSE PROPOSAL QUESTIONNAIRE is to be used to request diversity status for a specific course. Please review the Diversity Requirement Objectives, Criteria and Guidelines before submitting the questionnaire to the University Requirements Curriculum Committee. A Course Catalog Update workflow must be submitted separately.

WRITING-INTENSIVE COURSE (WIC) INFORMATION FORM is to be used to request writing-intensive status for a specific course. Please review the Guidelines for Writing-Intensive Course (WIC) Proposals before submitting the questionnaire to the University Requirements Curriculum Committee. A Course Catalog Update workflow must be submitted separately.

EXPERIENTIAL LEARNING COURSE-BASED COVER SHEET AND FORM are to be used to request a course to be designated for the experiential learning requirement. The EXPERIENTIAL LEARNING SECTION PROPOSAL COVER SHEET AND FORM are to be used to request the same designation, but for a particular section of a course. Please review the Experiential Learning Requirement Policy Statement and Guidelines before submitting the forms to the University Requirements Curriculum Committee. A Course Catalog Update workflow does not need to be submitted unless the course is new or other revisions are made to the course.



Kent State University Curriculum Guidelines 201<u>5</u>4-201<u>6</u>5

Curriculum Services
Office of the Provost

18 August 20154

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INTRODUCTION

The purpose of *Curriculum Guidelines* is to provide faculty members, academic administrators and curriculum committee members with a blueprint to develop and revise academic policies, majors, concentrations, minors, certificates, courses and organizational changes and agreements with curricular implications. It also provides a description of the review processes and procedures to obtain approval for proposals. Careful attention to the concepts in this guide will help those initiating curricular proposals to respond effectively to the various levels of review involved in moving curricular innovations from conception through approval.

Formal approval of specific curricular proposals is required to establish, revise or inactivate courses, programs, policies, academic units or agreements with curricular implications. While these guidelines speak to the approval process, developers of curricular actions are cautioned to consider carefully the distinctions among concept, proposal, approval, authorization, funding and implementation.

If further explanation is needed for any matter related to the preparation or approval of a curricular proposal, contact the Curriculum Services staff:

Office of Curriculum Services

Location: Suite 208, Schwartz Center, 800 E. Summit St., Kent Campus

General E-mail: curriculum@kent.edu | Fax: 330-672-2645

Name	How We Can Help You	Extension/E-mail
Therese Tillett	New degrees or majors	2-8558
Director	 Academic policies 	ttillet1@kent.edu
	 Academic structure changes (e.g., departments, centers) 	
	Educational Policies Council	
	EPC Ad Hoc Committee	
	State-wide credit transfer (TAG, OTM, CTAG, AP)	
	 Curriculum-related reporting (internal and external) 	
Jennifer Kellogg	 University Catalog and Roadmaps(including roadmaps) 	2-1885
Academic Program	 Programs Explore Majors and Degrees website 	jkellog7@kent.edu
Coordinator	 Course catalog in Banner 	, ,
	 Prerequisite errorsRegistration/prerequisite issues in Banner 	
	General curriculum questions	
	 Review and implementation of academic programs and courses 	
	for the following:	
	□ College of Applied Engineering, Sustainability and	
	Technology	
	□ College of Business Administration	
	□ College of Education, Health and Human Services	
	□ College of Nursing	
	□ College of Public Health	
	□ College of the Arts	
	School of Digital Sciences	
	□ <u>University College</u>	
Katie Smith	 University Catalog and Roadmaps (including roadmaps) 	2-8559
Academic Program	<u>Programs-Explore Majors</u> and Degrees website	ksmit154@kent.edu
Coordinator	 Course catalog in Banner 	
	 Prerequisite errors Registration/prerequisite issues in Banner 	
	 General curriculum questions 	
	 Review and implementation of academic programs and courses 	
	for the following:	
	 College of Architecture and Environmental Design 	
	□ College of Arts and Sciences	
	 College of Communication and Information 	

	College of Podiatric Medicine	
	□ Regional College	
Whitney Wenger	CurricUNET training and support	2-1951
Academic Program	*- Curriculum review and approval process and procedures	wwenger@kent.edu
Officer	General curriculum questions	

CURRICULUM CALENDAR FALL 20142015

	August	September	October	November	December	
Monday	<u>3</u>	1		<u>32</u>		1
	submissions due for Aug EPC	KSU closed				
Tuesday	4	<u>21</u>		4 <u>3</u>	:	<u>21</u>
		submissions				
TA7 - 1 1		due for Sept EPC	1	F.4		22
Wednesday	<u>5</u>	3 2	$\frac{1}{2}$	<u>54</u>	Board meeting	<u>32</u>
Thursday	<u>6</u>	4 <u>3</u>	2 1	6 <u>5</u>		<u>43</u>
Friday	<u> 17</u>	<u>54</u>	<u>32</u>	<u>76</u>		<u>54</u>
		EPC Ad Hoc	EPC Ad Hoc	URCC meeting	EPC Ad Hoc	
Monday	410	meeting 87	meeting 65	10 9	meeting	8 7
Williay	410	KSU closed Senate	<u> </u>	Senate meeting	Senate meeting	0 /_
		meeting		Schute meeting	exam week	
Tuesday	5 <u>11</u>	98	7 <u>6</u>	11 10		<u>98</u>
				KSU closed	Board meeting	
Wednesday	6 12	10 9	8 7	KSU closed 1211	1	0 9
Thursday	7 <u>13</u>	Hard meeting	9 8	13 12	11	<u>10</u>
Friday	814	1211	10 9	14 13	12	211
y y	_	URCC meeting	URCC meeting	EPC Ad Hoc	URCC meeting	_
				meeting		
				URCC meeting		
Monday	11 17	15 <u>14</u>	13 <u>12</u>	17 <u>16</u>		<u>14</u>
Tuesday	12 18	Senate meeting 1615	Senate meeting 4413	EPC meeting ¹ 1817	exam week	<u>515</u>
Wednesday	12 <u>10</u>	17 <u>16</u>	15 <u>14</u>	10 <u>17</u> 1918		⁷ 16
Vealicsday	1017	Board meeting	1014	1710	17	10
Thursday	14 20	18 17	16 15	20 19	18	<u>317</u>
Friday	15 21	19 18	17 16	21 20		<u>18</u>
		EPC Ad Hoc	EPC Ad Hoc		EPC Ad Hoc	
3.6 1	1001	meeting	meeting	2.400	meeting	
Monday	EPC meeting	EPC meeting	EPC meeting	24 23	22	<u>:21</u>
Tuesday	19 25	23 22	21 20	25 24	23	<u>22</u>
Wednesday	20 26	24 23	22 21	26 25	24	<u>123</u>
					KSU closed	
Thursday	21 27	25 24	23 22	27 26		<u>24</u>
Tui dan	2220	2625	2422	KSU closed	KSU closed	OF.
Friday	22 28	26 25	24 23	KSU closed	KSU closed	<u>25</u>
Monday	25 31	29 28	27 26	3 <u>0</u>		<u>28</u>
y	fall term starts	submissions	submissions		KSU closed	
	submissions	due for Oct EPC	due for Nov EPC			
	due for Sept EPC					
Tuesday	26	30 29	28 <u>27</u>			<u>29</u>
TA7 1 1			****		KSU closed	000
Wednesday	27	<u>30</u>	29 28		31	<u> 30</u>

			KSU closed	
Thursday	28	30 29		<u>31</u>
			KSU closed	
Friday	29	31 30		
		EPC Ad Hoc		
		meeting		

1. <u>January's November</u> EPC meeting is the final meeting to approve program and course changes for fall 20156.

CURRICULUM CALENDAR SPRING 20162015

	January	February	March	April	May
Monday		2 1	2		2016 roadmaps published ²
Tuesday		3 2	3 1		<u>3</u>
Wednesday		4 <u>3</u>	4 <u>2</u>	1	4
Thursday	4 KSU closed	54	<u>53</u>	2	<u>5</u>
Friday	KSU closed	6 <u>5</u>	<u>64</u>	3 <u>1</u>	2015 roadmaps published 2
Monday	submissions due for <u>Jan</u> EPC	Senate meeting	Senate meeting	<u>64</u>	final exam week Senate meeting
Tuesday	6 <u>5</u>	10 9	10 8	7 <u>5</u>	5 10
Wednesday	<u>76</u>	11 10	Board meeting	<u>86</u>	6 <u>11</u>
Thursday	<u>87</u>	12 11	12 10	9 7	7 12
Friday	URCC meeting UG catalog 1st proofs due	URCC meeting UG catalog 2 nd proofs due	URCC meeting UG catalog 1st proofs due	URCC meeting UG catalog 2 nd proofs due	URCC meeting
Monday	1211 spring term starts	16 <u>15</u> EPC meeting	EPC meeting	13 <u>11</u> Senate meeting	Senate meeting EPC meeting 4
Tuesday	13 12	17 16	17 15	14 12	12 <u>17</u>
Wednesday	14 13	18 17	18 16	15 13	13 18
Thursday	15 14	19 18	19 17	16 14	14 19
Friday	Head of the second seco	GR 2 nd catalog proofs due	GR 1st catalog proofs due	GR 2 nd catalog proofs due	15 20
Monday	KSU closed	submissions due for Mar EPC	recess week	EPC meeting ³	EPC meeting ⁴
Tuesday	2019 spring term starts	24 23	24 22	21 19	19 24
Wednesday	21 20	25 24	25 23	22 20	20 25
Thursday	22 21	26 25	26 24	23 21	21 26
Friday	23 22	27 26	27 25	24 22	22 27
Monday	2625 EPC meeting. ¹ submissions due for Feb EPC	<u>29</u>	submissions due for Apr EPC	submissions due for May EPC	KSU closed
Tuesday	27 26		31 29	28 26	26 31

Wednesday	28 <u>27</u>	<u>30</u>	29 27	27
Thursday	29 28	<u>31</u>	30 28	28
Friday	30 29		<u>29</u>	29

- 2. January's EPC meeting is the final meeting to approve program and course changes for fall 2015.
- 3. University Catalog published 1 June 2015
- 4. April's EPC meeting is the final meeting to approve policy changes for fall 20156 that must also receive Board of Trustees and/or Faculty Senate approval.
- 5. May's EPC meeting is the final meeting to approve policy and other catalog changes for fall 20156 that do not need to receive Board of Trustees and/or Faculty Senate approval.

I. EDUCATIONAL POLICIES COUNCIL

HISTORY OF THE EDUCATIONAL POLICIES COUNCIL

The Educational Policies Council (EPC) was established on July 1, 1967. Before that, there existed the University Council on Curriculum. Similar to its previous incarnation, the EPC was an independent group chaired by the provost. In 1970, under terms of the revised Faculty Senate charge and bylaws, the EPC went under Senate jurisdiction, co-chaired by the provost and Faculty Senate chair.

The goal with the reorganization to create the EPC was to delegate much of the responsibility for curricular changes to departmental and college curriculum bodies, thereby freeing the EPC to focus on long-range academic planning and overall curricular planning and policy guidelines for the university that reflect Kent State's mission and goals as defined by the president and trustees.

SUBCOMMITTEES OF THE EDUCATIONAL POLICIES COUNCIL

EPC AD HOC COMMITTEE FOR ACADEMIC POLICIES

The EPC Ad Hoc Committee for Academic Policies was established in spring 2013, is an as-needed committee charged with reviewing Kent State's academic policies against published literature and research and Kent State data to better understand what needs to be accomplished to support undergraduate student progress toward graduation.

The committee comprises faculty nominated by Faculty Senate, administrators and staff recommended to the Provost's Office and undergraduate students from different campuses. The committee is chaired by the senior associate provost for academic affairs.

UNIVERSITY REQUIREMENTS CURRICULUM COMMITTEE

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

The URCC is composed of 20 voting members representing faculty and administrators from Kent State's colleges and independent school(s). Faculty members are nominated by the Committee on Committees of the Faculty Senate and broadly represent the colleges and independent school.

A student representative serves as *ex officio*. The co-chairs of the committee will be a faculty committee member and either the dean for Undergraduate Studies of the University College or the dean of the Honors College.

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

THE UNIVERSITY COUNCIL ON TEACHER EDUCATION

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

preparation of such proposals, departments should consult the administrative or faculty co-chair of UCTE. The council was established in 1969.

EDUCATIONAL POLICIES COUNCIL IN THE POLICY REGISTER

3342-2-07 ADMINISTRATIVE POLICY AND PROCEDURES REGARDING THE EDUCATIONAL POLICIES COUNCIL

- A. **Educational policies council.** For complete information on this council, see rules 3342-2-05 and 3342-2-06 of the Administrative Code and this register.
- B. **Responsibility and authority.** The responsibilities and authority of the educational policies council shall be as follows:
 - 1. Long-range academic planning, both conceptually and structurally, for the university. It is understood, of course, that this long-range planning shall reflect the mission and goals of the university as these are defined by the board and the president jointly. A close, coordinated interrelationship is to be presumed between the educational policies council and agencies established by the board and/or the president;
 - 2. Overall curricular planning and policy guidelines for the university;
 - 3. Sensitivity to proliferation and duplication of courses and programs;
 - 4. Arbitration of interdepartmental and intercollegial curricular disputes or misunderstandings;
 - 5. Monitoring of curricular changes generated by a specific academic unit of the university as they affect other academic departments, majors and colleges;
 - 6. At its discretion, review of all curricular changes and proposals originating with academic units to assure effective adherence to university-wide policies;
 - 7. Action on matters referred to it by college curriculum committees specified in preceding paragraphs; and
 - 8. Approval of new or altered academic programs, policies, operational procedures and regulations and administrative structures e.g., academic department, college.
- C. **Periodic review of the educational policies council.** The responsibility, authority and structure of the educational policies council shall be reviewed each two years or at any time review may be considered appropriate by majority vote of the whole membership of the educational policies council.
- D. **Procedures of the educational policies council.** All curricular changes whether initiated and determined by department, college or other curricular body shall be reported to and published in agenda of the educational policies council. This publication will give notice to all academic units of proposed curricular changes thereby affording them the opportunity to comment upon the proposals. All curricular bodies and academic units must be mindful of certain time limitations such as deadlines for catalog copy when proposing or commenting upon curricular changes. After a prescribed period of time succeeding the publication of curricular proposals, they will become effective as outlined in the balance of this statement; if any curricular proposal is questioned by any other curricular body or academic unit within the time allowed after publication, the issue will be resolved as outlined in the balance of this statement and upon resolution becomes effective.
 - 1. Curricular matters determined and proposed solely by academic departments shall be as follows:
 - a. Changes in course descriptions not involving substantial changes in course content;
 - Changes in course titles not involving substantial changes in course content;
 - c. Changes in course prerequisites not affecting any other academic unit;
 - d. Inactivation of courses not affecting any other academic unit; and
 - e. Changes in course numbers not affecting level.

- 2. Curricular changes initiated by academic departments but forwarded to parent college curriculum committees for approval shall be as follows:
 - a. Changes in course credit hours;
 - b. Changes in course numbers affecting the level of courses;
 - c. Inactivation of courses affecting other academic programs or general curricular requirements within the parent college;
 - d. New or additional courses;
 - e. Substantial changes in course content affecting description and title, constituting essentially new courses; and
 - f. Changes in or establishment of major, minor and certificate admission, course and graduation requirements consistent with university-wide policies.
- 3. Curricular changes initiated by academic departments but forwarded to parent college for approval and to other affected academic units for acknowledgement shall be as follows:
 - a. Inactivation of courses specified in degree programs or general curricular requirements of colleges other than the parent college;
 - b. Substantial changes in content affecting title and description of courses required in academic programs or other curricular requirements of colleges other than the parent college;
 - c. Changes in prerequisite of courses required in academic programs or other curricular requirements of colleges other than the parent college;
 - d. Changes in course numbers affecting level of courses required in academic programs or other curricular requirements of colleges other than the parent college; and
 - e. Establishment of new or additional courses designed for academic programs or other curricular requirements of colleges other than the parent college.
- 4. Curricular matters initiated and determined by college curriculum bodies shall be as follows:
 - a. Policies for major, minor and certificate programs; proposed departures from university-wide policies shall be approved by the educational policies council; and
 - b. General curricular policies and requirements for the college; proposed departures from university-wide policies shall be approved by the educational policies council.
- 5. Independent schools, honors college, graduate studies, undergraduate studies and university libraries shall function in a fashion parallel to the college curriculum committees.

Effective: December 1, 2012

Prior Effective Dates: 11/4/1977, 10/5/1979, 4/30/1982, 5/28/1997, 9/8/1997

3342-2-05 FACULTY SENATE CHARTER (EXCERPT)

G. Councils, committees and commissions.

- 2. Councils of the faculty senate. The educational policies council shall be a body of the faculty senate.
 - a. The educational policies council shall consist of two bodies, one responsible for undergraduate education called the undergraduate council and the other for graduate education called the graduate council.
 - b. Issues jointly affecting undergraduate and graduate education will be discussed at the semester meeting of the full educational policies council.

- c. The educational policies council and its bodies shall consider curricular matters of concern to the university as a whole, and shall be the faculty senate bodies responsible for long-range academic planning for the university.
- d. The educational policies council and its bodies shall be co-chaired by the provost and the chair of faculty senate.

Effective: May 20, 2009

Prior Effective Dates: 11/4/1977, 8/31/1979, 1/25/1980, 7/11/1980, 5/18/1984, 2/19/1990, 9/23/1991,

5/5/1995, 3/7/2000, 12/29/2001

3342-2-06 FACULTY SENATE BYLAWS (EXCERPT)

F. Councils, committees and commissions.

- 1. Rights of the faculty senate and definitions. The rights of the faculty senate and definitions are specified in paragraph G1 of rule 3342-2-05 of the Administrative Code and of this register.
- 2. Educational policies council.
 - a. Composition.
 - (1) The educational policies council shall consist of two bodies, one responsible for undergraduate education called the undergraduate council and the other responsible for graduate education called the graduate council. Issues jointly affecting undergraduate and graduate education will be discussed at the semester meeting of the full educational policies council.

b. Function.

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

c. Division of labor.

(1) All recommendations of the educational policies council related to long-range academic planning or to the establishment, discontinuance, or major alteration of programs or bodies shall be submitted to the faculty senate for approval. Proposals for the discontinuance or major alteration

- of an academic program shall be preceded by a program review conducted according to established procedures.
- (2) Business of the educational policies council, which normally would not come to the faculty senate floor may, at the option of said council or at the request of the faculty senate, be brought to the floor.
- (3) All commissions appointed to consider academic planning for the university shall report to the educational policies council.
- (4) The co-chairs of the educational policies council shall appoint a University Requirements Curriculum Committee which shall be concerned with the liberal education requirements, the diversity requirements, and the writing intensive requirements. This subcommittee shall report to the undergraduate council.

d. Voting.

- (1) "Ex officio" members shall have vote and shall consist of those who are "ex-officio" members of the undergraduate council and/or the graduate council.
- (2) "Ex officio" members on the undergraduate council shall have vote and shall be the senior vice president of academic affairs and provost; the dean of undergraduate studies; the dean or his/her designee from each of the academic colleges; the dean of the honors college; the dean or director or his/her designee in each independent school; the dean of university libraries or his/her designee; and the chair of the faculty senate or his/her designee.
- (3) "Ex officio" members on the graduate council shall have vote and shall be the senior vice president of academic affairs and provost; the dean of graduate studies; the associate dean for graduate affairs or his/her nominee in each of the academic colleges or independent schools with graduate programs; the dean of university libraries or his/her designee; and the chair of the faculty senate or his/her designee. In any degree-granting unit without an associate dean for graduate affairs, that position on the graduate council shall be filled by the administrator or faculty member with administrative responsibility for graduate affairs in that unit.
- e. From the elected representatives on the faculty senate, the chair-elect shall appoint ten senators to membership on the educational policies council with due regard for representation by curricular units of the university. Five senators will be appointed to the undergraduate council and five senators with full graduate faculty status within their respective units will be appointed to the graduate council.
- f. One elected member of each college curriculum body shall be elected by these bodies to membership on the undergraduate council.
- g. To ensure representation from among the university's graduate coordinators, one member of each college graduate coordinating body shall be elected by these bodies to membership on the graduate council. The faculty member must be a full member of the graduate faculty within their respective academic unit.
- h. The chair-elect shall appoint additional regular faculty to membership on the educational policies council with due regard for representation by curricular units of the university as needed so that the faculty membership equals the "ex officio" membership.
- i. One undergraduate student appointed by the undergraduate student senate and one graduate student appointed by the graduate student senate shall serve as observers to the educational policies council with rights of participation but without a vote. The undergraduate student shall also be a member of the undergraduate council and the graduate student shall also be a member of the graduate council.
- j. The educational policies council shall meet at least once during each term of the academic year.
- k. The undergraduate and graduate councils shall each meet at least three times during each term of the academic year.
- 1. Agendas, minutes and attachments of the meetings of the educational policies council and its two bodies shall be distributed to each other as well as to members of the faculty senate.

Effective: October 3, 2013

Prior Effective Dates: 11/4/1977, 10/5/1979, 7/11/1980, 3/11/1982, 4/30/1982, 3/5/1984, 5/18/1984, 2/19,

1990, 9/23/1991, 2/24/1992, 01/02/2002, 5/20/2009, 6/20/2012, 1/7/2013

GUIDELINES FOR DETERMINING EPC AGENDA STATUS

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

- 1. Major or degree establishment, revision of name, inactivation
- 2. Minor establishment
- 3. Certificate establishment
- 4. Unique program (i.e., affects students from more than one academic unit; e.g., Military Studies, Washington Program) establishment, revision, inactivation
- 5. Academic unit (college, school, department) establishment, revision, inactivation
- 6. Center or institute establishment, revision, inactivation
- 7. University academic requirement (e.g., Kent Core) establishment, revision, inactivation
- 8. University academic policy establishment, revision, inactivation
- 9. University academic operational procedure or regulation establishment, revision, inactivation
- B. **Information Items:** Items considered notification to the EPC and not voted upon unless a motion to do so is made by an EPC member.
 - 1. Major or degree letter of intent or program development plan to establish (sent to the Ohio Board of Regents Department of Higher Education for approval before submitting full proposal)
 - 2. Temporary suspension of admissions into an academic program
 - Off-site delivery, including a Kent Campus program at a Regional Campus (more than 50 percent) of an existing degree program – establishment, revision, inactivation
 - 4. Online delivery (more than 50 percent) of an existing degree program establishment, revision, inactivation
 - 5. Five-year review of certificate programs
- C. **Lesser Action Items:** not discussed or voted upon unless a motion is made by an EPC member to do so; considered approved once meeting is adjourned
 - Major revision (including new, revised, inactivated concentrations)
 - 2. Minor revision, inactivation
 - 3. Certificate revision, inactivation
 - 4. Articulation or consortia agreement with curricular implications establishment, revision, inactivation
 - 5. Course establishment, revision, inactivation
 - 6. Course designated a university academic requirement (e.g., Kent Core, diversity, writing-intensive, experiential learning, freshmen orientation) establishment, revision, inactivation
 - 7. Academic policy or requirement within academic unit establishment, revision, inactivation

NUMBER OF CURRICULUM CHANGES EPC HAS REVIEWED IN PAST FIVE YEARS

EPC Agenda	Aug 2010- May 2011	Aug 2011- May 2012	Aug 2012- May 2013	Aug 2013- May 2014	Aug 2014- May 2015
Curricular Items	244	295	248	263	<u>223</u>
Course Changes	1,276	1,779	1,270	1,307	<u>1,312</u>

CURRICULUM RESPONSIBILITY

ROLES AND RESPONSIB<u>I</u>LITIES IN THE CURRICULUM PROCESS

Role	Curriculum Responsibilities
	 Knows the discipline/program that needs to be established/revised
	• Keeps current in field
Faculty	 Conducts research for the proposed changes
Initiator	Articulates rationale for curriculum decisions
	 Works with others to document and submit proposal
	 Seeks review and feedback on proposed changes
	■ Content experts
	 Current in their profession
Program/	Know competition
Subject Area	 Assess learning outcomes for compliance, validity and alignment with program's
Subject Tireu	mission and objectives
	 Works to meet accreditation needs
	Advises, informs and/or approves changes
	Assess and evaluates curriculum impact on area's sustainability, students, faculty and
	other resources
	Advisor to the chair/director
	Develops and maintains current instructional programs and course syllabi
Faculty Advisory	Approves internal modifications and solicit input from other departments where Transport the pass and offerings may have impact.
Committee	program changes and offerings may have impact
/	 Approves all workshop and special topics courses each time a title changes Approves course content when offered off campus or online in accord with existing
Department	policies and procedures
Curriculum	 Establishes and utilizes procedures for reviewing and evaluating existing and new
Committee	courses, programs and policies.
	Maintains strong departmental academic, instructional and grading standards
	Select library and other materials related to its curriculum and establish internal
	procedures for effective and appropriate use of instructional media and other learning
	activities
	■ Fosters the development of undergraduate and graduate programs within university
	guidelines
School Director/	• Encourages appropriate curriculum modifications, changes and innovations in programs
Department Chair	 Approves resource allocations
Department Chan	 Seeks opportunities to leverage existing/emerging resources
	 Insures course offerings required for degree completion are offered frequently and at
	varied days and times to meet the needs of students
	Reviews curricular proposals from schools/departments within college
	Initiates course, program requirement and policy proposals
	Made aware of special topics and other academic changes
	Examines curriculum impact and duplication within and outside college Engage appropriate consultation of impact
	Ensure appropriate consultation of impact Scale augminutum sharpes that may be complementary and/or basis for callaboration.
College Curriculum	Seeks curriculum changes that may be complementary and/or basis for collaboration Source of information to units about curricular related changes and requirements.
Committee	 Source of information to units about curricular-related changes and requirements Garner support when inactivation is identified
	Looks for letters of support
	Reviews resources (e.g., staffing, facilities, library)
	Review program outcomes for alignment with college mission
	Informed on off-site and online offerings, articulation agreements and other
	collaborations and partnerships outside the college
	connectance and participation of outside the contege

Role	Curriculum Responsibilities
	 Reviews impact on finances, faculty, facilities, equipment, support staff
Dann	 Seeks opportunities to leverage existing/emerging resources
Dean	Participates in accreditation reviews and decisions
(Campus/College)	 Assesses sustainability, demand, need, placement
	 Examines curriculum impact and duplication in and outside college/campus
	Graduate Studies Administrative Advisory Committee (GSAAC)
	 Reviews and advises on graduate operational issues
Institutional	 Initiates and recommends changes to the graduate studies dean
Academic Advisory	Associate and Assistant (A&A) Deans Committee
Committees	 Reviews and advises on undergraduate operational issues
Committees	 Initiates and recommends changes to the EPC
	EPC Ad Hoc Committee
	 Reviews, initiates and revises policies to promote undergraduate student success
	■ EPC sub committee
University	Oversees university-wide undergraduate curricular requirements (Kent Core, diversity,
Requirements	writing intensive, experiential learning, freshmen orientation)
Curriculum	 Reviews and approve courses and policies for conformity to these requirements
Committee (URCC)	 Periodic reviews and recommends changes in these requirements
	 Directs assessment and evaluation of student success within these requirements
	 Reviews programs proposals to ensure university and Ohio Board of
	Regents Department of Higher Education compliance and approval
	Communicates to other departments
Graduate Studies	 Notify state when program inactivated or changed delivery mode
Dean	Facilitate program review process
	Oversees advisory committee to review graduate curriculum and policies
	 Implements admission process
	Decides exceptions to admission criteria
	Provides holistic view of university curriculum
	Assists and guides faculty and units in proposing change
	Owns and mMaintains curriculum process, procedures and management system (Consider Notes)
	(CurricUNET)
	• Serves the provost in reviewing and granting preliminary approval of all change
	(program, policy, course, structure)
	Implements approved changes (catalog, course inventory)
	Communicates major changes to advisors and other student services (e.g., registrar, admissions, burson student financial aid)
	admissions, bursar, student financial aid)
Curriculum	Assists in updating GPS degree auditMaintains curriculum archive
Services	Responds to questions about changes/curriculum process
Services	 Responds to questions about changes/ curriculum process Secretary and coordinator for EPC
	Reports curriculum to state, federal and other agencies
	 Ensures curriculum integrity and alignment with university, state, accreditor and federal
	policy and procedures
	 Ensures curriculum functionality (Banner, GPS degree audit, prerequisites)
	 Knowledgeable about university academic programs and policies
	■ Liaison with Ohio Board of Regents Department of Higher Education for undergraduate
	curriculum
	■ Ensure consistency of process
	Source of information about university curriculum

Role	Curriculum Responsibilities
	■ Involved in the strategic goals of the university
	Sets the university agenda for academic programming and determines priorities
	Reviews significant academic changes with initiators/deans prior to approval
D (Approves all items that will go before the Board of Trustees for approval
Provost	■ Signs articulation agreements and new program proposals
	■ Introduces and champions academic items to Board of Trustees
	 Approves EPC agenda before publication and chairs the EPC meeting
	 Mediates/facilitates differences and determines course of action
	■ SubeCommittee of the Faculty Senate
	■ Emphasizes long-range academic planning, both conceptually and structurally, that
	reflect the mission and goals of the university
	 Approves overall curricular planning and policy guidelines for the university
	Arbitrates interdepartmental and intercollegial curricular disputes or
Educational Policies	misunderstandings;
Council (EPC)	 Monitors changes generated by a specific academic unit as they affect other areas
	• At its discretion, reviews all curricular changes and proposals originating with academic
	units to assure effective adherence to university-wide policies
	 Acts on matters referred to the council
	 Approves new or revised academic programs, policies, operational procedures and
	regulations and academic structures
	 Ensures curriculum integrity and quality, alignment with university mission and
	commitment to resources
	 Examines curriculum impact, demand and duplication of resources across university
Faculty Senate	 Delegates curriculum initiatives to sub committees
	 Oversees academic standards and educational policies and academic programs
	 Consulted with respect to proposed changes in the administrative organization of the
	university directly and primarily related to academic divisions
	Kept apprised by new curriculum by provost
President	Determines university resource allocations and priorities
	Defines mission and goals of the university jointly with the Board of Trustees
	Champions the university's strategic plan
	Defines mission and goals of the university jointly with the president
	Approves new and significant revisions to degree programs before they go to Ohio Record of Reports Deposits on the State of Higher Education.
Board of	Board of Regents Department of Higher Education
Trustees	Approves academic structure changes
	Approves university-wide academic policies Povious guardiant modern and success
	 Reviews curriculum viability and student need and success Reviews and discusses information items presented by the provost
	 Approves new <u>degree programs</u> and significant revisions (e.g., name change, inactivation) to degree programs
Ohio Board of	 Approves alternative offerings of degree programs (e.g., online, off-site, accelerated)
Regents Department	Assigns subsidy level to courses
of Higher Education	Set curriculum guidelines for public intuitions • Set curriculum guidelines for public intuitions
	 Initiates transfer pathways between public institutions
	Approves new degree programs
Higher Learning	 Approves new degree programs Approves new locations for program offerings
Commission	Approves new locations for program onerings Approves new contractal or corsortia agreement to offer a program
COMMISSION	Notified of new certificate programs
GPS Degree	Notified of curriculum changes that affect undergraduate (and select graduate) program
Audit	requirements
Analyst Graduation	 Updates GPS degree audits for undergraduate programs and select graduate programs
Planning System	1 O
(GPS)	

Role	Curriculum Responsibilities
Student Financial	 Notified of new, revised and inactivated certificates
Aid	 Updates <u>program's</u> financial aid eligibility status with U.S. Department of Education

CURRICULUM APPROVAL CHART

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

CURRICULUM PROPOSAL	DEPARTMENT OR SCHOOL	COLLEGE	OTHER UNITS	URCC	GRADUATE STUDIES	PROVOST	EPC	FACULTY SENATE	PRESIDENT	BOARD OF TRUSTEES	REGENTSODH	HIC
 Changes in Revision of course descriptions not involving substantial changes in course content Changes in Revision of course titles not involving substantial changes in course content Changes in Revision of course prerequisites not affecting any other academic unit Inactivation of courses not affecting any other academic unit Changes in course numbers not affecting level 	A	N				A	N					
 Changes in Revision of course credit hours Changes in Revision of course numbers affecting the level of courses Inactivation of courses affecting other degree programs or general curricular requirements within the college New or additional courses Substantial changes in course content affecting description and title, constituting essentially new courses 	A	A				A	N					
 Inactivation of courses affecting degree programs or general curricular requirements of colleges other than parent college Substantial changes inrevisions of content affecting title and description of courses required in degree programs or general curricular requirements of colleges other than the parent college Changes inRevision of prerequisite foref courses required in degree programs or general curricular requirements of colleges other than parent college Changes inRevision of course numbers affecting level of courses required in degree programs or general curricular requirements of colleges other than the parent college Establishment of new or additional courses designed for degree programs or general curricular requirements of colleges other than the parent college 	A	A	N			A	N					
 Establishment, revision, inactivation of courses designated university academic requirement (e.g., Kent Core, diversity, writing-intensive, experiential learning, freshmen orientation) 	A	A		A		A	N					

CURRICULUM PROPOSAL	DEPARTMENT OR SCHOOL	COLLEGE	OTHER UNITS	URCC	GRADUATE STUDIES	PROVOST	EPC	FACULTY SENATE	PRESIDENT	BOARD OF TRUSTEES	REGENTS ODH	HIC	
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Legend: A = Approval N = Notification

Continued on next page

 Revision of major (including <u>admission</u>, <u>course</u> and <u>other requirements</u> and <u>new</u>, revised, inactivated concentrations) Revision or inactivation of a minor Revision or inactivation of a certificate Establishment, revision or inactivation of a policy within an academic unit Establishment, revision or inactivation of an articulation/<u>consortia</u> agreements <u>with other institutions</u> Temporary suspension of admission into a program 	A	A			A	A	N					
 Establishment, revision or inactivation of contractual or consortia agreement with another entity for (50%+) delivery of program 	<u>A</u>	<u>A</u>			<u>A</u>	<u>A</u>	<u>N</u>					<u>N</u> 1
 Letter of intent to establish a major or degree Alternate online (50%+) delivery for existing program Alternate off-site (50%+) delivery for existing program 	A	A			A	A	N				A	
Alternate off-site (50%+) delivery for existing program	<u>A</u>	<u>A</u>			<u>A</u>	<u>A</u>	<u>N</u>				<u>A</u>	<u>A</u> ²
■ Name change Revision of name of a major or degree	A	A			A	A	A	A	N	N	A	
 Establishment of a minor Establishment of a certificate 	A	A			A	A	A	1				
Establishment of a certificate	<u>A</u>	<u>A</u>			<u>A</u>	<u>A</u>	<u>A</u>				<u>A</u> ³	<u>N</u>
 Revision of a university-wide academic requirement (e.g., Kent Core) not considered substantial 				A		A	A	<u>N</u> <u>A</u>				
 Establishment, revision or inactivation of a unique program that affects students in more than one academic unit (e.g., Military Studies, Washington Program) Establishment, revision or inactivation of a university-wide academic operational procedure or regulation Revision of a university-wide academic policy 	A	A	A		A	A	A	A	N	N		
 Inactivation of a major or degree Establishment, <u>substantial</u> revision or inactivation of a university-wide academic requirement (e.g., Kent Core) Establishment, <u>substantial</u> revision or inactivation of a university-wide academic policy Establishment revision or inactivation of an academic unit (college, school, department) Establishment, revision or inactivation of an institute <u>with curriculum implications</u> 	A	A	A		A	A	A	A	A	A		

CURRICULUM PROPOSAL	DEPARTMENT OR SCHOOL	COLLEGE	OTHER UNITS	URCC	GRADUATE STUDIES	PROVOST	EPC	FACULTY SENATE	PRESIDENT	BOARD OF TRUSTEES	REGENTS ODH	THIC
Establishment, revision or inactivation of a center <u>with</u> <u>curriculum implications</u>												
■ Inactivation of a major or degree	A	A	A		A	A	A	A	A	A	N	
 Establishment of a major or degree Establishment or substantial change of a college that affects the region or other institutions (e.g., College of Engineering) 	A	A	A		A	A	A	A	A	A	A	<u>A</u>

Legend: A = Approval N = Notification

- 1. The Higher Learning Commission requires notification of all contractual and consortial arrangements, and possibly additional documentation if requested. Contractual involves the university and a non-accredited entity involved in some way in a program (e.g., Everspring). Consortial involves the university and another accredited entity such as another university delivering program content.
- 2. While the Ohio Department of Higher Education requires approval for every program to be offered at an offsite location, the Higher Learning Commission requires approval for every new location, no matter how many programs will be offered there (and in the future).
- 3. Graduate certificates that are 21 credits or higher require approval from Ohio Department of Higher Education Chancellor's Council on Graduate Study (CCGS).

PARLIAMENTARY PROCEDURES

ROBERT'S RULES OF ORDER

Robert's Rules of Order provides common rules and procedures for deliberation and debate in order to place the whole membership on the same footing and speaking the same language. The conduct of all business is controlled by the general will of the whole membership - the right of the deliberate majority to decide. Complementary is the right of at least a strong minority to require the majority to be deliberate — to act according to its considered judgment after a full and fair "working through" of the issues involved.

Robert's Rules provides for constructive and democratic meetings, to help, not hinder, the business of the assembly. Under no circumstances should "undue strictness" be allowed to intimidate members or limit full participation.

The fundamental right of deliberative assemblies requires all questions to be discussed thoroughly before taking action. The assembly rules; it has the final say on everything. **Silence means consent.**

Procedures

• Debate cannot begin until the chair has stated the motion or resolution and asked "are you ready for the question?" If no one rises, the chair calls for the vote.

- Before the motion is stated by the chair, members may suggest modification of the motion; the mover can
 modify as s/he pleases, or even withdraw the motion without consent of the seconder; if mover modifies, the
 seconder can withdraw the second.
- The member moving the item is entitled to preference to the floor.
- No member can speak twice to the same issue until everyone else wishing to speak has spoken to it once.
- Remarks must be courteous in language and deportment avoid all personalities, never allude to others by name or to motives.
- The agenda and all committee reports are merely recommendations. When presented to the assembly and the question is stated, debate begins and changes occur.

The motions below are listed in order of precedence. Any motion can be introduced if it is higher on the chart than the pending motion.

YOU WANT TO	YOU SAY	INTERRUPT?	SECOND?	DEBATE?	AMEND?	VOTE?
End the meeting	I move to adjourn	No	Yes	No	No	Majority
Take a break	I move to recess for	No	Yes	No	Yes	Majority
Register complaint	I rise to a question of privilege	Yes	No	No	No	None
Adhere to agenda	I call for the orders of the day	Yes	No	No	No	None
Temporary suspend further action / consideration	I move to lay the question on the table	No	Yes	No	No	Majority
End debate	I move to close the debate	No	Yes	No	No	2/3
Limit or extend length of debate	I move that debate be limited to	No	Yes	No	Yes	2/3
Postpone to a certain time	I move to postpone the motion to	No	Yes	Yes	Yes	Majority
Refer to committee (may be existing or new committee)	I move to refer the motion to	No	Yes	Yes	Yes	Majority
Modify wording of motion	I move to amend the motion by	No	Yes	Yes	Yes	Majority

YOU WANT TO	YOU SAY	INTERRUPT?	SECOND?	DEBATE?	AMEND?	VOTE?
Kill motion for this session	I move that the motion be postponed indefinitely (exception: motion to reconsider can be made at same session)	No	Yes	Yes	No	Majority
Bring business before assembly (a main motion)	I move that/to	No	Yes	Yes	Yes	Majority

Incidental notions – no order of precedence – arise incidentally and decided immediately.

YOU WANT TO	YOU SAY	INTERRUPT?	SECOND?	DEBATE?	AMEND?	VOTE?	
Enforce rules due to							
infraction of rules or	Point of order	Yes	No	No	No	None	
improper decorum in						None	
speaking							
Submit matter to	I appeal from the decision of the	Vas	Vaa	Varios	NIa	Mainuita	
assembly to decide	chair	Yes	Yes	Varies	No	Majority	

Allow a violation of assembly rules (except constitution)	I move to suspend the rules that	No	Yes	No	No	2/3
Avoid main motion altogether	I object to the consideration of the question (must be stated before discussion or another motion is stated)	Yes	No	No	No	2/3
Divide a motion into two or more separate motions	I move to divide the question (motions must be able to stand on their own)	No	Yes	No	Yes	Majority
Demand rising vote	I call for a division	Yes	No	No	No	None
Inquire as to the correct motion	Parliamentary inquiry	Yes (if urgent)	No	No	No	None
Request information	Request for information	Yes (if urgent)	No	No	No	None

Motions that bring a question again before the assembly – no order of precedence. Introduce only when nothing else pending.

YOU WANT TO	YOU SAY	INTERRUPT?	SECOND?	DEBATE?	AMEND?	VOTE?
Resume consideration of item previously "laid on the table"	I move to take from the table	No	Yes	No	No	Majority
Cancel or change previous action	I move to rescind / amend something previously adopted	No	Yes	Yes	Yes	2/3 or majority with notice
Reconsider motion	I move to reconsider the vote (can be made only by one on the prevailing side who has changed position or view)	No	Yes	Varies	No	Majority

Excerpted from Summary Version of Robert's Rules of Oder (© 1997 Beverly Kennedy) and Parliamentary Motions Guide Based on Robert's Rules of Order, 11th Edition (© Jim Slaughter).

II. ACADEMIC ORGANIZATION

POLICY AND PROCEDURES REGARDING ACADEMIC ADMINISTRATIVE STRUCTURES

ADMINISTRATIVE POLICY 3342-2-03.1

A. The university recognizes and designates several types of academic administrative structures that serve to facilitate its academic mission. Primary academic structures aligned with the institutional goals and strategic directions of the university are designated as departments, schools, colleges and regional campuses. These secondary structures are designated as institutes, centers or other general-purpose organizational structures. Other general-purpose organizational structures may include advisory councils, associations, boards, bureaus, councils, forums or programs.

Approval for these academic administrative structures shall be given at various levels of the university's governance structure depending upon the unit's mission, scope and fiscal impact. Academic administrative structures exist to coalesce disciplinary expertise, to provide administrative support, to enhance the possibility of obtaining financial resources or extramural funding and to increase the possibilities for educational or community outreach.

B. Policy Implementation.

1. Regional Campus

- a. A regional campus may be created to provide instruction, outreach and research for a geographical service area distinct from the Kent Campus.
- b. Each regional campus provides on-site academic and administrative services and generally maintains its own physical plant.
- c. Regional campus faculty set degree requirements for associate degree programs through cognate committees with the approval of the provost, the regional campuses curriculum committee, the college curriculum committee, and the Educational Policies Council and Faculty Senate.
- d. The regional campus is a unit of analysis for student headcount, credit hour generation, faculty appointments, academic staff and budgetary support.
- e. A regional campus shall be established or eliminated by the Ohio Board of Regents and the KSU Board of Trustees upon the recommendation of the president and the provost. Prior to recommending the establishment or elimination of a regional campus, or the substantial modification of the academic structures of an existing campus, the president and provost shall consider the recommendation of the vice president for regional development and the dean for regional campuses. The president and provost also shall consider a recommendation from the appropriate curricular and governance bodies, including the regional campuses FAC and curricular committee, the Educational Policies Council and the Faculty Senate.
- f. A regional campus shall be headed by a dean who shall have a dual reporting line to the provost and to the vice president for regional development.

2. College

- a. A college may be created to align more effectively academic departments, schools and programs that share a common mission, similar instructional goals and related scholarly programs. Typically, the component units of a college shall represent disciplinary or professional specialties that have a close affinity with one another.
- b. The primary rationale for a college is to facilitate cooperation and collaboration among its various academic components while at the same time providing enhanced visibility and stature for these units within the university and with external publics.
- c. A college is also expected to yield substantial benefits for faculty, students and staff, as well as external constituent groups.

- d. A college shall be established or eliminated by the Board of Trustees upon the recommendation of the president and the provost. Prior to recommending the establishment or elimination of a college, or the substantial modification of the structures of an existing college, the provost shall consider the recommendation of the appropriate curricular and governance bodies, including the Educational Policies Council and the Faculty Senate.
- e. A college shall be headed by a dean who shall report directly to the chief academic officer of the university (i.e., provost) and who shall have primary responsibility for all curricular, budgetary, and personnel actions of the college. The dean shall be appointed by the provost upon the recommendation of the appropriate advisory body and approval of the Board of Trustees.

3. Departments and dependent schools

- a. A department or dependent school may be created to house one or more academic programs with associated faculty, degree programs and students.
- b. The primary rationale for a department or dependent school is to provide instruction in a professional discipline, an academic area or field. Each department has a resident faculty that offers instruction in one or more academic disciplines or fields. Each dependent school has a resident faculty that offers instruction in one or more professional disciplines, academic areas or fields.
- c. Department and dependent school faculty set degree requirements for unit major programs, with the approval of the College Curriculum Committee and the Educational Policies Council.
- d. The department or dependent school is a unit of analysis for student headcount, credit-hour generation, faculty appointments, academic staff and budgetary support.
- e. Other purposes of departments and dependent schools are to focus scholarly and disciplinary activities of the faculty and to provide professional services in the areas(s) of departmental expertise.
- f. A department or dependent school shall be established or eliminated by the Board of Trustees upon the recommendation of the president, the provost and the dean. Prior to recommending the establishment or elimination of a department or dependent school, or the substantial modification of the structure of an existing department(s) or dependent school(s), the provost shall consider the recommendations of the appropriate curricular and governance bodies, including the College Curriculum Committee, Educational Policies Council, and the Faculty Senate.
- g. A department or dependent school shall be headed by a chair or director who shall have primary responsibility for all curricular, budgetary and personnel actions of the unit. The chair/director shall be appointed by the dean in consultation with the provost upon the recommendation of the appropriate faculty advisory body and approval of the Board of Trustees.

4. Independent school or graduate school

- a. An independent school or graduate school may be created to house one or more academic programs with associated faculty, degree programs and students.
- b. The primary rationale for an independent school or graduate school is to provide instruction in a professional field. Each independent school has a resident faculty that offers instruction in one or more professional disciplines or fields.
- c. Independent school or graduate school faculty set degree requirements for the school's major programs, with the approval of the Educational Policies Council.
- d. The independent school or graduate school is a unit of analysis for student headcount, credit hour generation, faculty appointments, academic staff and budgetary support.

- e. Other purposes of independent schools and graduate schools are to focus scholarly and professional activities of the faculty and to provide professional services in the area(s) of the school's expertise.
- f. An independent school or graduate school shall be established or eliminated by the Board of Trustees upon the recommendation of the president, the provost and the dean. Prior to recommending the establishment or elimination of an independent school or graduate school, or the substantial modification of the structure of an existing independent school(s) or graduate school, the provost shall consider the recommendations of the appropriate curricular and governance bodies, including the Educational Policies Council and the Faculty Senate.
- g. An independent school or graduate school shall be headed by a dean who shall report directly to the chief academic officer of the university (i.e., provost) and who shall have primary responsibility for all curricular, budgetary, and personnel actions of the school. The dean shall be appointed by the provost in consultation with the appropriate advisory body and approval of the Board of Trustees.

5. Divisions

- a. Divisions within academic affairs exist to provide services beyond those offered by colleges, department and dependent schools, or independent schools and graduate schools. These services include, for instance, advising, fundraising, instruction in library use and in research methods, management of the library's collections and databases, and planning and installation of classroom technology and/or technology support. Current divisions include:
 - (1) Libraries and Media Services
 - (2) Research and Graduate Studies
 - (3) Undergraduate Studies

6. Institute

- a. An institute may be created to facilitate comprehensive research on a major problem or on a cluster of significant related topics or issues. The topics or issues that provide the focus for the institute shall involve two or more departments or schools and incorporate a university-wide perspective.
 Ordinarily, institutes are created because the organization, advantages, and support they provide are not feasible under existing departmental or school structures. Institutes shall be supported insofar as possible through extramural resources.
- b. An institute shall facilitate and administer the performance of research and provide an organizational identity to selected research programs and participating faculty, staff and students. An institute shall supplement and complement the mission of the academic departments, schools and colleges.
- c. An institute shall be established or eliminated by the Board of Trustees upon the recommendation of the president and the provost. Prior to recommending the establishment or elimination of an institute, the provost will consider the recommendations of the appropriate curricular and governance bodies (i.e., college curriculum committee(s), Educational Policies Council and the Faculty Senate).
- d. An institute shall be headed by a director appointed by the provost upon the recommendation of the appropriate dean(s) and approval by the Board of Trustees.
- e. The director shall file an annual report with the appropriate dean(s), with copies to the provost and the vice president for research and dean of graduate studies.

7. Center

- a. A center may be created to make faculty expertise available to university and outside constituencies; research, while endemic to its operation, is not necessarily the primary focus of a center. Centers typically provide a service or serve purely an administrative purpose.
- b. The rationale for a center is to provide an administrative structure to focus and bring together the efforts of a faculty on a single area or cluster of related areas. Centers shall supplement and complement the mission of the academic department and college.
- c. A center shall be established by the provost upon the recommendation of the deans of participating colleges and independent schools and the chairperson(s) and director(s) of participating department and dependent schools. In the case of regional campuses, a center shall be established by the provost upon the recommendation of the vice president for regional development and the regional campus dean(s). Prior to recommending the establishment of a center, including those at a regional campus, the provost will consider the recommendations of the appropriate governance bodies (i.e., department or dependent school curriculum committee, college curriculum committee, and the Educational Policies Council, the Faculty Senate and the RCFAC, when appropriate).
- d. A center shall be headed by a director or coordinator appointed by the provost upon the recommendation of the appropriate dean(s) and approved of the Board of Trustees.
- e. The director or coordinator shall file an annual report with the dean, chairperson or director. The annual report for each center shall be included in the regional campus, college department or dependent school, or independent school annual mission report, whichever is appropriate.

8. Other Designations for General-Purpose Organizational Structures

- a. In addition to institutes and centers, the university recognizes other designations more limited in scope such as bureaus, forums, advisory councils, associations, boards, and councils.
- b. These general-purpose organizational structures may be established by the appropriate dean with the approval of the provost. Prior to recommending the establishment of a general-purpose structure, the dean will consider the recommendations of the departmental faculty advisory committee and/or the regional campus faculty advisory committee.

C. Review Procedures for Secondary Administrative Units

- 1. Unless an exception is approved by the provost, all institutes and centers will be reviewed every five years.
- 2. The review will include a comparison of the activities and achievements of the institute, center or general-purpose structure with the elements called for in University Policy 3342-1-03 in order to determine if the unit is meeting its intended mission. Each review will conclude with a recommendation to continue, modify or abolish the structure.
- 3. An institute, center or general-purpose structure may be abolished as a result of a review or abandoned as a result of inactivity. The action to abolish or abandon will be taken by the Board of Trustees in the case of institutes; by the provost in the case of centers; and by the appropriate vice president, dean or other administrative officer in the case of general-purpose structures. In each case, the abolishment or abandonment will not be finalized without a notification to governance bodies, such as the Faculty Senate and a notification and consideration of the recommendation of the affected department, dependent school, independent school, college and/or regional campus.

Effective: August 13, 2007

Prior Effective Dates: 11/4/1977, 8/31/1979, 4/30/982, 10/5/1988, 10/24/1988, 5/1/1995, 3/7/2000, 9/19/2006

ORGANIZATION OF KENT STATE UNIVERSITY ACADEMIC ADMINISTRATIVE STRUCTURE

See the <u>academic</u> programs Excel document on the Curriculum Services website for academic programs housed within the individual units (www.kent.edu/provost/curriculum).

College of Applied Engineering, Sustainability and Technology

College of Architecture and Environmental Design

College of the Arts

School of Art

Shannon Rodgers and Jerry Silverman School of Fashion Design and Merchandising

Hugh A. Glauser School of Music

School of Theatre and Dance

College of Arts and Sciences

Department of Anthropology

Department of Biological Sciences

School of Biomedical Sciences

Department of Chemistry and Biochemistry

Department of Computer Science

Department of English

Department of Geography

Department of Geology

Department of History

Department of Mathematical Sciences

Department of Modern and Classical

Language Studies

Department of Pan-African Studies

Department of Philosophy

Department of Physics

Department of Political Science

Department of Psychological Sciences

Department of Sociology

College of Business Administration

Department of Accounting

Department of Economics

Department of Finance

Department of Management and

Information Systems

Department of Marketing and Entrepreneurship

College of Communication and Information

School of Communication Studies

School of Journalism and Mass Communication

School of Library and Information Science

School of Visual Communication Design

College of Education, Health and Human Services

School of Foundations, Leadership and

Administration

School of Health Sciences

School of Lifespan Development and Educational

Sciences

School of Teaching, Learning and Curriculum

Studies

College of Nursing

College of Podiatric Medicine

College of Public Health

Department of Biostatistics, Environmental Health

Sciences and Epidemiology

Department of Health Policy and Management

Department of Social and Behavioral Sciences

Honors College

Regional College

University College

School of Digital Sciences

Division of Graduate Studies

Division of Undergraduate Studies

Division of University Libraries

Kent State University Campuses

Ashtabula Campus

East Liverpool Campus

Geauga Campus (includes Regional Academic

Center in Twinsburg)

Kent Campus (includes Independence site)

Salem Campus

Stark Campus

Trumbull Campus

Tuscarawas Campus

ACTIVE ACADEMIC CENTERS AND INSTITUTES

Applied Psychology Center

Center for Applied Conflict Management

Center for Comparative and Integrative Programs

Center for Conrad Studies

Center for Ecology and Natural Resource Sustainability

Center for Educational Leadership Services

Center for Entrepreneurship and Business Innovation

Center for Health Promotion through Education

Center for Information Systems

Center for Innovation in Transition and

Employment for Youth with Disabilities

Center for International and Intercultural Education

Center for Library and Information Literacy Education

Center for Materials Informatics

Center for Nuclear Research

Center for Nursing Research

Center for Nutrition Outreach

Center for Public Policy and Health

Center for Scholastic Journalism

Center for Sport, Recreation and Tourism Development

Center for Study of Ethnic Publications and Institutions

Center for the Study and Development of

Minority Businesses

Center for the Study and Prevention of Violence

Center for the Study of Information and Religion

Center for the Study of Librarianship

Center for the Treatment and Study of Traumatic Stress

Center Human Development

Center of Pan African Culture

Center of Public Health Preparedness

Child Development Center

Communication Research Center

Counseling and Human Development Center

Cuban Studies Institute

Entrepreneurial Academy

Ethnic Heritage Center

Faculty and Professional Development Center

Family Child Learning Center

Gerald H. Read Center for International and

Intercultural Education

Gerontology Center

Glenn H. Brown Liquid Crystal Institute

Global Management Center

Hattie Larlham Research Institute

Institute for African American Affairs

Institute for Applied Linguistics

Institute for Bibliography and Editing

Instructional Resources Center

International Institute for Human Service Workforce

Research and Development

Justice Volunteer Center

Kent Regional Business Alliance

Lyman L. Lemnitzer Center for NATO and European

Union Studies

Media Law Center for Ethics and Access

New Media Center

Ohio Employee Ownership Center

Ohio Literacy Resource Center

Ohio Small Business Development Center

Ohio Small Business Development Center at the Kent

Regional Business Alliance

Ohio Small Business Development Center, Tuscarawas

Campus

Psychological Clinic

Reading and Writing Development Center

Regional Corporate and Community Services

Reinberger Children's Library Center

Research and Evaluation Bureau

Research Center for Educational Technology

Research in Justice Issues

Scholarship Recruitment Challenge

Speech and Hearing Clinic

Student Development Center, Stark Campus

Survey Research Laboratory

Urban Design Center of Northeast Ohio

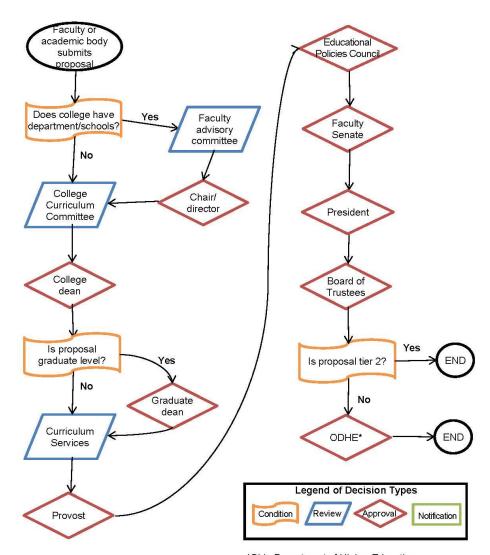
Western Reserve Business Center for Women

Wick Poetry Center

Women's Resource Center

APPROVAL FLOWCHART FOR AN ACADEMIC ADMINISTRATIVE STRUCTURE

See Section V Visit www.kent.edu/provost/curriculum for curricular forms and documentation to establish, revise or inactivate.



*Ohio Department of Higher Education (formerly Ohio Board of Regents)

Tier 2 proposals (President and Board of Trustees final approvers)

- Academic unit (college, school, department) establishment, inactivation, revision (e.g., name change, merger, school to college)
- Institute establishment, revision, inactivation
- Center establishment, revision, inactivation

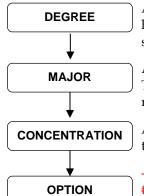
Tier 1 proposals (Ohio Department of Higher Education final approver)

 College - establishment or substantial change that affects region or other institutions (e.g., College of Engineering)

III. ACADEMIC PROGRAMS AND POLICIES

CURRICULUM NOMENCLATURE

The following naming conventions are used to clarify appropriate interpretation of the relative importance of degrees, majors and sub-hierarchical categories.



A recognition or award for completion of a prescribed course of study in an institution of higher education designated by the customary titles of associate, bachelor's, master's, specialist or doctor.

A set of requirements for completion of a degree as authorized by the Kent State Board of Trustees and the Ohio Board of Regents Department of Higher Education. The major may represent a field of study (e.g., History) or be interdisciplinary (e.g., Digital Sciences).

A subset of requirements for a specialization that comprises a minimum of 50 percent of the curriculum within a major.

—A subset of requirements for focus within a concentration. In Banner and on student transcripts, options are connected to concentrations with one name (e.g., Reporting/Editing Magazine, Reporting/Editing Newspaper).

Example: Bachelor of Science degree - Biology major - Molecular Biology concentration.

KENT STATE'S PROGRAM AND COURSE COUNT

		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Associate	Degrees	5	5	5	5	5	<u>5</u>
	Majors *	37	38	35	35	35	<u>35</u>
	Concentrations	19	22	24	24	24	24
Bachelor's	Degrees	11	12	12	12	12	<u>12</u>
	Majors *	121	122	122	125	120	<u>123</u>
	Concentrations	166	172	192	201	207	<u>202</u>
Master's	Degrees	17	18	18	22	22	<u>22</u>
	Majors *	118	112	110	114	115	<u>113</u>
	Concentrations	157	157	161	146	154	<u>150</u>
Post-Master's	Degrees	1	1	1	1	1	<u>1</u>
	Majors *	8	6	6	6	6	<u>6</u>
Doctoral	Degrees	2	3	4	4	4	<u>4</u>
	Majors *	47	48	48	49	49	<u>49</u>
	Concentrations	23	24	25	26	26	<u>26</u>
Total Degrees		36	39	40	44	44	<u>44</u>
Total Majors		331	326	321	329	325	<u>326</u>
Certificates	Undergraduate	42	26	16	19	18	<u>18</u>
	Post-Bachelor's	21	24	17	19	20	<u>24</u>
	Post-Master's	34	31	28	28	23	<u>25</u>
Minors		108	122	134	144	144	<u>150</u>
Courses **		8,513	8,602	7,619	7,879	8,029	<u>8,272</u>

^{*} Included in this count are majors counted separately in multiple degrees (e.g., the Physics major within the BA and BS degrees is counted twice), as well as majors awaiting OBA approval or that have had admissions suspended temporarily.

^{**} Not included in this count are courses on hold pending inactivation.

See the <u>academic</u> programs Excel document on the Curriculum Services website for all programs offered at Kent State (www.kent.edu/provost/curriculum).

CURRICULUM DEFINITIONS

MAJOR

An academic major is a curriculum component that enables students to make an in-depth inquiry into a discipline or a professional field of study. It is organized around a specific set of goals, objectives and student learning outcomes that are accomplished through an ordered series of courses whose connections define an internal structure. A major that focuses on a discipline typically draws its courses predominantly from one department. One that encompasses a professional field of study or is interdisciplinary usually obtains its courses from more than one department/school.

Departments or dependent schools have the responsibility for administering majors within their unit and for approving particular programs of study and appropriate course substitutions for students. Those departments involved with interdisciplinary majors perform the same functions as individual departments. Courses taken to fulfill other academic requirements, e.g., minors and areas of specialization, are sometimes specified within the requirements for a degree; however, students may not declare a major and a minor in the same discipline.

One important aspect of a major is the opportunity it affords students to study a field in depth. A major introduces students to a discipline or field of study through a foundation of theory and method, which serves as a basis for further study. It exposes them to the gamut of topics examined and the analytical devices used in the study of the subject. It contains a core series of courses of advancing levels of knowledge and understanding. Study in depth provides students with an understanding of the fundamental problems and arguments of a discipline or field of study, as well as its limits. It affords students practice with the tools of the subject, introduces them to its historical and philosophical foundations and gives them a clear sense of its boundaries and its effectiveness as a means for understanding or serving human society.

Per the Ohio Board of Regents Department of Higher Education guidelines, a major must comprise a minimum of 30 semester hours of specialized study leading to both breadth and depth in a particular discipline.

Concentration. Majors may have concentrations (required or optional) to indicate in-depth knowledge in a particular area of the major and is recognized on the student's transcript. Concentrations differ from majors in that the concentration must include a minimum of 50 percent of the curriculum within the major. In other words, major coursework that is required for all the concentrations (i.e., shared or major core) must be more than 50 percent of the overall curriculum required for the concentrations. Or, said another way, concentration hours must account for less than 50 percent of the total curriculum within the major. This percentage does not include general education, additional program requirements and general electives). For example, if a major with concentrations has 30 credits of shared major coursework (not including Kent Core, electives or required courses not counted in major GPA), each concentrations must be 15 credits or less of major coursework (again, not including Kent Core, electives or required courses not counted in major GPA specific to a concentration).

MINOR

An academic minor is a curriculum component, smaller than the major, whichthat enables a student to make an inquiry into a discipline or field of study or to investigate a particular theme. The purpose of a minor is to provide formalized guidance to students in selecting courses in a field or content area that is outside the major and to provide formal recognition of that work on the transcript. Minors may be centered in a specific department or be drawn from several departments, as in the case of an interdisciplinary topical or thematic focus.

A minor is minimum 12 credit hours and normally contain between 18 and 25 credit hours, with at least 9a 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 (ATS), 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. <u>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.</u> Students must formally declare a minor, similar to the process by which they declare the major.

CERTIFICATE

Certificate programs exist at Kent State University to make available a flexible curricular structure to-deliver focused instruction and formalized guidance to students in areas that address contemporary, topical and/or workplace needs. Formal recognition of certificate completion is given on the student's transcript. Certificates may be pursued by and granted to students whether or not they are enrolled in a degree-granting major; however, all students who are granted a certificate must meet institutional admissions and graduation standards.

Certificate programs normally contain between 15 and 25 credit hours of coursework from the existing inventory, with a maximum of 9 credits of variable topic (special topics, seminar, etc.) courses. Graduate certificates that exceed-are 21 credit hours or more must be approved by the Ohio Board of Regents Department of Higher Education.

Effective July 1, 2011, certificate programs that are eligible for federal financial aid for students are considered under the "gainful employment" regulations. Therefore, institutions are required on annual basis to disclose in a public manner (e.g., *University Catalog*, department websites) data on on-time graduation rate; job placement rate; tuition, fees and costs of books and supplies; median loan debt incurred by the students; and occupations for which the certificate will prepare/has prepared the student. More information on the gainful employment regulation is found at ifap.ed.gov/GainfulEmploymentInfowww.ed.gov/category/keyword/gainful-employment.

The Ohio Board of Regents Department of Higher Education defines the level of certificate programs as the following (adapted from IPEDS Completion Survey Glossary):

<u>Undergraduate General Certificates:</u> An award that requires completion of an organized program of study at the postsecondary level (i.e., below the baccalaureate). They are further classified into the following categories (from the IPEDS Glossary):

Postsecondary - Less Than One Academic Year: Requires completion of an organized program of study at the post secondary level (below the baccalaureate) in less than one academic year. Total program must be minimum 16 credit hours (for students to be eligible for federal financial aid) and less than 30 semester credit hours. (Banner code is CER1-1xx.)

Postsecondary - <u>At Least One</u>, <u>But Less Than to Two Academic Years: Requires completion of an organized program of study at the postsecondary level (below the baccalaureate) in at least one but less than two full time equivalent academic years. Total program must be more than 30 and less than 60 semester credit hours. (Banner code is CER2-2xx.)</u>

<u>Postsecondary - At Least Two, But Less than Four Academic Years:</u> Total program must be more than 60 and less than 120 semester credit hours. (Banner code: CER4-4xx.)

Sub-Baccalaureate: A teacher preparation certificate that requires a bachelor's degree for admission. For federal financial aid eligibility, the certificate "consists of courses required by a state in order for a student to receive a professional certification or licensing credential that is required for employment as a teacher in an elementary school or secondary school in that State, except that it does not include any program of instruction offered by a TEACH Grant-eligible institution that offers a bachelor's degree in education" (per the Code of Federal Regulations, which titles these programs as "post-baccalaureate").

Undergraduate Technical Certificates: An award designed for an occupation or specific employment

opportunity. These certificates should prepare students for a valid occupational license or third-party industry certification, if available, related to the field of study. Technical certificates and their associated occupational license or certification require approval from the Ohio Department of Higher Education. Technical certificates are further classified into two categories:

<u>Technical - One Year:</u> Total program must be minimum 30 semester credit hours, with the majority of the coursework completed in a pre-scribed technical area.

<u>Technical - Less Than One Year:</u> Total program must be minimum 16 credit hours (for students to be eligible for federal financial aid) and less than 30 semester credit hours.

Graduate Certificates:

Post-Baccalaureate: Requires completion of organized program of study beyond the baccalaureate. The post-baccalaureate certificate is designed for people who have completed a bachelor's degree; however, it does not meet the requirements of a master's degree. Total program must be minimum <u>815</u> credit hours for students to be eligible for federal financial aid. (Banner code is CER6-6xx.)

Post-Master's: Requires completion of an organized program of study beyond the master's degree. The post-master's certificate is designed for people who have completed a master's degree; however, it does not meet the requirements of a doctorate. <u>Total program must be minimum 8 credit hours for students to be eligible for federal financial aid.</u> (Banner code is CER8-8xx.)

Approved certificate programs must be reviewed by its sponsoring unit every five years, and a recommendation made on the continued status of the program. This review should assess achievements relative to the stated goals of the program and be submitted to the Educational Policies Council.

ASSOCIATE DEGREE

Associate degrees are awarded only on Kent State's Regional Campuses and are designed to permit a student to complete the freshman and sophomore years of a baccalaureate program and/or to prepare students for immediate employment in a technology-related field. The degree requires Associate degree programs must contain a minimum of 60 semester credit hours and should not exceed 65 hours unless it can be shown that the additional coursework is required to meet professional accreditation or licensing requirements. Associate degree programs requiring hours beyond 65 hours in order to meet accreditation or licensing requirements are expected to align similarly to like programs at other Ohio public institutions and shall not exceed 73 semester credit hours. The degree Certificates should not exceed four semesters of full-time study.

The **Associate of Arts** (AA) and **Associate of Science** (AS) degrees provide a planned program of study that is generally equivalent to the first two years of a baccalaureate. The program may also be used for students desiring two years of a general education with emphasis in the arts, social sciences or humanities (for the AA degree) or in the natural sciences and mathematics (for the AS degree).

The curriculum structure of the AA and AS degrees at Kent State University:

<u>Curriculum Requirements</u>	Credits
freshmen orientation (US 10097)	1
Kent Core (general education requirement)	36
general electives *	23
Minimum Total	60

^{*} Electives are chosen in the students' area of interest and/or to meet the requirements of the bachelor's degree they are wishing to pursue.

Ohio Administrative Code 3333.1.04 Standards for Approval of Associate Degree Programs states the **Associate of Applied Business** (AAB) and the **Associate of Applied Science** (AAS) degrees are "awarded for the successful completion of a planned program of instruction in a technology, the primary objective of which is the preparation of individuals for paid and unpaid employment in that technology, or for additional preparation for a career requiring other than a baccalaureate or advanced degree."

The curriculum structure of AAB and AAS degrees at Kent State:

<u>Credits</u>	<u>Curriculum Requirements</u>
1	freshmen orientation (US 10097)
15	Kent Core (general education requirement) *
varies	major (technical) requirements **
varies	additional program requirements (related) **
varies	general electives **
60	Minimum Total

- * One course from each of the following five categories: (1) Composition, (2) Mathematics and Critical Reasoning, (3) Humanities or Fine Arts, (4) Social Sciences and (5) Basic Sciences.
- ** Non-technical requirements (including Kent Core and courses basic or closely related to the technical field) should make up approximately 50 percent or more (i.e., minimum 30 credit hours) of total program.

The **Associate of Technical Study** (ATS) degree is an individually planned technical program of study designed to respond to the need needs for specialized technical education and specific career objectives that are not served by existing degree programs. The ATS degree is divided into two categories at Kent State types by the Ohio Department of Higher Education:

- Category Type A allows students to develop, in consultation with a faculty advisor, a coherent combination of technical courses selectively an individualized course of study drawn from two or more technical programs offered at Kent State to serve a career objective that is not adequately addressed by one of the existing programs alone. Students in the ATS degree category type A declare the Individualized Program major at Kent State.
- Category Type B provides associate degree completion based on a technical certificate or other formal technical training programs. Students are awarded a maximum of 30 credit hours toward the degree for college-level courses completed or training received from other institutions of higher education, vocational career centers or other educational enterprises that are regionally accredited and/or recognized by the U.S. Department of Educationjudged by Kent State to be of college level and for which Kent State awards degree credit. Students in the ATS degree category type B declare the appropriate university-approved major in their field.

The curriculum structure of the ATS-category B degree at Kent State University is the following:

<u>Curriculum Requirements</u>	Credits
freshmen orientation (US 10097)	1
Kent Core (general education requirement) *	15
articulated credit **	max 30
major (technical) requirements **	varies
additional program requirements (related) **	varies
general electives **	varies
Minimum Total	60

- * One course from each of the following five categories: (1) Composition, (2) Mathematics and Critical Reasoning, (3) Humanities or Fine Arts, (4) Social Sciences and (5) Basic Sciences.
- ** The ATS degree should comprise minimum 30 credit hours technical coursework (may include articulated credit) and minimum 28 credit hours non-technical coursework (including Kent Core).

BACHELOR'S DEGREE

The bachelor's degree (baccalaureate) is usually the first academic title or rank conferred on a student by the university for satisfactory completion of a prescribed four-year course of study, and it is authenticated by a diploma signifying the achievement. Its purpose is to enable a student to acquire a certain amount of liberal learning and to become proficient in a particular branch of learning. The degree requires a minimum of 120 semester credit hours of coursework, although some specialized programs may require more; bachelor's degree

programs should not exceed 126 semester credit hours unless it can be shown that the additional coursework is required to meet professional accreditation or licensing requirements. As part of this requirement, all students must complete minimum 36 semester hours of the Kent Core.

The curriculum structure of the bachelor's degree at Kent State University is the following

<u>Curriculum I</u>	Requirements	Credits
freshmen orientation	on (US 10097)	1
Kent Core (general education	requirement)	36
two designated-diversity courses	(global/U.S.)	varies
designated writing-int	ensive course	varies
approved experiential lea	rning activity	varies
major re	equirements *	min 30
additional program	requirements	varies
concentration requirem	ents, if any **	varies
ger	neral electives	varies
Mi	nimum Total	120

- * Per the Ohio Board of Regents Department of Higher Education, a major must comprise a minimum of 30 semester hours in a particular discipline.
- ** Concentrations must include a minimum of 50 percent of the curriculum within the major.

Within this structure, the content of programs determines the type of bachelor's degree.

Majors within the **Bachelor of Arts** (BA) degree usually are aimed at liberal learning; they tend to teach qualitative methods of scholarship, and they ordinarily have a small major and a relatively large number of electives, which makes the degree flexible.

Majors within the **Bachelor of Science** (BS) degree generally are oriented toward more specialized preparation; they tend to teach quantitative methods of scholarship, and they usually have a large number of major requirements, which somewhat limit the flexibility of the degree.

The **Bachelor of Integrative Studies** (BIS) degree (formerly the Bachelor of General Studies degree) permits students to construct their own areas of focus within structured limits.

The **Bachelor of Technical and Applied Studies** (BTAS) is an adult-completion degree designed to accommodate varied educational backgrounds.

Professional <u>or technical</u> bachelor's degrees tend to have a greater percentage of required courses in the content of the discipline as they prepare graduates for a specific profession. These programs usually require a core of professional studies that conforms to the standards of an accrediting agency or other professional <u>/licensing</u> body. The size of the professional core ordinarily restricts the number of hours that are available outside the associated major. Kent State University offers eight professional <u>or technical</u> undergraduate degrees: the **Bachelor of Applied Horticulture** (BAH), **Bachelor of Business Administration** (BBA), **Bachelor of Fine Arts** (BFA), **Bachelor of Music** (BM), **Bachelor of Radiologic and Imaging Sciences Technology** (BRIT), **Bachelor of Science in Education** (BSE), **Bachelor of Science in Nursing** (BSN) and the **Bachelor of Science in Public Health** (BSPH).

<u>"2+2" Bachelor's Degree Programs</u>: Several baccalaureate programs at Kent State University can be completed with approximately two years of additional full-time study after completion of an associate degree at the Regional Campuses. Some course selections leading to associate degrees are more acceptable than others as components of baccalaureate programs, and exact requirements for additional study vary. An example is the Bachelor of Science degree in respiratory care, which is a two-year program for students who hold an accredited associate degree in respiratory therapy/care.

MASTER'S DEGREE

In broad terms, entry into a master's degree indicates that the student has sufficient preparation in a field of study to pursue greater specialization in that field. The degree program is designed to assure mastery of specified knowledge and skills, rather than a random accumulation of credits beyond the baccalaureate. Despite differences in title and objective, all master's degrees share common characteristics. The degree normally requires one to two years of full-time study and the completion of a minimum of 30 semester hours of graduate credit beyond the baccalaureate. Some specialized masters degrees may require more than this minimum. The basic components of the degree may vary in emphasis, but generally include a common core in the discipline; an integrative experience such as a seminar or practicum to synthesize the program's content and/or to translate theory into practice; and a summative experience to measure achievement and intellectual growth such as a thesis, research paper and/or comprehensive examination. Academic credit applicable to the degree is only awarded for those courses designed to expand and strengthen skills beyond the level of the baccalaureate. Degree credit is not awarded for courses that are remedial or designed to fulfill prerequisites for admission.

Majors within the **Master of Arts** (MA) degree tend to emphasize liberal learning and qualitative methods of scholarship within a specific discipline. MA degree requirements often favor electives outside the discipline of the major.

Majors within the **Master of Science** (MS) degree tend to emphasize professional preparation and quantitative methods of scholarship within a specific discipline where scientific methodology predominates. MS degree requirements often favor requirements within the major.

The aim of professional master's degrees is to emphasize a core of professional studies for professional practice, focusing on skills and practical analysis over theory and research. Kent State offers 2019 professional master's degrees: Master of Architecture (MArc), Master of Arts in Economics (MAE), Master of Arts in Teaching (MAT), Master of Business Administration (MBA), Master of Digital Sciences (MDS), Master of Education (MEd), Master of Fine Arts (MFA), Master of Geographic Information Science (MGISc), Master of Health Care Design (MHCD), Master of Landscape Architecture I/II (MLA1/2), Master of Liberal Studies (LSM), Master of Library and Information Science (MLIS), Master of Music (MM), Master of Public Administration (MPA), Master of Public Health (MPH), Master of Science in Accounting (MSA), Master of Science in Nursing (MSN), Master of Technology (MTech) and Master of Urban Design (MUD).

POST-MASTER'S DEGREE

The **Educational Specialist** (EdS) degree is a sixth-year, self-contained degree program at the post-master's level. The program is designed to provide additional preparation beyond the master's degree without the research and scholarly focus of the doctorate. The basic components of the degree may vary in emphasis but will generally include the following: a set of core courses, a demonstration of relevant competency in research, a clinical field study experience and electives designed to assist the student in achievement of career goals. The program normally includes one or more experiences that provide opportunity to integrate theory and practice and a summative experience as a context for measuring achievement and intellectual growth.

DOCTORAL DEGREE

The **Doctor of Philosophy** (PhD) degree is designed for students interested in becoming professional scholars, college and university teachers or independent research workers and leaders in industry and private or government research institutions. It builds on the breadth and study-in-depth provided by a baccalaureate and the specialization acquired in the master's degree. Its specific purpose is to give students the analytic and research skills to function as a scholar in a discipline. The PhD represents the highest level of academic certification at Kent State University and assures that its graduates have the scholarly skills to discover, interpret, integrate, apply and communicate the accumulated knowledge of a discipline.

The curriculum of the PhD degree combines core coursework, a cognate (related) field, a comprehensive written and oral examination and a written cumulative product (dissertation) that shows the results of a scholarly work

of original resource and is presented orally to a professional audience of scholars. The degree requires a minimum of 90 semester hours beyond the bachelor's degree, or 60 hours beyond the master's degree.

Professional doctoral degrees educate students for professional practice, rather than the research-focused Doctor of Philosophy. The degree is awarded after a period of study such that the total time to degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Kent State offers three professional doctorates: **Doctor of Audiology** (AuD) in association with the Northeast Ohio Audiology Consortium, **Doctor of Nursing Practice** (DNP) and **Doctor of Podiatric Medicine** (DPM).

INTER-INSTITUTIONAL AGREEMENTS WITH CURRICULAR IMPLICATIONS

An articulation agreement or memorandum of understanding that specifies the rights and privileges of students moving from one institution to another are referred to as inter-institutional agreements. The usual common denominator of such agreements is academic course credit, although other issues such as admission priority, catalog rights, access to residence halls and other student services may be involved. Below are general definitions of some common agreements:

Two-plus-two (2+2) articulation is a formal agreement between institutions whereby eligible associate degree holders are guaranteed matriculation into the third year of a specific four-year bachelor's degree at Kent State. Example: Students who earn the AAB degree in Hospitality Management at Cuyahoga Community College, upon admission to Kent State, may matriculate into the third year of the university's BS degree in Hospitality Management.

Dual admission programs articulate a four-year degree across two institutions, with the usual intent for students to complete the first two years at a community college and final two years at Kent State. These are similar to 2+2 programs except that students are admitted concurrently to both institutions and may be guaranteed catalog rights from the year they enter the agreement. There are separate faculty bodies and, for the most part, separate curricular and requirements to achieve the two degrees.

Joint, consortia or dual enrollment agreements are collaborations between institutions to offer one degree program. Students admitted to a program will choose one "enrollment" university for the purposes of transcript, registration and degree granting. However, there is, typically, one faculty body, and students are able to take courses at the partnering institutions. Example: Master of Fine Arts degree in Creative Writing at Kent State, University of Akron and Youngstown State.

Cross registration agreements between post-secondary institutions allow students enrolled at one institution (home institution) to take courses at another institution (host institution). The host institution determines registration dates, course availability and any special course fees, and will send a grade report to the home institution at the end of the term. Students may cross register at only one institution per term and may take a specified number of courses each term.

<u>College Credit Plus (formerly Dd</u>ual credit) agreements allow high school students to register for a Kent State course taught in the high school, on a Kent State campus or via online by a Kent State faculty member or a Kent State-approved high school instructor (i.e., adjunct status) for high school and college credit. <u>Dual creditCollege Credit Plus</u> courses offered in high schools through Kent State must duplicate the course delivered at a Kent State campus to matriculated students. <u>College Credit Plus c</u>ourses taken for dual creditat the high school become part of the high school student's official college transcript; therefore, the earned course and credits will be accepted at Kent State.

Partnerships provide mutual support for the offering of an academic program. Example: Kent State offering the Bachelor of Business Administration degree onsite at Lorain County Community College.

College tech prep prepares high school students for post-secondary education and high-skill, high-demand technical careers. The nationwide program provides students with a planned program of study starting in grade

nine and continuing through a college degree, and incorporates college prep academics with hand-on career technical skills. Upon completion of the high school portion of the curriculum, students who have met the established criteria are eligible for articulated college credit at Kent State University. Example: Students completing the Veterinary Science program at the Columbiana County Career and Technical Center, upon admission to Kent State, will receive credit for Kent State course VTEC 10001 toward the AAS degree in Veterinary Technology.

Trade competency (or block credit) agreements involve other post-secondary institutions, vocational centers and educational institutions judged to be at a college level; student receive a specified block of college credit for courses completed or training/certification received. This block of credit is awarded either after the student successfully completes a Kent State transition course or has completed all the courses required in the program. Example: Licensed practical nurses and certified paramedics, upon admission to Kent State University and after successfully completing a summer transition course, will receive credit for a specified list of courses applicable toward the AAS degree in Nursing.

Institutional general education agreements involve defining specific equivalencies between another institution's general education courses with Kent State's Kent Core courses. These are often sought from specialized institutions such as mortuary schools that would like a degree option for their students.

ACADEMIC POLICIES

Academic policies pertain to regulations or procedures developed to maintain <u>academic</u> standards while assuring fair and consistent treatment of students. These policies are exclusive of degree requirements. Some examples of policies include those relating to admission to <u>or dismissal from</u> the university, <u>acceptance of academic credit and application of course grades and student grade point average selective admission requirements for one or more programs or retention criteria. Academic policies are found in the *University Catalog*.</u>

The term "policy" also includes university policies, administrative policies and operational procedures and regulations policies, which are found in the *University Policy Register* (www.kent.edu/policyreg).

University policies are defined as policy statements, rules and regulations governing instructional and educational programs, university research, student life, administrative operation, finance and personnel management that have broad application for the entire campus university community. Such University policies require approval of the appropriate chief administrative executive officer, the president and board. Some academic policies are also considered university policies and published in both the University Catalog and Policy Register.

Administrative policies are defined as rules and regulations governing internal operations in concert with university policies. These policies often clarify the roles and responsibilities of administrators, staff, faculty and students relative to a specified subject matter, as well as to provide guidance on general procedural matters. Administrative policies require the approval of the appropriate chief administrative executive officer and/or the president and notification of the board.

Operational procedures and regulations policies are defined as very specific sets of instructions or procedures to be followed in support of a related administrative policy, necessary operational guidelines to implement a policyies or programs of at the university. As the university is often changing the department-level procedures to ensure operational efficiency, this policy format should be used sparingly and only if absolutely necessary to carry out a specific process vital to the mission of the university. Otherwise, a department-level policy document should be sufficient. Operational policies require notification of the president and board. Such operational procedures and regulations may be established in concert with university policies by the appropriate administrative officer.

WHEN A PROGRAM REVISION IS NOT A REVISION BUT A NEW PROGRAM

Faculty members in charge of programs are encouraged to review and update their curricular offerings periodically to assess curricular relevance with respect to recent developments of new knowledge in the field or discipline. However, if the revisions are extensive enough that the revised program no longer resembles the existing, approved program—e.g., the mission, goals, objectives and/or learning outcomes are substantially different, as are the career opportunities for graduates—the program will be considered a new program and must follow the new program approval process.

Per the Chancellor's Council on Graduate Study, if changes in a graduate program's curriculum (in contrast to the method of delivery) equal or exceed 50 percent based on the total number of credit hours in the degree program as published in the current graduate catalog, the program will be considered a new program and must follow the new program approval process.

A proposal that elevates an existing concentration within a major to its own major (i.e., becomes a separate degree program) must follow the new program approval process.

STEPS FOR PROCESSING PROGRAM AND POLICY PROPOSALS

- Complete the proposal in CurricUNETappropriate paperwork (see
 www.kent.edu/provost/curriculum/curricular-forms) and submit proposal to the department or school's
 curricular body. The department chair, school director or campus dean must sign the Certification of
 Curriculum Proposal (CCP) form indicating approval. Once submitted, the proposal will be routed to
 appropriate department or school's curricular body, and then on to the department chair or school director
 before moving to the college curriculum committee and college dean for approval.
- 2. Submit proposal to college's curriculum committee. The college dean (designee) must sign CCP form indicating approval. For programs offered on Regional Campus(es) only, the dean of the specified Regional Campus(es) must sign the CCP form also If program is graduate level, the CurricUNET proposal will be routed to the dean of Graduate Studies for review and approval.
- 3. If program is graduate level, also submit proposal to the dean of Graduate Studies for review and approval The Curriculum Services for review and Provost Office approval.
- 3.4. The college dean's office submits proposal to the Office of Curriculum Services to review.
- 4.5. Proposal is placed on the agenda for the Educational Policies Council's (EPC) monthly meeting. See Section I for listing of proposals that constitute action, information and lesser action items. The agenda is available one week before each meeting's date: www.kent.edu/provost/curriculum/epc.
- 5.6. When appropriate, EPC-approved items are submitted to the Faculty Senate and forwarded to the president, Board of Trustees and Ohio Board of Regents Department of Higher Education for approval (see Section I for curriculum approval chart.)
- 6-7. The Curriculum Services staff updates Banner's program inventory for items that received final approval and makes changes to the subsequent *University Catalog* and the Search Programs and Degrees website (www.kent.edu/gps).
- 7.8. The Curriculum Services staff communicates all undergraduate program and appropriate policy revisions to the Graduation Planning System Office for updates to the GPS degree audit.
- 8-9. Changes are documented in the annual Curricular Bulletin, published after the final EPC meeting of the academic year. Bulletins, 1994 onward, are online:

 www.kent.edu/provost/curriculum/cbwww.kent.edu/provost/curriculum/arhives.

- Encroachment/duplication issues, if applicable, must be documented in the proposal. Communicate with
 appropriate academic units, including Regional Campuses, when establishing or revising a program that may
 be similar to an established program or overlap disciplines.
- Program names should be the officially approved ones and consistent throughout the proposal.
- Concentrations are sometimes misidentified as majors, and minors are sometimes misidentified as
 concentrations. Definitions of both can be found on page 25 of this document.
- **Document consistency** is critical. Confirm that the program and its requirements are identical in proposal summary and in the catalog copy and roadmap.
- Any mention or listing of course changes (new, revision or inactivation) in a program proposal does not guarantee that those course changes will go forward unless a course proposal also is submitted.
- Only one proposal is needed for multiple changes to a major and its concentrations, even if different actions are occurring to the major core and individual concentrations.
- When in doubt, contact the Curriculum Services staff. When developing a new degree or major, it is highly encouraged that you contact Therese Tillett, director of curriculum services, to walk you through the process.

DEADLINES AND EFFECTIVE DATES FOR PROGRAM AND POLICY PROPOSALS

Due to the implementation of a new catalog and curriculum management software, the November 2015 EPC meeting will be the last meeting to approve course and program additions and revisions for fall 2016 (as opposed to the historical January EPC meeting). Deadline for submissions to the EPC agenda is Monday, 26 October 2015. 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. New degree programs forwarded to the Faculty Senate, president, Board of Trustees and Ohio Board of Regents Department of Higher Education for final approval are included in the *University Catalog* with a notation about pending final approval. They are not, however, entered in Banner for student admission until they reach final approval.

See the curriculum calendar in the front of this document for submission deadlines for each EPC meeting.

For program requirements:

<u>Deadline</u>
<u>January November EPC</u>
<u>Fall</u> (e.g., <u>January November 2015 for fall 2015)</u>

For university-wide policies:

<u>Deadline</u> <u>Effective</u>

April EPC Fall (e.g., April 2015 for fall 2015)

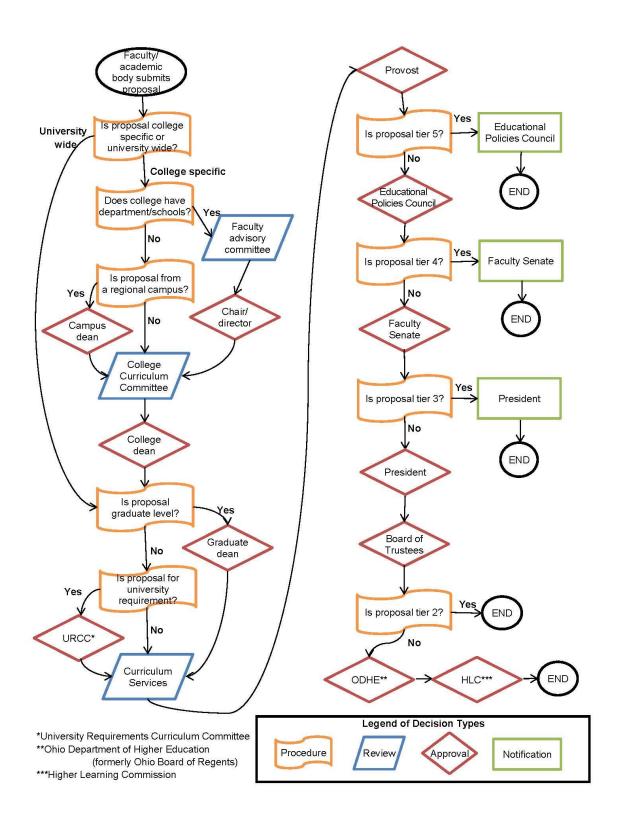
For college/departmental/program policies and other catalog changes:

<u>Deadline</u> <u>Effective</u>

<u>May EPC</u> <u>Fall</u> (e.g., May 2015 for fall 2015)

APPROVAL FLOWCHART FOR AN ACADEMIC PROGRAM OR POLICY

See Section V Visit www.kent.edu/provost/curriculum for curricular forms and documentation to establish, revise or inactivate.



Tier 5 proposals (Provost final approver)

- Major revision (including new, revised, inactivated concentrations)
- Major/degree letter of intent to establish *
- Minor revision, inactivation
- Certificate revision, inactivation
- Policy within unit establishment, revision, inactivation
- Articulation/consortia agreements establishment, revision, inactivation
- Off-site program (50%+) alternate delivery for existing program *
- Online program (50%+) alternate delivery for existing program *
- Temporary suspension of admission into a program

Tier 4 proposals (Education Policies Council final approver)

- Major/degree name change * †
- Minor establishment
- Certificate establishment
- University-wide academic requirement (e.g., Kent Core) revision not considered substantial

Tier 3 proposals (Faculty Senate final approver)

- Unique program that affects students in more than one academic unit (e.g., Military Studies, Washington Program) – establishment, revision, inactivation
- University-wide academic operational procedure or regulation establishment, revision, inactivation
- University-wide academic policy revision

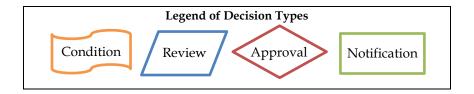
Tier 2 proposals (President and Board of Trustees final approvers)

- Major/degree inactivation
- University-wide academic requirement (e.g., Kent Core) establishment, substantial revision, inactivation
- University-wide academic policy establishment, substantial revision, inactivation

Tier 1 proposals (Ohio Board of Regents Department of Higher Education and Higher Learning Comission final approvers)

Major/degree – establishment (notification for inactivation)

† Proposal will go to next tiers as notification



^{*} Proposal will go to Ohio Department of Higher EducationBR for approval after final approval in appropriate tier

IV. COURSES

COURSE NUMBERING

The definition of levels and numbering of courses at Kent State University is intended to provide a clear distinction among lower-division, upper-division and graduate courses. Ideally, course numbers should also clarify course sequencing where that is intended. In general, levels of courses differ with regard to the breadth and depth of their content, the perspective from which the subject is viewed, the degree to which particular intellectual skills are emphasized and the degree of responsibility expected of students as they study the subject. Course numbers usually correspond to the classification of students as freshmen, sophomores, juniors, seniors, master's and doctoral students.

Some digits of the course number are intended to convey a university-wide meaning and must be used consistently across all disciplines. The first digit identifies the level of instruction:

00000	developmental)	50000	master's)
10000	freshman	um domono duoto		master's	ama durata
20000	sophomore	undergraduate			
30000	junior	courses		doctoral	courses
40000	senior	J	80000	uoctorai _	J

Developmental (00000) courses, also known as remedial, are designed for students deficient in the general competencies necessary for a regular post-secondary curriculum and educational setting. More information on developmental courses can be found on page 39 of this document.

Lower-division (10000, 20000) courses are for freshmen, sophomores and others with little or no background in the discipline. Generally, these courses provide the understanding, foundation and preparation for more advanced study (although a pathway for more advanced study is not always required, and they may be ends in themselves).

Upper-division (30000, 40000) credit should be awarded for courses that are major related with the specialization, breadth and depth in a particular field. These courses typically have prerequisites because it is understood that it is advanced study, and students need the proper knowledge before taking the course.

The second and third digits of the course number may be assigned at the discretion of the department. The fourth and fifth digits of the course number may be assigned at the discretion of the department, except for the numbers from xxx86 through xxx90, which are restricted for future expansion, and the numbers xxx91 through xxx99, which have the following prescribed meanings:

xxx91	Variable-Content Seminar	xxx98	Research or Master's Project
xxx92	Field Experience or Practicum or Internship	4xx99	Senior Project
xxx93	Variable-Topic Workshop	6x199	Thesis I
xxx94	College Teaching	6x299	Thesis II
xxx95	Special Topics	8x199	Dissertation I
xxx96	Individual Investigation	8x299	Dissertation II
xxx97	Variable-Topic Colloquium		

See "Courses with Designated Numbers" on next page for the definition of each course.

COURSES WITH DESIGNATED NUMBERS

xxx91 VARIABLE CONTENT SEMINAR IN [department name] (1-4)

Courses offered under xxx91 have changing content or are not offered with sufficient regularity to warrant status as a normal offering. Variable content seminars cannot be required in an academic program. All titles of variable content seminars begin with "SEM:" in the *Schedule of Classes* and the title is printed on each enrollee's transcript. Seminars that have a relatively unchanging content and are offered with regularity should be assigned an unreserved number. Letter or satisfactory/ unsatisfactory (S/U) grades are permitted. See "Instructional Delivery and Credit-to-Contact Hours" on pages 41-45 for more information on a seminar course.

xxx92 FIELD EXPERIENCE or PRACTICUM or INTERNSHIP IN [department name] (1-12)

Letter or satisfactory/unsatisfactory (S/U) grades are permitted. In-progress (IP) grade may be permitted for coursework that cannot be completed within the semester. Documentation is necessary for that grade rule consideration. See "Instructional Delivery and Credit-to-Contact Hours" on pages 41-45 for more information on a field experience, practicum or internship course.

xxx93 VARIABLE TOPIC WORKSHOP IN [department name] (1-6)

Workshops are administered through the College of Continuing and Distance Education and are typically directed toward post-degree professional renewal or to the mastery and application of knowledge and skills that address a narrowly defined range of problems or issues related to practice. Variable-topic workshops cannot be required in an academic program. All titles of variable-topic workshops begin with "WKSP:" in the *Schedule of Classes*, and the title is printed on each enrollee's transcript. Workshops are limited to satisfactory/unsatisfactory (S/U) grades. All initial workshop offerings should be approved by departmental curriculum committees and forwarded for review by college curriculum committees. Generally, the Ohio Department of Higher Education does not support awarding graduate credit for attendance at a conference or workshop experience with limited additional work, as this does not meet the rigor appropriate to graduate level work.

xxx94 COLLEGE TEACHING IN [department name] (1-3)

Designed to provide supervision and/or instruction in the special aspects of college teaching. Letter or satisfactory/unsatisfactory (S/U) grades are permitted.

xxx95 SPECIAL TOPICS IN [department name] (1-4)

Special topics courses are used to sample new offerings to determine whether or not formal adoption is desirable. Academic units may offer special topics courses a maximum three times prior to full curricular review. Specific topics under this course designation cannot be required in an academic program. All titles of special topics courses begin with "ST:" in the *Schedule of Classes* and the title is printed on each enrollee's transcript. Special topics courses should be approved by the departmental curriculum committee and reviewed by the college curriculum committee before being introduced into the *Schedule of Classes*. Letter grades are permitted. Documentation is necessary for any other grade rule to be considered.

xxx96 INDIVIDUAL INVESTIGATION IN [department name] (1-3)

Individual enrollment for independent study carried out by a student under the supervision of a faculty member. Letter or satisfactory/unsatisfactory (S/U) grades are permitted. In-progress (IP) grade may be permitted for coursework that cannot be completed within the semester. Documentation is necessary for that grade rule consideration. Independent investigation should not be confused with individualized instruction, which is the teaching of a regular, existing course to a single student. Individualized instruction is offered only when the department or school is not offering a course according to the schedule or with sufficient frequency and it is needed by a student for a critical reason. In the case of an individualized instruction, the student should be registered into a section of the regular course, and not an individual investigation course, so that completion of the course is accurately reflected on the student's transcript. See "Instructional Delivery and Credit-to-Contact Hours" on pages 41-45 for more information on an individual investigation course.

xxx97 VARIABLE TOPIC COLLOQUIUM IN [department name] (1-3)

Colloquia have changing content or are not offered with sufficient regularity to require status as a normal offering. All titles of the variable topic colloquium begin with "COLL:" in the *Schedule of Classes*, and the title is printed on each enrollee's transcript. Colloquia that have a stable, repeating content and are offered with regularity should be assigned an unreserved number. Letter or satisfactory/unsatisfactory (S/U) grades are permitted.

xxx98 RESEARCH or MASTER'S PROJECT IN [department name] (1-15)

Individual enrollment for research is used to award credit for work carried out by a student under the supervision of a faculty member. The work is designed to promote inquiry on a topic and it normally should result in a paper or some other appropriate product. Letter or satisfactory/unsatisfactory (S/U) grades are permitted. In-progress (IP) grade may be permitted for coursework that cannot be completed within the semester. Documentation is necessary for that grade rule consideration.

- **4xx99 SENIOR PROJECT (1-3)** Grades limited to letter and in progress (IP).
- **6x199** THESIS I (2-6) Grades limited to satisfactory/unsatisfactory (S/U) and in progress (IP).
- **6x299** THESIS II (2) Grades limited to satisfactory/unsatisfactory (S/U) and in progress (IP).
- 8x199 DISSERTATION I (15) Grades limited to satisfactory/unsatisfactory (S/U) and in progress (IP).
- 8x299 DISSERTATION II (15) Grades limited to satisfactory (unsatisfactory (S/U) and in progress (IP).

CROSS-LISTED COURSES

Cross-listing a course means that a single course is offered by two departments/schools, allowing the academic units to collaborate on a topic that may cross disciplines. Students may register for only one course; however, the two courses are co-scheduled (offered at the same time, on the same day in the same room and with the same instructor[s]). Therefore, cross-listed courses must have identical titles, credit hours, grade rules, descriptions (including content) and learning outcomes. Cross-listing of courses in more than two departments is discouraged unless there is a clear academic rationale for the multiple listing. Supportive documentation is required for each cross-listed course in the course inventory. Faculty submitting a revision to one cross-listed course must also submit (or ensure that the appropriate academic unit is submitting) the same revision to the corresponding cross-listed course.

Cross-listed courses are considered equivalent (i.e., treated as the same course) in regards to student course registration, GPA and hours calculation, and eligibility for federal financial aid. See more about course equivalency on page 38.

SLASHED COURSES

Slashed courses enable students at two or three levels (e.g., senior undergraduate, master's, doctoral) within the same discipline to be instructed simultaneously. Students may register for only one course; however, the two courses are co-scheduled (offered at the same time, on the same day in the same room and with the same instructor[s]). Slashed courses permitted are 4/5 (senior-level bachelor's/master's), 4/5/7 (senior-level bachelor's/master's/doctoral) and 6/8 (master's/doctoral).

Slashed courses must have the same course subject (e.g., BSCI) and be identical with the exception of the course level and prerequisite (i.e., students registering for 50000-level must be graduate standing; students registering

for 70000-level must be doctoral standing). Slashed courses must specify differential expectations for bachelor's, master's and doctoral students.

Although they may be co-scheduled, slashed courses are considered stand-alone courses (with separate registration, enrollment and subsidy levels); therefore, supportive documentation is required for each slashed course in the course inventory. Faculty submitting a revision to one slashed course must also submit the same revision to the corresponding slashed course.

Slashed courses are considered equivalent (i.e., treated as the same course) in regards to student course registration, GPA and hours calculation and eligibility for federal financial aid. See more about course equivalency, below. Undergraduate students are not permitted to register for a graduate course that has a slashed undergraduate course unless the registration is approved through the students' enrollment in a combined bachelor's/graduate degree program.

EQUIVALENT COURSES

Kent State courses determined by faculty to share more than 70 percent of the total content and student learning outcomes are considered equivalent. These courses are programmed in Banner to be treated as the same course (equivalency is noted in each course's catalog description). Courses designated as cross-listed and slashed are programmed automatically as equivalent; however, there are many Kent State courses that are not co-scheduled but are considered equivalent (e.g., COMT 11000 Introduction to Computer Systems is equivalent to MIS 24053 Introduction to Computer Applications). Courses that previously had a different course subject, number and/or title are also programmed in Banner to recognize their former identifications. Therefore, it is extremely important to consider equivalency between the course with the old subject/number/title and the course with the new subject/number/title.

If equivalent courses are lower division (10000 or 20000 level), they will factor into the GPA recalculation policy for repeated courses. E.g., if a student takes COMT 11000 and earns a C, and then takes its official equivalent, MIS 24053, and earns a B, only the B grade will be calculated into the overall GPA and its related credits counted in the overall hours toward graduation. If the equivalent courses are upper-division (30000 or 40000 level) or graduate (50000 to 80000 level), students taking one and then the other will have both grades calculated into their GPA; however, the credit hours for the second course are not counted toward graduation.

If a course is a prerequisite for another course, its official equivalent will satisfy the prerequisite. E.g., students who completed COMT 11000 will be able to register successfully for a course that has a prerequisite of MIS 24053.

Equivalent courses should not have different credit hours. E.g., if a student takes Course 10000 (3 credits) and earns a C, then takes its official equivalent Course 20000 (1 credit) and earns a B, only 1 credit will be counted toward graduation.

Groupings of equivalent courses cannot be entered in Banner (e.g., three courses taken together are equivalent to one course, or one course that is split into two courses or vice versa). Any GPA or credit recalculation for those courses must be done manually <u>in-with the approval of</u> the Office of the University Registrar.

Please be aware of equivalency when revising a course. If the revisions to a course are so great that the revised course cannot no longer be considered equivalent to the current course, the current course should be inactivated, and a new course established. If a course is split into two courses (e.g., a lecture/lab course split into separate lecture and lab courses) or vice versa, do not reuse the course number.

WHEN A REVISION IS NO LONGER A REVISION: NEW COURSE NUMBERS

A substantial revision to a course may result in a scenario in which the newly revised course is no longer equivalent to the course, as it previously existed. In this case, the current course should be inactivated, and a new

course established. The following changes represent a few examples of substantial revisions that may affect equivalency: The removal of a laboratory component of a course; major revisions to course content, description, and/or title; and addition or subtraction of contact hours and associated content. Other types of revisions may also result in a loss of equivalency.

Substantial revisions of this nature require consideration of course repeat and applicability. For example, if Course 10000 (5 credit hours, combined lecture/laboratory) was revised to be a 4-credit hour lecture course, a student could repeat the course and recalculate their grade without again completing the laboratory portion and associated content. The student would also lose one credit hour toward graduation. Additionally, students who successfully complete either the newly revised version or the previous, existing version of Course 10000 will be able to satisfy any requirement of the course in a previous or current catalog year.

Please consult with the Office of Curriculum Services if you have any questions related to course revisions and equivalency. The Office of Curriculum Services may, after reviewing a proposal, consult with the originator to discuss establishing a new course rather than moving forward with a revision if the extent of the proposed revisions raise concerns such as these.

If a course is split into two courses (e.g., a lecture/lab course split into separate lecture and lab courses) or vice versa, do not reuse the course number; instead the two courses should be considered new, with new numbers.

INACTIVATION AND RE-USE OF COURSE NUMBER

Inactivation of a course or change of course number automatically causes the old number to be marked for deletion from the course inventory. Reusing a course number for a new course – with new course not considered equivalent to the previous course with that number – may adversely affect students' degree program, total credits toward graduation, GPA calculation and course registration. Therefore, inactivated course numbers may not be reassigned, ever, to another course. (Approved by the Educational Policies Council, August 24, 2009, effective fall 2010). If a course is split into two courses (e.g., a-combined lecture/lab course split into separate lecture and lab courses) or vice versa, do not reuse the course number should not be reused for one of those courses.

DEVELOPMENTAL (REMEDIAL) COURSES

A developmental course is considered below college level and, therefore, cannot be applied toward the requirements for a certificate or degree program (Ohio Administrative Code 3333-1-02, section B[4], approved November 19, 2010). Although developmental courses will count toward the course load for financial aid and other purposes, hours taken in these courses will be subtracted from the students' total before graduation.

The following definitions are taken from the Ohio Board of Regents Department of Higher Education Decision Rules for Assigning Levels and CIP Codes for Undergraduate Courses in the HEI Course Inventory (April 27, 2012).

- Developmental English: Below-college-level courses that cover topics in reading and writing to prepare students for college-level English and composition courses.
 - Level 01: courses that, if completed successfully, qualify a student for enrollment in regular college level composition or English courses (as defined by the college level course's inclusion in the institution's Ohio Transfer Module).
 - o Level 02: developmental English, reading or writing courses below level 01.
- Developmental Reading: Below-college-level courses that cover topics in reading and reading comprehension.
 - Level 01: courses that, if completed successfully, qualify a student for enrollment in regular college level composition or English courses (as defined by the college level course's inclusion in the institution's Ohio Transfer Module).
 - o Level 02: developmental English, reading or writing courses below level 01.

- Developmental Writing: Below-college-level courses that cover topics in writing skills.
 - Level 01: courses that, if completed successfully, qualify a student for enrollment in regular college level composition or English courses (as defined by the college level course's inclusion in the institution's Ohio Transfer Module).
 - Level 02: developmental English, reading or writing courses below level 01.
- Developmental Mathematics-Computational Skills/Geometry/Algebra: Below-college-level math courses that cover topics in arithmetic operations, geometry and algebra.
 - Highest level (01) is for intermediate algebra, just below college algebra. Topics include equations
 and inequalities in one variable and two variables, including graphing and different forms of
 radicals, quadratic functions, exponential functions, and logarithmic functions.
 - Middle level (02) is for elementary algebra and geometry, statistics and algebra with basic geometry and basic right-angle trigonometry. Topics include linear equations, applications, factoring algebraic fractions, exponents, graphing, basic geometry, and basic right triangle trigonometry.
 - Lowest level (03) is for computational skills/pre-algebra. Topics include whole numbers, arithmetic
 operations, fractions, decimals, ratios and proportions, percent, measurement and measurement
 conversions, signed numbers, and linear equations.
- Developmental Mathematics-Statistics: Below-college-level courses that cover topics in statistics and probability.
- English as a Second Language: A program that focuses on the development of proficiencies in reading, writing, and speaking a language or languages, other than the mother tongue, that are needed to perform day-to-day tasks. Includes instruction in the use of basic communication skills to develop and transmit ideas and thoughts.
- Study Skills: Courses designed to improve study skills, time management and other topics that aid in the transition to college. Note: Not all study skills courses must be classified as developmental. The designation of developmental depends on whether or not the course credits can be applied towards degree or certificate requirements.
- Other Developmental Courses: As appropriate. (E.g., Kent State offers a developmental chemistry course.)

GRADE RULE

All courses are letter graded (A, A-, B+, B, B-, etc.) unless otherwise denoted in the catalog description or in the above listing of reserved numbers. Typical courses that allow satisfactory/unsatisfactory (S/U) grading are seminar, field experience, practicum, internship, workshop, college teaching, individual investigation, colloquium, research, thesis and dissertation. An undergraduate course may be graded with letters or satisfactory/unsatisfactory (S/U), not both.

An in-progress (IP) grade is allowed only for courses that cross over terms as part of the learning experience. It is not to be used in place of an incomplete (IN). For Kent State's grading system, policies and procedures, see the Academic Policies section of the *University Catalog* (www.kent.edu/catalog).

BANNER CODES FOR GRADE MODES

		Former SIS codes
В	Standard letter (A, A-, B+, B, B-, C+, C, C-, D+, D, F)	UC, U5, GC GJ
C	Standard letter or in progress (IP)	U2, U6, G2, GL
D^*	Standard letter or satisfactory/unsatisfactory (S/U)*	G8, GH, GM
E*	Standard letter or satisfactory/unsatisfactory (S/U) or in progress (IP)*	G6, GF, GK
F	Satisfactory/unsatisfactory (S/U)	U3, G9, GI
G	Satisfactory/unsatisfactory (S/U) or in progress (IP)	U4, G0, GE

SCHEDULE TYPES

The following schedule types and their Banner codes identify the course format/delivery and must comply with course type (e.g., workshop course must be identified with the workshop schedule type).

CLN	Clinic	MPR	Master's Project
CLR	Clerkship	MST	Master's Thesis
COL	Colloquium	PRA	Practicum or Internship
COP	Cooperative Education	PRL	Private Lesson
DSR	Dissertation	RCT	Recitation
FLD	Field Experience	RES	Research
FLT	Flight Training	SEM	Seminar
IND	Individual Investigation	SRP	Senior Project or Honors Thesis
LAB	Laboratory	STU	Studio
LEC	Lecture	WSP	Workshop
LLB	Combined Lecture and Laboratory		

CREDIT BY EXAMINATION

Degree- or certificate-seeking students who can demonstrate ability and knowledge in a particular subject may establish credit in certain courses without enrolling in them. This is done by taking a special examination or performing a special assignment or both, through the appropriate department. Credit hours, but not letter grades, are awarded. This credit by examination is a Kent State program, separate from the national and university-accepted alternative credit programs (e.g., Advanced Placement (AP, IB,) and College Level Examination Program (CLEP).

Banner codes for credit by examination are listed below:

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A Credit by exam—available

D Credit by exam—department approval

N Credit by exam—not approved
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To approve a course for credit by examination, faculty must submit a course revision proposal (visit www.kent.edu/provost/curriculum for forms).

RETROACTIVE CREDIT

Degree- or certificate-seeking students who are placed into an advanced undergraduate course through assessment or departmental review may earn retroactive credit for designated lower level undergraduate course(s) in that subject. Students must earn a minimum C grade in the advanced course; credit hours, but not letter grades, are awarded. 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. Retroactive credit is a Kent State program, separate from the national and university-accepted alternative credit programs.

For more information on this policy, see "Alternative Credit" in the Academic Policies section of the *University Catalog* (www.kent.edu/catalog). To approve a course for retroactive credit, faculty must submit a course revision proposal (visit www.kent.edu/provost/curriculum for forms).

COURSE ATTRIBUTES

Course attributes designate specific courses that are Kent Core, diversity, etc., and displayed in FlashLine's Catalog Descriptions.

DIVD	Diversity Course-Domestic	OED	TAG - Education
DIVG	Diversity Course-Global	OES	TAG - Engineering
ELR	Experiential Learning Requirement	OET	TAG - Engineering Technology
KADL	Kent Core Additional	OHL	TAG - Health
KBS	Kent Core Basic Sciences	OMT	TAG - Mathematics
KCMP	Kent Core Composition	OSC	TAG - Science
KFA	Kent Core Fine Arts	OSS	TAG - Social/Behavioral Sciences
KHUM	Kent Core Humanities	TCMP	Transfer Module - Composition
KLAB	Kent Core Basic Sciences Laboratory	TFA	Transfer Module - Fine Arts
KMCR	Kent Core Mathematics and Critical	THUM	Transfer Module - Humanities
	Reasoning	TMTH	Transfer Module - Mathematics
KSS	Kent Core Social Sciences	TNS	Transfer Module - Natural Sciences
OAH	TAG - Arts/Humanities	TSS	Transfer Module - Social Sciences
OBU	TAG - Business	WIC	Writing-Intensive Course
OCM	TAG - Communication		-

COURSES DESIGNATED AS REPEATABLE FOR CREDIT

Courses may be designated to allow students to repeat them for credit, either to offer variable topics or to increase students' competency. Courses ending in xxx91 to xxx99 (i.e., <u>variable-content</u> seminar, field experience, practicum, internship, workshop, college teaching, special topics, individual investigation, colloquium, research, thesis, dissertation) are designated as repeatable for credit unless specified otherwise in documentation. If a course is repeatable, the maximum number of times taken or maximum number of credit hours earned may be specified (if not specified, the default is 99).

Banner codes for course repeat are listed below:

RP Course may be repeated for credit

NR Course may not be repeated for credit

FLEXIBLY SCHEDULED COURSE SECTIONS (OPEN LEARNING)

A flexibly scheduled course section is not offered for the complete length of a regular academic term or for any of the established parts of a term; however, it must still be offered within the parameters of an academic term length. In Banner, flexibly scheduled sections are called Open Learning (OL). Requests for an open-learning section must be submitted to the Office of the University Registrar. All flexibly scheduled courses must still meet Kent State's "Definition of Instructional Arrangements and Guidelines for the Awarding of Academic Credit" (see pages 41-45).

INSTRUCTIONAL ACTIVITIES AND CREDIT-TO-CONTACT HOURS

DEFINITION OF SEMESTER CREDIT HOUR

"Semester credit hour" means a minimum of 750 minutes of formalized instruction that typically requires students to work at out-of-class assignments an average of twice the amount of time as the amount of formalized instruction (1,500 minutes). It is acknowledged that formalized instruction may take place in a variety of modes.

While awarding semester credit hours typically occurs for instruction delivered in accordance with an institution's standard semester calendar, it may also occur for instruction that may not follow

the typical pattern of an institution's standard semester calendar as long as the criteria for awarding such credit is met. Credit hours may be calculated differently for certain types of instructional activities, including but not limited to: laboratory instruction, clinical laboratory instruction,

directed practice experience, practicum experience, cooperative work experience, field experience, observation experience, seminar, miscellaneous and studio experience (Ohio Administrative Code, 3333-1-02, 2010).

DEFINITION OF ACADEMIC YEAR LENGTH

"Academic year" means a period of time that is at least 30 weeks in length counting periods of time (terms) that begin on the first day of classes and end on the last day of classes or examinations.

The 30-week requirement shall be measured exclusive of compressed terms, e.g., summer term (Ohio Administrative Code, 3333-1-02, 2010).

DEFINITION OF SEMESTER LENGTH

"Academic semester" means a period of time that shall consist of no fewer than 15 calendar weeks and no more than 17 calendar weeks of instructional time. The inclusion of breaks or holidays within any particular semester shall be at the discretion of the institution so long as the institution is in compliance with the criteria for awarding semester credit hours (Ohio Administrative Code, 3333-1-02, 2010).

Kent State University's academic semester is 16 weeks of instructional time, which consists of 15 calendar weeks of scheduled classes and one calendar week of examination*. One week of break is included in a spring semester, but not in the instructional length or in the criteria for awarding semester credit hours.

DEFINITION OF INSTRUCTIONAL WEEK TIME

"Week of instructional time" means for purposes of the definition of academic semester, academic quarter and academic year, a week of instructional time is any period of seven consecutive days in which at least one day of regularly scheduled instruction, examination, or (after the last day of classes) at least one scheduled day of examinations occurs (Ohio Administrative Code, 3333-1-02, 2010).

DEFINITION OF INSTRUCTIONAL ARRANGEMENTS AND GUIDELINES FOR THE AWARDING OF ACADEMIC CREDIT

Credit-to-contact ratios listed below are the minimum university standards. Some programs may require more to fulfill accreditation, licensure, certification or other requirements.

LECTURE is formalized instruction, conducted on- or off-campus, in which the instructor presents an educational experience to students, applying any combination of instructional methods. This definition is applicable only when the course organization requires that the instructor bear the primary responsibility for the instructional activity and is directly involved with all the students in the class. Students will be expected to work on out-of-class assignments on a regular basis over the length of the course, which will normally average two hours of out-of-class study for each hour of formal class activity. This out-of-class study shall not be counted as part of the lecture hour for credit.

• One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

SEMINAR is a less formal educational experience than a lecture, in which a relatively small number of students engage in discussions directed by a faculty member.

Credit hour is awarded on the same basis as lecture instruction.

EMPORIUM courses are offered in a computer-learning center utilizing software to provide an essential resource for students working collaboratively in a problem-based instructional setting or to provide individualized pathways that allow students to progress through the curriculum, based on assessment results of their mastery of the material. An instructional team provides student assistance.

• One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week

semester, or for 15 nominal hours (12.5 clock hours) in a semester.

RECITATION is a less formal educational experience than a lecture with a smaller number of students, or a subsection of a larger (lecture) course, designed to include more time for discussion, questions and answers directly related to the lecture course and/or for students to demonstrate the application of ideas, theories or methods.

• One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

LABORATORY is an educational activity with students conducting experiments, perfecting skills or practicing procedures under the direction of a faculty member.

- For laboratory instruction that requires little or no out-of-class study, one credit hour is awarded for three nominal hours (150 clock minutes or 2.5 clock hours) in a standard week of a 15-week semester, or for 45 nominal hours (37.5 clock hours) in a semester.
- For laboratory instruction that is supplemented by out-of-class assignments that normally average one hour of out-of-class study to prepare for or follow-up the laboratory experience, one credit hour is awarded for two nominal hours (100 clock minutes) in a standard week of a 15-week semester, or for 30 nominal hours (25 clock hours) in a semester.

CLINICAL LABORATORY allows for medical- or healthcare-focused experimental work where studentspplies only to health technology programs, during which students are assigned to laboratory sections that meet at a health-related agency rather than in on-campus laboratory facilities to test, observe, experiment or practice a profession in a hands-on or simulated environment. Clinical laboratory sessions provide a realistic environment for student learning. A regular Kent State faculty member, full or part time, of Kent State or a university-approved skilled practitioner (preceptor) directly supervises the laboratory instruction.

• Credit hour is awarded on the same basis as laboratory instruction.

COMBINED LECTURE AND LABORATORY integrates both activities into one course with one grade.

• Credit hour is awarded on the same basis as lecture and laboratory instructions and dependent on how the credit hours are allocated for each instruction.

E.g., a 4 credit combined lecture/laboratory course (with lab having out of class assignments) in a standard week of a 15 week semester can be broken down in any of these ways:

- 3 credits lecture + 1 credit laboratory = 3 nominal hours (2.5 clock hours or 150 clock minutes) lecture per week + two nominal hours (100 minutes) laboratory per week
- 2 credits lecture + 2 credits laboratory = two nominal hours (100 clock minutes) lecture per week + four nominal hours (200 clock minutes) laboratory per week

1 credit lecture + 3 credits laboratory = one nominal hour (50 clock minutes) lecture per week + six nominal hours (5 clock hours) laboratory per week Example: A 3-credit combined lecture/laboratory course (with lab having out-of-class study) in a standard week of a 15-week semester can be broken down in any of these ways:

- 2 credits lecture + 1 credit laboratory = two nominal hours (100 clock minutes) lecture per week + two nominal hours (100 clock minutes) laboratory per week
- o 1.5 credits lecture + 1.5 credits laboratory = one-and-a-half nominal hours (75 clock minutes) lecture per week + three nominal hours (150 clock minutes) laboratory per week
- o <u>1 credit lecture + 2 credit laboratory = one nominal hour (50 clock minutes) lecture per week + four nominal hours (200 clock minutes) laboratory per week</u>

PRACTICUM and **INTERNSHIP** courses are credit-bearing work experiences that are integrated with academic instruction and relate to an individual student's occupational goal. Students concurrently apply learned concepts to practical situations within an occupational field. The experience is coordinated by a Kent State faculty member, who assists the student in planning the experience and assigns the course grade to the student after appropriate consultation with the employer/supervisor. The student is expected to complete pre-determined assignments. Examples may include a weekly journal, final paper and experience report. Whether the internship or practicum is paid or unpaid is determined by the employer in compliance with the Fair Labor Standards Act. Use of

"practicum" as opposed to "internship" (and vice versa) for the course title may be to accommodate the differences in accreditation nomenclature.

• One credit hour is awarded for a minimum three clock hours in a standard week of a 15-week semester, or for a minimum 45 clock hours in a semester.

FIELD EXPERIENCE is a form of experiential learning obtained by going on an educational field trip, usually organized by Kent State and led by a Kent State faculty member, in order to meet the needs of the curriculum and to develop practical skills in an environment beyond the classroom and campus.

 One credit hour is awarded for minimum three clock hours in a standard week of a 15-week semester, or for a minimum 45 clock hours in a semester.

INDIVIDUAL INVESTIGATION/INDEPENDENT STUDY is a student-initiated experience to pursue an area of interest not covered by a regular course offering, with the guidance of a Kent State faculty member. The faculty member, who teaches such courses, has the primary responsibility to decide the subject content, objectives to be achieved and the effort to be expended by the student, and personally provides whatever instruction is required. The student is expected to complete pre-determined assignments, which may include a final research paper and a presentation on the findings of the study. The faculty member periodically assesses the student's progress, determines the evaluation methods of the work presented and assigns the final grade.

 One credit hour is awarded for a minimum three clock hours in a standard week of a 15-week semester, or for a minimum 45 clock hours in a semester.

COOPERATIVE WORK EXPERIENCE is on or full-time off-campus paid employment that enhances students' 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. It augments formal classroom instruction. The experience is coordinated by a Kent State faculty member who visits the job site for a conference with the students and supervisor at least once during the semester, and assigns the course grade to the student after appropriate consultation with the supervisor/employer.

• One credit hour is awarded for a minimum 10 clock hours in a standard week of a 15 week semester, or for a minimum 150 clock hours in a semesterNo credit awarded; students are expected to be working full time; however, students enrolled in COOP 20092 are designated and reported as full time, with access to all student services and resources during the co-op semester.

STUDIO is a workplace for the teaching or practice of an art.

- For studio instruction that requires little or no out-of-class study, one credit hour is awarded for three nominal hours (2.5 clock hours or 150 clock minutes) in a standard week of a 15-week semester, or for 45 nominal hours (37.5 clock hours) in a semester.
- For studio instruction that is supplemented by out-of-class assignments that normally average one hour of out-of-class study to prepare for or follow-up the studio experience, one credit hour is awarded for two nominal hours (100 clock minutes) in a standard week of a 15-week semester, or for 30 nominal hours (25 clock hours) in a semester.

CLERKSHIP applies only to the podiatric medical training program, during which students in third and fourth years of medical school are required to participate in clinical sciences and patient care. Clerkships expose students to all facets of podiatric medicine and surgery in the hospital, surgery center, professional office and other clinical settings. In addition to podiatric clerkships, students are required to complete clerkships in general medicine. Elective and international clerkships may also be available. The student clerk gains essential experience managing the care of patients and learning the roles and responsibilities a podiatric physician. They also witness first-hand the interaction with other health-care professionals. They are expected to observe and participate in patient care including the performance of basic podiatric and medical procedures under direct supervision. Students elicit patient histories, complete physical examinations, write progress notes, and assist in surgeries and medical procedures. Students are evaluated by the clerkship coordinator at each affiliated site. No stipend or pay is provided to the students.

• Four credit hours are awarded for a clerkship that typically comprises five mandatory months and one optional month of rotations, during which the work hours are that of a full-time job (i.e., 40 clock hours per week), generally similar to that of medical residents. Students may also be required to work on weekends and to be on call.

FLIGHT TRAINING comprises individualized practical flight instruction in aircraft and associated ground-based instruction in aircraft flight theory. Flight training is offered under the authority of an Air Agency Certificate issued by the Federal Aviation Administration (FAA) under 14 Code of Federal Regulations Part 141. Flight instruction is offered in the form of flight courses composed of instructional blocks made up of flight lessons that comply with standards of proficiency and competency stipulated in the FAA-approved Training Course Outline and Federal Aviation Regulations Parts 61 and 141.

- Three credit hours are awarded for a minimum 45 hours* of flight instruction in aircraft and 30 hours of ground-based flight theory instruction towards the Private Pilot Certificate in a standard 15-week semester.
- Two credit hours are awarded for a minimum 17 hours* of flight instruction in aircraft and 15 hours of ground-based flight theory instruction towards the Commercial Pilot Flight I, II, III, Instrument Rating, Flight Instructor Airplanes in a standard 15-week semester
- One credit hour is awarded for a minimum 14 hours* of flight instruction in aircraft and 10 hours of ground-based flight theory instruction towards the Multi-Engine Pilot Flight Rating, Advanced Multi-Engine Pilot Flight Rating and the Multi-Engine Flight Instructor Rating in a standard 15-week semester.
- * In the context of flight training hours, flight time is measured in Hobbs time, which is an aeronautical equivalent of clock hours. As dictated by equipment related constraints, pilot health and weather conditions, the total actual flight time will exceed the stipulated minimum number of flight hours in aircraft and associated number of hours of ground-based flight theory instruction.

APPLIED MUSIC LESSON is one-on-one instruction in a performance medium with a separate group studio, during which students perform and are critiqued by the instructor and their peers, and practice outside the lesson and studio session. Course is two or four credits.

- Two credit hours are awarded for a minimum 30-minute private lesson, a one-nominal-hour (50 minutes) group studio and an expectation of seven clock hours of outside practice in a standard week of a 15-week semester.
- Four credit hours are awarded for a minimum one-clock-hour private lesson, a one-nominal-hour (50 minutes) group studio and an expectation of 14 clock hours of outside practice in a standard week of a 15-week semester.

DISTANCE LEARNING takes place when the instructor and students are separated by location and/or time, but are able to communicate through the use of technology such as videoconferencing and the Internet. The exchange between instructor and students may be synchronous or asynchronous and may be a hybrid delivery, whereby a specific percentage of in-class activities are required.

 Credit hours are determined as the equivalent amount of instruction and student effort leading to equivalent learning outcomes as required for the on-campus instructional delivery as defined above.

Effective: September 9, 2013

Prior Effective Date: November 5, 2012

DISTANCE-LEARNING COURSES

Distance learning takes place when the instructor and student are separated by location and/or time but are able to communicate through the use of technology such as videoconferencing and the Internet. In Banner, distance-learning course sections are called Distributed Learning (DL).

Synchronous is direct communication, where all participants in the communication are present at the same time. Examples include a telephone conversation, a virtual classroom, online chat session and instant messaging.

Asynchronous communication allows participants to engage in the exchange of ideas or information without the dependency of other participants' involvement at the same time. Examples of this include e-mail (the receiver does not have to be logged on when the sender sends the message); discussion boards (allows conversations to evolve, and community to develop over a period of time); blogs; and text messaging over cell phones.

The delivery modes for DL course sections at Kent State are the following:

1. **Web-based courses** are taught via the Internet, and courses can be either asynchronous or synchronous. Content is often in text form but also can be PowerPoint presentations, streaming video and audio and students may be required to come to campus for several class sessions. Communication tools include live chats, discussion groups and e-mail.

In Banner, the following codes define a web-based course:

- **V1:** Course is 100 percent asynchronous.
- **V2:** Course is 100 percent synchronous.
- V3: Course is taught at least 50 percent online with scheduled classroom meetings.
- 2. Room-based video conferencing (Polycom, formerly VTEL) is a traditional distance learning system where students see class materials, their instructor and fellow students on large television monitors in the front of the classroom; they speak to the instructor and fellow students from a microphone at their seat. Video conferencing allows classes to be delivered to/from any campus. Kent State currently delivers classes to/from all eight campuses and several off-campus sites.
- 3. **PC-based conferencing (iLinc).** "PC-based" means that each student is sitting at a computer; "conferencing" means that the professor and the students talk to each other live ("synchronously"). It may be video and audio or solely audio. Classes are live and interactive, so class hours are much like a normal class; however, the students and instructor are not all in one place.

COURSE PREREQUISITES

The Ohio Board of Regents Department of Higher Education requires a minimum prerequisite of "graduate standing" for all master's degree level courses (50000 and 60000 levels) and "doctoral standing" for all doctorate level courses (70000 and 80000 levels). Kent State requires the statement of "none" in the course description for all undergraduate courses (00000 to 40000 levels) with no prerequisite.

FUNCTIONAL PREREQUISITES

Prerequisites must be tangible to be functional in Banner. Examples of intangible are listed below. Intangible prerequisites that are necessary to be informative (e.g.," students taking this course should be fluent in Russian") will be listed as the last sentence of the course description.

EXAMPLES OF INTANGIBLE PREREQUISITES NOT ACCEPTED BY BANNER

- 1. "First-year core requirements"
- 2. "High school algebra"
- 3. "6 credit hours of education courses"
- 4. "One law course"

- 5. "Language proficiency"
- 6. "Knowledge of computer programming"
- 7. "Successful completion of introductory course"
- 8. "Completion of major requirements"

TANGIBLE PREREQUISITES ACCEPTED BY BANNER

- 1. **Specific course(s)** or a range of courses or credit hours (e.g., ENG 21011, 6 credits of FIN courses, one PSYC course, three lower-division courses) that can be identified as a <u>prerequisite</u> (i.e., must be taken in a prior term), <u>corequisite</u> (i.e., must be taken in same term) or <u>pre/corequisite</u> (i.e., must be taken in either a prior or the same term)
- 2. **Test score** that is standard (e.g., ACT, ALEKS) or unique to a group of students (e.g., Honors, doctoral

candidacy)

- 3. Student level (e.g., senior standing, graduate)
- 4. College, department, campus or program (e.g., major, concentration, minor)
- 5. **Cumulative grade point average** of the student; WARNING! this restriction does not work well in many some instances; please contact Curriculum Services to discuss
- 6. **Special approval** (aka permission), which prohibits all students from registering unless they seek a permit override from the course's academic department/faculty

PREREQUISITE GROUPING ACCEPTED BY BANNER

- 1. Courses, test scores, student level, college, department, campus, program connected by "AND"
 - a. Example: MUS 10001 <u>and</u> audition passage (using a test score applied to student) <u>and</u> major or minor in music <u>and</u> junior standing
- 2. Courses, test scores connected by "OR"
 - a. Example: MATH 11010 or 11022; and MATH 12001 or COMPASS Algebra minimum score of 25

PREREQUISITE GROUPING NOT ACCEPTED BY BANNER

- Courses/test scores, student level, college, department, campus, program connected by "OR" Example: ECON 22003 or Economics major or sophomore standing
- Special approval connected with any other prerequisite by "OR"
 Example: Graduate standing or special approval (any course prerequisite can be overridden with departmental/faculty approval; therefore, this prerequisite is not needed)
- 3. GPA connected with any other prerequisite by "OR" Example: 2.5 GPA or NURS 20000
- 4. Different set of prerequisites for different set of students. Example: TECH 14000 for COMT majors or TECH 16000 for MERT majors (however, TECH 14000 or TECH 16000 is allowable)

NOTES ON PREREQUISITES

- 1. With prerequisites, Banner includes the student's in-progress term. Example: a student taking Accounting I in fall semester registers for Accounting II of which Accounting I is a prerequisite for spring semester. Banner is programmed to include in-progress courses in its prerequisite checking and processes the registration. If the student withdraws, fails or receives a below-acceptable grade for Accounting I, Banner does not deregister the student from Accounting II. It is the responsibility of academic units to deregister students who do not meet prerequisites after registration.
- 2. All undergraduate course prerequisites will have a default minimum D grade, and all graduate course prerequisites will have a default minimum C grade unless requested otherwise.

SPECIAL COURSE FEES

There are several types of fees charged students. These include <u>registration</u> fees, <u>miscellaneous</u> fees and <u>special course</u> fees. <u>Registration</u> fees include instructional fees, the university general fee and an out-of-state tuition surcharge, if appropriate. <u>Miscellaneous</u> fees are often charged for "out-of-the ordinary" services. These are services that benefit individual students directly but for which the benefits vary considerably from individual to individual. The amount of the fee is generally set to recover the additional costs related to the special service.

Special course fees have been set to defray some of the extraordinary expenses associated with certain courses. Income from these fees goes to the departments in which the courses are housed; it is used to purchase supplies and pay other costs associated with course instruction. In general, special course fees are discouraged. The fact that a course has extra expenses does not automatically imply that a special course fee may be charged. When permitted, the amount of the fee should not exceed the additional cost, nor should it be used as a basis for

generating income to support other, more broad based instructional needs.

OHIO ARTICULATION AND TRANSFER POLICY

The Ohio Articulation and Transfer policy was developed in 1990 to facilitate the transfer of students and credits from any state-assisted college or university to another. It encourages faculty recognition of comparable and compatible learning experiences and expectations across institutions. It also encourages students to complete "units" of educational experience as they progress (e.g., transfer assurance guides, transfer modules, associate and bachelor's degrees).

The policy generally preserves the college or university's practice of making admission decisions on the basis of academic standards, space availability, adherence to deadlines and payment of fees. However, it does specifically require that Ohio residents with a completed associate degree and a completed transfer module be admitted to all state-assisted institutions provided that their GPA is at least 2.0 for previous college-level courses. Further, these students shall have admission priority over out-of-state associate degree graduates and transfer students.

Although admission to a given institution does not guarantee admission to all degree granting programs, majors, minors or fields of concentration, incoming transfer students shall be able to compete for admission to specific programs on the same basis as students native to the receiving institution.

The policy distinguishes between the acceptance of credit by the receiving institution and the application of credit to the student's chosen program. Transfer credits will be <u>accepted</u> by the receiving institution and posted to the student's record and transcript. Transfer students will receive transfer credit for all college-level courses they have passed. From among the credits which have been posted to the student's record and appear on the student's transcript, the receiving institution, within the provisions of this policy, will determine how credits will or will not, be applied toward degree requirements at the receiving institution.

Upper- or lower-division credit is awarded for transfer based upon the level of course to which it is equated at the receiving institution. A course completed at one institution and transferred to Kent State is applied to the student's degree audit in the same manner as its equivalent course at Kent State. If a lower-division course at the sending institution is transferred as equivalent to an upper-division course at Kent State, it will be counted as upper-division credit. Likewise, an upper-division course taken at the sending institution that is transferred as equivalent to a lower-division course at Kent State will be counted as lower-division credit. Visit www.ohiohighered.org/transfer/policy for more information on the state policy.

TRANSFER ASSURANCE GUIDES (TAG)

Transfer Assurance Guides (TAG) are groups of foundational courses that represent a commonly accepted pathway to the bachelor's degree. Courses or course sequences identified as being a part of the TAG may be offered at any public higher education institution in Ohio and are guaranteed to transfer and apply toward the major. For more information and a list of TAG-approved courses, visit www.ohiohighered.org/transfer/tag.

OHIO TRANSFER MODULE (OTM)

The Ohio Transfer Module (OTM) is a set or subset of the general education requirements of a college. The OTM consists of 36-40 credit hours of specific course credits in composition, mathematics, arts and humanities, social and behavioral sciences, natural or physical sciences and interdisciplinary coursework. The OTM was developed to assist movement of students from one Ohio public college or university to another and to avoid duplication of course requirements for transfer students.

Students who successfully complete the OTM at one college will have met the OTM requirements of the institution to which they transfer. Students may be required to meet additional general education requirements that are not included in the OTM, as long as those requirements are identical to those of native students. For more information and a list of OTM-approved courses, visit www.ohiohighered.org/transfer/transfermodule.

CAREER TECHNICAL ASSURANCE GUIDES (CTAG)

Career-Technical Assurance Guides (CTAG) allow students who successfully complete a specified technical program at a high school or career center to transfer agreed-upon courses (that adhere to recognized industry standards) to Ohio public colleges and universities and have them applied toward an academic program. For more information and a list of CTAG-approved courses, visit www.ohiohighered.org/transfer/ct2.

ADVANCED PLACEMENT (AP)

Beginning in 2009, students in Ohio who take a College Board Advanced Placement (AP) examination and earn a minimum 3 score are guaranteed college credit, usually towards their general education (Kent Core) curriculum, at Kent State. For more information and a list of credit awarded at each of Ohio's public colleges and university, visit www.ohiohighered.org/transfer/advancedplacement.

MILITARY ASSURANCE GUIDES (MTAG)

Beginning in 2016, students who completed military training, experience or coursework will be guaranteed college credit for specific courses at any Ohio public institution. This initiative is still in the planning stages. For more information, visit www.ohiohighered.org/transfer/military.

HOLD POLICY FOR COURSES NOT TAUGHT

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

The Hold Policy does not apply to courses designated as variable/special topics, internship, practicum, field experience, individual investigation, research and workshop courses. In addition, the Hold Policy does not apply to cross-listed or slashed courses where one or more of the courses are offered with enrollment.

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 automatically inactivated. The dean and chair/director will be notified in advance of such action.

LARGE-SCALE COURSE CHANGES

If there are numerous and consistent changes needed throughout a program, such as a change in course subject (e.g., 20 BUS courses change course subject to ENTR) or an overall change in prerequisites (e.g., all JMC courses now have a minimum 2.5 overall GPA as part of prerequisite), contact the Office of Curriculum Services for assistance.

STEPS FOR PROCESSING COURSE PROPOSALS

 Complete and submit the Course Catalog Update workflow (through FlashLine). The department chair, school director or campus dean must login to FlashLine to review and approve the workflow to move it to the next level. The chair, director or dean (or designee) is responsible for disseminating the proposal to the curriculum review body at that level.

- 2. After department/school/campus approval, the workflow is forwarded to the college level for review and approval. The appropriate assistant/associate dean must login to FlashLine to move it to the next level. The assistant/associate dean is responsible for disseminating the proposal to the curriculum review body at that level.
- 3. If course has or requests Kent Core, diversity and/or writing-intensive status, the workflow is also forwarded to the University Requirements Curriculum Committee (URCC) for review and approval. Accompanying required paperwork must be sent separately (i.e., paper documents, not through the workflow) to the URCC.
- 4. If course is Regional Campuses only, the workflow is also forwarded to the dean of the specific regional campus of the submitter for review and approval.
- 5. After college approval, the workflow is forwarded to the Office of Curriculum Services. Curriculum Services staff reviews and completes proposal and assigns appropriate state subsidy codes.
- 6. Course proposals appear as lesser action items on the agenda for the Educational Policies Council's (EPC) monthly meeting. They are not formally acted upon at an EPC meeting unless a member brings an issue to the floor. Once the meeting is adjourned, all course establishments, revisions and inactivations are considered approved. The EPC agenda is available online one week before the meeting date: www.kent.edu/provost/curriculum/epc
- 7. Courses that request Kent Core appear as action action items on an EPC agenda.
- 8. Courses that request diversity, experiential learning and/or writing-intensive status also appear as lesser action items on an EPC agenda.
- 8. The Curriculum Services staff updates Banner's course inventory within one week of the EPC meeting (see timeline on page 49 for effective dates) and makes changes to the subsequent *University Catalog*.
- 9. If course proposal affects Kent State's Ohio Transfer Module (OTM) or Transfer Assurance Guides (TAG or CTAG), the Curriculum Services staff updates Ohio Department of Higher Education.
- 1.—10. Course changes are documented fully in the annual *Curricular Bulletin*, published after the final EPC and Faculty Senate meetings of the academic year. Current and previous bulletins are available online: www.kent.edu/provost/curriculum/archives.Complete the course proposal in CurricUNET. Once submitted, the proposal will be routed to appropriate department or school's curricular body, and then on to the department chair or school director before moving to the college curriculum committee and college dean for approval.
- 2. If course has or requests Kent Core, diversity, experiential learning and/or writing intensive status, the CurricUNET proposal is also forwarded to the University Requirements Curriculum Committee (URCC) for review and approval.
- 3. The CurricUNET proposal is routed to Curriculum Services for review and Provost Office approval. The Curriculum Services office assigns appropriate state subsidy codes.
- 4. Course proposals appear as lesser action items on the agenda for the Educational Policies Council's (EPC) monthly meeting. They are not formally acted upon at an EPC meeting unless a member brings an issue to the floor. Once the meeting is adjourned, all course establishments, revisions and inactivations are considered approved. The EPC agenda is available online one week before the meeting date: www.kent.edu/provost/curriculum/epc.
- 5. The Curriculum Services staff updates Banner's course inventory within one week of the EPC meeting (and makes changes to the subsequent *University Catalog* (see timeline on page 50 for effective dates).
- 6. If course proposal affects Kent State's Ohio Transfer Module (OTM) or Transfer Assurance Guides (TAG or CTAG), the Curriculum Services staff updates Ohio Board of RegentsDepartment of Higher Education.
- 7. Course changes are documented fully in the annual *Curricular Bulletin*, published after the final EPC and Faculty Senate meetings of the academic year. Current and previous bulletins are available online: www.kent.edu/provost/curriculum/cb

- Programs affected by course inactivation or revisions to course prerequisite and credit hours need to be considered. Please confirm that prerequisites for courses required in a program are included in the total program hours, and that credit-hour revisions do not change total program hours for graduation. Notify other academic units who use the revised course as a requirement or elective.
- **Prerequisites** must be tangible to be functional in Banner. More information on course prerequisites can be found on page 46.
- Duplication issues must be documented in the proposal. Communicate with appropriate academic units, including Regional Campuses, when establishing or revising a course that may be similar to an established course or overlap disciplines.
- Equivalency of original course and its revision should be considered. If the revised course is not equivalent to the original course (i.e., a student who took the original course could not repeat it as revised;), it is not considered a revision, and two proposals should be submitted: one to inactivate the original course, and one to establish a new course. Equivalency between courses is a powerful function in Banner and affects students' degree progress, GPA, hours toward graduation and federal financial eligibility. More information on equivalent courses can be found on page 38.
- Course numbers that end in 90 to 99 are reserved for specific course types (e.g., special topics, seminars, internships, etc.). If a course is revised to the point where the revised course is not considered equivalent to the current course (see above for the 70 percent rule), the course number must be changed. Course numbers that have been inactivated may not be reassigned, ever. Contact the Office of Curriculum Services to find available course numbers under your course subject.
- Cross-listed and slashed courses must be identical with the exception of different course subjects (e.g.,
 ASL/SPED) for cross-listed and different levels and prerequisites for slashed. Separate proposals must be
 submitted for each cross-listed or slashed course. More information on cross-listed and slashed courses can be
 found on page 37.
- Special course fee additions, revisions and eliminations are submitted separately (see Section V for form).
 Deadline for submissions is typically the first week of February for the change to be effective that fall semester.
 More information on special course fees can be found on page 47to the associate vice president for academic budget and resource management in the Provost's Office and approved by the Kent State Board of Trustees in spring for the subsequent academic year. Please contact that office for more information about the process and deadlines.

DEADLINES AND EFFECTIVE DATES FOR COURSE PROPOSALS

Due to the implementation of a new catalog and curriculum management software, the November 2015 EPC meeting will be the last meeting to approve course and program additions and revisions for fall 2016 (as opposed to the historical January EPC meeting). Deadline for submissions to the EPC agenda is Monday, 26 October 2015. 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 course deadlines are determined by the last EPC meeting before publication of the *Schedule of Classes*. (The *Schedule of Classes* is published in February for fall term and September for spring term). If the dates for publication change, these deadlines will change accordingly.

<u>Deadline¹ Effective</u>

August EPC Spring² (e.g., August 20154 for spring 20165)

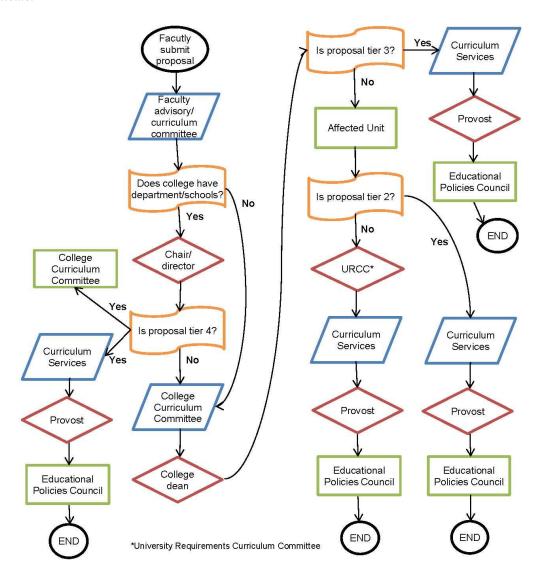
January November EPC Fall (e.g., January November 2015 for fall 20165)

- Course sections must be deleted and rebuilt <u>if</u> the proposal contains revision of course subject and/or number. To avoid this work, colleges should submit these changes to the EPC before the sections are built (October EPC for fall term; March EPC for spring term).
- 2. Proposals that cannot be considered effective for spring term are for courses that request the following:

- Inactivation Revision of title
- Revision of subject Revision of credit hours
- Revision of number
- Addition or removal of university requirement
 - Revision of prerequisite that impinges upon program requirements
 - (e.g., adding a prerequisite course that is not in the program requirements)

APPROVAL FLOWCHART FOR A COURSE

See Section V Visit www.kent.edu/provost/curriculum for curricular forms and documentation to establish, revise or inactivate.



Tier 4 proposals (department chair/school director final approver)

- Changes in course descriptions not involving substantial changes in course content
- Changes in course titles not involving substantial changes in course content
- Changes in course prerequisites not affecting any other academic unit
- Inactivation of courses not affecting any other academic unit
- Changes in course numbers not affecting level

Tier 3 proposals (college dean final approver)

- Changes in course credit hours
- Changes in course numbers affecting the level of courses
- Inactivation of courses affecting other degree programs or general curricular requirements within the college
- New courses (please note that a substantial revision to content in an existing course that affects description and title, among other things, constitutes a new course)

Tier 2 proposals (affected unit acknowledged)

- Inactivation of courses specified in degree programs or general curricular requirements of colleges other than the parent college
- Substantial changes in content affecting title and description of courses required in degree programs or general curricular requirements of colleges other than the parent college
- Changes in prerequisite of courses required in degree programs or general curricular requirements of colleges other than parent college
- Changes in course numbers affecting level of courses required in degree programs or general curricular requirements of colleges other than the parent college
- Establishment of new or additional courses designed for degree programs or general curricular requirements of colleges other than the parent college

Tier 1 proposals (University Requirements Curriculum Committee final approver)

Establishment, revision, inactivation of courses designated university academic requirement (e.g., Kent Core, diversity, writing-intensive, experiential learning, freshmen orientation)



ACTIVE COURSE SUBJECTS

The college administrating the courses is listed after the description in parenthesis.

<u>Legend</u>: AE=Architecture and Environmental Design; AS=Arts and Sciences; AT=Applied Engineering, Sustainability and Technology; BU=Business Administration; CA=The Arts; CI=Communication and Information; DS=Digital Sciences; EH=Education, Health and Human Services; HC=Honors; NU=Nursing; PH=Public Health; PM=Podiatric Medicine; RE=Regional; VA=Provost and Academic Affairs

	Accounting (BU)		Communication Studies (CI)
	Accounting Technology (RE)		Computer Technology (RE)
	Adolescent/Adult Education (EH)		Cooperative Education (VA)
AED	Architecture and Environmental Design (AE)		Chemical Physics (AS)
	Aeronautics (AT)		Criminology and Justice Studies (AS)
AGRI	Agribusiness (RE)	CS	Computer Science (AS)
ANTH	Anthropology (AS)	CTTE	Career-Technical Teacher Education (EH)
	Arabic (AS)		Cultural Foundations (EH)
	Architecture (<i>AE</i>)	DAN	Dance (CA)
	Architectural Studies (AE)	DSCI	Digital Sciences (DS)
ART	Art (CA)		Early Childhood Education (EH)
ARTC	Art Crafts (CA)		Early Childhood Education Technology (RE)
ARTE	Art Education (CA)	ECON	Economics (BU)
	Art Fine Arts (CA)	EDAD	Educational Administration (EH)
	Art History (CA)	EDST	Educational Studies (EH)
AS	Arts and Sciences (AS)	EDUC	Education (EH)
ASL	American Sign Language (AS)	EERT	Electrical/Electronic and Related Technologies
ASTU	Aerospace Studies (VA)		(RE)
ATTR	Athletic Training (EH)	EHS	Environmental Health Sciences (PH)
BAD	Business Administration (BU)	EMBA	Executive Master of Business Administration
BMRT	Business Management and Related		(BU)
	Technologies (RE)	ENG	English (AS)
BMS	Biomedical Sciences (AS)		Enology (RE)
BSC	Basic Sciences (PM)		Entrepreneurship (BU)
BSCI	Biological Sciences (AS)	EPI	Epidemiology (PH)
BST	Biostatistics (PH)	EPSY	Educational Psychology (EH)
BTEC	Biotechnology (AS)	EVAL	Evaluation and Measurement (EH)
BUS	Business Administration Interdisciplinary (BU)	EVHS	Environmental Health and Safety (<i>RE</i>)
CA	College of the Arts (CA)		Exercise Physiology (EH)
CACM	Applied Conflict Management (AS)	EXSC	Exercise Science (EH)
CADT	Computer Animation Design Technology (RE)	FDM	Fashion Design and Merchandising (CA)
CCI	Communication and Information (CI)	FESA	Fire and Emergency Service Administration (<i>RE</i>)
CCS	Career and Community Studies (EH)	FIN	Finance (BU)
CDAG	Computer Design, Animation and Game Design	FR	French (AS)
	(RE)	GAE	Green and Alternate Energy (RE)
CES	Counselor Education and Supervision (EH)	GEOG	Geography (AS)
CHDS-	Counseling and Human Development Services	GEOL	Geology (AS)
	(EH)	GER	German (AS)
CHEM	Chemistry (AS)	GERO	Gerontology (EH)
CHIN	Chinese (AS)	GMD	General Medicine (PM)
CI	Curriculum and Instruction (EH)	GRE	Greek (AS)
CLAS	Classics (AS)	HDFS	Human Development and Family Studies (EH)
CLI	Clinical Education (PM)	HEBR	Hebrew (AS)
CLS	Clinical Laboratory Sciences (AS)	HED	Health Education (EH)
CMD	Community Medicine (PM)	HIED	Higher Education (EH)
CMGT	Construction Management (AT)	HIST	History (AS)

HM Hospitality Management (EH) HONR Honors (HC)

ACTIVE COURSE SUBJECTS continued

	<u> </u>		
	Horticulture (AS)	OIA	Office of International Affairs (VA)
HPM	Health Policy and Management (PH)	ORT	Podiatric Biomedicine/Orthopedics (PM)
HRTG	Heritage Languages (AS)	PADM	Public Administration (AS)
HST	Human Services Technology (RE)	PAS	Pan-African Studies (AS)
AKM	Information Architecture and Knowledge	PEB	Physical Education–Basic (EH)
	Management (CI)	PEP	Physical Education–Professional (EH)
D	Interior Design (AE)	PH	Public Health (PH)
ERT	Industrial Engineering and Related	PHIL	Philosophy (AS)
	Technologies (RE)	PHY	Physics (AS)
GST	Integrative Studies (AS)	PLST	Paralegal Studies (AS)
HS	Integrated Health Studies (EH)	PMD	Podiatric Medicine (PM)
LS	Integrated Life Sciences (AS)	POL	Political Science (AS)
NS	Insurance Studies (RE)	PSYC	Psychology (AS)
ΓAL	Italian (AS)	PTST	Physical Therapist Assistant Technology (RE)
ТАР	Information Technology for Administrative	RADT	Radiologic Technology (RE)
	Professionals (RE)	REL	Religion (AS)
TEC	Instructional Technology (EH)	RERT	Real Estate and Related Technologies (RE)
APN	Japanese (AS)	RHAB	· · · · · · · · · · · · · · · · · · ·
MC	Journalism and Mass Communication (CI)	RIS	Radiologic and Imaging Sciences (RE)
	Justice Studies (AS)		Recreation, Park and Tourism Management (
ŒΑ	Kent Blossom Art (CA)		Respiratory Care (RE)
KBM	Kent Blossom Music (CA)	RTT	Respiratory Therapy Technology (RE)
КВТ	Kent Blossom Theatre (CA)	RUSS	Russian (AS)
	Landscape Architecture (AE)	SBS	Social and Behavioral Sciences (PH)
LAT	Latin (AS)	SEED	Secondary Education (EH)
	Liquid Crystal Display Engineering (AT)	SOC	Sociology (AS)
ΙB	University Libraries (VA)	SPA	Speech Pathology and Audiology (EH)
IS	Library and Information Science (CI)	SPAD	Sport Administration (EH)
	Mathematics (AS)	SPAN	Spanish (AS)
	Middle Childhood Education (EH)	SPED	Special Education (EH)
	Modern and Classical Language Studies (AS)	SPSY	School Psychology (EH)
	Mechanical Engineering and Related	SRM	Sport and Recreation Management (EH)
	Technologies (RE)	SUR	Podiatric Surgery (<i>PM</i>)
ЛFGT	Manufacturing Engineering Technology (RE)	SVCD	Summer Visual Communication Design (CA)
ЛIS	Management and Information Systems (BU)	TAS	Technical and Applied Studies (<i>RE</i>)
	Marketing (BU)		Technology (AT)
	Managerial Marketing (BU)		Theatre (CA)
	Military Science (VA)	TRST	Translation Studies (AS)
ИUS	Music (CA)	UD	Urban Design (AE)
	Nursing Technology (RE)	US	Undergraduate Studies (US)
	National Student Exchange	VCD	Visual Communication Design (CI)
NSF		, CD	, man communication Design (Ci)
		VIN	S S
	Nursing (NU) Nutrition (EH)	VIN VTEC	Viticulture and Enology (<i>RE</i>) Veterinary Technology (<i>RE</i>)

V. CURRICULAR FORMS AND DOCUMENTATION

ARCHIVED PROPOSALS

PROGRAM PROPOSALS PRE-2016 AND COURSE PROPOSALS PRE-2009 AND PROGRAM PROPOSALS

received by the Office of Curriculum Services and approved by the appropriate bodies are archived in ApplicationXtender (diprod01.uis.kent.edu/appxtender/login.aspx), a document-imaging software. Users are encouraged to read the manual when accessing the application for the first time (www.kent.edu/provost/curriculum/archives/upload/AppXtender_user_manual.pdf). ApplicationXtender is password protected; please contact Jennifer Kellogg to receive access.

COURSE PROPOSALS 2009-<u>present</u>**2015** are archived in the historical view of the Course Catalog Update workflow, accessible through FlashLine. All submitted proposals can be viewed no matter if the proposal was approved, denied or no action taken.

PROGRAM, COURSE AND POLICY PROPOSALS 2016 will be archived in CurricUNET (www.curricunet.com/kentstate).

FORM DEFINITIONS

CURRICUNET is a web-based software (www.curricunet/kentstate) used to propose, review, approve and track course, program and policy establishments, revisions and inactivations. This software management system replaces the Course Catalog Update workflow and paper proposals.

All forms for curricular proposals are available online at www.kent.edu/provost/curriculum/curricular-forms.

CERTIFICATION OF CURRICULUM PROPOSAL (CCP) is a sign-off sheet to indicate all levels of approval of a desired curricular action. A separate CCP form is required for each item. A separate CCP form is required for each item. For instance, revisions to three majors within one unit requires three CCP forms. However, if there are revisions to three concentrations within one major, only one CCP form (for the major) should be submitted. If a program change also includes one or more course changes, then submit one CCP form for the entire program and a Course Catalog Update workflow for each course. Beginning fall 2014, CCP forms will be used only for the following:

Establish, revise or inactivate an academic college, school, department, division, center or institute Establish, revise or inactivate a consortia or articulation agreement with another institution(s)

Temporarily suspend admissions into an academic program

Offer fully online an existing degree program

Offer more than 50 percent of an existing degree program's total credits at an approved off site location

COURSE CATALOG UPDATE (CCU) replaced the Basic Data Sheet and is an electronic workflow (found in FlashLine) used to indicate essential information about a course that is to be established, revised or inactivated. CCU will be replaced by CurricUNET beginning in fall 2014. All course and program establishments, revisions and inactivations will be routed through CurricUNET. Ability to submit proposals via the CCU workflow will be disabled beginning in summer 2015, although the archived view will continue to be accessible until it is merged into ApplicationXtender.

PROGRAM ROADMAP is a semester-by-semester plan of courses and other requirements in an associate or bachelor's degree program to ensure a timely graduation. Program roadmaps are displayed in the *University Catalog* (www.kent.edu/catalog) and on the GPS website (www.kent.edu/gps). A roadmap should accompany a proposal to establish or revise a program. Concentrations within a major have their own roadmap.

KENT CORE COURSE PROPOSAL QUESTIONNAIRE and KENT CORE LEARNING OUTCOMES

ASSESSMENT PLAN are to be used to request Kent Core status for a specific course. Please review the Kent
Core Policy Statement before submitting the questionnaire to the University Requirements Curriculum

Committee. A Course Catalog Update workflow must be submitted separately.

<u>DIVERSITY COURSE PROPOSAL QUESTIONNAIRE</u> is to be used to request diversity status for a specific course. Please review the Diversity Requirement Objectives, Criteria and Guidelines before submitting the questionnaire to the University Requirements Curriculum Committee. A Course Catalog Update workflow must be submitted separately.

WRITING-INTENSIVE COURSE (WIC) INFORMATION FORM is to be used to request writing-intensive status for a specific course. Please review the Guidelines for Writing-Intensive Course (WIC) Proposals before submitting the questionnaire to the University Requirements Curriculum Committee. A Course Catalog Update workflow must be submitted separately.

EXPERIENTIAL LEARNING COURSE-BASED COVER SHEET AND FORM are to be used to request a course to be designated for the experiential learning requirement. The EXPERIENTIAL LEARNING SECTION PROPOSAL COVER SHEET AND FORM are to be used to request the same designation, but for a particular section of a course. Please review the Experiential Learning Requirement Policy Statement and Guidelines before submitting the forms to the University Requirements Curriculum Committee. A Course Catalog Update workflow does not need to be submitted unless the course is new or other revisions are made to the course. FORMS FOR KENT CORE, DIVERSITY, WRITING INTENSIVE AND EXPERIENTIAL LEARNING will appear in the CurricUNET Course Checklist if one or more of those attributes is selected when establishing or revising an undergraduate course. Please review the guidelines for each (pages 61-70) before completing the forms in CurricUNET.

RECOMMENDATION TO CHANGE SPECIAL COURSE FEES FORM is to be submitted for new, revised or eliminated special course fees. See Section IV for more information. This form must be submitted to Jonathan Carlson, associate vice president of academic budget and resource management, by a pre-determined deadline date (typically December or January) to be effective for the subsequent fall semester. The Board of Trustees is the final authority in approving fee changes.

ESTABLISHING A NEW COURSE

Available in CurricUNET (www.curricunet.com/kentstate) Create Proposal → Create New Course

Enter Course Information.

College

Department

Course subject

Course number

Course title

Title abbreviation

Course description

Is this course part of:

Kent Core (if selected, refer to pages 58-59)

Writing Intensive Course (WIC) (if selected, refer to page 60)

Diversity Requirement (if selected, refer to page 59)

Experiential Learning Requirement (ELR) (if selected, refer to pages 60-61)

Freshman Orientation (FYE)

Proposal type

Basic Course Data.

Cross listed

Slash course

Related disciplines

Requested effective term

Course Credits/Hours.

Variable hours exist

Credit hours

Contact hours per week (You must select at least one category. Should be per week; can divide among

lecture/lab/clinic etc. if applicable)

Additional Course Information.

Can this course be repeated for credit?

Course level

Grade rule

Rational for IP grade request (if applicable)

Schedule type

Credit by exam

Course Learning Outcomes: Upon successful completion of this course, students will be able to....

Requisites. (Course prerequisite/co requisite)

Content Outline: List contact (nominal) hours for each topic.

Textbooks and Other Materials.

Activities That Support Outcomes.

In class activities that support course learning outcomes.

Out of class activities that support course learning outcomes.

Methods of Assessment/Evaluation.

This section defines the ways students will demonstrate that they have met the course learning outcomes.

Multiple measures may include, but are not limited to, the following: exams, quizzes, research projects, portfolios, papers, oral presentation, projects, field trips, group projects, class participation, class work, homework, lab activities, class performance, final, discussion and additional assessment information.

Proposal Summary.

Explain the purpose for this proposal.

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

Explain how this proposal affects courses, program requirements and students in other units.

Are existing facilities sufficient to support this course offering?

Is there an existing instructor(s) for this course, or will additional instructor(s) need to be hired?

Name of instructor(s) contributing to content development

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

REVISING OR INACTIVATING AN EXISTING COURSE

Available in CurricUNET (www.curricunet.com/kentstate) Create Proposal → Revise Approved Course

Proposal Type.

Course Revision Not Substantial

Revisions considered not substantial are the following:

Changes to course number not affecting level (e.g., 20000 level revised to 30000 level)

Changes to course description not involving substantial changes in course content

Changes to course title not involving substantial changes in course content

Changes to course prerequisite not affecting any other academic unit

Course Inactivation Not Substantial

Inactivation considered not substantial is one that that does not affect a program or course prerequisite.

Course Revision Substantial

Revisions to undergraduate courses considered substantial are the following:

Changes in course credit hours

Changes to course number affecting level (e.g., 20000 level revised to 30000 level)

Substantial changes to course content

Changes to course description due to substantial changes in course content

Changes to course title due to substantial changes in course content

Changes to prerequisite that affect programs or general curricular requirements of college

Course Inactivation Substantial

Inactivation considered substantial is one that that affects a program or course prerequisite

Brief description of revision.

For Course Revisions.

Revise any course information if applicable: course subject, number, title, title abbreviation, slash/cross listed, credit hours, contact hours, grade rule, course level, repeatable for credit, schedule (e.g., lecture, lab, internship), credit by exam eligible, description, prerequisite, university requirement attribute (Kent Core, diversity, writing-intensive, experiential learning, freshmen orientation).

If you select adding attribute of Kent Core, diversity, etc., refer to those sections.

Proposal Summary.

Explain the purpose for this proposal.

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

Explain how this proposal affects courses, program requirements and students in other units.

Are existing facilities sufficient to support this course offering?

Is there an existing instructor(s) for this course, or will additional instructor(s) need to be hired?

Name of instructor(s) contributing to content development

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

REQUESTING KENT CORE ATTRIBUTE

Available in CurricUNET (www.curricunet.com/kentstate) Create Proposal → Create New Course (OR Revise Approved Course) → select Kent Core as attribute

Please review the Kent Core Policy Statement in this section before completing and submitting the CurricUNET proposal. Attach a master syllabus for the course in the Attached Files section

KENT CORE FORM (PART A)

- 1. 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. Please complete or write "N/A" if the category desired is not in Category I or II.
- 3. State how the course is representative of a field that has attained maturity and substance with critical mass of its own scholarly literature, methodology, community of specialists and conceptual framework.
- 4. Are adequate resources available for this course (e.g., faculty, classroom space, equipment, library holdings)? If yes, explain.
- 5. Has this course been offered previously?
- 6. Given the available Kent Core course options, why is it important that this course be added as an option for students in fulfilling their Kent Core?
- 7. Please complete and attach a sample syllabus.

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* by answering the questions "What method(s) will be used to assess student learning?" and "What evidence of this assessment will be presented annually for the five year Kent Core review of this course?" for the following categories:

Acquire critical thinking and problem-solving skills (Ohio Transfer Module: Evaluate arguments in a logical fashion; competence in analysis and logical argument) Apply principles of effective written and oral communications (Ohio Transfer Module: 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 (Ohio Transfer Module: 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 (Ohio Transfer Module: 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 disciplines (Ohio Transfer Module: Employ the methods of inquiry characteristic of natural sciences, social sciences and the arts and humanities)

KENT CORE FORM (PART B)

The form lists the Kent Core learning objectives; marking the box beside the learning objectives opens corresponding Ohio Transfer Module learning objectives. (More information may be found at http://regents.ohio.gov/transfer/policy/OTMGuidelines_AllDisciplinesOct08.pdf)

Provide a description of the assessment methods for each specific learning outcome listed.

The assessment method should be described in sufficient detail that faculty member(s) who teach the course and URCC members reviewing the assessment plan will be able to come to a common understanding of what is expected. If a common assessment is being proposed, it would be constructive to include the exact questions, problems, case studies, etc. to be used.

When choosing methods of assessment, remember that <u>for every assessment method proposed</u>, there must be <u>corresponding evidence</u>.

Provide a description of the evidence from the assessment that will be presented annually to the URCC. See the Academic Quality Improvement Program's website at www.kent.edu/aqip (Learning Assessment link) for information of the types of evidence appropriate for various methods of assessment. The summary is to be submitted to the URCC by the end of each academic year, and should include a summary of the results of the assessment, a statement of the faculty's review of the results and a description of any modifications to the plan and/or course that are going to be made as a result of the review.

Units will have the opportunity to revise and resubmit their Learning Outcome Assessment Plan with their annual summary.

REOUESTING DIVERSITY REQUIREMENT ATTRIBUTE

Available in CurricUNET (www.curricunet.com/kentstate) Create Proposal → Create New Course (OR Revise Approved Course) → select Diversity Requirement as attribute

Please review the Diversity Course Requirement Objectives and Criteria in this section before completing and submitting the CurricUNET proposal. Your responses should reflect the needs and resources of the integrated eight campus system.

- 1. Explain how the course addresses specific diversity requirement objectives and criteria as a primary purpose. Please be explicit and concrete; this is the heart of the proposal.
- 2. Describe the history of previous course offerings. Attach a summary of student course evaluations. To what extent, if any, has this course been modified to meet the objectives and criteria of the diversity requirement?
- 3. For what audience would this be a particularly good diversity course? Explain.
- 4. What faculty will teach this course? Have any special efforts been made to prepare these faculty members to deal with the diversity issues of this course? Explain.
- 5. What maximum student enrollment per section do you propose? How many sections per year do you anticipate offering with current resources? What additional resources, if any, will you need?
- 6. How will the teaching and learning be evaluated? How will the effectiveness of the course, specifically its diversity aspect, be assessed?
- 7. Does this course address primarily domestic (U.S.) diversity issues or global diversity issues or both? Explain.
- 8. Attach a typical course syllabus

REQUESTING WRITING INTENSIVE COURSE (WIC) ATTRIBUTE

Available in CurricUNET (www.curricunet.com/kentstate) Create Proposal → Create New Course (OR Revise Approved Course) → select Writing Intensive Course (WIC) as attribute

Please review the Guidelines for Writing Intensive Course (WIC) Proposals in this section before completing and submitting the CurricUNET proposal. Attach a master syllabus for the course in the Attached Files section. The course objectives section of the syllabus must include the goals of the writing component and grade percentages on written assignments clearly must be stated on the syllabus.

Describe the *writing assignments* for this course, including the *nature* and *extent* of each assignment. (WIC Guidelines: Items 2, 3, 5)

Explain how the writing assignments are representative of writing in this discipline and how writing assignments are integrated into the course content. (WIC Guidelines: Item 2)

In what ways does the course *provide instruction* on the elements of writing in the discipline (identified above in item two)? (WIC Guidelines: Item 2)

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

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

What elements of writing are included in the assessment of the student's writing performance? (Guidelines: Item 5) What percentage of the final course grade is based on each individual writing assignment and what is the total percentage of the final course grade that is based on writing? If the final grade percentage is below 50%, what efforts have been made to meet this standard? Why should an exception be approved for this course? (WIC Guidelines: Item 5) What is the expected class size? If expected class size will be above 25, what efforts have been made to meet this standard? In what ways will the writing intensive nature of the course be maintained with the larger class size? (WIC Guidelines: Item 4)

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

REQUESTING EXPERIENTIAL LEARNING REQUIREMENT ATTRIBUTE

EXPERIENTIAL LEARNING REQUIREMENT DESIGNATION RUBRIC

This rubric is to be used as an aid in determining if a course section meets the criteria for ELR designation.

Learning Outcomes	Not clearly described	Somewhat described	Clearly described
1a. The course provides	The proposal provides a	The proposal provides a	The proposal provides a
opportunities for students	general overview of the	good overview of the	solid overview of the
to connect ideas, concepts,	course; however, it does	course and the ELR	course, the ELR activity(s),
and skills developed at the	not clearly describe how	activity(s); however, ideas	and clearly describes how
university with their	the ELR activity(s) will:	of how the activity will:	course ideas, concepts, and
applications to new and	■ Facilitate an	■ Facilitate an	skills will be applied in a
different contexts.	understanding of course	understanding of course	new and different context.
	ideas, concepts, and skills.	ideas, concepts, and skills.	
	Allow for the application	Allow for the application	
	of knowledge in a new and	of knowledge in a new and	
	different context.	different context appear	
		sparingly throughout the	
		proposal and/or syllabus.	

Lagraina Outcomes	Not clearly described	Somewhat described	Clearly described	
Learning Outcomes			Clearly described	
1b. The course provides	The proposal provides a	The proposal provides a	The proposal provides a	
opportunities for students	general overview of course	good overview of course	solid overview of course	
to demonstrate how this	assignments; however, it	assignments; however,	assignments, their	
experience broadens their	does not clearly describe:	descriptions of:	connection to the ELR	
understanding of the	■ The connection between	■ The connection between	activity(s), and how	
discipline, the world, or	assignments and the ELR	assignments and the ELR	students will demonstrate	
themselves as learners.	activity(s).	activity(s).	an understanding of the	
	■ How students will	■ How students will	connection between the	
	demonstrate an	demonstrate an	ELR activity(s), their	
	understanding of the	understanding of the	discipline, the world, or	
	connection between the	connection between the	themselves as learners.	
	ELR activity(s), their	ELR activity(s), their		
	discipline, the world, or	discipline, the world, or		
	themselves as learners.	themselves as learners		
		appear sparingly		
		throughout the proposal		
		and/or syllabus.		
1c. The course provides	The proposal suggests	The proposal provides a	The proposal provides a	
opportunities for students	reflection will occur;	good overview of reflective	solid overview of reflective	
to reflect on the meaning of	however, does not include	assignments; however,	assignments and clearly	
the experience for their	a clear description of:	descriptions of:	describes how reflection	
current and future	■ The reflective	how reflective assignments		
learning.	assignments how reflective	will facilitate student	meaning of the ELR	
8	assignments will facilitate	meaning of the ELR	activity(s) and their current	
	student meaning of the	activity and their current	and future learning.	
	ELR activity and their	and future learning appear	8.	
	current and future	sparingly throughout the		
	learning.	proposal and/or syllabus.		
	Tearring.	proposar and, or symmetris.		
2a. The three learning	The proposal suggests	The proposal provides a	The proposal provides a	
outcomes will be assessed.	assessment will occur;	good overview of	solid overview of	
outcomes win be assessed.	however, does not include	assessment assignments;	assessment assignments	
	a clear description of:	however, descriptions:	and clearly describes	
	■ Assessment assignments	■ Are underdeveloped for	standards to assess student	
	specific to the learning	one or more of the learning		
	outcomes identified in	outcomes identified in	identified in items 1a. 1c.	
	items 1a. 1c. above.	items 1a. 1c. above.	above.	
	rems ra. re. above.		ubove.	
		■ Appear sparingly		
		throughout the proposal		
		and/or syllabus.		
California de la				
Self assessment totals				
(write the number of check				
marks in each column)				
Examples of Experiential Lo	parning Activities			

Examples of Experiential Learning Activities

These examples are meant to give a general idea about possibilities within the five categories of ELR.

Civic Engagement Examples
Community development
Community based action research
Community based research
Service learning

Research Examples
Community based research
Creative activities
Field research
Oral history research

Substantial lab based research (e.g., off campus work, working as part of grant in the chemistry lab)

Creative Activities Examples

Architecture	Art .	Fashion
Exhibits	Creative projects	Original design portfolio
Original designs	Exhibits	Original designs
Dance	Music	Runway show
Internship	Compositions	Theatre
Major dance performance	Concertos	Directing
Original choreography	Major roles	Major role
Student direction	Recitals	Playwright
English/writing	Journalism and mass	Principal costume designer
Creative projects	<i>communication</i>	Principal lighting designer
Oral interpretation	Editorial writing	Principal set designer
Original poetry	General editing	Generalized discipline creative
Original writing project	Publisher	projects:
Visual communication design		Discipline specific exhibits
Original design portfolio		Discipline specific portfolios

Practical Experiences Examples

Applied workshops Geole
Apprenticeships Indep

Career/professional internship

Clerkship

Clinical fieldwork/practicum

Clinical research Coaching

Cooperative education/

experience

Counseling practicum

Curricular practical training (CPT) (per U.S. citizenship and immigration services)
Experiential/lab experience

Exploratory courses Entrepreneurships Fellowships

Field experience

Freshman interest groups (FIGs)

Study Abroad/Away Examples

Columbus program each fall Faculty led short term programs Fashion Design Studio in NYC

Internships abroad or beyond Northeast Ohio: CAPA program in Sydney; VCD internships at places such as

Discovery Channel, MTV, Smithsonian, etc.

National Student Exchange

Geology field camp Independent study

Internships

Leadership/management experience

Learning communities

Optional practical training (OPT) (per U.S. citizenship and immigration services)

Politics/public policy experience

Practicum 1 4 1

Practicum oriented thesis project Practicum oriented research

Residency experience Service learning

Student teaching Substantial research Laboratory experience (collaboration with faculty and/or graduate

student research: e.g., psychology, animal, or human subjects research;

sociology survey study;

oceanographic or limnologic field work; ecological field work; chemical synthesis in the lab; or

particlephysics work)
Teaching practicum
Training program
Tutoring

Volunteer work in discipline/area of

study

Work experience
Work in clinical settings
Work study (related to study)

Overseas student teaching through COST

Semester, year long, and summer programs: Florence, Geneva, Dresden Summer Language Program,

Leicester, Ulster, Uganda, China, Quebec, Mexico, etc.

Semester at Sea

Summer Intensive Study in Dance WPNI program each spring

RECOMMENDATION TO CHANGE SPECIAL COURSE FEES

Available online: www.kent.edu/provost/curriculum/forms

After the form is signed by the college dean (or designee), please forward to Jonathan Carlson associate vice president for academic budget and resources (Executive Suite, Library). The Board of Trustees is final approver of all fees. Typically, the Board approves fees in the spring for the next full academic year (e.g., board approves at spring 2015meeting for fall 2015 implementation).

all fees. Typically, the Board approves spring 2015meeting for fall 2015 imple	fees in the spring for the next for mentation).	ull academic year (e.g., board approves	; at
Department/School:			
Course Subject and Number:	Effective Term:		
Course Title:	Credit Hours:		
Current Fee: \$ /semester OR / credit hour (il Percentage Change: % incredit		/semester OR /credit hour (if variable)	
Explain the rational for the proposed n	new fee or the change in the cur	rent fee (attach memo if necessary)	
Projected annual income (use annual e worksheet if needed)	nrollment for past three years,	or estimate enrollment for new; attach	Excel
REQUIRED ENDORSEMENTS		, ,	
Department Chair / School Director			
Campus Dean (for Regional Campuses	s courses)		
College Dean (or designee)			
Provost and Senior Vice President for A			

ESTABLISHING A NEW ASSOCIATE OR BACHELOR'S DEGREE OR MAJOR

Available in CurricUNET (www.curricunet.com/kentstate) Create Proposal -> Create My Letter of Intent Before undertaking the paperwork, contact Therese Tillett in Curriculum Services to discuss the process, updates and timeline of the initiative.

LETTER OF INTENT

Cover.

Select the type of proposal.

New degree in an approved institution

New program within an existing degree (e.g., major, minor, concentration)

Certificate program

New licensure/endorsement area (educator preparation)

Other (please describe)

Select all alternative delivery options 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

Indicate projected start term of the proposed program.

Description: Provide a brief description of the request.

Additional Information.

Explain the institution's rationale for making the request.

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

Indicate whether additional administrations (e.g., admissions, financial aid, registrar) and student support

services (e.g., advising, tutoring, counseling) will be needed to support the proposed request.

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

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

Attached Files

Internal memos concerning duplication, encroachment, impact, support that affect department, college and regional campuses' resources (staffing, space, library/media, finances, student progress).

External letters of support, survey results.

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.

Establish Need. 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:

The survey instrument

Target population

Description of sample

Number and name of businesses involved in the sample

Employment opportunities by job titles including:

Number of job openings (due to growth)

Salary for these employees

Other evidence may include, but is not limited to:

Letters of support from businesses, schools and other organizations that commit to multi-year partnerships for education and training. The commitment may include financial support, "guaranteed" enrollments and other relevant proof of interest;

Local, state and national demographic information demonstrating trends linked to education;

Pilot courses or certificate programs with a multi-year history of success, tied to metrics demonstrating the need and opportunity for a full degree;

Partnerships with other colleges and universities to leverage the strengths of each and serve multiple locations in the state;

Longitudinal data demonstrating the need for a higher level degree (i.e., a proven associate's leading to a bachelor's degree);

Establishment of an endowed chair, addition of nationally recognized faculty or other parallel staffing that indicates a competitive "attraction" to the proposed program;

Reengineering of an existing program to meet changing market needs based on workforce shifts, licensure or certification changes from external organizations, or alignment with specialized accrediting agencies or organizations; and/or

Pilot programs or certificates offered in a limited time period to "test the waters" of the market, with limited or no financial loss to the institution.

Other evidence not listed above

Projected Data. Provide an explanation of potential and identified sources of students for the program. Documentation should demonstrate sufficient student interest to support the program and may include surveys of current students and related program majors, secondary students, as well as employees seeking advanced training. The data should include projected student enrollment and a projection of the number of graduates for the first five years of the program. Present projected enrollments in a table showing how many students will attend full time and how many part time. For master's degree proposals, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one. For bachelor's and master's degree programs, list the professional uses of the proposed degree programs.

Communication. 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.

Faculty Credentials and Faculty Capacity.

<u>Faculty Credentials.</u> Demonstrate how the following expectations apply to all full time and part time instructors, including graduate teaching assistants in the proposed program:

Faculty members hold a degree from a regionally or nationally accredited institution recognized by the U.S. Department of Education or the Council for Higher Education Accreditation or equivalent as verified by a member of the National Association of Credential Evaluation Services Inc.

Faculty members hold a terminal degree or a degree at least one level above the degree level in which they are teaching.

At least a bachelor's degree if teaching in an associate degree program.

At least a master's degree if teaching in a bachelor's degree program.

A terminal degree if teaching in a graduate program.

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.

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Where professional accreditation standards for faculty members exceed the Chancellor's standards, faculty members are expected to meet the professional accreditation standards.

Faculty members show evidence of professional development in the discipline.

Faculty members who received their degrees from the institution do not constitute the majority of the program's faculty.

Faculty Capacity:

Faculty resources are sufficient to meet the teaching, scholarship, service and advising needs of the program and the expectations of the institution.

The program is led by a full time faculty member.

Full time faculty members are involved at each location where more than 50 percent of the academic program can be completed (e.g., main campus, regional campus, additional locations)

Individuals who are full-time employees of the institution teach a minimum of 60 percent of the degree program curriculum. Portions of the degree program that are taught by individuals who are not employees of the institution (e.g., internships, clinical practicum experiences, field experiences and student teaching) are not included in the calculations for this standard.

At least one full-time faculty member is required for every 30 full-time equivalent students in an undergraduate degree program.

Faculty members reflect the racial, ethnic and gender diversity of the community and the student body. Students interact with several faculty members within the degree program to encourage exposure to a diversity of experiences and perspectives.

Attached Files. Supplemental information to accompany full proposal, including:

Internal memos concerning duplication, encroachment, impact, support that affect department, college and regional campuses' resources (staffing, space, library/media, finances, student progress). External letters of support, survey results.

FULL PROPOSAL

CurricUNET: Create Proposal -> Revise Approved Program OR Search -> Program -> Copy

Cover.

Program title

Banner code (contact Curriculum Services for available Banner code for new programs)

College(s)

Department(s)

Degree type

Degree name

Level

Campus(es)

Program Catalog Description.

Program Catalog Description: Provide a brief description of the proposed program as it would appear in the institution's catalog.

Keywords for GPS Website Search to identify the program for people using the Search Programs and Degrees website (www.kent.edu/gps).

Career Opportunities: Data obtained from the State of Ohio Labor Market Statistics and/or the U.S. Department of Labor Bureau of Labor Statistics.

Admission and Graduation.

Admission requirements

Graduation requirements

Major GPA

Overall GPA

Program Requirements.

Indicate the courses that comprise the program. Please list courses in groups by type

(e.g., required, elective, concentration).

List concentrations (required or optional) within the major with courses that comprise each concentration. Each concentration will require its own roadmap.

Program Requirement Notes: Add any notes relevant to the program.

Major Requirements

Create sequencing for the major, including a separate roadmap for each concentration.

University Summary: Lists courses that fulfill University requirements (Kent Core, Diversity, Experiential Learning).

Semester Notes: List any notes needed for individual semesters.

Summary of the Request: Provide a brief summary of the request.

Notification of Agencies.

Provide a statement indicating that the appropriate agencies (e.g., regional accreditors, specialized accreditors, state agencies) have been notified of the institution's request for the authorization of the new program. Provide documentation of the notification as an appendix item on Attached Files page.

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. 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 in the Attached Files page in the checklist.

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 appointment, and the frequency of their meetings.

Program Development.

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

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.

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 of 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.

Collaboration.

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.

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.

Student Services.

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. 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. Goals and Objectives. Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.

Delivery and Off-site Components.

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

Does not apply

If one or more of the items is checked, provide a brief description of the delivery model

Off site Program Components (please check all that apply):

Co op/internship/externship

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Field placement

Student teaching

Clinical practicum

Does not apply

Other

If one or more of the items is checked, provide a brief description of the off site component(s)

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

How the results are used to inform the institution and the program

Measuring Student Success.

Describe the policies and procedures in place to measure individual student success in the proposed program.

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

Initiatives used to track student success after program completion

Faculty.

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 designations.

Describe the credentialing requirements for faculty who will be teaching in the program (e.g., degree

requirements, special certifications or licenses, experience).

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

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

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

Full-time

Less than full time

Proved an estimate of the number of <u>faculty members to be added</u> during the first two years of the program operation.

Full time

Less than full time

Describe the institution's general expectations for professional development/scholarship activities by the proposed program's faculty. In your response, describe any differences in the expectations for tenure-track vs. non tenure-track faculty and for full time vs. part time faculty. Indicate the financial support provided for such activities. Include a faculty handbook outlining the expectations and documenting support as an appendix item. Faculty 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.

Name of instructor

Rank or title

Full time/part time

Degree titles, institution, and year (include the discipline/field as listed on the diploma.)

Years of teaching experience in the discipline/field

Additional expertise in the discipline/field (e.g., licenses, certifications, if applicable)

Title of the course(s) this individual will teach in the proposed program (include the course prefix and number) Number of courses this individual will teach per year at <u>all</u> campus locations

Library Resources and Information Literacy.

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

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

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.

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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.

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.

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

ESTABLISHING A NEW MASTER'S OR DOCTORAL DEGREE OR MAJOR

Available in CurricUNET (www.curricunet.com/kentstate)

Create Proposal → Create My Program Development Plan Before undertaking the paperwork, contact Mary Ann Stephens in Graduate Studies to discuss the process, updates and timeline of the initiative.

PROGRAM DEVELOPMENT PLAN

Any institution of higher education desiring to introduce a new degree or new degree program shall submit a Program Development Plan (PDP) to the Ohio Board of Regents Department of Higher Education' Department of Higher Education' Advisory Committee on Graduate Studies (RACGS) with a copy to the Regent's staff prior to formal application for degree authority. The Program Development Plan should be submitted at the earliest time consistent with

the availability of the information requested below and as early as possible within the institutional approval processes.

The Program Development Plan should address, in a summary narrative of no more than five pages (exclusive of appendices, which should be kept as brief as possible), the following concerns:

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

Description of the proposed curriculum.

Administrative arrangements for the proposed program: department and school or college involved. Evidence of need for the new degree program, including the opportunities for employment of graduates. This section should also address other similar programs in the state addressing this need and potential duplication of programs in the state and region.

Prospective enrollment.

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

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

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

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

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.

Establish Need. 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:

The survey instrument

Target population

Description of sample

Number and name of businesses involved in the sample

Employment opportunities by job titles including:

Number of job openings (due to growth)

Salary for these employees

Other evidence may include, but is not limited to:

Letters of support from businesses, schools and other organizations that commit to multi-year partnerships for education and training. The commitment may include financial support, "guaranteed" enrollments and other relevant proof of interest;

Local, state and national demographic information demonstrating trends linked to education;

Pilot courses or certificate programs with a multi-year history of success, tied to metrics demonstrating the need and opportunity for a full degree;

Partnerships with other colleges and universities to leverage the strengths of each and serve multiple locations in the state;

Longitudinal data demonstrating the need for a higher level degree (i.e., a proven associate's leading to a bachelor's degree);

Establishment of an endowed chair, addition of nationally recognized faculty or other parallel staffing that indicates a competitive "attraction" to the proposed program;

Reengineering of an existing program to meet changing market needs based on workforce shifts, licensure or certification changes from external organizations, or alignment with specialized accrediting agencies or organizations; and/or

Pilot programs or certificates offered in a limited time period to "test the waters" of the market, with limited or no financial loss to the institution; and/or

Other evidence not listed above.

Projected Data. Provide an explanation of potential and identified sources of students for the program. Documentation should demonstrate sufficient student interest to support the program and may include surveys of current students and related program majors, secondary students, as well as employees seeking advanced training. The data should include projected student enrollment and a projection of the number of graduates for the first five years of the program. Present projected enrollments in a table showing how many students will attend full time and how many part time. For master's degree proposals, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one. For bachelor's and master's degree programs, list the professional uses of the proposed degree programs.

Communication. 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.

Faculty Credentials and Faculty Capacity.

<u>Faculty Credentials.</u> Demonstrate how the following expectations apply to all full time and part time instructors, including graduate teaching assistants in the proposed program:

Faculty members hold a degree from a regionally or nationally accredited institution recognized by the U.S. Department of Education or the Council for Higher Education Accreditation or equivalent as verified by a member of the National Association of Credential Evaluation Services Inc.

Faculty members hold a terminal degree or a degree at least one level above the degree level in which they are teaching.

At least a bachelor's degree if teaching in an associate degree program.

At least a master's degree if teaching in a bachelor's degree program.

A terminal degree if teaching in a graduate program.

In addition to meeting degree level requirements, faculty members teaching technically—or practice-oriented courses demonstrate evidence of practical experience in the field and applicable licenses and/or certifications. For programs involving clinical faculty (e.g., student teaching supervisors, clinical practicum supervisors), the credentials and involvement of clinical faculty are described and meet applicable professional standards for the delivery of the educational experiences.

Where professional accreditation standards for faculty members exceed the Chancellor's standards, faculty members are expected to meet the professional accreditation standards.

Faculty members show evidence of professional development in the discipline.

Faculty members who received their degrees from the institution do not constitute the majority of the program's faculty.

Faculty Capacity:

Faculty resources are sufficient to meet the teaching, scholarship, service and advising needs of the program and the expectations of the institution.

The program is led by a full time faculty member.

Full time faculty members are involved at each location where more than 50 percent of the academic program can be completed (e.g., main campus, regional campus, additional locations)

Individuals who are full-time employees of the institution teach a minimum of 60 percent of the degree program curriculum. Portions of the degree program that are taught by individuals who are not employees of the institution (e.g., internships, clinical practicum experiences, field experiences and student teaching) are not included in the calculations for this standard.

At least one full-time faculty member is required for every 30 full-time equivalent students in an undergraduate degree program.

Faculty members reflect the racial, ethnic and gender diversity of the community and the student body. Students interact with several faculty members within the degree program to encourage exposure to a diversity of experiences and perspectives.

Attached Files. Supplemental information to accompany full proposal, including:

Internal memos concerning duplication, encroachment, impact, support that affect department, college and regional campuses' resources (e.g., staffing, space, library/media, finances, student progress). External letters of support, survey results.

FULL PROPOSAL

CurricUNET: Create Proposal -> Revise Approved Program OR Search -> Program -> Copy

Cover.

Program title

Banner code (contact Curriculum Services for available Banner code for new programs)

College(s)

Department(s)

Degree type

Degree name

Level

Campus(es)

Program Catalog Description.

Program Catalog Description: Provide a brief description of the proposed program as it would appear in the institution's catalog.

Keywords for GPS Website Search to identify the program for people using the Search Programs and Degrees website (www.kent.edu/gps).

Career Opportunities: Data obtained from the State of Ohio Labor Market Statistics and/or the U.S. Department of Labor Bureau of Labor Statistics.

Thesis/Dissertation. Include information regarding capstone requirements such as thesis or dissertation.

Admission and Graduation.

Admission requirements

Graduation requirements

Overall GPA

Program Requirements.

Indicate the courses that comprise the program. Please list courses in groups by type (e.g., required, elective, concentration).

List concentrations (required or optional) within the major with courses that comprise each concentration. Program Requirement Notes: Add any notes relevant to the program.

Academic Quality. Provide analysis on 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.

Program Need.

Examples of potential metrics of program need include:

Student interest and demand; potential enrollment; ability to maintain the critical mass of students.

Institutional need, plan for overall development of graduate programs at the proposing institutions.

Societal demand; intellectual development; advancement of the discipline; employment opportunities.

Scope; local, regional and national needs, international need.

Access and Retention of Underrepresented Groups.

Plan to ensure recruitment, retention and graduation of underrepresented groups within the discipline.

Provide as background a general assessment of:

Institution and departmental profiles of total enrollment and graduate student enrollment of underrepresented groups with the discipline.

Compare underrepresented groups degree recipients from the department and university at all levels compared to national norms. Supply data by group where available.

Statewide Alternatives.

Programs available in other institutions.

Appropriateness of specific locale for the program.

Opportunities for inter-institutional collaboration.

Institutional Priority and Costs.

Support and commitment of the proposing institution's central administration

Adequacy of available resources committed for the initiation of the program

External Support. Community, foundation, governmental and other resources.

Goals and Objectives. Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.

Attached Files. Supplemental information to accompany full proposal.

Internal memos concerning duplication, encroachment, impact, support that affect depart, college and regional campuses' resources (staffing, space, library, finances).

External letters of support, survey results.

ESTABLISHING A MINOR

Available in CurricUNET (www.curricunet.com/kentstate) Create Proposal-> Create New Program

Cover.

Program title

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Banner code (contact Curriculum Services for available Banner Code for new programs)

College(s)

Department(s)

Degree type

Degree name

Level

Campus(es)

Program Catalog Description.

Program Catalog Description: Provide a brief description of the proposed program as it would appear in the institution's catalog.

Keywords for GPS Website Search to identify the program for people using the Search Programs and Degrees website (www.kent.edu/gps).

Career Opportunities: Data obtained from the State of Ohio Labor Market Statistics and/or the U.S. Department of Labor Bureau of Labor Statistics.

Admission and Graduation.

Admission requirements

Graduation requirements

Overall GPA

Program Requirements. Indicate the courses that comprise the program. Please list courses in groups by type (e.g., required, elective)

Program Requirement Notes. Add any notes relevant to the program.

Proposal Rationale.

Description of action, including its intended effect.

Impact on other programs, course offerings, students, faculty staff (e.g., duplication issues).

Fiscal, enrollment, facilities and staffing considerations.

Evidence of need and sustainability for establishing.

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

Attached Files. Memos concerning duplication, impact, support, if applicable, that affect department, college, regional campuses' resources (e.g., staffing, facilities, library, finances, student services).

ESTABLISHING A CERTIFICATE

Available in CurricUNET (www.curricunet.com/kentstate) Create Proposal-> Create New Program

Cover.

Program title

Banner code (contact Curriculum Services for available Banner code for new programs)

College(s)

Department(s)

Degree type

Degree name

Level

Campus(es)

Program Catalog Description.

Program Catalog Description: Provide a brief description of the proposed program as it would appear in the institution's catalog.

Keywords for GPS Website Search to identify the program for people using the Search Programs and Degrees website (www.kent.edu/gps).

Career Opportunities: Data obtained from the State of Ohio Labor Market Statistics and/or the U.S. Department of Labor Bureau of Labor Statistics.

Admission and Graduation.

Admission requirements

Graduation requirements

Overall GPA

Program Requirements. Indicate the courses that comprise the program. Please list courses in groups by type (e.g., required, elective)

Program Requirement Notes. Add any notes relevant to the program.

Notice of Intent (NOI) to Offer an Educational Program.

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). 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.

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.

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).

Date of the first day of class. Include both:

The first day the program was or will be offered by the institution

The day you would like to begin disbursing Title IV funds to students enrolled in the program New Program Needs Analysis and Faculty Credentials. All Kent State academic units are required to provide evidence of the need for a proposed academic program. Generic statements that imply the "need" for the program are not sufficient. Proposals should include data driven market research that addresses a student demand that will increase enrollment, potential for employment upon graduation, competitive advantage for the university, reasonable non-duplication with other programs and appropriate multi-year financial analyses. Establish Need. 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:

The survey instrument

Target population

Description of sample

Number and name of businesses involved in the sample

Employment opportunities by job titles including number of job openings (due to growth) and salary for these employees

Other evidence may include, but is not limited to:

Letters of support from businesses, schools and other organizations that commit to multi-year partnerships for education and training. The commitment may include financial support, "guaranteed" enrollments and other relevant proof of interest;

Local, state and national demographic information demonstrating trends linked to education;

Pilot courses or certificate programs with a multi-year history of success, tied to metrics demonstrating the need and opportunity for a full degree;

Partnerships with other colleges and universities to leverage the strengths of each and serve multiple locations in the state;

Longitudinal data demonstrating the need for a higher level degree (i.e., a proven associate's leading to a bachelor's degree);

Establishment of an endowed chair, addition of nationally recognized faculty or other parallel staffing that indicates a competitive "attraction" to the proposed program;

Reengineering of an existing program to meet changing market needs based on workforce shifts, licensure or certification changes from external organizations, or alignment with specialized accrediting agencies or organizations; and/or

Pilot programs or certificates offered in a limited time period to "test the waters" of the market, with limited or no financial loss to the institution.

Other evidence not listed above.

Projected Data. Provide an explanation of potential and identified sources of students for the program. Documentation should demonstrate sufficient student interest to support the program and may include surveys of current students and related program majors, secondary students, as well as employees seeking advanced training. The data should include projected student enrollment and a projection of the number of graduates for the first five years of the program. Present projected enrollments in a table showing how many students will attend full time and how many part time. For master's degree proposals, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one. For bachelor's and master's degree programs, list the professional uses of the proposed degree programs.

Communication. 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.

Faculty Credentials and Faculty Capacity.

<u>Faculty Credentials.</u> Demonstrate how the following expectations apply to all full time and part time instructors, including graduate teaching assistants in the proposed program:

Faculty members hold a degree from a regionally or nationally accredited institution recognized by the U.S. Department of Education or the Council for Higher Education Accreditation or equivalent as verified by a member of the National Association of Credential Evaluation Services Inc.

Faculty members hold a terminal degree or a degree at least one level above the degree level in which they are teaching.

At least a bachelor's degree if teaching in an associate degree program.

At least a master's degree if teaching in a bachelor's degree program.

A terminal degree if teaching in a graduate program.

In addition to meeting degree level requirements, faculty members teaching technically—or practice oriented courses demonstrate evidence of practical experience in the field and applicable licenses and/or certifications. For programs involving clinical faculty (e.g., student teaching supervisors, clinical practicum supervisors), the credentials and involvement of clinical faculty are described and meet applicable professional standards for the delivery of the educational experiences.

Where professional accreditation standards for faculty members exceed the Chancellor's standards, faculty members are expected to meet the professional accreditation standards.

Faculty members show evidence of professional development in the discipline.

Faculty members who received their degrees from the institution do not constitute the majority of the program's faculty.

Faculty Capacity:

Faculty resources are sufficient to meet the teaching, scholarship, service and advising needs of the program and the expectations of the institution.

The program is led by a full time faculty member.

Full time faculty members are involved at each location where more than 50 percent of the academic program can be completed (e.g., main campus, regional campus, additional locations)

Individuals who are full-time employees of the institution teach a minimum of 60 percent of the degree program curriculum. Portions of the degree program that are taught by individuals who are not employees of the institution (e.g., internships, clinical practicum experiences, field experiences and student teaching) are not included in the calculations for this standard.

At least one full-time faculty member is required for every 30 full-time equivalent students in an undergraduate degree program.

Faculty members reflect the racial, ethnic and gender diversity of the community and the student body. Students interact with several faculty members within the degree program to encourage exposure to a diversity of experiences and perspectives.

Attached Files. Supplemental information to accompany full proposal.

Internal memos concerning duplication, encroachment, impact, support that affect depart, college and regional campuses' resources (staffing, space, library, finances).

External letters of support, survey results.

REVISING OR INACTIVATING A DEGREE, MAJOR, MINOR OR CERTIFICATE

Available in CurricUNET (www.curricunet.com/kentstate) Create Proposal -> Revise Approved Program Note: Establishing, inactivating or revising a concentration all are considered a revision of the major.

Type revision or inactivation

Cover

Program title

Banner code (contact Curriculum Services for available Banner Code for new programs)

College(s)

Department(s)

Degree type

Degree name

Level

Campus(es)

Program Catalog Description. (If Revising)

Program Catalog Description: Provide a brief description of the proposed program as it would appear in the institution's catalog.

Keywords for GPS Website Search to identify the program for people using the Search Programs and Degrees website (www.kent.edu/gps).

Career Opportunities: Data obtained from the State of Ohio Labor Market Statistics and/or the U.S. Department of Labor Bureau of Labor Statistics.

Admission and Graduation. (If Revising)

Admission requirements

Graduation requirements

Major GPA

Overall GPA

Program Requirements. (If Revising)

Indicate the courses that comprise the program. Please list courses in groups by type (e.g., major/core/technical in Requirements section delineated by courses counted in the major GPA and Additional Requirements/general education not counted in the major GPA, electives, etc.).

List concentrations (required or optional) within the major with courses that comprise each concentration. Each concentration will require its own roadmap.

Program Requirement Notes: Add any notes relevant to the program.

Proposal Rationale

Description of action, including its intended effect.

Impact on other programs, course offerings, students, faculty staff (e.g., duplication issues).

Fiscal, enrollment, facilities and staffing considerations.

Evidence of need and sustainability if establishing.

Provisions of phase out if inactivating. Include the following:

Plans to notify current students, and assist them in completing the program.

Loss of faculty or staff positions (if any) and when they were informed.

Communication of inactivation with advisor, admissions and financial aid offices.

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

Attached Files. Supplemental information to accompany full proposal

Internal memos concerning duplication, encroachment, impact, support that affect department, college and regional campuses' resources (staffing, space, library, finances).

External letters of support, survey results.

TEMPORARILY SUSPENDING ADMISSIONS INTO AN ACADEMIC PROGRAM

Available online: www.kent.edu/provost/curriculum/forms

Certification of Curriculum Proposal (CCP). (see page 90)

Proposal summary.

Explanation of why temporary suspension of admission is being proposed.

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.

Effect on current students enrolled in the program, faculty, staff and active courses.

Fiscal and staffing impact of suspension, including library, facility, equipment; examples are budgeted expenditures that will be suspended or cancelled, funding that has been committed and now will not be used, grants that could be jeopardized.

Term and year when it is anticipated that it will end; no temporary suspension of admission may exceed three years.

ESTABLISHING, REVISING OR INACTIVATING CONSORTIA/ ARTICULATION AGREEMENT WITH OTHER INSTITUTION(S)

Certification of Curriculum Proposal (CCP). (see page 90)

Legal agreement and course articulation: Contact Kent State's articulation officer to discuss the process and paperwork involved.

OFFERING FULLY ONLINE* AN EXISTING DEGREE PROGRAM

Available online: www.kent.edu/provost/curriculum/forms

* 80 percent or more offered online or through another distance learning delivery

Certification of Curriculum Proposal (CCP). (see page 90)

Ohio Board of RegentsDepartment of Higher Education'Department of Higher Education'sDepartment of Higher Education's Change Request Form.

Proposed start date.

Date that the request received final approval from the appropriate institutional committee.

Does the program lead to educator license or endorsement?

Institutional support:

Describe the learning management system (LMS) that the institution will be using for its online or blended/hybrid course offerings.

Describe the institution's options and processes for students and faculty in need of ADA accommodations for online teaching and learning.

Describe the technical and help desk support services available to students and faculty (hardware and software systems).

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).

Indicate whether the institution has entered into a collaborative agreement with a third party provider to provide content/curriculum or resources/services to support the delivery of the program. If so, indicate the parties involved, purpose and timeline of the agreement. Submit a copy of the agreement as an appendix item. Have the appropriate accreditation agencies been informed of the proposed change?

Administrative and student support services:

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

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.

Curriculum:

Will the online or blended/hybrid program be offered instead of or in addition to the onsite program?

Indicate whether the online or blended/hybrid program is equivalent to the on ground program (e.g., expected outcomes, number of credits, course availability). If there are differences, please explain.

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.

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.

Describe the evaluation systems used to measure the quality and effectiveness of the program delivered in an online or blended/hybrid format.

Using the chart (see online form), please list the courses that make up the major/program and indicate whether they are delivered using an online, blended/hybrid or on-ground format (see definitions on first page). Identify all new courses (i.e., courses that are not a part of the approved, on-ground curriculum.)

Faculty and administration:

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.

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.

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.

Using the table (see online form), provide the information requested for each member of the instructional staff. A faculty member must be identified for each course to be taught during the first two years of program delivery. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below). A copy of each faculty member's CV must be included as an appendix item.

OFFERING 50+ PERCENT OF EXISTING PROGRAM'S TOTAL CREDITS AT APPROVED OFF SITE* LOCATION

Available online: www.kent.edu/provost/curriculum/forms

* "Approved off site" is defined as an Ohio Board of Regents Department of Higher Education approved location other than the Kent Campus (e.g., a community college). If the site is not approved (e.g., an office building), contact Therese Tillett or Mary Ann Stephens for the appropriate form.

Please contact Therese Tillett if you are planning to offer a Kent Campus degree program at a regional campus or Kent State-approved site (e.g., Independence) as the paperwork is streamlined.

Certification of Curriculum Proposal (CCP). (see page 90)

Ohio Board of Regents Department of Higher Education' Department of Higher Education's Change Request Form.

Course delivery site (site must be previously approved).

Proposed start date.

Date that the request received final approval from the appropriate institutional committee.

Does the program lead to an educator license or endorsement? *If yes, contact Therese Tillett (undergraduate) or Mary Ann Stephens (graduate) as other questions may be added.*

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.

Changes needed to accommodate the new program(s)

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

Describe the changes (if any) that will be needed in the site's existing administrative services (e.g., admissions, financial aid, registrar) 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.

Describe changes (if any) that will be needed in the site's existing academic student services (e.g., advising, tutoring, counseling, placement services) 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.

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.

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

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.

Program information:

Using the chart (see online form), please list the degree/program area that is being added for delivery at the site. If general education courses are being added as part of this request, include that as a separate program area. Include a list of the courses that will be available onsite as an appendix item.

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.

Faculty:

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

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

Market/workforce need

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.

Indicate the projected enrollments for the program(s) over the next three years.

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.

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.

Formal letter, memorandum of understanding or other type of correspondence, if applicable, that outlines the agreement to deliver the program at a site.

Faculty CV for each faculty member identified as teaching for the off-site program.

signed after EPC approved

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

CERTIFICATION OF CURRICULUM PROPOSAL FORM (ACADEMIC PROGRAMS)

Available online: www.kent.edu/provost/curriculum/forms
Preparation Date: date you completed the form
Curriculum Bulletin: curriculum services completes after EPC approval
Effective Date: date when proposal becomes effective
Approved by EPC: curriculum services completes after EPC approval
Department: write out full name of academic unit; leave blank if no official department/school
College: select from drop down box
Degree: select from drop down box; examples: Bachelor of Science, Master of Arts
Program Name: write out full name Program Code: Banner code
Concentration(s): complete if proposal includes concentration
Concentration(s) Code(s): Banner code
Proposal: select from drop down box; examples: establish articulation/consortia agreement,
offer program fully online
Description of proposal: be succinct and clear
Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing
considerations; need, audience, prerequisites; teaching education licensure)
be succinct and clear
Units consulted (other departments, programs or campuses affected by this proposal):
list all units and include correspondence with the proposal
DEOLUDED ENDODGEMENTS
REQUIRED ENDORSEMENTS
must be signed before being submitted to college degrée office
must be signed before being submitted to college dean's office
Department Chair / School Director
required if proposal affects a regional campus
required ty proposal dijects a regional campus
Compus Deep (for Pegional Compuses proposals)
Campus Dean (for Regional Campuses proposals)
must be signed before being submitted to Office of Curriculum Services
College Dean (or designed)
College Dean (or designee) required if proposal affects graduate level
/ /
Dean of Graduate Studies (for graduate proposals)

ESTABLISHING AN ACADEMIC POLICY

Available in CurricUNET (www.curricunet.com/kentstate) Create Proposal → Create New Course

Policy recommendations may be initiated by the board, the president, an administrative officer, any committee or council, Faculty Senate and its committees or individual members of the university community (students, faculty, staff). The board is the final authority in resolving conflicts or disputes in the interpretation of university policies.

Select Department.

Policy Title. Title of proposal should be succinct and clear.

Proposal Type.

New Graduate Policy University Wide

New Undergraduate Policy Within Department

New Undergraduate Policy Within College

New Undergraduate Policy University Wide

New Undergraduate Policy Kent Core, etc.

New Graduate Policy Within College

New Graduate Policy Within Department

Cover.

Policy description

Effective term

Describe impact of policy (e.g., duplication issues; enrollment and staffing considerations; need, audience).

Units consulted

Policy Summary.

Subject Specification: One sentence that states the intent of the proposal; include official name(s) of program(s). Background Information: A synopsis of the history of the topic and the circumstances that have led to the recommendation; suggested paragraph topics might include:

Description of action, including its intended effect

Conformity of action with mission of sponsoring unit

Rationale for action

Effect on current programs, offerings, students, staff

Scope of action

Fiscal and staffing impact of action

Evidence of need and sustainability if establishing

Alternatives and Consequences: Other options that could be pursued or actions that may occur if this proposal is not approved.

Specific Recommendation and Justification: The preferred action and the rationale that supports that choice. Timetable and Actions Required: A chronology of actions required to approve the proposal with an anticipated

implementation date for each action.

Attached Files.

Memos concerning impact of new, revised or inactivated policy

E.g., duplication, encroachment, support regarding impact on department, college and regional campuses' resources (staffing, space, library, finances, student progress)

Evidence external to unit in support of policy establishment, revision or inactivation (if appropriate).

REVISING OR INACTIVATING AN ACADEMIC POLICY

Available in CurricUNET (www.curricunet.com/kentstate) Create Proposal → Revise Approved Policy

Policy Title: Title of proposal should be succinct and clear.

Policy Proposal Type.

Modify Graduate Policy University Wide

Modify Undergraduate Policy Within Department

Modify Undergraduate Policy Within College

Modify Undergraduate Policy University Wide

Modify Undergraduate Policy Kent Core, etc.

Modify Graduate Policy University Wide

Modify Graduate Policy Within College

Modify Graduate Policy Within Department

Inactivate Graduate Policy University Wide

Inactivate Undergraduate Policy Within Department

Inactivate Undergraduate Policy Within College

Inactivate Undergraduate Policy University Wide

Inactivate Undergraduate Policy Kent Core, etc.

Inactivate Graduate Policy Within College

Inactivate Graduate Policy Within Department

Justification.

Cover.

Policy description

Effective term

Describe impact of policy (e.g., duplication issues; enrollment and staffing considerations; need, audience).

Units consulted

Policy Summary.

Background Information: A synopsis of the history of the topic and the circumstances that have led to the recommendation; suggested paragraph topics might include:

Description of action, including its intended effect

Conformity of action with mission of sponsoring unit

Rationale for action

Effect on current programs, offerings, students, staff

Scope of action

Fiscal and staffing impact of action

Provisions for phase out if inactivating

Alternatives and Consequences: Other options that could be pursued or actions that may occur if this proposal is not approved.

Specific Recommendation and Justification: The preferred action and the rationale that supports that choice. Timetable and Actions Required: A chronology of actions required to approve the proposal with an anticipated implementation date for each action.

Attached Files.

Memos concerning impact of new, revised or inactivated policy (duplication, encroachment, support regarding impact on department, college and regional campuses' resources [staffing, space, library, finances, student progress])

Evidence external to unit in support of policy establishment, revision or inactivation.

ESTABLISHING, REVISING OR INACTIVATING AN ACADEMIC ADMINISTRATIVE UNIT

ACADEMIC COLLEGE, SCHOOL, DEPARTMENT, DIVISION, CENTER, INSTITUTE

Available online: www.kent.edu/provost/curriculum/forms

Certification of Curriculum Proposal (CCP). See next page.

Proposal summary: All requests for establishing or revising academic administrative structures must be supported with a proposal that addresses:

94 | V. CURRICULAR FORMS AND DOCUMENTATION

The following information is taken directly from 3342-2-03 university policy regarding the establishment or revision of academic administrative structures [www.kent.edu/policyreg].

The quality of the faculty, students, and programs.

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

Comparative advantage versus other structures.

What makes the unit particularly appropriate for Kent State University.

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

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

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

Administrative reporting structure.

Space and capital budget needs.

A proposed operating budget with any one time resource needs.

Evaluation procedures including academic assessment procedures.

A timetable for proposal implementation.

Memos concerning impact, duplication or support, if applicable, that affects academic units and/or campuses' resources (staffing, facilities, library, finances, student services).

Evidence external to unit in support of establishment, revision or inactivation (if appropriate).

CERTIFICATION OF CURRICULUM PROPOSAL FORM (ACADEMIC ORGANIZATIONAL STRUCTURE)

Available online: www.kent.edu/provost/curriculum/forms

Preparation Date: date you completed the form

Curriculum Bulletin: curriculum services completes after EPC approval

Effective Date: date when proposal becomes effective

Approved by EPC: curriculum services completes after EPC approval

Department: write out full name of academic unit

College: select from drop down box

Proposal: select from drop down box; examples: establish department, revise center, inactivate institute

Proposal Name: brief statement of action

Description of proposal:

be succinct and clear

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

be succinct and clear

Units consulted (other departments, programs or campuses affected by this proposal): list all units and include correspondence with the proposal

REQUIRED ENDORSEMENTS

must be signed before being submitted to college dean's office	,	/
Department Chair / School Director required if proposal affects a regional campus	_/	_/
Campus Dean (for Regional Campuses proposals) must be signed before being submitted to Office of Curriculum Services	_/	_/
College Dean (or designee) required if proposal affects graduate level	_/	_/
Dean of Graduate Studies (for graduate proposals) signed after EPC approved	_/	_/
Sonior Vice President for Academic Affairs and Proyect for designed	<u>-/</u>	_/

EPC Agenda | 19 October 2015 | Attachment 4 | Page 1 KENT STATE UNIVERSITY **CERTIFICATION OF CURRICULUM PROPOSAL**

Preparation Date 6-Jun-15 Curriculum Bulletin

		Effective Date	Fall 2015	Approved by EPC
Department	Health Policy and	l Management		
College	PH - Public Healt	_		
Degree	MPH - M	aster of Public H	ealth	
Program Name	Master of Public	Health Progr	ram Banner Co	ode PH-MPH Site Code TRP
Concentration(s)	Health Policy and	Management	Concentration	(s) Banner Code(s) HPM
Proposal	Temporarily susp	end admissions		
the Trumbull camp to the current num cohort at a time at	Health Policy and ous MPH program v ber of master's pro the Trumbull camp	with a focus on L ograms in the De ous.	eadership an partment, we	rarily suspend admissions to d Organizational Change. Due can only support one 2-year
Does proposed revision Current total credit h		n's total credit hou Proposed total ci		⊠ No
Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure): There is no impact on other programs. Units consulted (other departments, programs or campuses affected by this proposal): College of Public Health Departments of Biostatistics, Environmental Health Sciences, and Epidemiology (BEHE) and Social and Behavioral Sciences (SBS).				
		REQUIRED EN	ORSEMENT	· · · · · · · · · · · · · · · · · · ·
				61512015
Department Chair / S				
Campus Dean (for R	legional Campuses	proposals)		
- Soma al	enog			6 18 Da15
Dean of Graduate Si	Agosan	proposals)		615115
Provost and Senior \	/ice President for A	cademic Affairs (o	r designee)	/

+Proposal Summary to Establish or Revise an Academic Administrative Structure

Suspend Admissions to Trumbull MPH Program

The following is from 3343-2-03 University Policy Regarding the Establishment or Revision of Academic Administrative Structures.

The Department of Health Policy and Management seeks to temporarily suspend admissions beginning fall 2015 to its MPH-Master of Public Health program on the Trumbull campus (Program Banner Code: PH-MPH Site Code TRP)

1. The quality of the faculty, students and programs.

The quality of the faculty, students and programs are sufficient.

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

The decision to suspend admissions to the Master's in Public Health with a focus on Leadership and Organizational Change is consistent with the strategic directions of the College of Public Health and the Department of Health Policy and Management. Currently, we are striving to improve the quality of all our degree programs. Due to the number of programs in the Department, we can only support one 2-year cohort program at a time at the Trumbull campus and need to suspend admissions beginning Fall 2015. The decision to suspend admissions will be reconsidered following the summer 2016 graduation of the present cohort.

3. Comparative advantage versus other structures.

N.A.

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

N.A.

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

Demand for the unit is evident. However, the companion program at the Regional Academic Center in Twinsburg, OH is able to absorb any additional applicants during the period in question.

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

N.A.

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

Limiting the Trumbull program to one cohort at a time is more efficient in terms of Department resource allocation.

8. Administrative reporting structure.

N.A.

9. Space and capital budget needs.

Budget needs preclude hiring additional faculty needed to expand programs on the Trumbull regional campus at this time.

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

N.A.

11. Evaluation procedures including academic assessment procedures.

N.A.

12. A timetable for proposal implementation.

Suspension of admissions to the Trumbull MPH beginning Fall 2015. The existing cohort will continue on site through the end of summer 2016.

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	24-Jun-15	Curriculum Bulletin
		Effective Date	Fall 2016	Approved by EPC
Department	Visual Communi	cation Design		
College		tion and Informat	ion	
Degree	BS - Bachelor of			
Program Name	Photo-Illustratio		ram Banner Co	ode PHOI
Concentration(s)		entration(s) Banne		
Proposal	Revise program	(0)		
Design Photo-Illu	revises the curric	of Science progra	m to a Bache	nool of Visual Communication lor of Fine Arts Degree.
Current total credit		Proposed total	=======================================	
staffing considerati Please see attach	ons; need; audience ed proposal sumn her departments, pr	e; prerequisites; te nary.	acher education	
Department Chair	I School Prirector	REQUIRED EN	IDORSEMENT	6 12412015
Department Ottali	, concentration			
Statt 4	Regional Campuse	es proposals)		9 123 1 2015
College Dean (or o	designee)	,		
Dean of Graduate	Studies (for gradua	te proposals)		, ,
Provost and Senio	or Vice President for	Academic Affairs	(or designee)	



John R. Kasich, Governor John Carey, Chancellor

CHANGE REQUEST: NAME AND CURRICULUM MODIFICATION

Date of submission: to come

Name of institution: Kent State University

Previously approved title: Photo-Illustration major within the Bachelor of Science degree

Proposed new title: Photo-Illustration major within the Bachelor of Fine Arts degree

Proposed implementation date of the request: Fall 2016

Date that the request received final approval from the appropriate institutional committee:

[date to come] (Kent State University Board of Trustees)

Primary institutional contact for the request

Name: Therese E. Tillett

Title: Executive Director of Curriculum Services, Office of the Provost

Phone: 330-672-8558 **E-mail:** ttillet1@kent.edu

Educator Preparation Program Leads to Licensure/Endorsement: No

Explain the rationale for name and curricular changes.

Graduates of Kent State's Photo-Illustration major are awarded with a Bachelor of Science (BS) degree. Faculty in the School of Visual and Communication Design, College of Communication and Information, which administers the degree program, propose changing the degree to a Bachelor of Fine Arts (BFA) degree for the following reasons:

- The BFA degree is the standard degree awarded to students in the discipline of photographic arts. A change from a BS to a BFA degree will allow Kent State graduates to become more competitive in the commercial workplace, as well as more accessibility to graduate studies for those who want to pursue the terminal Master of Fine Arts degree.
- A BFA degree better aligns with the mission of the school, which offers BA, BFA, MA and MFA degrees. This is only BS degree offered by the school. All the school's programs go through the same accreditation process by the National Association of Schools of Art and Design.
- The BS degree is a hold-over from when the Photo-Illustration major was administered, pre-2002, by a different school at the university, a school that offers only BS degrees at the undergraduate level.
- A BFA degree in Photo-Illustration has the potential to increase recruitment and retention efforts. A BFA is the preferred degree in academia and the workplace in this field.

In addition to changing to the degree designation, the faculty propose the following curricular modifications:

- Reduction of overall credit hours, from the current 126 to 120. The revision eliminates 6 credit hours while increasing the number of major-specific courses.
- Revision and condensing of required courses to enable development of four new VCD courses and add four existing VCD and two existing entrepreneurship courses to the program (the latter offered by the College of Business Administration). These changes will better prepare the students to gain meaningful employment.
- The condensing of the program will aid the faculty during the review process. Students will take more photography courses during their foundation years. This will provide the faculty with a better assessment of predicted student success. It will also lessen student time to degree completion if the student review is unsuccessful.
- In addition to adding more courses, seven existing courses will have a course number change. These new course numbers reflect the course's location in the program's semester sequencing (aka "roadmap"). For example, the course Color Photography is numbered 48005. This course will be offered in the sophomore year in the proposed BFA program plan, and the course number will be changed to 28005. These course number changes will eliminate any confusion regarding program sequencing for the students.
- As a result of the restructuring of the program semester sequencing and course number changes, many of the course prerequisites have changed to reflect the updated program.
- The BFA curriculum revision removes four cross-listed courses between the School of Visual Communication and Design and the School of Journalism and Mass Communication. The decision to remove the cross-listed courses was based on the other no longer offering their courses. The school was consulted and agreed with the decision to remove these cross-listed courses (approved May 15, 2015, JMC Faculty Advisory Committee).

Describe how the name and curricular changes will affect students in the current program.

The program changes will not affect current students. Students in the Photo-Illustration major in catalogs prior to fall 2016 will still be able to take the courses required for their particular catalogs. Some of these courses will have course number and prerequisite changes; however, the advising staff will be notified of the necessary override steps to complete the students' registration of courses. No matter the course number change, the previous iteration of the course is equated to proposed course, and will be programmed as such in the degree audit system to not affect current students' degree progress.

Describe any faculty, administrative or support service changes occurring along with the name and curriculum changes.

The program changes will not have a negative effect on the faculty, administrative or support services. The Photo-Illustration program comprise two full-time faculty members and several adjunct faculty members. Careful consideration was given to the course sequencing that would allow the offering of courses without necessity to hire additional full-time or adjunct faculty.

Enrollment is expected to increase slowly with this new curriculum, and resource assessments in the future will determine whether more faculty are needed.

Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

In 2013, the Photo-Illustration major went through accreditation review by the National Association of Schools of Art and Design, and will be reviewed again in 2016. It has been communicated to the accreditor that the school will be revising the degree and curriculum to align with a BFA.

Describe how the effectiveness of the new curriculum will be monitored over time.

As required by National Association of Schools of Art and Design, the programs within the School of Visual Communication Design are reviewed on a cycle. In addition, Kent State does a program review for every school/department every seven years.

Faculty for the program will review the quality of the student work during the sophomore portfolio review (VCD 20096). Students who do not meet the quality standards set by the school are provided academic advice for additional coursework so they can resubmit their portfolios at a later date. VCD 20096 also allows faculty to gauge the quality of classroom instruction, determine if the course objectives are being met, evaluate the appropriateness of the course sequencing and identify any additional problematic areas.

Submit a comparison of the currently authorized curriculum and the proposed curriculum.

Previously Authorized Curriculum	Cr Hrs	Proposed Curriculum	Cr Hrs	Notes
MAJOR REQUIREMENTS	62	MAJOR REQUIREMENTS	65	Revised
VCD 13000 Introduction to Visual	2	VCD 13000 Introduction to Visual	3	NI1
Communication Design	3	Communication Design	3	No change
VCD 13001 Introduction to Visual	3	VCD 13001 Introduction to Visual	3	No change
Communication Design Studio	3	Communication Design Studio	3	No change
VCD 20000 Basic Computer – Graphic	3			Removed
Design and Illustration	3			Kemovea
VCD 20003 Intermediate Computer –	3			Removed
Graphic Design/Illustration	3			Kemovea
VCD 20010 Intro to Design Research	3			Removed
VCD 20096 Photo Illustration	1	VCD 20096 Photo Illustration	1	No abanca
Sophomore Portfolio Review	1	Sophomore Portfolio Review	1	No change
VCD 23001 Introduction to Typography	3	VCD 23001 Introduction to Typography	3	No change
VCD 28000 Photography	3	VCD 18000 Photography	3	Revised
VCD 28002 Photography II	3	VCD 18002 Photography II	3	Revised
VCD 38003 Photo Technology	3	VCD 28003 Photo Technology	3	Revised
VCD 38004 Advanced Photography	3	VCD 28001 Advanced Photography	3	Revised
VCD 30008 Junior Portfolio Review –	4			D 1
Photo Illustration	1			Removed
VCD 34006 Motion Design	3	VCD 34006 Motion Design	3	No change
VCD 38001 Photographics	3	VCD 38001 Photographics	3	No change
VCD 38009 Internship Seminar –	4	VCD 38009 Internship Seminar –	0	D . 1
Photo Illustration	1	Photo Illustration	2	Revised
VCD 40095 Special Topics: Graphic				
Design/ Illustration or VCD 43001				
Interaction Design: Communities and	3			Removed
Culture <u>or</u> VCD 43002 Typographic/				
Photographic Graphic Design				
VCD 40025 Professional Portfolio	2	VCD 48003 Professional Portfolio –	2	Revised
		Photo Illustration	<u> </u>	Aevisea
VCD 40192 Internship II – Graphic	3	VCD 40192 Internship II – Graphic	3	Revised
Design/Illustration	,	Design/Illustration/Photo-Illustration	,	NEVISCU

Previously Authorized Curriculum	Cr Hrs	Proposed Curriculum	Cr Hrs	Notes
VCD 43004 Issues for Graphic Design	3			Removed
Businesses	3			
VCD 45000 Graphic Design Perspectives	3	VCD 45000 Graphic Design Perspectives	3	No change
VCD 48005 Color Photography	3	VCD 28005 Color Photography	3	No change
VCD 48007 Photo Illustration Techn	3	VCD 38007 Photo Illustration Tech	3	Revised
VCD 49119 Senior Capstone	3			Removed
		VCD 28004 Photographic Perspective	3	New
		VCD 28007 Advanced Digital Imaging	3	New
		VCD 37000 Visual Design Media:	2	N .7 -
		Advanced	3	New
		VCD 38011 Editorial Photography	3	New
		VCD 48001 Photographic Project	3	New
		VCD 48002 Advanced Photographic	2	3 . 7
		Project	3	New
		VCD 48009 Fashion Photography	3	New
ADDITIONAL REQUIREMENTS	64	ADDITIONAL REQUIREMENTS	55	Revised
ARTH 22006 Art History: Ancient and	2	ARTH 22006 Art History: Ancient and	2	NT 1
Medieval Art (Kent Core Fine Arts)	3	Medieval Art (Kent Core Fine Arts)	3	No change
ARTH 22007 Art History: Renaissance	2	ARTH 22007 Art History: Renaissance	2	NT 1
to Modern Art (Kent Core Fine Arts)	3	to Modern Art (Kent Core Fine Arts)	3	No change
ARTH Upper Division Course	3	ARTH Upper Division Course	3	No change
COMM 15000 Introduction to Human	2	COMM 15000 Introduction to Human	2	
Communication (Kent Core Additional)	3	Communication (Kent Core Additional)	3	No change
		ENTR 27056 Intro to Entrepreneurship	3	New
		Entrepreneurship (ENTR) Elective	3	New
FIN 26074 Legal Environment of				
Business or CRIM 26704 Issues in Law	2	NCD 24004 N' 1 E-1 '	2	D 1 1
and Society or PHIL 21001 Intro to	3	VCD 34004 Visual Ethics	3	Replaced
Ethics or VCD 34004 Visual Ethics				
JMC 20001 Media, Power and Culture	2	JMC 20001 Media, Power and Culture	3	NT 1
(Kent Core Social Sciences)	3	(Kent Core Social Sciences)	3	No change
JMC 22004 Visual Storytelling	3			Removed
LIS 30010 Information Fluency in the	2	LIS 30010 Information Fluency in the	2	NT 1
Workplace and Beyond	3	Workplace and Beyond	3	No change
US 10097 Destination Kent State: FYE	1	US 10097 Destination Kent State: FYE	1	No change
Kent Core Composition	6	Kent Core Composition	6	No change
Kent Core Mathematics	3	Kent Core Mathematics	3	No change
Kent Core Humanities	3	Kent Core Humanities	3	No change
Kent Core Social Sciences	3	Kent Core Social Sciences	3	No change
Kent Core Basic Sciences	6-7	Kent Core Basic Sciences	6-7	No change
Kent Core Additional	3	Kent Core Additional	3	No change
General Electives	15	General Electives	3	Revised
TOTAL		TOTAL		Revised

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

TRANSMITTAL MEMO COLLEGE OF COMMUNICATION AND INFORMATION Kent State University

TO: Therese E. Tillett, Director of Curriculum Services

FROM: LuEtt Hanson, Associate Dean

SUBJECT: Curriculum Proposal

DATE: September 25, 2015

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

VCD – Revise BS-PHOI to BFA-PHOI and revise program curriculum, including 5 new courses and 11 course revisions.

New courses: VCD 28007, 38011, 48001, 48002, 48003

Revised courses: VCD 20096, 28000, 28002, 38001, 38003, 38004, 38009, 40192,

48005, 48007, 48009

This proposal was approved by the CCI College Curriculum Committee on September 23, 2015.

Proposal Summary Revise the curriculum and change the VCD B.S. Photo-Illustration program to a B.F.A Photo-Illustration Program

Description of Action, Including Intended Effect

- The Bachelor of Fine Arts degree is the standard degree awarded to students in the discipline of photographic arts. A change from a Bachelor of Science degree to a B.F.A. degree will make our students more competitive in the commercial workplace.
- A change to a B.F.A. degree will make graduate school more accessible to our students who want to complete a terminal Master of Fine Arts degree.
- The change to a B.F.A. degree will better align with the mission of offering a top quality education within the School of Visual Communication Design. Currently we offer a B.F.A degree for design and illustration students, but a B.S. in Photo-Illustration. All three disciplines go through the same NASAD accreditation process.
- The B.F.A curriculum revision will ensure our students can complete their major requirements in a timely fashion. The B.S. Photo-Illustration program is 126 credit hours. The proposed B.F.A. program is 120 credit hours. This B.F.A. program eliminates six credit hours while increasing the number of Photo-Illustration specific courses.
- The B.F.A. Photo-Illustration degree has the potential to positively impact recruitment and retention efforts. The B.F.A. degree in Photo-Illustration is the preferred degree in academia and the workplace. This degree offering could increase our student enrollment without a negative impact on staffing.
- The B.F.A. curriculum revision condenses the courses of the current B.S. program. This more efficient "roadmap" will allow us to develop four new courses, add four existing VCD courses, and utilize two entrepreneurship courses within the School of Business Administration. These curriculum changes will better prepare the students to gain meaningful employment.
- The condensing of the program "roadmap" will aid the VCD faculty during the review process. Students will take more photography courses during their foundation years. This will provide the faculty with a better assessment of predicted student success. It will also lessen student time to degree completion if the student review is unsuccessful.
- In addition to adding more courses, six existing courses will have a course number change. These new course numbers reflect the course's location in the program "roadmap." For example, Color Photography currently is numbered VCD 48005. This course will be offered in the sophomore year in the new B.F.A. program plan and the course number will be changed to VCD 28005. These course number changes will eliminate any confusion regarding program sequencing for the students.

- As a result of the restructuring of the program plan and course number changes, many of the course prerequisites have changed. The enclosed data sheets reflect these changes.
- The B.F.A. curriculum revision removes four cross-listed courses between VCD and JMC. The decision to remove the cross-listed courses was based on JMC no longer offering these courses. JMC was consulted and agreed with the decision to remove these cross-listed courses. These changes were approved in their Faculty Advisory Committee on 05/15/2015.

Course changes:

ADD as a major requirement:

```
VCD 28004, Photographic Perspective – existing course (3 cr.)
```

VCD 28007, Advanced Digital Imaging – new course (3 cr.)

VCD 34004, Visual Ethics – existing course (3 cr.)

VCD 37000, Visual Design Media – existing course (3 cr.)

VCD 38011, Editorial Photography – new course (3 cr.)

VCD 48001, Photographic Project – new course (3 cr.)

VCD 48002, Advanced Photographic Project – new course (3 cr.)

VCD 48003, Professional Portfolio – new course (3 cr.)

VCD 48009, Fashion Photography – existing course (3 cr.)

ADD as additional degree requirements:

```
ENTR Elective – existing course (3 cr.)
ENTR 27056, Introduction to Entrepreneurship – existing course (3 cr.)
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Delete from major requirements:

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VCD 20000, Basic Computer – Graphic Design and Illustration (3 cr.)
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VCD 20003, Intermediate Computer – Graphic Design/Illustration (3 cr.)

VCD 20010, Introduction to Design Research (3 cr.)

VCD 30008, Junior Portfolio Review – Photo Illustration (1 cr.)

VCD 43004, Issues for Graphic Design Businesses (3 cr.)

VCD 40025, Professional Portfolio (2 cr.)

VCD 49199, Senior Capstone (3 cr.)

Choose from list: VCD 40095, Special Topics: Graphic Design/Illustration (3 cr.)

VCD 43001, Interaction Design: Communities and Culture (3 cr.)

VCD 43002, Typographic/Photographic Graphic Design (3 cr.)

Delete from additional program requirements:

JMC 22004, Visual Storytelling (3 cr.)

Choose from list: FIN 26074, Legal Environment of Business (3 cr.)

CRIM 26704, Issues in Law and Society (3 cr.) PHIL 21001, Introduction to Ethics (3 cr.)

VCD 34004, Visual Ethics (3 cr.)

Course number changes:

Old course number	New course number
VCD 28000	VCD 18000
VCD 28002	VCD 18002
VCD 38004	VCD 28001
VCD 38003	VCD 28003
VCD 48005	VCD 28005
VCD 48007	VCD 38007
	VCD 28000 VCD 28002 VCD 38004 VCD 38003 VCD 48005

Course Prerequisite Changes:

As a result of the program "roadmap" reorganization and course number changes, many of the course prerequisites need modified. The Basic Data Sheets enclosed with this program proposal have the correct prerequisites listed on the forms. The B.F.A. Program Overview Sheet documents the changes in the prerequisite numbers.

Slash Course Removal:

The following cross-listings have been removed from the curriculum:

VCD 28001 will no longer be cross-listed with JMC 32004.

VCD 28003 will no longer be cross-listed with JMC 32003.

VCD 28005 will no longer be cross-listed with IMC 42005.

VCD 38007 will no longer be cross-listed with JMC 42007.

JMC and VCD have been consulted regarding these changes and approved in their Faculty Advisory Committee meetings. See enclosed materials for documentation of these FAC votes.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

The new Additional Degree Requirements will impact the College of Business Administration. VCD Photo-Illustration majors will now be required to take ENTR 27056 Introduction to Entrepreneurship and an ENTR elective. These two courses will strengthen the students' business skills and will make them more competitive in the commercial work place.

The ENTR Director has been consulted and supports these requirement changes. The Additional Degree Requirements will not have a negative impact on staffing.

Fiscal, Enrollment, Facilities and Staffing Considerations

The VCD Photo-Illustration program has two full-time faculty members and several adjunct faculty members to teach the program courses. Careful consideration was given to the course sequencing that would allow us to offer the courses without having to hire additional full-time or adjunct faculty.

Enrollment is expected to increase slowly with this new curriculum and resource assessments in the future will determine whether more faculty are needed.

Provisions for Phase-Out if Inactivating

Students who are finishing the Photo-Illustration major in catalogs prior to fall 2016 will still be able to take the courses required for their particular catalogs. Some of these courses will have course number and prerequisite changes but the advising staff will be notified of the necessary override steps to complete the students' registration of courses.

Assessment Plan

Currently the programs in the School of Visual Communication Design go through three external review bodies. These review bodies are: the Academic Quality Improvement Program, the Higher Learning Commission, and the National Association of Schools of Art and Design.

The B.S. Photo-Illustration program went through the NASAD accreditation in 2013 and will be reviewed again in 2016. In the 2013 NASAD accreditation, it was noted

in the review that we planned to move the program from a Bachelor of Science degree to a Bachelor of Fine Arts degree.

In addition to the external reviews, the B.F.A. program plan will review the quality of the student work at the VCD 20096 Photo Illustration Sophomore Portfolio Review. Students who do not meet the quality standards of our school are provided academic advice for additional coursework so they can resubmit their portfolios at a later date. VCD 20096 also allows us to gauge the quality of our classroom instruction, determine if the course objectives are being met, evaluate the appropriateness of the course sequencing, and to identify any additional problematic areas.

The B.F.A. Photo Illustration degree will continue to be reviewed in this manner.

GPS Keywords

Branding, Creative, Designer, Photography, Film, Photo, Creativity, Digital Media, Illustration, Print, Commercial Photography, Photo Illustration, Photographer, Digital Imaging, Pictures, Fine Art Photography, Digital Photography, BFA, B.F.A., Travel, Logos, Bachelor of Fine Art

Timetable and Actions Required:

Approval by VCD Faculty/Director: June 2015

Approval by CCI CCC:

Approval by EPC:

Approval by Faculty Senate:

Approval by Board of Trustees:

Approval by Ohio Board of Regents:

Approval by Higher Learning Commission:

September 2015

November 2015

January 2016

February 2016

Curriculum Questions

KENNEDY, JAIME D. Thu 3/19/2015 8:00 PM ☐ Sent from my iPad

Labelle, David Thu 3/19/2015 6:45 PM Can you say, "Da?"

KENNEDY, JAIME D. Thu 3/19/2015 2:58 PM Sent Items To: Labelle, David; Thanks Dave!

I'm assuming that JMC 32003 Photo Technology (Zone system large format class) is also not offered? If this is true, can we add this one to the "remove cross listing" list?

Thanks, Jaime

Labelle, David Wed 3/18/2015 2:01 PM Absolutely. Thanks

KENNEDY, JAIME D. Wed 3/18/2015 10:10 AM Sent Items Dave,

Would JMC be OK with removing the cross-listing from all three? If so, it will need to go through your next FAC for a vote. I am trying to get this all wrapped up so we can vote on it this semester since I will be away on sabbatical in the fall.

Thanks, Jaime

Labelle, David Wed 3/18/2015 8:17 AM Inbox Hi Jamie,

This ought to help you:

None of these classes will continue to be taught in JMC. Two of the three have not been taught in at least five years, and advanced photo is being replaced by Ent/Doc and or Advanced Photo Techniques, which will be taught in the fall. That syllabus is still being assembled.

Hope all is good in your world,

David L

KENNEDY, JAIME D. Tue 3/17/2015 2:41 PM Sent Items Hi Dave,

I hope all is well!

We are currently revising our B.S. photo program to a B.F.A. program and I have been going through all of the course data sheets. I've noticed that there are a couple of courses cross-listed between VCD and JMC that may have different course outcomes. Would it be possible to get the course syllabi for the courses so that I can evaluate them? They are:

JMC 32004 Advanced Photography JMC 42005 Color Photography JMC 42007 Photo-Illustration Techniques

Thank you and I hope to see you soon! Jaime Kennedy

Hello Jamie,

I wanted to communicate with my coordinator for the Entrepreneurship program, Denise Easterling, my faculty member who typically teaches the practicum, Craig Zamary, and Bob Jewell, who will be replacing me as a department chair with the beginning of the new academic year. Everyone is on board and we are delighted to have the BFA Photo Illustration students taking our Entrepreneurship courses. We have some additional coursework that will be coming on line this year that may be of interest as well. Craig Zamary and Denise Easterling would both be open to talking with you or your advisors about our courses. We are definitely OK with you requiring two of our courses.

Thank you,

Pam

Pamela E. Grimm

Chair, Department of Marketing and Entrepreneurship

Kent State University

P.O. Box 5190

Kent, OH 44242-0001

330-672-1262

pgrimm@kent.edu

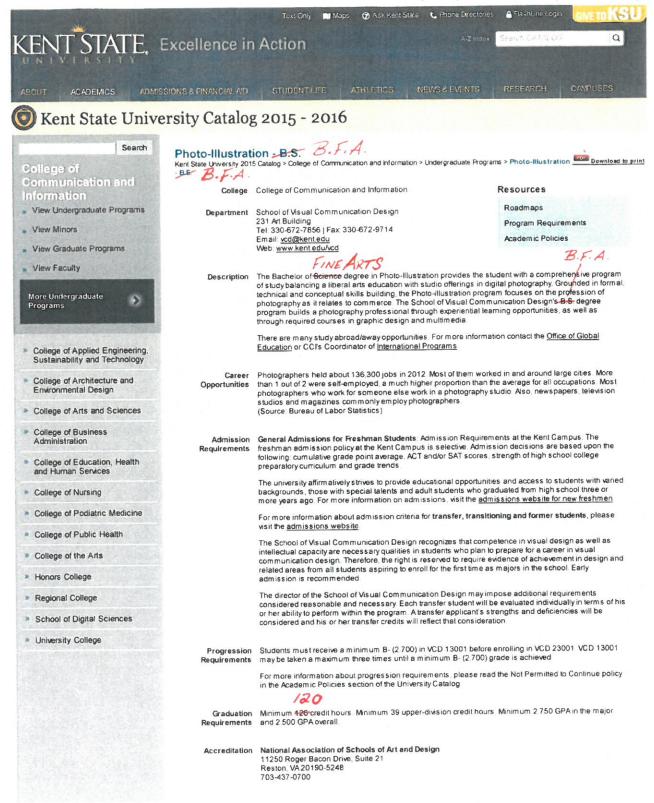
From: KENNEDY, JAIME D.

Sent: Friday, August 07, 2015 1:01 PM

To: GRIMM, PAMELA

Subject: VCD ENTR Courses

Hi Pamela,
Cathy Zingrone spoke to you regarding our interest in your Entrepreneur courses for our BFA Photo Illustration students. I am currently finishing up all of the paperwork and wanted to get your approval for us to use ENTR 27056 (Intro to Entrep) and "ENTR elective" in our program roadmap. Could you let me know if your school is OK with us requiring our PHOI students to take two of your courses?
Thank you,
Jaime Kennedy
Jaime Kennedy
Interim Director
School of Visual Communication Design
Kent State University
330.672.7856
jkenned8@kent.edu





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Kent State University Catalog 2015 - 2016

Photo-Illustration - B.S. Program Requirements



Attribute 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 <u>Kent Core</u>, <u>diversity</u>, <u>writing-intensive</u> and the <u>experiential learning requirements</u>.

Course		Title	Credits	Min. Grade
US	10097		1	
AM REQUIR	MENTS (82 cr	adits) Courses count in major SP4		
Course		Title	Credits	Min. Grade
VCD	13000	Introduction to Visual Communication Design	3	/
VCD	13001	Introduction to Visual Communication Design Studio	3	B-
VCD	20000	Basic Computer Graphic Design and Illustration	3	
VCD	20003		3	
			3	
VCD	20096		1	
VCD	23001		3	
VCD	28000		3	
VCD			3	
	100000000000000000000000000000000000000			
		The state of the s		
VCD			2	
VCD	40192		3	
VCD	43004	Issues for Graphic Design Businesses	3	
VCD	45000	Graphic Design Perspectives	3	C 4
VCD	48005	Color Photography	3	
VCD	48007	Photo Illustration Techniques	3	
VCD	49199	Senior Capstone	3	
Choose from			3	
VCD	The second secon	Special Topics: Graphic Design/Illustration (3)		
VCD				
	The state of the s			
COGRAM RE	OUREMENTS	The Control of the Co		
Course			Credits	Min. Grade
	22006			
The second secon				
	THE PARTY NAMED IN COLUMN TWO IS NOT THE OWNER.			
		intermental fraction in the fremplace and poyons		
	the large statement and the large statement and the	Legal Environment of Rusiness (3)		
100000000000000000000000000000000000000				
	The second second second	A loadi Ediloo (6)	6	
		d Critical Reasoning	3-5	
Kent Core I	0-3			
	0-3			
	Judial Sciences	(fulfilled if CRIM 26704 is selected)		
	Racin Sciences	(must include one laboratory)	6-7	
Kent Core E		(must include one laboratory)	6-7	
	Additional	(must include one laboratory)	6-7 3 18-21	
	US Course VCD	US 10097 Course VCD 13000 VCD 20000 VCD 20000 VCD 20010 VCD 20096 VCD 23001 VCD 23001 VCD 28000 VCD 38001 VCD 38001 VCD 38003 VCD 38003 VCD 38004 VCD 38009 VCD 40025 VCD 40192 VCD 43006 VCD 45000 VCD	US	Course Title

- US 10097 is not required of transfer students with 25 credits (excluding College Credit Plus and dual-enrollment) or students age 21+ at time of admission.
- 2. VCD 30008 must be taken concurrently with 38001, after completion of VCD 38003 and 38004. Junior Portfolio Review is an examination in conference with the visual communication design faculty acting as committee. Students who successfully pass review may continue in the B.S. degree program in Photo Illustration. Students not receiving a passing grade will be provided academic advice for additional coursework and resubmission of portfolio for review.
- 3. Course is offered in spring only.

- 4. A minimum C (2.000) grade must be earned to fulfill the writing-intensive requirement.
- 5. Number of credit hours required depends on meeting minimum 126 credit hours and 39 upper division credit hours.

Progression Requirements:

Students must receive a minimum B- (2.700) in VCD 13001 before enrolling in VCD 23001. VCD 13001 may be taken a maximum three times until a minimum B- (2.700) grade is achieved.

Note:

Any VCD course taken is calculated in the major GPA.



EPC Agenda | 19 October 2015 | Attachment 5 | Page 19 Roadmap: Photo-Illustration - Bachelor of Science

CI-BS-PHOI

College of Communication and Information School of Visual Communication Design

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.

completed	d in the semester listed to ensure a timely graduation.					/
Critical	Course Subject and Title	Credit	Min. Grade	Major	Attribute	Notes
emeste	r One [16 Credits]			J. A.		Marian State of the Control of the C
!	VCD 13000 Introduction to Visual Communication Design	3				/
!	VCD 20000 Basic Computer-Graphic Design and Illustration	3				
	ARTH 22006 Art History: Ancient and Medieval Art	3			KFA/	
	US 10097 Destination Kent State: First Year Experience 1	1				
	Kent Core Requirement	3				
	Kent Core Requirement	3			-/	
emester	r Two [15 Credits]		() Law 1970	of Callage	The latest	
	VCD 13001 Introduction to Visual Communication Design Studio	3	B-			
i	VCD 28000 Photography	3	D-	/		
· ·	COMM 15000 Introduction to Human Communication	3			KAD	
	ARTH 22007 Art History: Renaissance to Modern Art	3		-	KFA	
	Kent Core Requirement	3		/	INFA	
amasta	r Three [15 Credits]	3			Land State State	
	JMC 22004 Visual Storytelling	2				STATISTICS OF STATISTICS OF STATISTICS
		3	-/		-	
	VCD 23001 Introduction to Typography VCD 28002 Photography II	3	/			
	Kent Core Requirement	3	/		-	
	1	3	/			
	Kent Core Requirement	3				
Children Constitution of the Constitution of t	Four [16 Credits]			mudet in		
	VCD 20096 Photo Illustration Sophomore Portfolio Review	1 /				
	VCD 20010 Introduction to Design Research	3 /		•		
!	VCD 38003 Photo Technology ²	3/				
	JMC 20001 Media, Power and Culture	3			DD/KSS	
	Kent Core Requirement	/ 3				
	General Electives ³	/ 3				
	Five [15 Credits]		March Hall	all thing		A make at the section of
	VCD 20003 Intermediate Computer-Graphic Design/Illustration	3				
	VCD 38004 Advanced Photography ²	3				
	FIN 26074 Legal Environment of Business (3)					
	or CRIM 26704 Issues in Law and Society (3) or PHIL 21001 Introduction to Ethics (3)	3			KSS	
	or VCD 34004 Visual Ethics (3)				DG/KHU	
	Upper-division Art History course	3				
	General Electives ³	3				
	Six [17 Credits]					
	VCD 30008 Junior Portfolio Review-Photo Illustration ²	1				
	VCD 38001 Photographics ²	3				
	VCD 38009 Internship Seminar-Photo Illustration	1				
	LIS 30010 Information Fluency in the Workplace and Beyond	3		-		
	VCD 34006 Motion Design	3		-	 	
	General Electives ³	6				
ird Sur	nmer Term [3 Credits]					
	VCD 40192 Internship II-Graphic Design/Illustration	3			ELR	
	Seven [15 Credits]	3			ELK	
	VCD 40095 Special Topics: Graphic Design/Illustration (3)		C 5 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		A STATE OF THE STA	
	or VCD 43001 Interaction Design: Communities and Culture (3)	3				
11000	or VCD 43002 Typographic/Photographic Graphic Design (3)			-		
	VCD 48005 Color Photography	3				
	VCD 43004 Issues for Graphic Design Businesses	3				
	VCD 45000 Graphic Design Perspectives	3	C ⁴		WIC	
	Kent Core Requirement 5					100 - 100 -
	or General Electives ³	3				
	Eight [14 Credits]	A NEW YORK			1000	ALERS WARRINGS
1	VCD 40025 Professional Portfolio ⁶	2				
	VCD 48007 Photo Illustration Techniques	3				
	VOD 40400 0				= = =	
	VCD 49199 Senior Capstone General Electives ³	3	1		ELR	



EPC Agenda | 19 October 2015 | Attachment 5 | Page 20 Roadmap: Photo-Illustration - Bachelor of Science

CI-BS-PHOI

College of Communication and Information School of Visual Communication Design

Catalog Year: 2015-2016

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Minimum Kent Core Hours	Mini	Minimum		
Thinnian Total Hours	30000 – 40000 level course	Willimum Kent Core Hours	Major GPA	Overall GPA		
126	39	36	2.750	2.500		

- US 10097 is not required of transfer students with 25 credits (excluding College Credit Plus and dual-enrollment credit) or students age 21+ at time of admission
- 2. VCD 30008 must be taken concurrently with 38001, after completion of VCD 38003 and 38004. Junior Portfolio Review is an examination in conference with the visual communication design faculty acting as committee. Students who successfully pass review may continue in the B.S. degree program in Photo Illustration. Students not receiving a passing grade will be provided academic advice for additional coursework and resubmission of portfolio for review.
- 3. Number of credits required depends on meeting minimum 126 credit hours and 39 upper-division credit hours.
- 4. A minimum C (2.000) grade must be earned to fulfill the writing-intensive requirement.
- 5. Students must take a Kent Core course if FIN 26074 or VCD 34004 is taken in Semester Five
- 6. Offered spring only.

Progression Requirements:

Students must receive a minimum B- (2.700) in VCD 13001 before enrolling in VCD 23001. VCD 13001 may be taken a maximum three times until a minimum B- (2.700) grade is achieved.

Note:

Any VCD course taken is calculated in the major GPA.

University Requirements: Bachelor's degree-seeking students must meet Kent Core (general education requirements), diversity, writing-intensive and experiential learning requirements. For more information about these requirements, please read the following sections in the University Catalog: Kent Core – www.kent.edu/catalog/kent-core; Diversity Course Requirement – www.kent.edu/catalog/diversity; Writing-Intensive Course Requirement – www.kent.edu/catalog/diversity; Experiential Learning Requirement – www.kent.edu/catalog/elr.

Attribute 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

DESTINA	ATION KENT STAT	E: FIRST YEAR EXPERIENCE (1 credit)		
Attribute	Course	Title	Credit	Min. Grade
	US	10097 Destination Kent State: First Year Experience ¹	1	
MAJOR	PROGRAM REQUI	REMENTS (68 Credits) Courses count in major GPA		
Attribute		Title		Min. Grade
	VCD	13000 Introduction to Visual Communication Design	3	Б
	VCD VCD	13001 Introduction to Visual Communication Design Studio	3	B-
	VCD	18000 Photography II	3	
	VCD			S
	VCD	20096 Photo Illustration Sophomore Portfolio Review ² 23001 Introduction to Typography	1	5
	VCD		3	
		28001 Advanced Photography ²		
	VCD VCD	28003 Photo Technology ² 28004 Photographic Perspective	3	
	VCD	• .		
		28005 Color Photography ²	3	
	VCD VCD	28007 Advanced Digital Imaging ² 34004 Visual Ethics	3	
	VCD	34004 Visual Ethics 34006 Motion Design	3	
	VCD	37000 Visual Design Media: Advanced	3	
	VCD	38001 Photographics	3	
	VCD	38007 Photo Illustration Techniques	3	
	VCD	38009 Internship Seminar - Photo Illustration	2	
	VCD	38011 Editorial Photography	3	
ELR	VCD	40192 Internship II Graphic Design/Illustration/Photo-Illustration	3	
WIC	VCD	45000 Graphic Design Perspectives	3	C^4
	VCD	48001 Photographic Project	3	
	VCD	48002 Advanced Photographic Project	3	
	VCD	48003 Professional Portfolio - Photo Illustration ³	2	
	VCD	48009 Fashion Photography	3	
ADDITIC	NAL PROGRAM R	REQUIREMENTS (51 credits)		
Attribute	Course	Title	Crodit	Min. Grade
KFA	ARTH	22006 Art History: Ancient and Medieval Art	3	IVIIII. Orace
KFA	ARTH	22007 Art History: Renaissance to Modern Art	3	
	ARTH	Upper Division Art History Course	3	
KAD	COMM	15000 Introduction to Human Communication	3	
	ENTR	Elective	3	
	ENTR	27056 Introduction to Entrepreneurship	3	
KSS/DD	JMC	20001 Media, Power, and Culture	3	
	LIS	30010 Information Fluency in the Workplace and Beyond	3	
	Kent Core I. Com	•	6	
		h and Critical Reasoning	3-4	
	Kent Core III. Hur		3	
		e Arts (fulfilled by ARTH 22006)	N/A	
		nanities or Fine Arts (fulfilled by ARTH 22007)	N/A	
	Kent Core VII. So		3 6-7	
	Kent Core VII. Ba		6- <i>7</i>	
	None Core viii. At	uulliulai	3	

General Electives⁵ 1-3 MINIMUM TOTAL 120

1. US 10097 is not required of transfer students with 25 credits (excluding College Credit Plus

- 2. VCD 20096 must be taken concurrently with VCD 28005 and VCD 28007, after completion of Photo-Illustration Sophomore Portfolio Review is an examination in conference with the visual faculty acting as committee. Students who successfully pass review may continue in the Illustration. Students not receiving a passing grade will be provided academic advice for resubmission of portfolio for review.
- 3. Course is offered in spring only.
- 4. A minimum C (2.000) grade must be earned to fulfill the writing-intensive requirement.
- 5. Number of credit hours required depends on meeting minimum 120 credit hours and a credit hours.

Progression Requirements:

Students must receive a minimum B- (2.700) in VCD 13001 before enrolling in VCD 23001. VCD maximum three times until a minimum B- (2.700) grade is achieved.

Note:

Any VCD course taken is calculated in the major GPA.



Roadmap Photo-fil Ostration-15 Bactite for of File Act-

[PHOI] College of Communication and Information School of Visual Communication Design

Catalog Year: 2016-2017

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

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester One: [16 Credit Hours]					
VCD 13000 Introduction to Visual Communication Design	3			Х	
VCD 13001 Introduction to Visual Communication Design Studio	3		B-	х	Student must receive minimum B- (2.700) grade in VCD 13001 before enrolling in VCD 23001. Students may take VCD 13001 a maximum three times until a minimum average B- (2.700) grade is achieved.
VCD 18000 Photography	3			Х	
US 10097 Destination Kent State: First Year Experience ¹	1				Not required of transfer students with 25 credits
Kent Core Requirement	6				
Semester Two: [15 Credit Hours]					
VCD 18002 Photography II	3			Х	
VCD 23001 Introduction to Typography	3			х	Student must receive minimum B- (2.700) grade in VCD 13001 before enrolling in VCD 23001. Students may take VCD 13001 a maximum three times until a minimum average B- (2.700) grade is achieved.
VCD 37000 Visual Design Media: Advanced	3	Х		Х	
COMM 15000 Introduction to Human Communication	3				Fulfills Kent Core Additional
Kent Core Requirement	3				
Semester Three: [15 Credit Hours]					
VCD 28001 Advanced Photography ²	3			Χ	
VCD 28003 Photo Technology ²	3			Х	
VCD 28004 Photographic Perspectives	3			Х	
ARTH 22006 Art History: Ancient and Medieval Art	3				Fulfills Kent Core Fine Arts
Kent Core Requirement	3				
Semester Four: [16 Credit Hours]					
VCD 20096 Photo Illustration Sophomore Portfolio Review ²	1		S	х	Photo Illustration Sophomore Portfolio Review is an examination in conference with the visual communication design faculty acting as committee. Students who successfully pass review may continue in the B.F.A. degree program in Photo-Illustration. Students not receiving a passing grade will be provided academic advice for additional coursework and resubmission of portfolio for review.
VCD 28005 Color Photography ²	3			Х	
VCD 28007 Advanced Digital Imaging ²	3			Χ	
ARTH 22007 Art History: Renaissance to Modern Art	3				Fulfills Kent Core Fine Arts
JMC 20001 Media, Power, and Culture	3				Fulfills Kent Core Social Sciences
Kent Core Requirement	3				
Semester Five: [15 Credit Hours]					
VCD 34004 Visual Ethics	3	Х		Х	
VCD 38001 Photographics	3	Х		Х	
VCD 38007 Photo Illustration Techniques	3	Х		Х	
Kent Core Requirement	6				



Roadmap Prior bill Ostration Blacticion of Fine April

[PHOI]

College of Communication and Information School of Visual Communication Design

Catalog Year: 2016-2017

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester Six: [14 Credit Hours]					
VCD 38009 Internship Seminar – Photo Illustration	2	Χ		Χ	
VCD 38011 Editorial Photography	3	Χ		Χ	
ENTR 27056 Introduction to Entrepreneurship	3				
ARTH Course (Upper Division)	3	Χ			
Kent Core Requirement	3				
Summer III: [3 Credit Hours]					
VCD 40192 Internship II Graphic Design/Illustration/Photo- Illustration	3	Х		Х	Fulfills experiential learning requirement
Semester Seven: [12 Credit Hours]					
VCD 34006 Motion Design	3	Χ		Χ	
VCD 45000 Graphic Design Perspective ³	3	Χ	С	Х	Fulfills writing-intensive course requirement
VCD 48001 Photographic Project	3	Χ		Χ	
VCD 48009 Fashion Photography	3	Χ		Х	
Semester Eight: [14 Credit Hours]					
VCD 48002 Advanced Photographic Project	3	Χ		Χ	
VCD 48003 Professional Portfolio – Photo Illustration ⁴	2	Χ		Χ	
LIS 30010 Information Fluency in the Workplace and Beyond	3	Х			
ENTR Elective	3				
General Electives ⁵	3				

Graduation Requirements Summary

ĺ	Minimum	Minimum Upper-	Minimum	Global / Domestic	Writing-	Experiential	Min	mum
	Total Hours	Division Hours	Kent Core Hours	Diversity Course	Intensive	Learning	Major GPA	Overall GPA
	120	39	36	Kent Core or General Elective/JMC 20001	VCD 45000	VCD 40192	2.75	2.5

- 1. US 10097 is not required of transfer students with 25 credits (excluding College Credit Plus and dual-enrollment) or students age 21+ at time of admission.
- 2. VCD 20096 must be taken concurrently with VCD 28005 and VCD 28007, after completion of VCD 28001 and VCD 28003. Photo-Illustration Sophomore Portfolio Review is an examination in conference with the visual communication design faculty acting as committee. Students who successfully pass review may continue in the B.F.A. degree program in Photo-Illustration. Students not receiving a passing grade will be provided academic advice for additional coursework and resubmission of portfolio for review.
- A minimum C (2.000) grade must be earned to fulfill the writing-intensive requirement.
- 4. Course is offered in spring only.
- 5. Number of credit hours required depends on meeting minimum 120 credit hours and a minimum of 39 upper division credit hours.

Progression Requirements:

Students must receive a minimum B- (2.700) in VCD 13001 before enrolling in VCD 23001. VCD 13001 may be taken a maximum Three times until a minimum B- (2.700) grade is achieved

Note

Any VCD course taken is calculated in the major GPA.



John R. Kasich, Governor John Carey, Chancellor

PROGRAM INACTIVATION FORM

Date of submission: [DATE]

Name of institution: Kent State University with support from Stark State College (see attached letter from the provost of Stark State College)

Title of program to be inactivated: Joint Associate of Arts and Associate of Science degrees from Kent State University and Stark State College:

Date that the inactivation received final approval from the appropriate institutional

committee: [Board of Trustees date]

Date of inactivation: Fall 2016

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:

Kent State University is approved to offer both the Associate of Arts (AA) and Associate of Science (AS) degrees independently and as joint degrees with Stark State College (major at Kent State is called "Kent State-Stark State" for both joint degrees). Ohio Board of Regents approved the AS joint degree agreement on July 16, 1999, to be effective for fall 1999, and approved the AA joint degree agreement on June 14, 2005, to be effective for spring 2006.

These joint degrees were proposed at the time because Stark State College did not offer the two degrees independently. In 2008, the chancellor approved the offering of the AA/AS degrees at eight technical colleges across the state, including Stark State College. Therefore, there is no need for a joint degree as each institution can fully offer and confer an AA or AS degree. Kent State and Stark State have many 2+2 articulation agreements between programs, and Kent State University accepts equivalent transfer of many Stark State College courses.

Consequently, Stark State College graduates can matriculate in a relatively smooth manner to a Kent State University bachelor's degree program without having to be enrolled in the joint degree program.

2. Indicate number of students currently enrolled in the program:

Enrollment in the two joint degrees has been low, see 15th day census data below:

Student	Fall														
Enrollment	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Joint AA degree	n/a	n/a	n/a	n/a	n/a	0	2	6	7	3	3	3	1	1	2
Joint AS degree	5	3	1	0	1	0	1	0	1	1	0	1	1	0	1
Total	5	3	1	0	1	0	3	6	8	4	3	4	2	1	3

Overall degree completion also has been low:

Degrees Earne	ed 2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Joint AA degree	e n/a	n/a	n/a	n/a	n/a	0	1	2	1	2	1	3	0	1	1
Joint AS degree	1	1	1	0	1	0	5	0	0	2	1	1	0	0	1
Total	1	1	1	0	1	0	6	2	1	4	2	4	0	1	2

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:

No students applied to either degree in spring 2015 or later, and no students are actively pursuing either degree at Kent State at this time. Both institutions will continue to individually offer the AA and AS degrees.

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.

There will be no loss of faculty or staff positions due to this change as all the courses required in the two programs are in the Kent Core, Kent State's general education 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:

Admission to the joint degrees was suspended in fall 2015 and noted as such in the 2015 University Catalog. The degree programs do not appear as an option on student applications.

Once the inactivation is approved by Kent State's Board of Trustees and the Ohio Department of Higher Education, all necessary changes will be made to all university websites and materials. Further written concurrent communications will be sent out to key persons in student advising, admission and financial aid.

6. Indicate the final date that the program will be operational:

Inactivation for both joint degrees is planned for fall 2016.

Respectfully,

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



January 30, 2015

Changing Lives ... Building Futures

Kent State University-Stark and Stark State College are approved to offer both the AA and AS degrees independently and as joint degrees in partnership with each other. The AS joint degree agreement was approved by the Ohio Board of Regents on July 16, 1999 to be effective for fall 1999. The AA joint degree agreement was approved by Ohio Board of Regents on June 14, 2005.

These joint degrees were proposed because, at the time, Stark State College did not offer the two independently. In 2008, the OBR chancellor approved the offering of the AA/AS degrees at eight technical colleges, including Stark State College. Therefore, there isn't a need for a joint degree as each institution can fully offer and confer an AA or AS degree. Kent State University and Stark State College have many formal articulation agreements. Both colleges also grant transfer credit for equivalent courses. Therefore, Stark State College graduates can matriculate relatively easy to a Kent State University bachelor's degree program without having to be enrolled in the joint degree program.

As reflected in the charts below, enrollment in the joint degrees has been low, which is reflected in the overall degree completion rate.

Enrollment in the two joint degrees has been low:

	Fall						
	2000	2001	2002	2003	2004	2005	2006
AA	n/a	n/a	n/a	n/a	n/a	0	2
AS	5	3	1	0	1	0	1
Total	5	3	1	0	1	0	3

	Fall							
	2007	2008	2009	2010	2011	2012	2013	2014
AA	6	7	3	3	3	1	1	1
AS	0	1	1	0	1	1	0	1
Total	6	8	4	3	4	2	1	2

Overall degree completion is also low:

	2001	2002	2003	2004	2005	2006	2007
AA	n/a	n/a	n/a	n/a	n/a	0	1
AS	1	1	1	0	1	0	5
Total	1	1	1	0	1	0	6

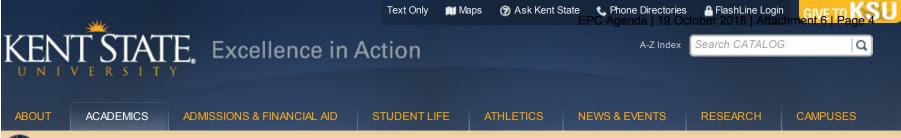
	2008	2009	2010	2011	2012	2013	2014	2015
AA	2	1	2	1	3	0	1	1
AS	0	0	2	1	1	0	0	1
Total	2	1	4	2	4	0	1	2

As Provost and Chief Academic Officer at Stark State College, I support the inactivation of the joint degrees with Kent State University-Stark.

Lada Gibson-Shreve, Ph.D.

Provost and Chief Academic Officer

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Kent State University Catalog 2014 - 2015



College of Podiatric Medicine

College of Public Health

School of Digital Sciences

Undergraduate Studies

College of the Arts

Honors College

Kent State University-Stark State College - A.A. and A.S.

Kent State University 2014 Catalog > Regional College > Undergraduate Programs > Kent State University-Stark State College - A.A. and A.S.



College	Regional College	Resources
Campus(es)	Kent	Roadmaps
	D : 10 II	Program Requirements
Department	Regional College	Academic Policies

This Associate of Arts degree is unique to the Kent State Stark Campus and combines certain courses Description from Stark State College with Kent State courses.

> This Associate of Science degree is unique to the Kent State Stark Campus and combines certain courses from Stark State College with Kent State courses.

Admission Requirements	Admission is open to anyone with a high school diploma or its equivalent.
Graduation Requirements	Minimum 60 credit hours. Minimum 2.000 cumulative GPA and in major.
Student Organizations	See individual campuses













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Kent State University Catalog 2014 - 2015

Regional College

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Programs

More Undergraduate

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College of Applied Engineering, Sustainability and Technology

College of Architecture and Environmental Design

College of Arts and Sciences

College of Communication and

College of Education, Health and Human Services

College of Podiatric Medicine

College of Public Health

School of Digital Sciences

Undergraduate Studies

College of Business Administration

Information

College of Nursing

College of the Arts

Honors College

Search

Kent State-Stark State - A.A. and A.S. Program Requirements Kent State University 2014 Catalog > Regional College > Undergraduate Programs > Kent State University-Stark State College A.A. and A.S. > Kent State-Stark State - A.A. and A.S. Program Requirements



- A.A. Kent State-Stark State semester-by-semester Roadmap
- A.S. Kent State-Stark State <u>semester-by-semester Roadmap</u>

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

Please read the sections in the University Catalog on $\underline{\mathsf{Kent}\,\mathsf{Core}}$ requirements.

I.	DESTIN	NATION KE	ENT STATE FIRST YEAR EXPERIENCE 1 credit)	
Type	Course)	Title	Credits
	US	10097	Destination Kent State: First Year Experience	1
II.	MAJOF	R PROGRA	AM REQUIREMENTS (6 credits) Courses count in major GPA	
Type	Course	•	Title	Credits
	Choos	e from the	following series:	6
KCM	ENG	11011	College Writing I (3) Kent State	
KCM		21011	College Writing II (3) Kent State	
	OR			
KCM	ENG	124	College Composition (3) Stark State	
KCM		231	College Composition II (3) Stark State	
III.	ADDITI	ONAL PRO	OGRAM REQUIREMENTS (53-56 credits)	
Туре	Course	•	Title	Credits
	Kent C	ore Mathe	matics and Critical Reasoning	3-5
	Kent C	ore Huma	nities and Fine Arts (minimum one course from each)	9
	Kent C	ore Social	Sciences (must be from two disciplines)	6
	Kent C	ore Basic	Sciences (must include one laboratory)	6-7
	Kent C	ore Additio	onal	6
	Genera	al Elective		23
			MINIMUM TOTAL:	60

Students must take a minimum 15 credit hours at Kent State University and a minimum 15 credit hours at State College to meet

Students must earn a minimum cumulative 2.000 GPA at both Kent State University and Stark State College.













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To: Educational Policies Council

FROM: Senior Vice President and Provost Todd A. Diacon

SUBJECT: Agenda for Monday, 16 November 2015

3:20 p.m., Governance Chambers, 2nd floor of Kent Student Center

DATE: 9 November 2015 *UPDATED 10-Nov-15*

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 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 13 November 2015, to ensure that the materials are available at the meeting for review.

Joint Educational Policies Council Agenda
Undergraduate Educational Policies Council Agenda
Graduate Educational Policies Council Agenda
University Requirements Course Changes
Course Changes

JOINT EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

1. Approval of minutes of 19 October 2015. Attachment 1

College of Arts and Sciences (presented by Dean James L. Blank)

2. Establishment of a Center for the Study of Gender and Sexuality [CSGS]. The proposed center will provide faculty and students with a structure to pursue individual and collaborative multidisciplinary research and creative projects in the study of gender and sexuality. The center will administer the existing minors in Women Studies [WMST] and Lesbian, Gay, Bisexual and Transgendered Studies [LGBT] and related courses (10 WMST courses)—presently administered by the Center for Comparative and Integrative Programs.
Effective Fall 2016 | Attachment 2

UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

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

- Designation of Kent Core status for PH 10002 Introduction to Global Health (3) in the basic sciences category. Title is revised to Introduction to Global Health Science. Effective Fall 2016 | Attachment 3
- Designation of Kent Core status for new PH 10003 Global Health Science Laboratory (1) in the basic sciences category.
 Effective Fall 2016 | Attachment 3

ACTION ITEMS continued

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

School of Art

- 3. Revision of name for the Crafts or Fine Arts [CFA] major—to Studio Arts [STAR]—within the Bachelor of Arts [BA] degree. The change consolidates the two concentrations in the present major to one program of study in the proposed major (with no concentrations). Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2016 | Attachment 4
- 4. Consolidation of Crafts [CRFT] and Fine Arts [ARTS] majors into one major—renamed Studio Arts [STAR]—within the Bachelor of Fine Arts [BFA] degree. The Studio Arts major will have eight concentrations: Glass [GLSS]; Textiles [TEXT]; Painting [PNTG]; Drawing [DRWG]; Ceramics [CERM]; Sculpture [SCLP]; Print Media and Photography [PMP]; and Jewelry, Metals and Enameling [JME]. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2016 | Attachment 5

College of Arts and Sciences/Regional College (Presented by Deans James L. Blank, Susan J. Stocker)

Department of Biological Sciences

5. Revision of administrative oversight for the Bachelor of Applied Horticulture [BAH] degree, the Horticulture Technology [HORT] major within the Associate of Applied Science [AAS] degree and their associated HORT courses, from their present home in the Department of Biological Sciences within the College of Arts and Sciences to their proposed home in the Regional College. Effective Fall 2016 | Attachment 6

College of Business Administration (presented by Dean Deborah F. Spake)

Department of Economics

 Establishment of Data Analytics [DAAN] minor to be offered at the Kent Campus. Minimum total credit hours to program completion are 18.
 Effective Fall 2016 | Attachment 7

College of Public Health (Presented by Dean Sonia Alemagno)

- 7. Establishment of Environmental Health Sciences [EHS] minor to be offered at the Kent Campus. Minimum total credit hours to program completion are 18. Effective Fall 2016 | Attachment 8
- 8. Establishment of Health Services Administration [HSVA] minor to be offered at the Kent Campus. Minimum total credit hours to program completion are 18. Effective Fall 2016 | Attachment 9

Regional College (Presented by Dean Susan J. Stocker)

- Inactivation of Aviation Management Technology [AMRT] major within the Associate of Applied Science [AAS] degree. The degree program was established on the Ashtabula Campus and has never been offered. All AMRT courses were inactivated Spring 2015.
 Effective Fall 2016 | Attachment 10
- 10. Establishment of Floriculture post-secondary [C150] certificate to be offered at the Geauga and Salem campuses. Minimum total credit hours to program completion are 19. Effective Fall 2016 | Attachment 11

ACTION ITEMS continued

Regional College *continued*

- 11. Establishment of Greenhouse Production post-secondary [C151] certificate to be offered at the Geauga and Salem campuses. Minimum total credit hours to program completion are 19. Effective Fall 2016 | Attachment 12
- 12. Inactivation of Systems/Industrial Engineering Technology [IERT] major within the Associate of Applied Science [AAS] degree. Student enrollment in the program, offered on the Trumbull and Tuscarawas campuses, has been low, graduation rate even lower, and there are no full-time faculty. The last student enrolled was in Fall 2014.

 Effective Fall 2016 | Attachment 13

INFORMATION ITEMS

College of Applied Engineering, Sustainability and Technology

 Initial inquiry to establish an Aeronautical Systems Engineering Technology major within the Bachelor of Science degree. The program is presently a concentration in the Aeronautics major. (A full proposal will come for a vote at a future EPC meeting.)
 Attachment 14

College of Education, Health and Human Services

School of Lifespan Development and Educational Sciences

2. Initial inquiry to establish an American Sign Language/English Interpreting major within the Bachelor of Science degree. The program is presently a concentration in the Special Education major. (A full proposal will come for a vote at a future EPC meeting.)

Attachment 15

LESSER ACTION ITEMS

Office of the Provost

 Revision of Retroactive Credit policy to include the following courses—requested by Regional College—to allow students to earn lower-level coursework in the same subject: COMT 11009, COMT 12000, COMT 21002, COMT 21005, COMT 21011, COMT 21036, COMT 36301, COMT 36302, COMT 36311, COMT 46300, COMT 46308, COMT 46309. Effective Fall 2016

College of Applied Engineering, Sustainability and Technology

- Revision of course requirements for the Aerospace Engineering [AERS] major within the Bachelor of Science [BS] degree. Revision includes removing AERN 35150, MATH 21001, MATH 22005, MATH 32044, MATH 42045, TECH 36620; and adding AERN 20000, AERN 30000, MATH 32051, MATH 32052 and TECH 20002 as required. Minimum total credit hours to program completion decrease, from 128 to 121. Effective Fall 2016
- Revision of course requirements for the Aircraft Dispatch [ACD] minor. Revision includes replacing AERN 35746 with AERN 45791. Minimum total credit hours to program completion increase from 25 to 26.
 Effective Fall 2016

LESSER ACTION ITEMS continued

College of Applied Engineering, Sustainability and Technology continued

- 4. Revision of course requirements for the Applied Engineering [AENG] major within the Bachelor of Science [BS] degree. Revision includes adding PHY 13001 and PHY 13002 as required to the Mechanical Engineering Technology [MERT] concentration; and adding TECH 46000 and replacing TECH 10001, TECH 43016 with TECH 26010, TECH 46410 in the Computer Engineering Technology [CET] concentration. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2016
- 5. Establishment of three new optional concentrations in the Construction Management [COMA] major within the Bachelor of Science [BS] degree. Concentrations are Civil Management [CICM], Mechanical and Electrical Management [MECM] and Safety Management [SFTM]. Thirteen new CMGT courses have been established for these concentrations. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2016
- 6. Revision of course requirements for the Technology [TECH] major within the Bachelor of Science [BS] degree. Revision includes increasing the TECH upper-division electives from 15 to 18; and general electives decrease from 12 to 9. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2016
- 7. Revision of course requirements for the Technology [TECH] minor. Revision includes removing TECH 10001; moving TECH 31000 from required to elective; and increasing technology elective hours, from 2 to 9. Minimum total credit hours to program completion increase, from 24 to 25.

 Effective Fall 2016

College of Architecture and Environmental Design

- 8. Revision of course requirements for the Architectural History [ARHS] minor. Revision includes removing ARCH 10111, ARCH 20112, ARCH 20113 as required; adding ARCH 10011, ARCH 10012 as required; adding ARCH 45291 and new courses ARCH 45213, ARCH 45230 as electives; and increasing elective hours, from 12 to 15. Minimum total credit hours to program completion are unchanged at 21. Effective Fall 2016
- 9. Revision of course requirements for the Architectural Studies [ARCS] major within the Bachelor of Arts [BA] degree. Revision includes removing AED 10001, AED 10002, ARCH 10111, ARCH 20112, ARCH 20113; and adding ARCH 10011, ARCH 10012, ARCH 45213 as required. Minimum total credit hours to program completion decrease, from 125 to 121. Effective Fall 2016
- 10. Revision of course requirements for the Architectural Studies [ARCS] minor. Revision includes removing AED 10001, AED 10002 from required; restructuring three separate elective lists into one, from which students must choose minimum 12 credit hours; and adding new course ARCH 45213 and removing ARCH 10111, ARCH 20112, ARCH 20113, ARCS 40114 as electives. Minimum total credit hours to program completion decrease, from 19 to 18. Effective Fall 2016

LESSER ACTION ITEMS continued

College of Architecture and Environmental Design continued

- 11. Revision of course and progression requirements for the Architecture [ARCH] major within the Bachelor of Science [BS] degree. Revision includes removing AED 10001, AED 10002, ARCH 10111, ARCH 20112, ARCH 20113, ARCH 20201; and adding ARCH 10011, ARCH 10012 and 3 credit hours of architectural history electives as required. The criteria for advancement to third year is revised by adding ARCH 10011, ARCH 10012 and removing ARCH 10111, ARCH 20112, ARCH 20113, ARCH 20201. Minimum total credit hours to program completion decrease, from 131 to 124.
 - Effective Fall 2016
- 12. Revision of course requirements for the Historic Preservation [HPRS] minor. Revision includes removing ARCH 20113 as required; removing ARCH 10111, ARCH 20112 as either/or for ARCH 10011, ARCH 10012; and adding new course ARCH 45213 as required. Minimum total credit hours to program completion are unchanged at 21. Effective Fall 2016
- 13. Revision of course requirements for the Interior Design [ID] major within the Bachelor of Arts [BA] degree. Revision includes removing AED 10001, AED 10002, ARCH 10012, ID 34023, ID 44612; and adding ID 34010, VCD 17000 as required. Minimum total credit hours to program completion decrease, from 131 to 126. Effective Fall 2016

College of the Arts

School of Art

14. Revision of course requirement for the Art History [ARTH] major within the Bachelor of Arts [BA] degree. Revision includes reducing credit hours of minor requirement and general electives, from 39 to 36. Minimum total credit hours to program completion decrease, from 123 to 120. Effective Fall 2016

School of Fashion Design and Merchandising

- 15. Revision of graduation requirements for the Fashion Design [FD] major within the Bachelor of Arts [BA] degree. Revision includes adding a minimum 2.500 overall GPA criteria for participation in the study away requirement. Minimum total credit hours to program completion are unchanged at 120.
 - Effective Fall 2016
- 16. Revision of course and graduation requirements for the Fashion Design [FD] major within the Bachelor of Fine Arts [BFA] degree. Revision includes removing general elective hours; reducing FDM elective hours, from 12 to 11; and adding a minimum 2.500 overall GPA criteria for participation in the study away requirement. Minimum total credit hours to program completion decrease, from 124 to 120.
 - Effective Fall 2016
- 17. Revision of graduation requirements for the Fashion Merchandising [FM] major within the Bachelor of Science [BS] degree. Revision includes adding a minimum 2.500 overall GPA criteria for participation in the study away requirement. Minimum total credit hours to program completion are unchanged at 120.
 - Effective Fall 2016

LESSER ACTION ITEMS continued

College of the Arts continued

School of Music

- 18. Revision of Dual Degree/Double Major in Music policy. Revision includes removing the restriction for Bachelor of Arts degree graduates from pursuing a Bachelor of Music degree. Effective Fall 2016
- 19. Revision of Undergraduate Professional Standards policy. Revision includes adding a time limit on the music education professional evaluation; revising the advanced standing requirement to advanced study; and updating the music technology professional standards. Effective Fall 2016
- 20. Establishment of optional concentration Contemporary Popular Music [CPM] in the Music [MUS] major within the Bachelor of Arts [BA] degree. Minimum total credit hours to program completion are unchanged at 120.

 Effective Fall 2016
- 21. Revision of course requirement for the Jazz Studies [JAZZ] minor. Revision includes removing MUS 42161; replacing 2 credit hours of MUS 41342 with MUS 17013; and adding MUS 42162. Minimum total credit hours to program completion decrease, from 21 to 20. Effective Fall 2016
- 22. Revision of graduation requirements for the Music Education [MUED] major within the Bachelor of Music [BM] degree. Revision includes replacing the achievement examination with the music education professional evaluation exam. Minimum total credit hours to program completion are unchanged at 132. Effective Fall 2016
- 23. Revision of course requirements for the Music Technology [MUST] major within the Bachelor of Science [BS] degree. Revision includes adding ENTR 27056, MIS 24163 as either/or with BUS 10123. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2016

School of Theatre and Dance

24. Revision of course requirements for the Musical Theatre [MUT] concentration in the Theatre Studies [THEA] major within the Bachelor of Fine Arts [BFA] degree. Revision includes reducing credit hours of guided electives, from 15 to 12. Minimum total credit hours to program completion decrease, from 123 to 120. Effective Fall 2016

College of Arts and Sciences

25. Revision of course requirements for the Economics [ECON] major within the Bachelor of Arts [BA] degree. Revision includes removing limitation that ECON 42292 may not apply toward the major; and removing MATH 11002 as required for students who choose to fulfill the calculus requirement with MATH 12002 (requirement is now completed with MATH 11012 or MATH 12002). Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2016

LESSER ACTION ITEMS continued

College of Arts and Sciences continued

Center for Comparative and Integrative Programs

26. Revision of name and course requirements for the Lesbian, Gay, Bisexual and Transgendered Studies [LGBT] minor. Name changes to Lesbian, Gay, Bisexual, Transgender and Queer Studies [LGST]. Revision includes adding new courses LGBT 41198, LGBT 43695; removing AS 30196; and adding and removing courses to/from electives. Minimum total credit hours to program completion decrease, from 21 to 18.

Effective Fall 2016

Department of Biological Sciences

27. Revision of course requirements for the Biotechnology [BTEC] major within the Bachelor of Science [BS] degree. Revision includes removing BSCI 40164 and adding BSCI 40159 as approved electives; and removing MATH 12021, MATH 12022 as options to meet mathematics requirements. MATH 12002 and MATH 30011 are now required of all students in the major. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2016

Department of Computer Science

28. Revision of course requirements for the Computer Science [CS] major within the Bachelor of Science [BS] degree. Revision includes adding CS 44001 as required, and reducing minimum number of CS upper-division electives, from 21 to 18. Minimum total credit hours to program completion are unchanged at 120.

Effective Fall 2016

Department of English

29. Revision of course requirements for the Teaching English as a Second Language [TESL] major within the Bachelor of Arts [BA] degree. Revision includes adding new course ENG 31009 as either/or with ENG 31005. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2016

Department of Geology

30. Revision of course requirements for the Geology [GEOL] minor. Revision includes reducing the number of GEOL electives required, from 18 to 12. Minimum total credit hours to program completion decrease, from 21 to 15.

Effective Fall 2016

Department of History

31. Establishment of four required concentrations and revision of course requirements for the History [HIST] major within the Bachelor of Arts [BA] degree. New concentrations are European History [EHST], Global History [GHST], Pre-1800 History [PRST] and United States History [UHST]. Revision includes moving HIST 11050, HIST 11051, HIST 12070, HIST 12071 from required to electives; removing elective lists in United States History, European History Since 1500 and African, Ancient, Medieval, Latin American and Asian History; and requiring students to choose one course from each of four concentration areas for minimum 12 credit hours. Minimum total credit hours to program completion are unchanged at 120.

Effective Fall 2016

LESSER ACTION ITEMS continued

College of Arts and Sciences continued

Department of Mathematical Sciences

32. Revision of course requirements for the Financial Mathematics [FMTH] concentration of the Applied Mathematics [AMTH] major within the Bachelor of Science [BS] degree. Revision includes adding ECON 22060, ECON 22061 as required. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2016

Department of Modern and Classical Language Studies

- 33. Revision of course requirements for the Arabic [ARAB] minor. Revision includes adding GEOG 37045, POL 30560 as electives. Credit hours for required ARAB 31301, ARAB 31302, ARAB 41201, ARAB 41202 are reduced. Minimum total credit hours to program completion decrease, from 22 to 18.

 Effective Fall 2016
- 34. Revision of course requirements for the Latin [LAT] concentration in the Classics [CLAS] major within the Bachelor of Arts [BA] degree. Revision includes removing LAT 46351, LAT 46352, LAT 46372, LAT 46373, LAT 46374, LAT 46375; and adding new courses LAT 41214, LAT 41304, LAT 41305, LAT 41306, LAT 41307, LAT 41308 as electives. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2016.

Department of Pan-African Studies

35. Revision of course requirements for the Pan-African Studies [PAS] minor. Revision includes removing PAS 37010 and adding PAS 37001 as required. Minimum total credit hours to program completion are unchanged at 21. Effective Fall 2016

Department of Political Science

36. Revision of course requirements for American Politics [APOL] concentration in the Political Science [POL] major within the Bachelor of Arts [BA] degree. Revision includes adding new course POL 30000 as elective. Minimum total credit hours to program completion are unchanged at 120.

Effective Fall 2016

Department of Sociology

- 37. Revision of course requirements for the General-Criminology and Justice Studies [GCJS] concentration in the Criminology and Justice Studies [CRJU] major within the Bachelor of Arts [BA] degree. Revision includes requiring students to fulfill 6 of the required 12 elective hours with CRIM courses. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2016
- 38. Revision of course requirements for the Criminology and Justice Studies [CRJU] minor. Revision includes requiring students to fulfill 6 of the required 12 elective hours with CRIM courses. Minimum total credit hours to program completion are unchanged at 24. Effective Fall 2016

LESSER ACTION ITEMS continued

College of Business Administration

39. Revision of BBA General Degree Requirement policy. Revision includes updating current minor requirements to reflect changes made to the university's minor policy. Effective Fall 2016

Department of Accounting

- 40. Revision of course and progression requirements for the Accounting [ACCT] major within the Bachelor of Business Administration [BBA] degree. Revision includes adding ACCT 43087 as an elective; and adding MATH 11012 or MATH 12002 and MIS 24053 as criteria for progression. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2016
- 41. Revision of admission and graduation requirements and establishment of progression requirements for the Accounting [ACCT] minor. Revision includes moving the required minimum B- grade in ACCT 23020, ACCT 23021 from admission to progression criteria; and adding minimum B- grade in ACCT 23020, ACCT 23021 and C grade in ACCT 33001, ACCT 33004 to graduate. Minimum total credit hours to program completion are unchanged at 21. Effective Fall 2016

Department of Economics

- 42. Revision of course and graduation requirements for the Economics [ECON] major within the Bachelor of Business Administration [BBA] degree. Revision includes removing approved substitution of MATH 40011, MATH 40012 for ECON 32050, MIS 24056; and clarifying that ECON 32070, ECON 32082 cannot count toward the major. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2016
- 43. Revision of graduation requirements for the Economics [ECON] minor. Revision includes updating upper-division requirements to reflect university's minor policy. Minimum total credit hours to program completion are unchanged at 18. Effective Fall 2016

Department of Finance

- 44. Revision of course requirements for the Finance [FIN] major within the Bachelor of Business Administration [BBA] degree. Revision includes adding FIN 46087 to the list of accounting or finance electives. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2016
- 45. Revision of graduation requirements and establishment of progression requirements for the Finance [FIN] minor. Revisions include requiring minimum C grade in FIN 36053; and clarifying how the minor GPA will be calculated within the college. A minimum 2.500 overall GPA and minimum C grade in FIN 36053 are required to progress. Minimum total credit hours to program completion are unchanged at 24. Effective Fall 2016

LESSER ACTION ITEMS continued

College of Business Administration continued

Department of Management and Information Systems

- 46. Revision of course and graduation requirements for the Business [BUSN] minor. Revision includes adding MIS 34054, MIS 34165, MIS 34175, MIS 34180 as electives; and updating upper-division requirements to reflect the university's minor policy. Minimum total credit hours to program completion increase, from 21 to 24. Effective Fall 2016
- 47. Revision of course requirements for the Business Management [BMGT] major within the Bachelor of Business Administration [BBA] degree. Revision includes adding MIS 44178 or BUS 30187 as major electives. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2016
- 48. Revision of graduation requirements and establishment of progression requirements for the Computer Information Systems [CIS] minor. Revision includes clarifying how the minor GPA will be calculated within the college; adding minimum C grade to MIS 24053, MIS 24065 for graduation; and updating upper-division requirements to reflect the university's minor policy. Minimum 2.500 overall GPA and C grade in MIS 24053, MIS 24065 are required to progress. Minimum total credit hours to program completion are unchanged at 18. Effective Fall 2016
- 49. Revision of course requirements for the General Business [GBUS] major within the Bachelor of Business Administration [BBA] degree. Revision includes adding FIN 36063 as either/or with FIN 36058; removing MKTG 35056 and adding MKTG 35035, MKTG 45045 as marketing electives; and replacing MIS 44285 with MIS 44284. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2016
- 50. Revision of graduation requirements for the Healthcare Systems Management for Business Majors [HMGB] minor. Revision includes updating upper-division requirements to reflect the university's minor policy. Minimum total credit hours to program completion are unchanged at 18. Effective Fall 2016
- 51. Revision of graduation requirements for the Healthcare Systems Management for Non-Business Majors [HMGT] minor. Revision includes updating upper-division requirements to reflect the university's minor policy. Minimum total credit hours to program completion are unchanged at 18. Effective Fall 2016
- 52. Revision of graduation requirements for the Human Resource Management [HRM] minor. Revision includes updating upper-division requirements to reflect the university's minor policy. Minimum total credit hours to program completion are unchanged at 18. Effective Fall 2016

LESSER ACTION ITEMS continued

College of Business Administration continued

Department of Management and Information Systems continued

- 53. Revision of course requirements for the International Business for Business Majors [IBBU] minor. Revision includes replacing MCLS 20000 and an additional foreign language course as an option for global business experience elective with ACCT 43087, BUS 30178, ECON 42087, FIN 46087, MIS 44187, MKTG 45187; adding MCLS 20000 and another minor elective as an option if students have achieved foreign language competency without earning credit hours; and updating upper-division requirements to reflect changes made to the university's minor policy. Minimum total credit hours to program completion decrease, from 24 to 21. Effective Fall 2016
- 54. Revision of course and graduation requirements for the International Business for Non-Business Majors [IBNB] minor. Revision includes replacing MCLS 20000 and an additional foreign language course as an option for global business experience elective with ACCT 43087, BUS 30178, ECON 42087, FIN 46087, MIS 44187, MKTG 45187; and updating upper-division requirements to reflect changes made to the university's minor policy. Minimum total credit hours to program completion decrease, from 24 to 21. Effective Fall 2016
- 55. Revision of graduation requirements for the Management for Business Majors [MGMB] minor. Revision includes updating upper-division requirements to reflect the university's minor policy. Minimum total credit hours to program completion are unchanged at 18. Effective Fall 2016
- 56. Revision of graduation requirements for the Management for Non-Business Majors [MGMN] minor. Revision includes upper-division requirements to reflect the university's minor policy. Minimum total credit hours to program completion are unchanged at 18. Effective Fall 2016

Department of Marketing and Entrepreneurship

- 57. Revision of graduation requirements for the Entrepreneurship [ENTR] major within the Bachelor of Business Administration [BBA] degree. Revision includes restricting students from earning credit for both ENTR 17001 and ENTR 17002. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2016
- 58. Revision of course and graduation requirements for the Entrepreneurship for Business Majors [ENTB] minor. Revision includes adding ENTR 17001, ENTR 17002 as electives; restricting students from earning credit for both ENTR 17001, ENTR 17002; and updating upper-division requirements to reflect the university's minor policy. Minimum total credit hours to program completion are unchanged at 19. Effective Fall 2016
- 59. Revision of course and graduation requirements for the Entrepreneurship for Non-Business Majors [ENTN] minor. Revision includes adding ENTR 17001, ENTR 17002 as electives; restricting students from earning credit for both ENTR 17001, ENTR 17002; and updating upper-division requirements to reflect the university's minor policy. Minimum total credit hours to program completion are unchanged at 19.

Effective Fall 2016

LESSER ACTION ITEMS continued

College of Business Administration continued

Department of Marketing and Entrepreneurship continued

- 60. Revision of course and graduation requirements for the Managerial Marketing [MMTG] major within the Bachelor of Business Administration [BBA] degree. Revision includes restricting graduation credit for ENTR 37045 or MKTG 45056 for students who passed MMTG 45030, and graduation credit for MKTG 45045 for students who passed MMTG 45039. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2016
- 61. Revision of course requirements for the Marketing [MKTG] major within the Bachelor of Business Administration [BBA] degree. Revision includes adding MKTG 45187 as a major elective. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2016
- 62. Revision of course and graduation requirements for the Marketing [MKTG] minor. Revision includes adding MKTG 45187 as an elective; updating upper-division requirements to reflect the university's minor policy; and adding a policy regarding unique hours for students who are also declared in the Entrepreneurship major. Minimum total credit hours to program completion are unchanged at 18.

 Effective Fall 2016

College of Communication and Information

School of Journalism and Mass Communication

- 63. Revision of course requirements for the Advertising [ADV] major within the Bachelor of Science [BS] degree. Revision includes changing credit hours for required JMC 31007, from 3 to 2 credit hours; removing VCD 14001 and adding VCD 28007, VCD 38011, VCD 48001, VCD 48002, VCD 48003, VCD 48009 as designated within the journalism and mass communication discipline and not used toward a specific degree requirement (72 hours outside the discipline). Revision also includes restricting Kent State courses with CCI, JOUR subjects from applying toward the 72-hour requirement. List has also been updated to reflect revised course numbers and titles. Minimum total credit hours to program completion decrease, from 124 to 123. Effective Fall 2016
- 64. Revision of course requirements for the Journalism [JNL] and Digital Media Production [DMP] majors within the Bachelor of Science [BS] degree. Revision includes removing VCD 14001 and adding VCD 28007, VCD 38011, VCD 48001, VCD 48002, VCD 48003, VCD 48009 as designated within the journalism and mass communication discipline and unable to be used toward a specific degree requirement (72 hours outside the discipline). Revision also includes restricting Kent State courses with CCI, JOUR subjects from applying toward the 72-hour requirement. List has also been updated to reflect revised course numbers and titles. Minimum total credit hours to program completion are unchanged at 124 for both majors. Effective Fall 2016
- 65. Revision of course requirements for the Photojournalism [PHOJ] minor. Revision includes removing JMC 22002 as required, removing JMC 42005 as elective; moving JMC 32002 from elective to required; and adding JMC 20006 as required. Minimum total credit hours to program completion increase, from 22 to 24. Effective Fall 2016

LESSER ACTION ITEMS continued

College of Communication and Information continued

School of Journalism and Mass Communication continued

66. Revision of course requirements for the Public Relations [PR] major within the Bachelor of Science [BS] degree. Revision includes adding JMC 21004, JMC 31007, MATH 10041, PSYC 11762 and 5 credits of JMC electives as required; adding ENTR 27056 as either/or for required ACCT 23020; removing ECON 22061 as required; removing LIS 10010 as either/or for required LIS 30010; removing ENG 30065, ENG 30066 and ENG upper-division course from elective list; removing VCD 14001 and adding VCD 28007, VCD 38011, VCD 48001, VCD 48002, VCD 48003, VCD 48009 as designated within the journalism and mass communication discipline and unable to be used toward a specific degree requirement (72 hours outside the journalism and mass communication discipline). Revision also includes restricting Kent State courses with the CCI, JOUR subjects from applying toward the 72-hour requirement. List has also been updated to reflect revised course numbers and titles. Minimum total credit hours to program completion are unchanged at 124.

Effective Fall 2016

School of Visual Communication Design

67. Revision of course requirements for the Photo-Illustration [PHOI] minor. Revision includes adding VCD 13000 as either/or for required VCD 14001. Minimum total credit hours to program completion are unchanged at 18. Effective Fall 2016

College of Education, Health and Human Services

- 68. Revision of Requirements for Admission to Advanced Study policy that includes adding preadvanced study coursework requirements for majors that have advanced study. Effective Fall 2016
- 69. Revision of Undergraduate Requirements policy that includes removing the exception for the PEB credit hour restriction for the Physical Activity and Sport Performance [PASP] concentration in the Physical education [PEP] major within the Bachelor of Science [BS] degree. Effective Fall 2016
- 70. Revision of course requirements for the Education [EDUC] minor. Revision includes adding ENG 31005 as an option for students in the Teaching English as a Second Language [TESL] major. Minimum total credit hours to program completion are unchanged at 42. Effective Fall 2016

School of Foundations, Leadership and Administration

- 71. Revision of Requirements for Admission to Advanced Study policy that includes adding preadvanced study coursework requirements for majors that have advanced study. Effective Fall 2016
- 72. Revision of progression requirements for the Hospitality Management [HM] major within the Bachelor of Science [BS] degree. Revision includes a stipulation to the admission to the professional phase that the 400 work hours within the hospitality industry must be approved by faculty. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2016

LESSER ACTION ITEMS continued

College of Education, Health and Human Services continued

School of Foundations, Leadership and Administration continued

- 73. Revision of course requirements for the Tourism Management [TMM] concentration in the Recreation, Park and Tourism Management [RPTM] major within the Bachelor of Science [BS] degree. Revision includes removing MIS 24053 and increasing general elective hours, from 3 to 6. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2016
- 74. Revision of course and graduation requirements and establishment of a Not Permitted to Continue policy for the Sport Administration [SPAD] major within the Bachelor of Science [BS] degree. Revision includes removing FIN 36053, MIS 24053, MIS 24163 as required; increasing general elective hours, from 7 to 16; adding the minors in Finance, Marketing, International Business for Non-Business Majors, Management for Non-Business Majors as options within the Business minor requirement; and requiring students to maintain minimum 2.500 overall GPA to progress in the major. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2016

School of Health Sciences

- 75. Revision of name of concentration and course requirements for the Pre-Physical/Occupational Therapy [PPOT] concentration in the Exercise Science [EXSI] major within the Bachelor of Science [BS] degree. Name changes to Pre-Physical/Occupational Therapy/Podiatric Medicine [PPOP]. Revision includes adding CHEM 30481, CHEM 30482, CHEM 30475, CHEM 30476 as either/or with CHEM 20481. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2016
- 76. Revision of admission and course requirements for the Integrated Health Studies [IHS] major within the Bachelor of Science [BS] degree. Revision includes replacing current admission requirement with university minimum admission standards; and removing FIN 36053, MIS 34180 as required from the Health Care Administration and Systems [HCAS] concentration. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2016
- 77. Revision of course requirements for the Nutrition [NUTR] major within the Bachelor of Science [BS] degree. Revision includes replacing BSCI 20020 with BSCI 20019 and increasing general electives by 1 credit. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2016
- 78. Revision of course requirements for the School Health Education [SHED] major within the Bachelor of Science in Education [BSE] degree. Revision includes replacing ITEC 19525 with PEP 25056; moving outside the major GPA required CI 47330, CULT 29533, EPSY 29525, ITEC 42427 (or ITEC 47430), NUTR 23511, SPED 23000. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2016

LESSER ACTION ITEMS continued

College of Education, Health and Human Services continued

School of Lifespan Development and Educational Sciences

- 79. Revision of course and progression requirements for the Human Development and Family Studies [HDFS] major within the Bachelor of Science [BS] degree. Revision includes adding HDFS 43092 as major elective for the Case Management for Individuals and Family [CMFI], Child and Youth Development [CYD], Family Life Education [FLE], Gerontology [GERO] and Human Services Technology [HST] concentrations; replacing BSCI 20020 and Kent Core Basic Science requirement with ATTR/EXSC 25057 and ATTR/EXSC 25058 for the Gerontology [GERO] concentration; and revising the progression requirement for students in the Human Services Technology [HST] concentration. Minimum total credit hours to program completion are unchanged at 120.
 - Effective Fall 2016
- 80. Revision of course requirements for the Human Development and Family Studies [HDFS] minor. Revision includes moving GERO 14029, HDFS 24012, HDFS 44020 from and adding GERO 40656, HDFS 24013 to development electives; replacing HDFS 44035, HDFS 44037, HDFS 44038 with HDFS 44032, HDFS 44033, HDFS 44034, HDFS 42092 as electives; and adding HDFS 24011 as required. Minimum total credit hours to program completion are unchanged at 18.
 - Effective Fall 2016
- 81. Revision of course requirements for the Special Education [SPED] major within the Bachelor of Science in Education [BSE] degree. Revision includes replacing CI 47502 with CI 47505 in the Deaf Education [DFED] concentration; removing CI 47502, CI 47503, SPED 43020, SPED 43060 from and adding CI 47505, SPED 24000, SPED 43022, SPED 43041 to the Mild/Moderate Language Arts and Reading [MMLR], Mild/Moderate Mathematics and Reading [MMMR] and Mild/Moderate Social Studies and Reading [MMSR] concentrations. Minimum total credit hours to program completion are unchanged at 123-131, depending on concentration. Effective Fall 2016

School of Teaching, Learning and Curriculum Studies

- 82. Revision of course requirements for the Early Childhood Education [ECDE] major within the Bachelor of Science in Education [BSE] degree. Revision includes replacing the biological sciences option with Kent Core Basic Sciences. Minimum total credit hours to program completion are unchanged at 123.

 Effective Fall 2016
- 83. Revision of course requirements for the Integrated Language Arts [INLA] major within the Bachelor of Science in Education [BSE] degree. Revision includes reducing the elective requirement by 1 credit; and adding COMM 21000, JMC 12001, JMC 22000, THEA 11100, THEA 11722, THEA 11723, THEA 11724, THEA 11732, THEA 11733, THEA 11734 as electives. Minimum total credit hours to program completion decrease, from 121 to 120. Effective Fall 2016
- 84. Revision of course requirements for the Integrated Social Studies [INSS] major within the Bachelor of Science in Education [BSE] degree. Revision includes adding GEOG 32072 as a geography elective. Minimum total credit hours to program completion are unchanged at 124. Effective Fall 2016

LESSER ACTION ITEMS continued

College of Education, Health and Human Services continued

School of Teaching, Learning and Curriculum Studies continued

85. Revision of course requirements for the Physical Education [PEP] major within the Bachelor of Science [BS] degree. Revision includes adding PEP 25056 as required; removing EXSC 35068 from the Physical Activity and Sport Performance [PASP] concentration; and removing ITEC 19525 and moving CI 47330, CULT 29533, EPSY 29525, NUTR 23511, SPED 23000 from the major GPA calculation in the Health and Physical Education [HPE] and Physical Education Licensure [PEL] concentrations. Minimum total credit hours to program completion are unchanged at 120-157, depending on concentration. Effective Fall 2016

College of Nursing

- 86. Establishment of Science GPA Calculation policy. The first year science course GPA will be calculated using all recorded grades in science courses.

 Effective Fall 2016
- 87. Revision of Admission and Progression in the Traditional Nursing Sequence policy to include updating science prerequisite courses and adding specific requirements for transfer students who transfer from another accredited nursing program.

 Effective Fall 2016
- 88. Revision of Changing Campuses policy to update the college administrative structure. Effective Fall 2016
- 89. Revision of Clinical Compliance policy to include language regarding the Nursing [NURS] major within the Doctor of Philosophy [PHD] degree.

 Effective Fall 2016
- 90. Revision of name of the Dismissal policy to Not Permitted for the bachelor's degree. Effective Fall 2016
- 91. Revision of Reinstatement into the College of Nursing policy to reflect university language for students who are no longer permitted to progress in a program.

 Effective Fall 2016
- 92. Revision of Repeat of Clinical Courses policy to reflect the university language for students who are no longer permitted to progress in a program.

 Effective Fall 2016
- 93. Revision of the Uniform for Clinical Experience policy to update the college administrative structure. Effective Fall 2016
- 94. Revision of course requirements for the Nursing [NURS] major within the Bachelor of Science in Nursing [BSN] degree. Revision includes replacing NURS, PSYC or SOC elective with general elective or Kent Core; adding MATH 12001 as math elective; and replacing NURS 43000, NURS 47000 with NURS 43001, NURS 47001 in the BSN for Registered Nurses [RN] optional concentration. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2016

LESSER ACTION ITEMS continued

College of Public Health

- 95. Establishment of formal combined bachelor's/master's degree program with the Health Services Administration [HSVA] concentration within the Bachelor of Science in Public Health [BSPH] degree and the Health Policy and Management [HPM] concentration within the Master of Public Health [MPH]. Undergraduate students in the combined program will be able to count 12 credit hours of graduate courses toward both degree programs.

 Effective Fall 2016
- 96. Establishment of concentration and revision of course requirement for the Public Health [PH] major within the Bachelor of Science in Public Health [BSPH] degree. The new required concentration is Clinical Research [CLRE]. Revision to Environmental and Occupational Health and Safety [EOHS] concentration includes removing EVHS 10001 as required. Revision to Environmental Health Science [EHS] concentration include moving PH 30009, PH 30101, PH 30102, PH 30103, PH 30105, PH 30106, PH 41000 to electives. Revision to Community-Based Public Health [CBPH], Global Health [GLHL], Health Promotion and Education [HPED] and Health Services Administration [HSVA] concentrations includes replacing any Kent Core Mathematics and Critical Reasoning courses with a specific list. Minimum total credit hours to program completion decrease, from 120-125 to 120-124, depending on concentration. Effective Fall 2016

Regional College

- 97. Inactivation of concentrations and revision of course requirements for the Business Management Technology [BMRT] major within the Associate of Applied Business [AAB] degree. Inactivated concentrations are Computer Applications [CMPA] and Information Technology [INFT]; and revising Kent Core listing. Revision to Business Administration [BAD] concentration includes removing 6 credit hours of upper-division business courses as required. Revision to Marketing/ Sales [MKSL] and General Management, Entrepreneurship and Manufacturing [GMEM] concentrations includes adding BUS 30061, ENG 30061 as business communications electives; removing ITAP 16620, ITAP 16639 as computer literacy electives. Minimum total credit hours to program completion increase, from 60 to 62, for GMEM concentration; and decrease, from 66 to 63, for BAD concentration and, from 63 to 65, for MKSL concentration.
 - Effective Fall 2016
- 98. Revision of course requirements for the CAD for Manufacturing [C148] post-secondary certificate. Revision includes removing IERT 12005 and reflecting credit changes for CADT 22000, CADT 22001, CADT 22003. Minimum total credit hours to program completion increase, from 17 to 18. Effective Fall 2016
- 99. Revision of course requirements for the Computer Design, Animation and Game Design [CDAG] major within the Associate of Applied Science [AAS] degree. Revision includes adding new courses CADT 12000 CADT 12001 as required; removing ITAP 26638 and adding ENG 20021 as either/or with ENG 22002; and consolidating seven elective lists into one. Minimum total credit hours to program completion decrease, from 70 to 61. Effective Fall 2016

LESSER ACTION ITEMS continued

Regional College continued

- 100. Revision of course requirements for the Computer Design, Animation and Game Design [CDAG] minor. Revision includes removing CADT 22007, CADT 22008, IERT 12005; adding new courses CADT 12000, CADT 12001; and removing CADT 22002 as elective. Minimum total credit hours to program completion are unchanged at 26. Effective Fall 2016
- 101. Revision of course requirements for the Application Development Technology [APDT] concentration of the Computer Technology [COMT] major within the Associate of Applied Business [AAB] degree. Revision includes adding new course COMT 20021 as elective. Minimum total credit hours to program completion are unchanged at 64. Effective Fall 2016
- 102. Revision of course requirements for the Early Childhood Education Technology [ECET] major within the Associate of Applied Science [AAS] degree. Revision includes removing ITEC 19525. Minimum total credit hours to program completion decrease, from 66 to 63. Effective Fall 2016
- 103. Revision of course requirements for the Electrical/Electronic Engineering Technology [EEET] major within the Associate of Applied Science [AAS] degree. Revision includes removing either/or option CS 10061, DSCI 15310, EERT 22003. Revision to Electrical Engineering Technology (General) [EETG] concentration includes removing either/or options EERT 12005, IERT 12005, TECH 33095. Minimum total credit hours to program completion decrease, from 69 to 66 for CMPR concentration, and from 71 to 66 for EETG concentration. Effective Fall 2016
- 104. Revision of course requirements for the Engineering of Information Technology [EIRT] major within the Associate of Applied Science [AAS] degree. Revision includes removing COMT 21095, EERT 22003, IERT 12005. Minimum total credit hours to program completion decrease, from 71 to 63. Effective Fall 2016
- 105. Inactivation of one concentration and revision of course requirements for the Mechanical Engineering Technology [MERT] major within the Associate of Applied Science [AAS] degree. Inactivated concentration is Systems [SYST]. Revision includes removing either/or options CS 10061, DSCI 15310, EERT 22003; removing CADT 22003, MERT 22004 from the General [GENL] concentration; and removing EERT 12020 from the Mechtronics [MCTR] concentration. Minimum total credit hours to program completion decrease, from 72/71 to 64 Effective Fall 2016
- 106. Revision of course requirements for the Nursing Technology [NRST] major within the Associate of Applied Science [AAS] degree. Revision includes removing NRST 20212; and adding CHEM 10055 as either/or with CHEM 10050, CHEM 10054, CHEM 10060. Minimum total credit hours to program completion increase, from 66 to 67. Effective Fall 2016
- 107. Revision of course requirements for the Occupational Therapy Assistant Technology [OCAT] major within the Associate of Applied Science [AAS] degree. Revision includes removing NRST 20950, OCAT 10010, PTST 10002, SOC 12050; removing either/or options OCAT 10003, OCAT 21095, OCAT 21096; and adding new courses AHS 12005, AHS 12010, AHS 22002, AHS 22003. Minimum total credit hours to program completion decrease, from 69 to 64. Effective Fall 2016

LESSER ACTION ITEMS continued

Regional College continued

- 108. Revision of course and progression requirements for the Physical Therapist Assistant Technology [PTST] major within the Associate of Applied Science [AAS] degree. Revision includes removing NURS 20950, PTST 10002, PTST 20001; adding new courses AHS 12005, AHS 12010, AHS 22002, AHS 22003; removing 3 credit of Kent Core Composition and ATTR/EXSC 25057, ATTR/EXSC 25058 as either/or with BSCI 11010, BSCI 11020 for students not declared in Athletic Trainers Transition [ATT] concentration; and adding ATTR/EXSC 25057, ATTR/EXSC 25058, BSCI 21010, BSCI 21020 as approved substitutions for BSCI 11010, BSCI 11020. Addition of an interview and written essay to admission to technical study. Minimum total credit hours to program completion decrease, from 66 to 65. Effective Fall 2016
- 109. Revision of course requirements for several concentrations in the Radiologic and Imaging Sciences [RIS] within the Bachelor of Radiologic and Imaging Sciences [BRIT] degree. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2016
- 110. Revision of course requirements for the Radiologic Technology [RADT] major within the Associate of Applied Science [AAS] degree. Revision includes adding CHEM 10055 as either/or with CHEM 10050; and adding BSCI 21010, BSCI 21020 as approved substitutions for BSCI 11010, BSCI 11020. Minimum total credit hours to program completion are unchanged at 73. Effective Fall 2016
- 111. Revision of course requirements for the Radiologic Technology [RADT] major within the Associate of Technical Study [ATS] degree. Revision includes adding CHEM 10055 as either/or with CHEM 10050. Minimum total credit hours to program completion are unchanged at 66. Effective Fall 2016
- 112. Revision of course requirements for the Respiratory Care [RSPC] major within the Bachelor of Science [BS] degree. Revision includes removing BSCI 20021 (or BSCI 30171) as required; and removing specific anatomy and physiology, chemistry and physics courses as the students will have completed those courses in their associate degree required for admission to the program. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2016
- 113. Revision of course requirements for the Respiratory Therapy Technology [RTT] major within the Associate of Applied Science [AAS] degree. Revision includes adding new courses RTT 10000, RTT 21006; RTT 21013; adding new course AHS 12000 as either/or with RTT 11001; removing HED 14020 (or PTST 10009), RTT 10000, RTT 11006, RTT 21010, RTT 21012; and adding CHEM 10055 as either/or with CHEM 10050, CHEM 10054, CHEM 10060, CHEM 10061. Minimum total credit hours to program completion decrease, from 70 to 65. Effective Fall 2016

LESSER ACTION ITEMS continued

Regional College continued

114. Revision of course requirements for the Technical and Applied Studies [TAS] major within the Bachelor of Technical and Applied Studies [BTAS] degree. Revision includes adding DSCI 10010, DSCI 10310, DSCI 10410, DSCI 13210, DSCI 15310, DSCI 33310, DSCI 34410, ITAP 26638 and new course COMT 42000 as major electives. In Computer Technology Application Development [CTAD] concentration, COMT 36302 is added as elective and option to meet programming requirement; and technical elective hours are adjusted. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2016

School of Digital Sciences

- 115. Revision of course requirements for the Digital Sciences [DS] major within the Bachelor of Arts [BA] and Bachelor of Science [BS] degrees. Revision includes updating pre-approved electives. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2016
- 116. Revision of course requirements for the Digital Sciences [DS] minor. Revision includes updating pre-approved electives. Minimum total credit hours to program completion are unchanged at 18. Effective Fall 2016

GRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

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

School of Music

 Inactivation of Musicology [MSCL] major within the Master of Arts [MA] degree. Admission to this program has been suspended since fall 2012.
 Effective Fall 2016 | Attachment 16

College of Arts and Sciences (presented by Dean James L. Blank)

Department of Geography

- Establishment of Cyber Geographic Information Science [C638] post-baccalaureate certificate to be offered 100 percent online only. Minimum total credit hours to program completion are 15. Effective Fall 2016 | Attachment 17
- 3. Establishment of Environmental Geographic Information Science [C639] post-baccalaureate certificate to be offered 100 percent online only. Minimum total credit hours to program completion are 15.

 Effective Fall 2016 | Attachment 18

Department of Psychological Sciences

- 4. Revision of name for the Experimental Psychology [EPYC] major within the Master of Arts [MA] degree. Name changes to Psychological Science [PYSC]. In addition, a lesser action item, the optional Gerontology [GERO] concentration is inactivated, and course requirements are revised to include adding a thesis requirement, PSYC 61199 as required; adding PSYC 61685 (or PSYC 62685) as required; removing minimum 9 credit hours from four groups of specific program electives and reducing additional program electives from 17 to 15. Minimum total credit hours to program completion decrease, from 32 to 30 Effective Fall 2016 | Attachment 19
- 5. Revision of name for the Experimental Psychology [EPYC] major within the Doctor of Philosophy [PHD] degree. Name changes to Psychological Science [PYSC]. In addition, a lesser action item, admission and course requirements are revised to include removing MA or MS degree in psychology from admission criteria, and adding PSYC 71651, PSYC 71654, PSYC 72685, PSYC 71894, PSYC 81199 and additional program electives as required. Minimum total credit hours to program completion are 60 (post-master's) and 90 (post-bachelor's). Effective Fall 2016 | Attachment 20

College of Education, Health and Human Services (presented by Dean Mark A. Kretovics)

School of Teaching, Learning and Curriculum Studies

- 6. Inactivation of Curriculum and Instruction—Mathematics Specialization [CIMT] major within the Master of Arts [MA] and Master of Education [MED] degrees. The curriculum for the program is duplicated in the Mathematics Education concentration in the Curriculum and Instruction major; there is no need for two majors with the same curriculum. Effective Fall 2016 | Attachment 21
- 7. Inactivation of the Early Childhood Education [ECDE] major within the Master of Arts [MA] degree. The major within the Master of Education [MED] degree will continue to be offered. Effective Fall 2016 | Attachment 22

ACTION ITEMS continued

College of Nursing (presented by Dean Barbara A. Broome)

- 8. Inactivation of the Advanced Nursing Practice [ANP] major within the Doctor of Nursing Practice [DNP] degree. This major functioned as a post-baccalaureate doctorate; post-BSN degree students will earn the MSN degree before matriculating to the DNP degree. Effective Fall 2016 | Attachment 23
- 9. Substantial revision of course requirements for the Advanced Practice Nursing [APN] major within the Doctor of Nursing Practice [DNP] degree. Revision includes replacing all required courses and removing 34 credits of master's coursework from total hours required for graduation. Minimum total credit hours to program completion decrease, from 37 to 30 (doctoral credits). Effective Fall 2016 | Attachment 23

INFORMATION ITEMS

College of Arts and Sciences

Department of Psychological Sciences

1. Temporary suspension of admission for the Clinical Psychology [CPYC] major within the Master of Arts [MA] degree. 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. In addition, a lesser action item, inactivation of the optional Gerontology [GERO] concentration of the major.

Effective Fall 2016 | Attachment 24

College of Education, Health and Human Services

School of Health Sciences

 Program development plan to establish an Athletic Training major within the Master of Science degree. The program is presently a concentration within the Exercise Physiology major. (A full proposal will come for a vote at a future EPC meeting.)
 Effective Fall 2016 | Attachment 25

School of Lifespan Development and Educational Sciences

- 3. Extension of the Nursing Home Administration [C637] post-baccalaureate certificate to the Stark Campus. Admission, course and graduation requirements are unchanged. Effective Fall 2016 | Attachment 26
- 4. Establishment of 100 percent online instructional delivery for the Behavioral Intervention Specialist [C605] post-baccalaureate certificate. Course and graduation requirements for the program are unchanged. In addition, establishment of admission requirements for the certificate (no matter delivery). Applicants must hold master's or doctoral degree in special education or related field, and submit official transcript(s), two letters of recommendation and goal statement. Effective Fall 2016 | Attachment 27

INFORMATION ITEMS continued

College of Nursing

- 5. Revision of instructional delivery for the Adult Gerontology Acute Care Nurse Practitioner [C840] post-master's certificate. Certificate is offered 100 percent online, in addition to onground, on the Kent Campus. Included in the proposal are establishment of admission requirements and revision of course requirements. Minimum total credit hours to program completion increase, from 12 to 19.
 Effective Fall 2016 | Attachment 28
- 6. Revision of name and instructional delivery for the Advanced Practice Registered Nurse: Nurse Practitioner Adult Gerontology Primary Care [C842] post-master's certificate. Name changes to Adult Gerontology Primary Care Nurse Practitioner [C852], and is offered 100 percent online, in addition to on-ground, on the Kent Campus. Included in the proposal are establishment of admission requirements and revision of course requirements. Minimum total credit hours to program completion increase, from 15 to 18.
 Effective Fall 2016 | Attachment 29
- 7. Revision of name and instructional delivery for the Advanced Practice Registered Nurse: Nurse Practitioner Family [C841] post-master's certificate. Name changes to Family Nurse Practitioner [C853]. Certificate is offered 100 percent online, in addition to on-ground, on the Kent Campus. Included in the proposal are establishment of admission requirements and revision of course requirements. Minimum total credit hours to program completion increase, from 8 to 25. Effective Fall 2016 | Attachment 30
- 8. Revision of instructional delivery for the Nursing [NURS] major within the Master of Nursing [MSN] degree. Major is offered 100 percent online, in addition to on-ground, on the Kent Campus. Included in the proposal is revision of concentration names, admission and course requirements. Applicants must complete an undergraduate statistics course (minimum C grade) in the past five years before being admitted. Courses revision includes removing and adding numerous courses from/to some concentrations. Minimum total credit hours to program completion increase/decrease, from 32-56 to 34-49, depending on concentration. Concentration name changes for the following:
 - Advanced Practice Registered Nurse: Nurse Practitioner Adult-Gerontology Primary Care
 [APNG] changes to Adult Gerontology Primary Care Nurse Practitioner [APNP];
 - Advanced Practice Registered Nurse: Nurse Practitioner Family [APNF] changes to Family Nurse Practitioner [FNRP];
 - Primary Care Pediatric Nurse Practitioner [PCNP] changes to Pediatric Primary Care Nurse Practitioner [PPNP];
 - Psychiatric Mental Health Nursing Family Nurse Practitioner [PMNF] changes to Psychiatric Mental Health Nurse Practitioner [PMHP].

Effective Fall 2016 | Attachment 31

9. Revision of instructional delivery for the Nursing and Health Care Management [C825] post-master's certificate. Certificate is offered 100 percent online, in addition to on-ground, on the Kent Campus. Included in the proposal are establishment of admission requirements and revision of course requirements. Minimum total credit hours to program completion increase, from 15 to 23. Effective Fall 2016 | Attachment 32

INFORMATION ITEMS continued

College of Nursing continued

- 10. Revision of name and instructional delivery for the Primary Care Pediatric Nurse Practitioner [C846] post-master's certificate. Name changes to Pediatric Primary Care Nurse Practitioner [C855]. Certificate is offered 100 percent online, in addition to on-ground, on the Kent Campus. Included in the proposal are establishment of admission requirements and revision of course requirements. Minimum total credit hours to program completion increase, from 18 to 21. Effective Fall 2016 | Attachment 33
- 11. Revision of name and instructional delivery for the Psychiatric Mental Health Family Nurse Practitioner for Non-Psychiatric Mental Health Advance Practice Nurse [C839] post-master's certificate. Name changes to Psychiatric Mental Health Nurse Practitioner [C854]. Certificate is offered 100 percent online, in addition to on-ground, on the Kent Campus. Included in the proposal are establishment of admission requirements and revision of course requirements. Minimum total credit hours to program completion increase, from 20 to 25. Effective Fall 2016 | Attachment 34

LESSER ACTION ITEMS

College of Architecture and Environmental Design

- Revision of course requirements for the Health Care Design [HCDE] major within the Master
 of Health Care Design [MHCD] degree. Revision includes removing 3-credit directed elective;
 removing NURS 60450 and SBS 50020 as electives; adding new course ARCH 55641 and NURS
 60451, TECH 57010 as electives; and restructuring two separate elective lists into one from
 which students choose minimum 5 credit hours. Minimum total credit hours to program
 completion are unchanged at 32.
 Effective Fall 2016
- 2. Revision of course requirements for the Health Care Facilities [C632] post-bachelor's certificate. Revision includes removing 3-credit directed elective; removing NURS 60450 and SBS 50020 as electives; adding new course ARCH 55641 and NURS 60451, TECH 57010 as electives; and restructuring two separate elective lists into one from which students choose minimum 5 credit hours. Minimum total credit hours to program completion are unchanged at 20. Effective Fall 2016

College of the Arts

School of Music

- 3. Revision of the Graduate Study policy to include replacing entrance examination with theory placement requirement, and removing language regarding the secondary applied music and ensemble requirement.

 Effective Fall 2016
- 4. Revision of course requirements for the Music Theory [MTHY] major within the Master of Arts [MA] degree. Revision includes adding MUS 61121 as a music theory elective. Minimum total credit hours to program completion are unchanged at 32. Effective Fall 2016

LESSER ACTION ITEMS continued

College of Arts and Sciences

Department of English

- 5. Revision of graduation requirements for the Rhetoric and Composition [RCMP] concentration in the English [ENGR] major within the Doctor of Philosophy [PHD] degree. Revision includes removing the foreign language requirement, which no longer aligns with the focus of the major courses or the direction of student research. Minimum total credit hours to program completion are unchanged at 60.
 - Effective Fall 2016
- 6. Revision of course requirements for the Teaching English as a Second/Foreign Language [C623] post-bachelor's certificate. Revision includes adding new course ENG 63046 as an elective. Minimum total credit hours to program completion are unchanged at 18. Effective Fall 2016
- 7. Revision of course requirements for the Teaching English as a Second/Foreign Language [C835] post-master's certificate. Revision includes adding new course ENG 63046 as an elective. Minimum total credit hours to program completion are unchanged at 18. Effective Fall 2016
- 8. Revision of course requirements for the Teaching English as a Second Language [TESL] major within the Master of Arts [MA] degree. Revision includes adding new course ENG 63046 as an elective. Minimum total credit hours to program completion are unchanged at 36, and at 48 for the optional TESL Education [TESE] concentration. Effective Fall 2016

Department of Geography

- 9. Revision of course requirements for the Geography [GEOG] major within the Master of Arts [MA] degree. Revision includes removing GEOG 60197 as required. Minimum total credit hours to program completion decrease, from 32 to 30. Effective Fall 2016
- 10. Revision of course requirements for the Geography [GEOG] major within the Doctor of Philosophy [PHD] degree. Revisions include removing GEOG 80197 as required. Minimum total credit hours to program completion are unchanged at 60. Effective Fall 2016

LESSER ACTION ITEMS continued

College of Arts and Sciences continued

Department of History

- 11. Revision of course requirements for the History [HIST] major within the Master of Arts [MA] degree. Revision includes removing HIST 61001 and adding 12 credit hours of history courses. Revision also includes, for students not declaring an optional concentration, adding 9 hours of courses from history or other approved discipline; reducing minimum credit hours required to complete the non-thesis option from 15 to 6; and removing several HIST courses as choices to fulfill the non-thesis option. Revision of optional History for Teachers [HFT] concentration includes adding HIST 69898; removing 6 hours of seminar and colloquia; removing 9 hours of relevant coursework in another discipline; and removing the requirement that 9 hours of history courses come from specific areas of history. Revision of optional Public History [PHST] concentration includes requiring HIST 60092 within the thesis option; restructuring the thesis option to include only HIST 69199 as required; and restructuring the non-thesis option to include only HIST 69898 as required. Minimum total credit hours to program completion decrease, from 33 to 30. Effective Fall 2016
- 12. Revision of course requirements for the History [HIST] major within the Doctor of Philosophy [PHD] degree. Revision includes removing a list of specific electives, from which students choose six courses. Students no longer are limited to selecting courses from the elective list when formulating their plan of study. Minimum total credit hours to program completion are unchanged at 60. Effective Fall 2016

Department of Modern and Classical Language Studies

13. Revision of course requirements for the Latin [LAT] major within the Master of Arts [MA] degree. Revision includes adding CLAS 51006, CLAS 51402, LAT 66211; adding new course LAT 61001; and adding choice of two from LAT 61214, CLAS 61404, CLAS 61398, LAT 66391 or other approved 60000-level courses. Revision to Literature [LIT] concentration includes adding 12 hours of Latin electives and LAT 66199 (or new course LAT 66398). Revision to Applied Linguistics and Pedagogy [APLP] concentration includes adding MCLS 60661, MCLS 60698, MCLS 63038, MCLS 60663 and 6 hours of second language pedagogy courses. Minimum total credit hours to program completion are unchanged at 36. Effective Fall 2016

Department of Physics

- 14. Revision of admission requirements for the Physics [PHY] major within the Master of Arts [MA] degree. Applicants also must submit a GRE score report.

 Effective Fall 2016
- 15. Revision of admission and course requirements for the Physics [PHY] major within the Master of Science [MS] degree. Applicants also must submit a GRE score report. Course revision includes adding an elective list; moving PHY 55201 from required to an elective; removing PHY 55202; adding PHY 60098 (research option), PHY 60199 (thesis option) as either/or requirement. Minimum total credit hours to program completion are unchanged at 31. Effective Fall 2016

LESSER ACTION ITEMS continued

College of Arts and Sciences continued

Department of Political Science

- 16. Revision of admission and course requirements for the Physics [PHY] major within the Doctor of Philosophy [PHD] degree. Applicants also must submit a GRE score report. Course revision includes adding PHY 75204, PHY 75301, PHY 76162, PHY 76163, PHY 76201, PHY 76401, PHY 80199; and choice of PHY 76303, PHY 76403 or PHY 78401. Minimum total credit hours to program completion are unchanged at 60 (post-master's) and 90 (post-bachelor's). Effective Fall 2016
- 17. Revision of concentration name and course requirements for the Political Science [POL] major within the Master of Arts [MA] degree. Name of Transnational and Comparative Politics and Policy [TCPP] concentration changes to Transnational and Comparative Politics [TNCP]. Course revision includes increasing required proseminars, from 1 to 2; removing POL 61299 from the thesis option; reducing elective hours, from 10 to 9, in the thesis option; reducing elective hours, from 18 to 15, required in the non-thesis option; and adding a research tool requirement to the non-thesis option, which can be fulfilled by successful completion of a research course or demonstrated mastery of a foreign language. Minimum total credit hours to program completion decrease, from 36 to 33. Effective Fall 2016
- 18. Revision of concentration name and course requirements for the Political Science [POL] major within the Doctor of Philosophy [PHD] degree. Name of Transnational and Comparative Politics and Policy [TCPP] concentration changes to Transnational and Comparative Politics [TNCP]. Course revision includes adding POL 71094 as required; increasing required proseminars, from 1 to 2; adding minimum 23 hours of approved electives for post-baccalaureate students; and changing the research tool requirement, from 3 to 0-3 credit hours, to reflect that it can be fulfilled by successful completion of a research course or demonstrated mastery of a foreign language. Minimum total credit hours to program completion decrease, from 66 to 64 (post-master's) and are unchanged at 90 (post-bachelor's). Effective Fall 2016

Department of Psychology

19. Revision of course requirements for the Clinical Psychology [CPYC] major within the Doctor of Philosophy [PHD] degree. Revision includes including program requirements in the University Catalog; changing the intermediary degree awarded to post-baccalaureate students, from the Clinical Psychology [CPYC] major to the Psychological Sciences major [PSYS] within the Master of Arts [MA] degree. Minimum total credit hours to program completion are 101 (post-master's) and 113 (post-bachelor's). Effective Fall 2016

College of Business Administration/College of Architecture and Environmental Design

20. Revision of course requirements for the Master of Business Administration/Master of Architecture [DMBA] dual degree program. Revision reflects updates to the MBA degree. Minimum total credit hours to program completion decrease, from 74-77 to 61-64. Effective Fall 2016

LESSER ACTION ITEMS continued

College of Business Administration/College of Arts and Sciences

Department of Modern and Classical Language Studies

21. Revision of course requirements for the Master of Business Administration/Master of Arts in Translation [DMAA] dual degree program. Revision reflects updates to the MBA degree. Minimum total credit hours to program completion decrease, from 70-73 to 61-64. Effective Fall 2016

College of Business Administration/College of Communication and Information

School of Communication Studies

22. Revision of course requirements for the Master of Business Administration/Master of Science in Communication Studies [DMCO] dual degree program. Revision reflects updates to the MBA degree. Minimum total credit hours to program completion decrease, from 62 to 60. Effective Fall 2016

College of Business Administration/College of Communication and Information continued School of Library and Information Science

23. Revision of course requirements for the Master of Business Administration/Master of Library Science [DMIB] dual degree program. Revision reflects updates to the MBA and MLIS degrees. Minimum total credit hours to program completion decrease, from 69 to 61. Effective Fall 2016

College of Business Administration/College of Nursing

24. Revision of course requirements for the Master of Business Administration/Master of Science in Nursing [DMNN] dual degree program. Revision reflects updates to the MBA degree. Minimum total credit hours to program completion decrease, from 67 to 60. Effective Fall 2016

College of Business Administration

- 25. Revision of admission and course requirements for the Business Administration [BAD] major within the Master of Business Administration [MBA] degree. GRE is accepted in addition to GMAT. Course revision includes removing BAD 68052; and reducing hours, from 3 to 2, for ACCT 63037, ACCT 63038, ECON 62021, ECON 62022, FIN 66050, MIS 64005, MIS 64041, MIS 64042, MIS 64158, MIS 64271, MKTG 65051. Minimum total credit hours to program completion decrease, from 56 to 37. Effective Fall 2016
- 26. Revision of course requirements for the Accounting [ACCT] concentration in the Business Administration [BAD] major within the Doctor of Philosophy [PHD] degree. Revision includes replacing ACCT 73098 with ACCT 83098. Minimum total credit hours to program completion are unchanged at 67. Effective Fall 2016

LESSER ACTION ITEMS continued

College of Business Administration continued

27. Revision of admission and course requirements for the Business Administration—Executive [EMBA] major within the Master of Business Administration [MBA] degree. GRE is accepted in place of GMAT; three recommendation forms replace three recommendation letters. Course revision includes removing EMBA 67058, EMBA 67070, EMBA 67291; and reducing hours, from 6 to 4, for EMBA 67091. Minimum total credit hours to program completion decrease, from 39 to 32.

Effective Fall 2016

Department of Accounting

28. Revision of course requirements for the Accounting [ACCT] major within the Master of Science in Accounting [MSA] degree. Revision includes adding MIS 64005, and reducing hours, from 3 to 2, for ECON 62021, FIN 66061. Minimum total credit hours to program completion are unchanged at 30.

Effective Fall 2016

College of Communication and Information/College of Education, Health and Human Services School of Communication Studies/School of Lifespan Development and Educational Sciences

29. Revision of course requirements for the Master of Library Science/Master of Education in Instructional Technology, K-12 School Library Media Licensure [DDSL] dual degree program. Revision reflects updates to the MLIS degree. Minimum total credit hours to program completion are unchanged at 57.

Effective Fall 2016

College of Communication and Information

School of Library and Information Science

30. Revision of admission and course requirements for the Library and Information Science [LIS] major within the Master of Library and Information Science [MLIS] degree. Admission requirements include purpose statement, writing sample, current résumé or curriculum vitae and, if international, English language proficiency scores. Applicants may submit a statement of exception addressing circumstances if their overall GPA is lower than 3.000. Course revision includes removing LIS 60000, LIS 60002, LIS 60003, LIS 60600, LIS 60610; adding LIS 60050 and new courses LIS 60010, LIS 60020, LIS 60030, LIS 60040, LIS 60280; and adding LIS 60098 and new course LIS 60198 as either/or with LIS 60092, LIS 60199. Minimum total credit hours to program completion are unchanged at 37. Effective Fall 2016

School of Visual Communication Design

31. Revision of course requirements for the Visual Communication Design [VCD] major within the Master of Arts [MA] degree. Revision includes removing VCD 60009, VCD 60020, VCD 60091, VCD 60094; adding VCD 53004, VCD 55000 and four new courses (VCD 60010, VCD 60011, VCD 60012, VCD 60013); and removing thesis option VCD 68199 as either/or with non-thesis option VCD 60099 (latter now required). Minimum total credit hours to program completion decrease, from 32 to 31.

Effective Fall 2016

LESSER ACTION ITEMS continued

College of Education, Health and Human Services

School of Foundations, Leadership and Administration

- 32. Revision of name and course requirements for the Career Advising [C635] post-baccalaureate certificate. Name changes to Career and Academic Advising [C640]. Course revision includes removing HIED 66680; and moving required CES 67531, HIED 66492, HIED 66677, HIED 66733 to electives with HIED 66681. Minimum total credit hours to program completion decrease, from 19 to 15.

 Effective Fall 2016
- 33. Revision of name and course requirements for the Career Advising [C848] post-master's certificate. Name changes to Career and Academic Advising [C851]. Course revision includes removing HIED 76680; and moving required CES 77531, HIED 76492, HIED 76677, HIED 76733 to electives with HIED 76681. Minimum total credit hours to program completion decrease, from 19 to 15.

 Effective Fall 2016
- 34. Establishment of admission requirements for the College Teaching [C608] post-baccalaureate certificate. Applicants must hold a bachelor's degree, master's degree preferred, with minimum undergraduate 3.000 GPA and submit personal goal statement, two letters of recommendation and résumé or curriculum vitae.

 Effective Fall 2016
- 35. Establishment of admission requirements for the College Teaching [C813] post-master's certificate. Applicants must hold a master's degree with minimum graduate 3.000 GPA and submit personal goal statement, two letters of recommendation and résumé or curriculum vitae. Effective Fall 2016
- 36. Establishment of admission requirements for the Community College Leadership [C619] post-baccalaureate certificate. Applicants must hold a bachelor's degree, master's degree preferred, with minimum undergraduate 3.000 GPA and submit personal goal statement, two letters of recommendation and résumé or curriculum vitae.

 Effective Fall 2016
- 37. Establishment of admission requirements for the Community College Leadership [C830] post-master's certificate. Applicants must hold a master's degree with minimum graduate 3.000 GPA and submit personal goal statement, two letters of recommendation and résumé or curriculum vitae. Effective Fall 2016
- 38. Revision of admission requirements for the Cultural Foundations [CULT] major within the Doctor of Philosophy [PHD] degree. Applicants also must hold a master's degree from an accredited institution with recommended graduate 3.500 GPA and recommended GRE score at minimum 50th percentile. In addition, applications will be assessed "holistically, considering academic credentials, related professional experience, academic or professional references, scholarly activities and professional activities, among others."

 Effective Fall 2016

LESSER ACTION ITEMS continued

College of Education, Health and Human Services continued

School of Foundations, Leadership and Administration continued

- 39. Revision of admission requirements for the Educational Administration—Higher Education [EDHE] major within the Educational Specialist [EDS] degree. Applicants also must hold a master's degree from an accredited institution with graduate 3.500 GPA (previously 3.000). The GRE is waived for applicants with minimum graduate 3.250 GPA. Effective Fall 2016
- 40. Revision of admission and course requirements for the Educational Administration—Higher Education [EDHE] major within the Doctor of Philosophy [PHD] degree. Applicants also must hold a master's degree from an accredited institution with graduate 3.500 GPA (previously 3.000) and recommended GRE score at minimum 50th percentile. Course revision includes adding HIED 86658; revising electives; and replacing HIED 76657 with HIED 76652 as a program prerequisite. Minimum total credit hours to program completion are unchanged at 84. Effective Fall 2016.
- 41. Revision of admission requirements for the Educational Administration–K-12 Leadership [EAKL] major within the Educational Specialist [EDS] degree. Applicants also must hold a master's degree from an accredited institution with recommended graduate 3.250 GPA and recommended GRE score at minimum 50th percentile. Effective Fall 2016
- 42. Revision of admission requirements for the Educational Administration–K-12 Leadership [EAKL] major within the Doctor of Philosophy [PHD] degree. Applicants also must hold a master's degree from an accredited institution with recommended graduate 3.500 GPA and recommended GRE score at minimum 50th percentile. Effective Fall 2016
- 43. Revision of admission requirements for the Evaluation and Measurement [EVAL] major within the Doctor of Philosophy [PHD] degree. Applicants are recommended to have a graduate 3.500 GPA and recommended GRE score at minimum 50th percentile. Effective Fall 2016
- 44. Establishment of admission requirements for the Internationalization of Higher Education [C630] post-baccalaureate certificate. Applicants must hold a bachelor's degree, master's degree preferred, with minimum undergraduate 3.000 GPA and submit personal goal statement, two letters of recommendation and résumé or curriculum vitae.

 Effective Fall 2016
- 45. Establishment of admission requirements for the Internationalization of Higher Education [C836] post-master's certificate. Applicants must hold a master's degree with minimum graduate 3.000 GPA and submit personal goal statement, two letters of recommendation and résumé or curriculum vitae.

Effective Fall 2016

School of Health Sciences

46. Revision of admission requirements for the Audiology [AUD] major within the Master of Arts [MA] degree. Revision includes replacing "areas of speech and hearing" with "speech-language pathology and audiology" for the bachelor's degree discipline. Effective Fall 2016

LESSER ACTION ITEMS continued

College of Education, Health and Human Services continued

School of Health Sciences continued

- 47. Revision of admission requirements for the Audiology [AUD] major within the Doctor of Audiology [AUD] degree. Revision includes replacing "areas of speech and hearing" with "speech-language pathology and audiology" for the bachelor's degree discipline. Effective Fall 2016
- 48. Revision of admission requirements for the Audiology [AUD] major within the Doctor of Philosophy [PHD] degree. Applicants are recommended to have minimum graduate 3.500 GPA and recommended GRE score at minimum 50th percentile. Effective Fall 2016
- 49. Revision of admission requirements for the Exercise Physiology [EXPH] major within the Doctor of Philosophy [PHD] degree. Applicants are recommended to have minimum graduate 3.500 GPA (previously 3.000). Effective Fall 2016
- 50. Revision of admission and course requirements for the Health Education and Promotion [HEDP] major within the Doctor of Philosophy [PHD] degree. Applicants are recommended to have minimum graduate 3.500 GPA and GRE score at minimum 50th percentile. Provisional admittance statement for applicants without equivalent graduate degree is removed. Course revisions include adding a statement that the faculty may require students without equivalent master's degree in health education and promotion to take additional coursework (do not count towards PhD). Minimum total credit hours to program completion are unchanged at 72. Effective Fall 2016
- 51. Revision of admission requirements for the Speech Language Pathology [SLP] major within the Master of Arts [MA] degree. Revision includes replacing "areas of speech and hearing" with "speech-language pathology and audiology" for the bachelor's degree discipline. Effective Fall 2016
- 52. Revision of admission requirements for the Speech Language Pathology [SLP] major within the Doctor of Philosophy [PHD] degree. Applicants are recommended to have a minimum graduate 3.500 GPA and GRE score at minimum 50th percentile. Admission statement replaces "areas of speech and hearing" with "speech-language pathology and audiology" for the bachelor's degree discipline.

Effective Fall 2016

School of Lifespan Development and Educational Sciences

- 53. Revision of name for the ASL/English Interpreting [ASEI] non-degree graduate [NDGD] program for students seeking teacher licensure. Name changes to ASL/English Interpreting Licensure Preparation [ASEL].
 - Effective Fall 2016
- 54. Establishment of admission requirements for the Autism Spectrum Disorders [C634] post-baccalaureate certificate. Applicants must hold bachelor's degree from an accredited institution with minimum 3.000 GPA, and submit official transcript(s), two letters of recommendation and goal statement.

Effective Fall 2016

LESSER ACTION ITEMS continued

College of Education, Health and Human Services continued

School of Lifespan Development and Educational Sciences continued

- 55. Establishment of admission requirements for the Autism Spectrum Disorders [C847] post-master's certificate. Applicants must have minimum 3.000 GPA and submit official transcript(s), two letters of recommendation and goal statement.

 Effective Fall 2016
- 56. Revision of admission requirements for the Counseling [COUN] major within the Educational Specialist [EDS] degree. Revision includes replacing current admission criteria with official transcript(s), master's degree from accredited institution, recommended minimum 3.250 graduate GPA, goal statement, two letters of recommendation and interview. Effective Fall 2016
- 57. Revision of admission requirements for the Counselor Education and Supervision [CES] major within the Doctor of Philosophy [PHD] degree. Applicants also must also submit a goal statement and answer questions regarding legal and ethical issues, and are recommended to have minimum graduate 3.500 GPA and GRE score at minimum 50th percentile. Effective Fall 2016
- 58. Revision of name, admission and course requirements for the Deaf Education [DFED] non-degree graduate [NDGD] program for students seeking teacher licensure. Name changes to Deaf Education Licensure Preparation [DEFL]. Applicants also must hold a valid teaching licensure. Course revision includes replacing CI 57502 with CI 57505. Minimum total credit hours to program completion are unchanged at 45. Effective Fall 2016
- 59. Revision of name, admission and course requirements for the Early Childhood Intervention Specialist [ECIS] non-degree graduate [NDGD] program for students seeking teacher licensure. Name changes to Early Childhood Intervention Specialist Licensure Preparation [ECIL]. Applicants also must hold a valid teaching licensure. Course revision includes adding CI 57505 and removing CI 57502, CI 57503. Minimum total credit hours to program completion are unchanged at 41. Effective Fall 2016
- 60. Revision of admission requirements for the Educational Psychology [EPSY] major within the Doctor of Philosophy [PHD] degree. Applicants are recommended to have minimum graduate 3.500 GPA. Required GRE score at minimum 50th percentile is removed. Effective Fall 2016
- 61. Revision of course requirements for the Gerontology [C603] post-baccalaureate certificate. Revision includes replacing GERO 54030 with GERO 50656. Minimum total credit hours to program completion are unchanged at 18. Effective Fall 2016

LESSER ACTION ITEMS continued

College of Education, Health and Human Services continued

School of Lifespan Development and Educational Sciences continued

- 62. Revision of name, Admission and course requirements for the Mild/Moderate Educational Needs [MLDM] non-degree graduate [NDGD] program for students seeking teacher licensure. Name changes to Mild/Moderate Educational Needs Licensure Preparation [MMEL]. Applicants also must hold a valid teaching licensure. Course revision includes adding CI 57505, SPED 53022, SPED 53041 and removing CI 57502, CI 57503 as electives. Minimum total credit hours to program completion are unchanged at 40. Effective Fall 2016
- 63. Revision of name and admission requirements for the Moderate/Intensive Educational Needs [MLDM] non-degree graduate [NDGD] program for students seeking teacher licensure. Name changes to Moderate/Intensive Educational Needs Licensure Preparation [MIEL]. Applicants also must hold a valid teaching license. Effective Fall 2016
- 64. Inactivation of concentration for the Rehabilitation Counseling [RHAB] major within the Master of Education [MED] degree. Inactivated concentration is Rehabilitation Counselor [RCNS]. In addition, proposal formalizes course requirements for inclusion in University Catalog. Minimum total hour to program completion increase, from 32 to 53. Effective Fall 2016
- 65. Revision of admission requirements for the School Psychology [SPSY] major within the Educational Specialist [EDS] degree. Revision includes replacing current criteria with official transcript(s), master's degree from accredited institution, recommended minimum 3.250 graduate GPA, GRE scores, goal statement, two letters of recommendation, sample of written work, résumé or vita, SPSY Vitae (online), answers to questions in anticipation of licensure and interview. Effective Fall 2016
- 66. Revision of admission requirements for the School Psychology [SPSY] major within the Doctor of Philosophy [PHD] degree. Applicants are recommended to have minimum graduate 3.500 GPA and recommended GRE score at minimum 50th percentile. Effective Fall 2016
- 67. Revision of course requirements for the Transition to Work [TRTW] concentration in the Special Education [SPED] major within the Master of Education [MED] degree. Revision includes replacing CTTE 56019, CTTE 66001, SPED 53070, SPED 54161, SPED 63992 with 15 hours of advisorapproved electives. Minimum total credit hours to program completion are unchanged at 33. Effective Fall 2016
- 68. Revision of admission requirements for the Special Education [SPED] major within the Educational Specialist [EDS] degree. Applicants also must hold a master's degree from an accredited institution, and are recommended to have a minimum graduate 3.250 GPA and GRE score at minimum 50th percentile. Effective Fall 2016

LESSER ACTION ITEMS continued

College of Education, Health and Human Services continued

School of Lifespan Development and Educational Sciences continued

- 69. Revision of admission requirements for the Special Education [SPED] major within the Doctor of Philosophy [PHD] degree. Applicants also must hold a master's degree from an accredited institution, and are recommended to have a minimum graduate 3.500 GPA and GRE score at minimum 50th percentile.
 - Effective Fall 2016
- 70. Establishment of Transition-to-Work Endorsement Preparation [TRWE] non-degree graduate [NDGD] program. Minimum total credit hours to program completion are 15. Effective Fall 2016

School of Teaching, Learning and Curriculum Studies

- 71. Revision of admission and course requirements for the Curriculum and Instruction [CI] major within the Doctor of Philosophy [PHD] degree. Applicants also must hold a master's degree from an accredited institution, and are recommended to have a minimum graduate 3.500 GPA and GRE score at minimum 50th percentile. Course revision includes removing CI 77001; moving EVAL 75510, EVAL 85515, EVAL 85516 from electives to required. Effective Fall 2016
- 72. Revision of admission requirements for the Curriculum and Instruction [CI] major within the Educational Specialist [EDS] degree. Applicants also must hold a master's degree from an accredited institution with a minimum graduate 3.250 GPA (previously 3.000). The GRE is waived for applicants with minimum graduate 3.250 GPA. Effective Fall 2016
- 73. Establishment of three optional concentrations and revision of course requirements for the Early Childhood Education [ECDE] major within the Master of Education [MED] degree. New concentration are Globalization and Intercultural Competence [GLIC]; Science, Technology, Engineering, Mathematics [STMT]; and Early Childhood Leadership: Advocacy, Curriculum, Policy [EDLC]. Course revision includes removing CI coursework. Minimum total credit hours to program completion decrease, from 36 to 32. Effective Fall 2016

College of Nursing

- 74. Revision of Clinical Compliance policy to include language regarding the Nursing [NURS] major within the Doctor of Philosophy [PHD] degree.

 Effective Fall 2016
- 75. Establishment of admission requirements and revision of course requirements for the Adult Gerontology Clinical Nurse Specialist [C844] post-master's certificate. Name changes to Nurse Educator [C856]. Applicants must have an active unrestricted RN license in the state in which practicum hours will be completed, an earned master's in nursing or doctorate in nursing practice from an accredited nursing program, a minimum graduate 3.000 GPA, résumé or curriculum vitae, transcripts of all previous graduate coursework, syllabi of all courses to be considered for transfer in the gap analysis, three letters of reference from health care professionals or faculty members and, if international, submission of TOEFL, MELAB, PTE or IELTS scores. Course revision includes removing prerequisite listing. Minimum total credit hours to program completion are unchanged at 17. Effective Fall 2016

LESSER ACTION ITEMS continued

College of Nursing continued

- 76. Establishment of admission requirements and revision of course requirements for the Women's Health Nurse Practitioner [C807] post-master's certificate. Applicants are required to have an active unrestricted RN license in the state in which practicum hours will be completed, an earned master's in nursing or doctorate in nursing practice from an accredited nursing program, minimum graduate 3.000 GPA, résumé or curriculum vitae, transcripts of all previous graduate coursework, syllabi of all courses to be considered for transfer in the gap analysis, three letters of reference from health care professionals or faculty members and, if international, submission of TOEFL, MELAB, PTE or IELTS scores. Course revision includes removing prerequisite listing; and adding NURS 60206 as required. Minimum total credit hours to program completion increase, from 18 to 20. Effective Fall 2016
- 77. Revision of admission and course requirements for the Nursing [NURS] major within the Doctor of Philosophy [PHD] degree. Applicants also must have an interview and answer specific questions in the admission essay; in addition, GRE scores now have a time limit. Course revision includes replacing NURS 86091, NURS 87091 with NURS 70751, NURS 70752. Minimum total credit hours to program completion are unchanged at 72. Effective Fall 2016
- 78. Inactivation of Psychiatric Mental Health Family Nurse Practitioner for Adult Psychiatric Mental Health Nurse Practitioner or Adult Psychiatric Mental Health Clinical Nurse Specialist [C838] post-master's certificate.

 Effective Fall 2016
- 79. Inactivation of Psychiatric Mental Health Family Nurse Practitioner for Psychiatric Mental Health Child/Adolescent Clinical Nurse Specialist [C843] post-master's certificate. Effective Fall 2016
- 80. Revision of name and course requirements and establishment of admission requirements for the Nurse Education [C811] post-master's certificate. Name changes to Nurse Educator [C857]. Applicants must have an active unrestricted RN license in the state in which practicum hours will be completed, an earned master's in nursing or doctorate in nursing practice from an accredited nursing program, minimum graduate 3.000 GPA, résumé or curriculum vitae, transcripts of all previous graduate coursework, syllabi of all courses to be considered for transfer in the gap analysis, three letters of reference from health care professionals or faculty members and, if international, submission of TOEFL, MELAB, PTE or IELTS scores. Course revision includes adding NURS 60604 as required. Minimum total credit hours to program completion increase, from 11 to 13. Effective Fall 2016

College of Podiatric Medicine

- 81. Revision of course requirements for the Podiatric Medicine [PM] major within the Doctor of Podiatric Medicine [DPM] degree. Revision includes adding new course CLI 80202 as required. Minimum total credit hours to program completion increase, from 213 to 214. Effective Fall 2016
- 82. Revision of Academic Appeals Committee policy to establish opportunity for students who were previously dismissed from the college for reasons other than academic to request a readmission hearing. Decisions to grant readmission to students previously dismissed from the college for reasons other than academic will be made by the dean of the college. Effective Fall 2016

LESSER ACTION ITEMS continued

College of Podiatric Medicine continued

- 83. Establishment of Academic Performance, Professionalism and Student Organizations policy. New policy requires students holding an elected position in a professional or student organization to maintain a minimum 2.500 overall grade point average, have no academic failures, and also pass the American Podiatric Medical Licensing Examination Part I on the first attempt. Additionally, students who receive two or more professionalism deficiency evaluations will be removed from their position within any clubs, organizations or fraternities. Effective Fall 2016
- 84. Revision of American Podiatric Medical Licensing Examination policy to clarifying when students in Pathway I will return to their October clinical rotations. Effective Fall 2016
- 85. Revision of Eligibility for Doctor of Podiatric Medicine Degree policy to remove redundant information.

 Effective Fall 2016
- 86. Revision of Examination policy to clarify the process by which students should verify completion of their computerized examinations and leave the classroom upon completion of the examination; and change the contact person for students requesting an excused absence for religious reasons. Students are now required to notify their course coordinator about any religious absences prior to the beginning of the semester.

 Effective Fall 2016
- 87. Establishment of Incomplete Grades policy. New policy outlines rules and regulations for incomplete grades and allows students in their fourth year who are out of town for their external rotations extra time to complete requirements for incomplete grades.

 Effective Fall 2016
- 88. Revision of Leave of Absence policy to change an employee title included in the policy. Effective Fall 2016
- Revision of Professionalism Deficiency Evaluation policy to update professional behavior expectations.
 Effective Fall 2016
- 90. Revision of Promotion policy to add information related to the establishment of a minimum 2.400 overall GPA following the second year spring semester; and adding information about course and rotation failures as it relates to student promotion. Effective Fall 2016
- 91. Revision of Readmission policy to state that students who have previously withdrawn or have been academically dismissed will have their appeal requests reviewed by the Academic Appeals Committee when seeking readmission to the program; and adding language to the policy stating that students who have been previously dismissed for reasons other than academics will have their appeal requests reviewed by the dean when seeking readmission to the program. Effective Fall 2016

LESSER ACTION ITEMS continued

College of Podiatric Medicine continued

92. Revision of Remediation and Mandatory Academic Counseling policy to update and clarify language; adding mandatory academic counseling for first and second year students who fall below minimum GPA requirements at specific checkpoints during the first two years; and outlining criteria for academic dismissal for students who fall below a minimum 2.400 overall grade point average at the conclusion of the second year spring semester. Effective Fall 2016

School of Digital Sciences

- 93. Revision of course requirements for the Digital Sciences [DS] major within the Master of Digital Sciences [MDS] degree. Revision includes updating pre-approved electives; adding MIS 64050 as required; and moving MIS 64042 from core to Digital Systems Management [DSMT] concentration. Minimum total credit hours to program completion are unchanged at 32. Effective Fall 2016
- 94. Revision of course requirements for the Enterprise Architecture [C631] certificate. Revision includes updating pre-approved electives. Minimum total credit hours to program completion are unchanged at 18.

 Effective Fall 2016

Update to 19 October 2015 EPC Agenda

Establishment of optional Child Psychology [CHPY] and Counseling Careers [CCRS] concentrations for the Psychology [PSYC] major within the Bachelor of Arts [BA] degree. New Child Psychology concentration includes two new courses, PSYC 40392 and PSYC 41395. New Counseling Careers concentration includes one new course, PSYC 41595. Minimum hours to program completion are unchanged at 120.

Effective Fall 2016

Code for Child Psychology concentration incorrectly reported as CPSY

UNIVERSITY REQUIREMENTS COURSE REVISIONS

		Courses Approved for Diversity Requirement for Fall 2016	
POL	30520	European Politics (3) [global]	Revise
POL	30560	Middle East Politics (3) [global]	Revise
POL	40620	Politics of Social Movements (3) [domestic]	Revise
	Co	ourses Approved for Experiential Learning Requirement for Fall 2016	
AS	30798	Gender and Sexuality Research Forum (3)	New
AS	41099	Capstone in Gender and Sexuality Studies (3)	New
ASL	49309	Introduction to Deaf Studies (3)	Revise
IGST	40192	Internship in Integrative Studies (3-6)	New
JWST	30092	Internship in Jewish Studies (3-6)	New
LGBT	40192	Practicum in LGBTQ Studies (3-6)	New
LGBT	41198	LGBTQ Research Methods (3)	New
NURS	43001	Health Promotion (3)	New
PH	30102	Air Quality and Pollution Control (3)	Revise
PH	30103	Food Protection (3)	Revise
PH	30105	Water and Wastewater Management (3)	Revise
PH	40100	Vector-Borne and Zoonotic Diseases (3)	Revise
PH	40101	Occupational Health and Safety (3)	Revise
PH	40112	Institutional and Recreational Environmental, Occupational Health and Safety (3)	Revise
PH	40200	The Built Environment (3)	Revise
		Courses Approved for Writing Intensive Requirement for Fall 2016	
ASL	39223	Sociolinguistics of the Deaf Community (3)	Revise
NURS	47001	Capstone for Professional Nursing Practice (3)	New
		Kent Core Revisions for Fall 2016	
BSCI	10001	Human Biology (3) [basic sciences]	Revise
BSCI	10002	Life on Planet Earth (3) [basic sciences]	Revise
BSCI	10003	Laboratory Experience in Biology (1) [basic sciences]	Revise
BSCI	10110	Biological Diversity (4) [basic sciences]	Revise
BSCI	10120	Biological Foundations (4) [basic sciences]	Revise
BSCI	11010	Foundational Anatomy and Physiology I (3) [basic sciences]	Revise
BSCI	11020	Foundational Anatomy and Physiology II (3) [basic sciences]	Revise
BSCI	21010	Anatomy and Physiology I (4) [basic sciences]	Revise

MIS

Kent Core Revisions for Fall 2016 continued CHEM 10061 General Chemistry II (4) [basic sciences] Revise PHIL 21001 Introduction to Ethics (3) [humanities] Revise Diversity Requirement Course Revisions for Fall 2016 **PAS** PHIL 11001 Introduction to Philosophy (3) [global] Revise POL POL 30540 African Politics (3) [global] Revise Experiential Learning Requirement Course Revisions for Fall 2016 ADED 42292 Field Work Practicum (3) Revise ARCS 30022 Urban Design Discourse (3) to: FDM 45092 Internship in Fashion Design and Merchandising (3)...... Inactive

\mathbf{E}	speriential Learning Requirement Course Revisions for Fall 2016 continu	ed
MIS 44	92 Business Consulting and Practicum (3)	Revise
MKTG45	92 Sales Internship (3)	Revise
NURS 43	000 Health Promotion in Professional Nursing Practice (3)	Revise
POL 20 30	01 Political Methods (3) to: 01 Research Methods	Revise
	91 Seminar: Columbus Program in Intergovernmental Issues (6-12) to: 80 Seminar: Columbus Program in State Issues (15)	Revise
POL 40 40	0 0	Revise
POL 40	92 Public Service (1-3) to: Internship	Revise
RIS 44	98 Research in Medical Imaging (3)	Revise
	92 Internship in Sport Administration (3-12) vise45122	
SPED 43	09 Introduction to Deaf Studies (3)	Revise
WMST 40	92 Practicum in Women's Studies (3)	Revise
	Writing Intensive Requirement Course Revisions for Fall 2016	
ACCT 43	10 Principles of Auditing and Control (3)	Revise
	Urban Design Discourse (3) to: 22 includes removal of the writing-intensive attribute	Revise
ARCS 40	14 Theory and Criticism in Architectural Media (3)	Revise
FDM 35	10 Contemporary Fashion Designers (3)	Revise
HED 32	42 Methods and Applications of Health Education (5)	Revise
MCED 40	06 Reading and Writing in Middle Childhood (6)	Revise
PEP 35	10 Psychological Dimensions of Motor Behavior (3)	Revise
PHIL 31	01 Ancient Greek Philosophy (3)	Revise
PHIL 31	02 Medieval Philosophy (3)	Revise
PHIL 31	03 Continental Rationalism (3)	Revise
PHIL 31	04 British Empiricism (3)	Revise
PHIL 31	05 German Critical Philosophy (3)	Revise
PHIL 31	06 Nineteenth-Century Philosophy (3)	Revise
PHIL 31	Twentieth-Century Philosophy (3)	Revise
PHIL 31	20 American Philosophy (3)	Revise
POL 40	91 Seminar in International Relations-Comparative Politics (3)	Revise
SPED 43	09 Introduction to Deaf Studies (3)	Revise

COURSE REVISIONS

Course Revisions Effective Fall 2016

ACCT	23020	Introduction to Financial Accounting (3)	Revise
ACCT	23021	Introduction to Managerial Accounting (3)	Revise
ACCT	33001	Corporate Accounting I (3)	Revise
ACCT	33004	Introduction to Account Systems (3)	Revise
ACCT	33010	Cost Accounting (3)	Revise
ACCT	33012	Corporate Accounting II (3)	Revise
ACCT	33061	Financial Reporting Issues and Analysis (3)	Revise
ACCT	33063	Cost Control and Analysis for Management (3)	Revise
ACCT	43013	Advanced Management Accounting (3)	Revise
ACCT	43014	Advanced Accounting Systems (3)	Revise
ACCT	43020	Corporate Accounting III (3)	Revise
ACCT	43031	Income Taxation (3)	Revise
ACCT	43033	Income Taxation II (3)	Revise
ACCT	43034	Nonprofit Accounting Auditing (3)	Revise
ACCT	43087	International Accounting Experience (3)	New
ACCT	43093	Variable Title Workshop in Accounting (1-3)	Revise
ACCT	43095	Special Topics: Accounting (1-3) to: (3)	Revise
ACCT	43096	Individual Investigation in Accounting (1-3)	Revise
ACCT	53013	Advanced Management Accounting (3)	Revise
ACCT	53014	Advanced Accounting Systems (3)	Revise
ACCT	53020	Corporate Accounting III (3)	Revise
ACCT	53033	Income Taxation II (3)	Revise
ACCT	53034	Nonprofit Accounting Auditing (3)	Revise
ACCT	53087	International Accounting Experience (3)	New
ACCT	53095	Special Topics: Accounting (1-3) to: (3)	Revise
ACCT	63022	Professional Issues and Ethics in Accounting (3)	Revise
ACCT	63024	Information Technology Audit and Control (3)	Revise
ACCT	63025	Analysis and Valuation of Business Using Financial Statements (3)	Revise
ACCT	63030	International Accounting (3)	Revise
ACCT	63031	Advanced Auditing Theory and Practice (3)	Revise
ACCT	63032	Accounting Theory, History and Institutions (3)	Revise

Course Revisions Effective Fall 2016 continued

ACCT 63037	Financial Accounting for Managerial Action (3) to: Financial Accounting for Decision Making (2)	Revise
ACCT 63038	Accounting for Managerial Action and Evaluation (3) to: Managerial Accounting for Decision Making (2)	Revise
ACCT 63042	Taxation of Corporations and Shareholders (3)	Revise
ACCT 63043	Taxation of Partnerships and Partners (3)	Revise
ACCT 63045	Tax Research and Planning (3)	Revise
ACCT 63092	Internship (3)	Revise
ACCT 63093	Variable Title Workshop in Accounting (1-3)	Revise
ACCT 63098	Research in Accounting (1-3)	Revise
ACCT 73022	Professional Issues and Ethics in Accounting (3)	Revise
ACCT 73024	Information Technology Audit and Control (3)	Revise
ACCT 73025	Analysis and Valuation of Business Using Financial Statements (3)	Revise
ACCT 73030	International Accounting (3)	Revise
ACCT 73031	Advanced Auditing Theory and Practice (3)	Revise
ACCT 73032	Accounting Theory (3) to: Accounting Theory, History and Institutions	Revise
ACCT 73093	Variable Title Workshop in Accounting (1-3)	Revise
ACCT 73098	Research in Accounting (1-3)	Revise
ACCT 83031	Auditing Issues (3)	Revise
ACCT 83033	Managerial Accounting Issues (3)	Revise
ACCT 83037	Financial Accounting Issues (3)	Revise
ACCT 83038	Basic Accounting Research Methodology (3)	Revise
ACCT 83091	Seminar-Selected Accounting Topics (3-6) to: (3)	Revise
ACCT 83098	Research in Accounting (3)	New
ACTT 36120	Ethical Issues Relating to Fraud Examination (3)	Revise
ADED 20000	Topics in Social Justice in Teaching and Learning (3)	New
ADED 20020	Exploring Secondary Science Teaching (1)	New
AERN 15741	Private Pilot Flight (3)	Revise
AERN 15742	Private Pilot Helicopter Flight (3)	Revise
AERN 15743	Private Pilot Helicopter Flight Add-On (2)	Revise
AERN 25252	Thunderstorms and Severe Weather (3)	Revise
AERN 25350	Fundamentals of Air Traffic Control (2)	Revise
AERN 25351	Fundamentals of Air Traffic Control Laboratory (1)	Revise

AERN	25743	Commercial Pilot Flight I (2)	. Revise
AERN	35101	Helicopter Flight Theory (3)	. Revise
AERN	35342	Terminal Operations I (2)	. Revise
AERN	35345	Terminal Operations I Laboratory (1)	. Revise
AERN	35644	Instrument Flight Theory (3)	. Revise
AERN	35645	Instrument Pilot Flight (2)	. Revise
AERN	35646	Instrument Helicopter Flight (2)	. Revise
AERN	35647	Commercial Pilot Flight II (2)	. Revise
AERN	35648	Instrument Helicopter Flight Add-On (1)	. Revise
AERN	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	45121	Advanced Aerospace Propulsion (3) to: Aerospace Propulsion for Engineering and Engineering Technology	. Revise
AERN	45321	Terminal Operations II Laboratory (1)	. Revise
AERN	45344	En Route II Laboratory (1)	. Revise
AERN	45649	Flight Instructor/Airplanes (2)	. Revise
AERN	45650	Certified Flight Instructor Helicopter Flight (2)	. Revise
AERN	45651	Flight Instructor-Instruments (2)	. Revise
AERN	45652	Certified Flight Instructor Instrument Helicopter Flight (1)	. Revise
AERN	45653	Multi-Engine Pilot Flight (1)	. Revise
AERN	45654	Certified Flight Instructor Helicopter Flight Add-On (1)	. Revise
AERN	45655	Advanced Multi-Engine Pilot Flight (1)	. Revise
AERN	45656	Certified Flight Instructor Instrument Helicopter Flight Add On (1)	. Revise
AERN	45657	Multi-Engine Flight Instructor (1)	. Revise
AERN	45659	Upset Recovery Training (1)	. Revise
AERN	45711	Turbine Engine Theory and Operation Laboratory (1)	. Revise
AERN	55700	Aircraft Design (4) to: (3)	. Revise
AHS	11001	Personal Training, Wellness and Exercise (3)	. New
AHS	12000	Basic Principles of Pharmacology (2)	. New
AHS	12005	Concepts in Lifespan Development (3)	. New
AHS	12010	Tomorrowand Professional Smarwie althear (1) T.H.D.R.A.W.N	. New
AHS	22002	Clinical Kinesiology (3)	. New
AHS	22003	Clinical Kinesiology Laboratory (1)	. New

ARAB 11101	Elementary Arabic I (5) to: (4)	Revise
ARAB 11102	Elementary Arabic II (5) to: (4)	Revise
ARAB 21201	Intermediate Arabic I (5) to: (3)	Revise
ARAB 21202	Intermediate Arabic II (5) to: (3)	Revise
ARAB 31301	Advanced Intermediate Arabic I (4) to: (3)	Revise
ARAB 31302	Advanced Intermediate Arabic II (4) to: (3)	Revise
ARAB 41201	Advanced Arabic I (4) to: (3)	Revise
ARAB 41202	Advanced Arabic II (4) to: (3)	Revise
ARCH 45213	20 th Century Architectural History (3)	New
ARCH 45230	Frank Lloyd Wright (3)	Reactive
ARCH 45241	Architecture of World's Fairs (3)	New
ARCH 55213	20 th Century Architectural History (3)	New
ARCH 55230	Frank Lloyd Wright (3)	Reactive
ARCH 55241	Architecture of World's Fairs (3)	New
	Health Care Design I (3) to: Master's Project in Health Care Design I (6)	Revise
	Health Care Design II (6) to: Master's Project in Health Care Design II	Revise
ARCH 60451	Developing Environments for Patients Across the Lifespan (3)	New
ARCS 20121	Studio for Architectural Studies (4)	Revise
ARCS 30123	Materials and Processes of Making (3)	Revise
ARCS 30124	Methods and Theories of Representation (3)	Revise
ARCS 30321	Structural Typology (3)	Revise
ARCS 30421	The Environmental Imperative (3) to: Environmental Imperatives	Revise
ART 10022	2D Composition (3)	Revise
ART 10023	3D Composition (3)	Revise
ART 20024	Digital Media (3)	Revise
ART 30001	Common Review (1)	New
ARTC 25300	Textile Arts: Pattern (3)	Revise
ARTC 25400	Ceramics I (3)	Revise
ARTC 25600	Introduction to Glass Working (3)	Revise
ARTC 25700	Introduction to Jewelry Metals I (3)	Revise
ARTC 35400	Ceramics II (3) to: Functional Approaches to Clay	Revise

ARTC	35401	Sculptural Approaches to Clay (3)	New
ARTC	45400	Advanced Ceramics (2-6) to: (3)	Revise
ARTE	51003	Art Education: Field Experience (3)	New
ARTF	14000	Drawing I (3)	Revise
ARTF	14001	Drawing II (3)	Revise
ARTF	14055	Sculpture I (3)	Revise
ARTF	14060	Painting I (3)	Revise
ARTF	24001	Drawing III (3)	Revise
ARTF	24010	Introduction to Fine Art Photography (3)	Revise
ARTF	24040	Printmaking I (3)	Revise
AS	20071	Introduction to Gender and Sexuality Studies (3)	New
AS JWST	22001 11001	Introduction to Jewish Studies (3) to:	Revise
AS LGBT	22069 20020	Introduction to Lesbian, Gay, Bisexual and Transgendered Studies (3) to: Introduction to Lesbian, Gay, Bisexual, Transgender and Queer Studies	Revise
AS	30171	Theories of Gender and Sexuality (3)	New
AS	30195	Study Abroad: Special Topics (1-3)	New
AS	30295	Study Away: Special Topics (1-3)	New
BAD	60092	MBA Internship (3)	Revise
BAD	72021	Business Conditions Analysis and Public Policy (3) to: Global Conditions and Macroeconomic Policy Analysis (2)	Revise
BAD	72022	Managerial Economics (3) to: (2)	Revise
BSCI	11001	Anatomy for Physical and Occupational Therapy (5)	Inactive
BSCI	16001	Horticultural Botany (3)	Revise
BSCI	20022	Basic Microbiology Laboratory (1)	Revise
BSCI	26002	Ecological Principles of Pest Management (3)	Revise
BSCI	26003	Plant Identification and Selection I (3)	Revise
BSCI	26004	Plant Identification and Selection II (3)	Revise
BSCI	30157	Genetics Laboratory (1)	New
BSCI	30517	Human Anatomy (4)	New
BSCI	40147	Developmental Neurobiology (3)	New
BSCI	40148	Principles of Infectious Disease (3)	New
BSCI	40152	Molecular Mechanisms of Disease: Neurological Disorders (3)	New
BSCI	40154	Diabetes and Cardiovascular Disease (3)	New
BSCI	40157	Neurobiology of Drug Addiction (3)	New

BSCI	40166	Environmental Sensor Technology (2)	New
BSCI	40221	Ecological Genomics (3)	New
BSCI	40273	Introduction to Mycology (3)	New
BSCI	40274	Plant Communities of Ohio (3)	New
BSCI	40365	Field Methods in Ornithology (3)	New
BSCI	40431	Neuroendocrinology (2)	New
BSCI	40460	Advanced Human Physiology (3)	New
BSCI	40461	Advanced Human Physiology: Readings and Case Studies (1)	New
BSCI	41120	Biological Light Microscopy (3)	New
BSCI	50147	Developmental Neurobiology (3)	New
BSCI	50148	Principles of Infectious Disease (3)	New
BSCI	50152	Molecular Mechanisms of Disease: Neurological Disorders (3)	New
BSCI	50154	Diabetes and Cardiovascular Disease (3)	New
BSCI	50157	Neurobiology of Drug Addiction (3)	New
BSCI	50166	Environmental Sensor Technology (2)	New
BSCI	50221	Ecological Genomics (3)	New
BSCI	50273	Introduction to Mycology (3)	New
BSCI	50274	Plant Communities of Ohio (3)	New
BSCI	50365	Field Methods in Ornithology (3)	New
BSCI	50460	Advanced Human Physiology (3)	New
BSCI	50461	Advanced Human Physiology: Readings and Case Studies (1)	New
BSCI	51120	Biological Light Microscopy (3)	New
BSCI	60446	Advanced Human Physiology (3)	Inactive
BSCI	70147	Developmental Neurobiology (3)	New
BSCI	70148	Principles of Infectious Disease (3)	New
BSCI	70152	Molecular Mechanisms of Disease: Neurological Disorders (3)	New
BSCI	70154	Diabetes and Cardiovascular Disease (3)	New
BSCI	70157	Neurobiology of Drug Addiction (3)	New
BSCI	70166	Environmental Sensor Technology (2)	New
BSCI	70221	Ecological Genomics (3)	New
BSCI	70273	Introduction to Mycology (3)	New
BSCI	70274	Plant Communities of Ohio (3)	New
BSCI	70365	Field Methods in Ornithology (3)	New
BSCI	70460	Advanced Human Physiology (3)	New

BSCI 70461	Advanced Human Physiology: Readings and Case Studies (1)	New
BSCI 71120	Biological Light Microscopy (3)	New
BUS 30187	International Business Experience (3)	New
CACM 30000	May 4 1970 and Its Aftermath (3)	Revise
CADT 12000	2D Graphics & Animation Technology (3)	New
CADT 12001	3D Modeling and Texturing (3)	New
CADT 22000	Advanced CAD (2) to: (3)	Revise
CADT 22001	CAD: Architecture (2) to: (3)	Revise
CADT 22003	Solid Modeling (2) to: (3)	Revise
CADT 22004	Computer Animation and Gaming (3)	Revise
CADT 22005	Multimedia and Game Design (2) to: (3)	Revise
CES 37800	Small Group Process (2)	Revise
CHEM 20481	Basic Organic Chemistry I (4)	Revise
CHEM 20482	Basic Organic Chemistry II (2)	Revise
CHEM 30481	Organic Chemistry I (3)	Revise
CHEM 30482	Organic Chemistry II (3)	Revise
CHEM 40110	Analytical Mass Spectrometry (3)	New
CHEM 40111	Spectrochemical Methods of Analysis (3)	New
CHEM 40263	Physical Biochemistry I (3) to: Physical Biochemistry	Revise
CHEM 40451	Organic Materials Chemistry (3)	Revise
CHEM 40555	Elementary Physical Chemistry (3) to: Physical Chemistry I	Revise
CHEM 40556	Elementary Physical Chemistry (3) to: Physical Chemistry II	Revise
CHEM 40567	Basic Concepts of Physical Chemistry (4) to: Physical Chemistry for Life Sciences	Revise
CHEM 50110	Analytical Mass Spectrometry (3)	New
CHEM 50111	Spectrochemical Methods of Analysis (3)	New
CHEM 50263	Physical Biochemistry I (3) to: Physical Biochemistry	Revise
CHEM 50555	Elementary Physical Chemistry (3) to: Physical Chemistry I	Revise
CHEM 50556	Elementary Physical Chemistry (3) to: Physical Chemistry II	Revise
CHEM 70110	Analytical Mass Spectrometry (3)	New

CHEM	170111	Spectrochemical Methods of Analysis (3)	New
CHEM	170263	Physical Biochemistry I (3) to: Physical Biochemistry	Revise
CHEM	170555	Elementary Physical Chemistry (3) to: Physical Chemistry I	Revise
CHEM	170556	Elementary Physical Chemistry (3) to: Physical Chemistry II	Revise
CI	47501	Teaching Mathematics in Early and Middle Grades (3) to: Core and Differentiated Instruction for Mathematics	Revise
CI	47504	Teaching Reading and Writing in Middle Grade (3) to: Core and Differentiated Instruction for Reading and Writing in the Middle Grades	Revise
CI	47505	Core and Differentiated Instruction for Social Studies and Science (3)	New
CI	57501	Teaching Mathematics in Early and Middle Grades (3) to: Core and Differentiated Instruction for Mathematics	Revise
CI	57504	Teaching Reading and Writing in Middle Grades (3) to: Core and Differentiated Instruction for Reading and Writing in the Middle Grades	Revise
CI	57505	Core and Differentiated Instruction for Social Studies and Science (3)	New
CI	67107	Curriculum and Organization in the Middle Grades (3)	Revise
CI	67108	Teaching and Learning in the Middle Grades (3)	Revise
CI	77107	Curriculum and Organization in the Middle Grades (3)	Revise
CI	77108	Teaching and Learning in the Middle Grades (3)	Revise
CLAS	41404	Ancient Christianities (3)	Revise
CLAS		Ancient Christianities (3) to:	Revise
CLAS	66398	Research (1-6)	New
CLI	80202	Introduction to Patient Care III (1)	New
CMGT	Γ31015	Construction Technology (3)	Revise
CMGT	Γ31044	Advanced Construction Safety and Management (3)	New
CMGT	Γ31045	Construction Risk Management (3)	New
CMGT	Γ31046	Introduction to Insurance and Worker's Compensation (3)	New
CMGT	Г 37295	Special Topics in Construction Management (1-3)	New
CMGT	Γ41047	Fundamentals of Industrial and Construction Hygiene (3)	New
CMGT	Γ41048	Occupational Safety and Health Law (3)	New
CMGT	Γ 42030	Building Information Modeling for Construction Managers (3)	New
CMG'	Γ42050	International Construction Management (3)	New

CMG	Γ 42051	Alternative Energy Systems in Building Designs (3)	New
CMG7	Γ 42052	Mechanical and Electrical Estimating (3)	New
CMG7	Γ 42053	Subcontractor Leadership and Practices (3)	New
CMG7	Γ 42054	Civil Estimating (3)	New
CMG7	Γ 42055	Civil Utility Systems (3)	New
CMG7	Γ 42056	Soils and Materials (3)	New
CMG7	Γ 43096	Individual Investigation in Construction Management (1-3)	New
CMGT	Γ 52110	Applied Construction Management (3) to: Advanced Construction Management	Revise
CMGT	Γ62030	Building Information Modeling for Construction Managers (3)	New
CMG	Γ 67295	Special Topics in Construction Management (1-4)	New
CMG	Γ 67296	Individual Investigation in Construction Management (1-3)	New
COM	M 37091	Seminar in Communication and Popular Culture (3)	New
COM	M45684	Communication and Transnational Trend Analysis (3)	New
COM	Γ20021	C Sharp Programming (3)	New
COMT	Г 36302	C Sharp Programming (3) to: Advanced C Sharp Programming.	Revise
COM	Γ36309	Programming Mobile Applications (3)	Revise
COM	Γ42000	Social Media Security (3)	New
CS	41038	Intermediate Logic (3)	Revise
CS	41045	Metalogic (3)	Revise
CS	51045	Metalogic (3)	Revise
CS	63305	Multicore Computing (3)	New
CS	63306	Embedded Computing (3)	New
CS	73305	Multicore Computing (3)	New
CS	73306	Embedded Computing (3)	New
DSCI	60998	Capstone Project in Digital Sciences (3)	•••
ECED	60101	Constructivist Teaching in Early Childhood Classrooms (3) to: Constructivist Teaching in Traditional and Non-Traditional Early Childhood Sattings	Dovigo
ECEL	60115	Childhood Settings	Kevise
LICEL	, 00113	Childhood Education (3)	New
ECED	60116	Science Technology Engineering and Math Inquiry for Early Childhood Education (3)	New
ECED	60163	Contemporary Issues and Trends in Early Childhood Education (3)	New

ECED 60169	Understanding Emergent Bilingual and Immigrant Students and their Families (3)	New
ECED 60170	Writing for Publication and Dissemination in Early Childhood Education (3)	New
ECED 60171	Teaching Emergent Bilingual and Immigrants in the Early Years (3)	New
ECED 70163	Contemporary Issues and Trends in Early Childhood Education (3)	New
ECED 70170	Writing for Publication and Dissemination in Early Childhood Education (3)	New
ECON 32050	Applied Econometrics (3) to: Applied Econometrics I	Revise
ECON 32051	Applied Econometrics II (3)	New
ECON 42050	Data Acquisition, Preparation and Visualization (3)	New
ECON 42066	Economics of Entrepreneurship (3)	New
ECON 42070	Game Theory (3)	New
ECON 42078	European Economic Issues (3)	New
ECON 42087	International Economic Experience (3)	New
ECON 62021	Business Conditions Analysis and Public Policy (3) to: Global Conditions and Macroeconomic Policy Analysis (2)	Revise
ECON 62022	Managerial Economics (3) to: (2)	Revise
EDAD 86558 HIED	Advanced Educational Leadership (3) to:	Revise
EERT 22004	Digital Systems (4)	Revise
EERT 22014	Microprocessors and Robotics (3)	Revise
EMBA 67021	Business Conditions Analysis and Forecasting–EMBA (2) to: Global Conditions and Macroeconomics Policy–EMBA	Revise
EMBA 67042	Management Information Systems-EMBA (2) to: Globalization and Technology Strategy–EMBA	Revise
EMBA 67058	Marketing Strategy and Planning-EMBA (2)	Inactiv
EMBA 67070	Organizational Analysis and Design–EMBA (2)	Inactiv
EMBA 67291	EMBA Residency Seminar (1-2)	Inactiv
ENG 31009	Adult Second Language Acquisition (3)	New
ENG 63046	Second Language Listening and Speaking (3)	New
ENG 68492	Practicum in Teaching International Students (3)	Revise
ENTR 17001	Start-Up Entrepreneurs (1)	New
	Entrepreneurial Mindset (2)	
EPI 50013	Clinical Epidemiology Basics (3)	New

EPI	50014	Clinical Trials Management (3)	New
EPI	50015	Scientific Writing for Clinical Research (3)	New
EPI	50017	Pharmacoepidemiology (3)	New
EPI	50018	Regulatory Affairs in Clinical Research (3)	New
EVAL	65515	Quantitative Research Design and Analysis (3)	New
EVAL	65516	Qualitative Research Design (3)	New
EVAL	65530	Practitioner Inquiry (3)	New
EVAL	68716	Educational Statistics II (3)	Revise
EVAL	78716	Educational Statistics II (3)	Revise
EVAL	85515	Quantitative Research Design and Analysis (3)	New
EVAL	85516	Qualitative Research Designs and Application in Educational Services (3) to: Qualitative Research Design	Revise
EVAL	85520	Mixed Methods Research (3)	New
EVAL	85530	Practitioner Inquiry (3)	New
EVAL	85540	Grounded Theory and Phenomenological Research (3)	New
EVAL	85560	Critical Social Research (3)	New
FDM	10020	Fashion Visuals (3)	Inactive
FDM	10030	Fashion Fabrics (3)	Inactive
FDM	10050	Introduction to Fashion Technology (3)	Inactive
FDM	15043	Workroom Techniques I (2)	Inactive
FDM	15044	Workroom Techniques II (2)	Inactive
FDM	20020	Fashion Merchandising Presentations (3)	Inactive
FDM	20040	Fashion Fabrics II (3)	Inactive
FDM	20050	Fashion Technology Applications (3)	Revise
FDM	20121	Fashion Drawing I (3)	Revise
FDM	20131	Technical Fashion Drawing I (3)	Inactive
FDM	20132	Technical Fashion Drawing II (3)	Inactive
FDM	20153	Flat Pattern (3)	Revise
FDM	20154	Draping (3)	Revise
FDM	20263	Fashion Retail Industry (3)	Revise
FDM	30121	Fashion Design I (3)	Inactive
FDM	30122	Fashion Design II (3)	Inactive
FDM	30123	CAD for Fashion Applications (3)	Inactive
FDM	30124	Apparel Manufacturing Processes (3)	Revise

FDM	30131	Technical Fashion Design I (3)	Inactive
FDM	30141	Fashion Studio I (3)	Inactive
FDM	30142	Fashion Studio II (3)	Inactive
FDM	30152	Apparel Prototype Production and Analysis (3)	Inactive
FDM	30153	Machine Knitting (2)	Inactive
FDM	30161	Fashion Design Studio I (6)	Revise
FDM	30162	Fashion Design Studio II (6)	Revise
FDM	30213	Fashion Marketing (3)	Inactive
FDM	30262	Fashion Merchandise Planning and Buying (3)	Revise
FDM	35270	Computer Applications in Retailing (3)	Revise
FDM	40121	Fashion Portfolio I (3)	Revise
FDM	40122	Fashion Portfolio II (3)	Revise
FDM	40131	Technical Fashion Design II (3)	Inactive
FDM	40132	Technical Fashion Design III (3)	Inactive
FDM	40141	Fashion Studio III (3)	Revise
FDM	40142	Fashion Studio IV (3)	Inactive
FDM	40151	Technical Design Studio I (3)	Inactive
FDM	40152	Technical Design Studio II (2)	Inactive
FDM	45011	Fashion Forecasting (3)	Inactive
FDM	45045	Collaborative Fashion Production (3)	Revise
FIN	36040	Me and My Money (3) to: Personal Financial Planning	Revise
FIN	36063	Individual Investments Financial Strategies (3) to: Individual Investments Strategies	Revise
FIN	46087	International Finance Experience (3)	
FIN	66050	The Legal and Ethical Environment of Management Decisions (3) to: Law and Ethics (2)	Revise
FIN	66060	Managerial Finance (2)	New
GEO	G42070	Seminar in Ethnic, Lifestyle and National Communities (3)	New
GEO	G 46081	Seminar in Urban Geography (3)	New
GEO	G 52 070	Seminar in Ethnic, Lifestyle and National Communities (3)	New
GEO	G 56081	Seminar in Urban Geography (3)	New
GEO	G60197	Intradepartmental Colloquium (2)	Inactive
GEO	G 72070	Seminar in Ethnic, Lifestyle and National Communities (3)	New
GEO	G76081	Seminar in Urban Geography (3)	Revise

GEOG81097	Intradepartmental Colloquium (2)	. Inactive
GEOL 40096	Individual Investigation in Geology (1-3)	. Revise
GER 41323	German Fairy Tales (3)	. New
GER 41324	German Literature for Children and Adolescents (3)	. New
GER 51323	German Fairy Tales (3)	. New
GER 51324	German Literature for Children and Adolescents (3)	. New
GERO 30656 40656	Psychology of Aging (3) to:	. Revise
GERO 50656	Psychology of Aging (3)	. New
GERO 63092	Practicum in Nursing Home Administration I (6)	. Revise
GERO 63192	Practicum in Nursing Home Administration II (6)	. Revise
GERO 70656	Psychology of Aging (3)	. New
HDFS 14027	Introduction to Human Development and Family Studies (2) to: (3)	. Revise
HDFS 44022	Changing Roles of Men and Women (3)	. Revise
HDFS 44032	Nonprofit Fundraising and Grantwriting (3)	. Revise
HDFS 54022	Changing Roles of Men and Women (3)	. New
HDFS 54032	Nonprofit Fundraising and Grantwriting (3)	. New
HED 20000	Teaching Health to Young Learners (3)	. Revise
HED 34060	Small Group Processes (2) to: Small Group Process	. Revise
	Reading in Health Education and Promotion (1-3) to: Individual Investigation: Reading in Health Education and Promotion	. Revise
	Reading in Health Education and Promotion (1-3) to: Individual Investigation: Reading in Health Education and Promotion	. Revise
HIED 66558	Advanced Educational Leadership (3)	. New
HIED 66681	Administration of Advising Services (3)	. New
HIED 76681	Administration of Advising Services (3)	. New
HIST 31123	History of Contemporary Africa (3)	. New
HIST 31124	Highlife Histories: Modern African Urban Experience (3)	. New
HIST 38395	Special Topics in Pre-1800 History (3)	. New
HIST 41014 31056	1	. Revise
HIST 41016 31031	()	. Revise
HIST 41017 31032	Seventeenth-Century Europe (3) to:	. Revise

HIST	41065 31087	Sectional Conflict and Civil War (3) to:	. Revise
HIST		Reconstruction and the Later South (3) to:	
	31100		. Revise
HIST	41075 31101	War and Society in the United States from 1607 through 1865 (3) to:	. Revise
HIST	41076 31102	War and Society in the United States from 1865 to the Present (3) to:	. Revise
HIST	41079 31104	Migrations to America, 1607 to Present (3) to:	. Revise
HIST	41083	U.S. Foreign Relations Through World War I (3)	. Inactive
HIST	41084	U.S. Foreign Relations From 1920 (3)	. Inactive
HIST	41087 31106	Progressive America: The United States, 1896-1919 (3) to:	. Revise
HIST	41088 31107	New Era Through World War: The United States, 1920-1945 (3) to:	. Revise
HIST	41089 31108	Recent America: The United States, 1945-Present (3) to:	. Revise
HIST	41116 31113	History of Japan (3) to:	. Revise
HIST	42140 31119	The Sixties: A Third World View (3) to:	. Revise
HIST	42141 31120	Comparative Third World Revolutions (3) to:	. Revise
HIST	51016	The Protestant and Catholic Reformation (3)	. Inactive
HIST	51065	Sectional Conflict and Civil War (3)	. Inactive
HIST	51066	Reconstruction and the Later South (3)	. Inactive
HIST	51079	History of the Immigrant in America (3)	. Inactive
HIST	51083	U.S. Foreign Relations Through World War I (3)	. Inactive
HIST	51084	U.S. Foreign Relations From 1920 (3)	. Inactive
HIST	51087	Progressive America: The United States 1896-1919 (3)	. Inactive
HIST	51088	New Era Through World War: The United States 1920-1945 (3)	. Inactive
HIST	51116	History of Japan (3)	. Inactive
HIST	52140	The Sixties: A Third World View (3)	. Inactive
HIST	61001	Methods of Historical Research (3)	. Inactive
HIST	62070	American History from Precontact Native America through the Civil War (3) New
HIST	62071	American History from the Civil War to the Present (3)	. New

HIST	71016	The Protestant and Catholic Reformation (3)	Inactive
HIST	71065	Sectional Conflict and Civil War (3)	Inactive
HIST	71066	Reconstruction and the Later South (3)	Inactive
HIST	71079	History of the Immigrant in America (3)	Inactive
HIST	71083	U.S. Foreign Relations Through World War I (3)	Inactive
HIST	71084	U.S. Foreign Relations From 1920 (3)	Inactive
HIST	71087	Progressive America: The United States 1896-1919 (3)	Inactive
HIST	71088	New Era Through World War: The United States 1920-1945 (3)	Inactive
HIST	71116	History of Japan (3)	Inactive
HIST	72140	The Sixties: A Third World View (3)	Inactive
HIST	82070 New	American History from Precontact Native America Through the Civil War (3	3)
HIST	82071	American History from the Civil War to the Present (3)	New
HORT	16010	Floral Design I (3)	New
HORT	16011	Floral Design II (3)	New
HORT	16020	Plant Materials I (3)	New
HORT	16021	Wholesale Floriculture (3)	New
HORT	16022	Greenhouse Strata (3)	New
HPM	52015	Emerging Issues in Public Health Policy and Management (3)	Revise
HPM	53012	Obamacare and National Health Reform (3)	New
HPM	53013	Sex: A Wicked Public Health Problem (3)	New
HPM	64002	Global Health Immersion: Geneva, Switzerland (3)	New
HPM	84002	Global Health Immersion: Geneva, Switzerland (3)	New
ID	34010	Design Theory and Environmental Aesthetics (2)	New
IERT ENGT		Applications in Computer-Aided Design (2) to:	Revise
IERT	21096	Individual Investigation in Systems/Industrial Engineering Technology (1-4)	Inactive
IERT ENGT		Statistical Process Control (4) to:	Revise
IERT	22001	Motion and Time Study (3)	Inactive
	22003	Supervision and Labor Relations (5) to:	
IERT	22004	Facilities Engineering (2)	Inactive
		Production and Inventory Control (2)	

IERT ENGT		Economic Decision Analysis (3) to:	Revise
IERT ENGT	22010	Computer Integrated Manufacturing (3) to:	Revise
IERT	22095	Special Topics (1-3)	Inactive
IERT	42095	Training Topics in Engineering Technology (1-3)	
IERT	43096	Individual Investigation in Engineering Technology (1-3)	Inactive
ITEC	19525 39525	Educational Technology (3) to:	Revise
JMC	31007	Digital Analytics in Advertising and Public Relations (3) to: (2)	Revise
JMC	40201	Public Relations Practice: Public Affairs (1)	New
JMC	40202	Public Relations Practice: Crisis Communication (1)	New
JMC	48003	Public Relations Online Tactics (3) to: Digital Public Relations	Revise
JMC	50201	Public Relations Practice: Public Affairs (1)	New
JMC	50202	Public Relations Practice: Crisis Communication (1)	New
JMC	58003	Public Relations Online Tactics (3) to: Digital Public Relations	Revise
JWST	20011	Introduction to the Hebrew Bible or Old Testament (3)	New
JWST	40095	Special Topics in Jewish Studies (3)	New
JWST	40096	Individual Investigation (1-3)	New
LAT	41214	Latin Epigraphy (3)	New
LAT	41304	Roman Historians (3)	New
LAT	41305	Roman Comedy and Satire (3)	New
LAT	41306	Latin Epic (3)	New
LAT	41307	Lyric and Elegiac Poetry (3)	New
LAT	41308	Oratory and Letters (3)	New
LAT	46351	Latin Comedy (3)	Inactive
LAT	46352	Elegiac Poets (3)	Inactive
LAT	46374	Juvenal's Satires and Martial's Epigrams (3)	Inactive
LAT	46375	Lucretius (3)	Inactive
LAT	46732	Lyric Poetry (3)	Inactive
LAT	51304	Roman Historians (3)	New
LAT	51306	Latin Epic (3)	New
LAT	51307	Lyric and Elegiac Poetry (3)	New

LAT	56352	Elegiac Poets (3)	Inactive
LAT	56374	Juvenal's Satires and Martial's Epigrams (3)	Inactive
LAT	56375	Lucretius (3)	Inactive
LAT	61001	Research and Writing (3)	New
LAT	61216	Latin Epigraphy (3)	New
LAT	61305	Roman Comedy and Satire (3)	New
LAT	61308	Oratory and Letters (3)	New
LAT	66351	Latin Comedy (3)	Inactive
LAT	66373	Advanced Prose Authors (3)	Inactive
LAT	66732	Lyric Poetry (3)	Inactive
LGBT	20095	Special Topics in LGBTQ Studies (1-3)	New
LGBT	30095	Special Topics in LGBTQ Studies (1-3)	New
LGBT	30196	Individual Investigation in LGBTQ Studies (1-3)	New
LGBT	40095	Special Topics in LGBTQ Studies (1-3)	New
LGBT	40201	Introduction to Transgender Studies (3)	New
LGBT	40202	Queer Theory (3)	New
LIS	60010	The Information Landscape (2)	New
LIS	60020	Information Organization (2)	New
LIS	60030	People in the Information Ecology (2)	New
LIS	60040	Information Institutions and Professions (3)	New
LIS	60092	Culminating Experience Internship in Library and Information Science (3) to Master's Internship in Library and Information Science	
LIS	60098	Culminating Experience in Research Paper/Project in Library and Information Science (3) to: Master's Project in Library and Information Science	Revise
LIS	60198	Master's Research Paper in Library and Information Science (3)	New
LIS	60199	Thesis I (2-6)	Revise
LIS	60280	Master's Portfolio in Library and Information Science (1)	New
LIS	60510	Digital Technologies I: Data Fundamentals (1)	New
LIS	60511	Digital Technologies II: Internet Fundamentals (1)	New
LIS	60512	Digital Technologies III: Information Systems Fundamentals (1)	New
LIS	60601	Information Sources and Reference Services (3)	Revise
LIS	60602	Cataloging and Classification I (3)	Revise
LIS	60603	Cataloging and Classification II (3)	Revise

60050	
LIS 60608 The Public Library (3)	Revise
LIS 60611 Government Information Sources and Services (3)	
LIS 60613 Information Needs, Seeking and Use (3)	
LIS 60615 The Academic Library (3)	
LIS 60616 The Special Library (3)	
LIS 60618 Information Literacy Initiatives and Instruction (3)	Revise
LIS 60619 Legal Information Sources and Services (3)	Revise
LIS 60621 Social Sciences Information Sources and Services (3)	Revise
LIS 60622 Science/Technology Information Sources and Services (3)	Revise
LIS 60623 Business/Finance Information Sources and Services (3)	Revise
LIS 60628 Humanities Information Sources and Services (3)	Revise
LIS 60631 Introduction to Digital Preservation (3)	Revise
LIS 60637 Metadata Architecture and Implementation (3)	Revise
LIS 60640 Library Automation (3)	Revise
LIS 60643 Online Information Systems (3)	Revise
LIS 60649 Indexing and Abstracting (3)	Revise
LIS 60650 Information Policy (3)	Revise
LIS 60651 Digital Image Processing and Collection Management (3)	Revise
LIS 60653 Information Sources and Services in Local History and Genealogy (3)	Revise
LIS 60661 Technical Services (3)	Revise
LIS 60666 Ethical Concerns of Library and Information Professionals (3)	Revise
LIS 60675 Youth Literature in the Digital Realm (3)	New
MATH 30011 Basic Probability and Statistics (3)	Revise
MATH 41038 Intermediate Logic (3)	Revise
MATH 41045 Metalogic (3)	Revise
MATH 51038 Intermediate Logic (3)	Revise
MATH 51045 Metalogic (3)	Revise
MCED 30001 Teaching Mathematics in Middle Childhood I (3)	Revise
MCED 30002 Integrated Social Studies and Science in Middle Childhood (3)	Revise
MCED 31000 Teaching and Learning in Middle Childhood (3)	Revise
MCED 40001 Teaching Mathematics in Middle Childhood II (3)	Revise
MCED 40002 Teaching Science in the Middle Childhood II (3)	Revise

MCEI	> 40007	Teaching Reading with Literature in Middle Childhood (3)	Revise
MCEI	> 41000	Curriculum and Organization in Middle Childhood (3)	Revise
MCEI	> 50002	Teaching Science in Middle Childhood II (3)	Revise
MCEI	> 50006	Reading and Writing in Middle Childhood (6)	Revise
MCEI	> 50007	Teaching Reading with Literature in Middle Childhood (3)	Revise
MIS	34036	Enterprise Systems (3) to: Enterprise Systems and Business Processes	Revise
MIS	34070	Programming Theory and Applications (3)	Revise
MIS	44033	Advanced Computer Programming for Business (3)	Revise
MIS	44042	Network Theory and Applications (3)	Revise
MIS	44049	Network Management and Systems Administration (3) to: Network Management and Cybersecurity	Revise
MIS	44091	Seminar in Human Resource Management (3)	Revise
MIS	44152	Collaborative Project Management (3) to: Project Management	Revise
MIS	44187	International Emerging Enterprises and Markets (3)	New
MIS		Management Capstone (3)	
MIS	64005	Statistics for Management (3) to: Analytics for Decision Making (2)	Revise
MIS	64041	Operations and Supply Chain Management (3) to: Operations, Service and Supply Chain Management (2)	Revise
MIS	64042	Globalization and Technology Strategy (3) to: (2)	Revise
MIS	64050	Essentials of Business Management (3)	New
MIS	64158	Leadership and Managerial Assessment (3) to: (2)	Revise
MIS	64185	Business Strategy (3)	Revise
MIS	64271	Human Resource Management (2)	Revise
MKTO	G45082	Service, Retail and Web-Based Marketing (3) to: Services Marketing	Revise
MKT	G45187	International Experience in Marketing (3)	New
MKT	G65051	Marketing Management (3) to: (2)	Revise
MMT	G 35021	Research for Marketing Decisions (3)	Revise
MUS	17013	Fundamentals of Jazz Piano (1)	New
MUS	21121	Music Theory to 1750 (3)	Inactive
MUS	21122	Music Theory from 1750 to 1900 (3)	Inactive
MUS	31113	Music Production III (3)	Revise
MUS	31211	Composition (2) to: (2-4)	Revise

MUS	33211	Elementary and Secondary General Music (4)	Revise
MUS	33231	Elementary and Secondary Choral Music (4)	Revise
MUS	34111	Elementary Conducting (2) to: Introduction to Conducting	Revise
MUS	34211	Elementary and Secondary General Music (2)	Revise
MUS	34212	Elementary and Secondary Choral Music (2)	Revise
MUS	41342	Jazz Composing and Arranging (2)	Revise
MUS	42162	Jazz Styles and Analysis (3)	New
MUS	43211	Instrumental Methods II (4)	Revise
MUS	43231	Instrumental Methods I (4)	Revise
MUS	43243	Vocal Jazz and Musical Theatre in the Schools (3) to: Contemporary Choral Methods in the Schools	Revise
MUS	44111	Choral Conducting and Arranging (3) to: Advanced Choral Conducting	Revise
MUS	44121	Instrumental Conducting and Arranging (3) to: Advanced Instrumental Conducting	Revise
MUS	44211	Instrumental Methods I (2)	Revise
MUS	44212	Instrumental Methods II (2)	Revise
MUS	45212	Orchestra (1)	Revise
MUS	45223	Wind Ensemble (1)	Revise
MUS	47411	String Class (1)	Inactive
MUS	47611	Brass Class (1)	Inactive
MUS	47711	Percussion Class (1)	Inactive
MUS	53243	Vocal Jazz and Musical Theatre in the Schools (2) to: Contemporary Choral Methods in the Schools	Revise
MUS	55212	Kent State University Orchestra (1) to: Orchestra	Revise
MUS	55223	Wind Ensemble (1)	Revise
MUS	75212	Kent State University Orchestra (1) to: Orchestra	Revise
MUS	75223	Wind Ensemble (1)	Revise
NRST	10003	Nursing Agency I (6)	Revise
NRST	20205	Psychosocial Self Care Deficits (3)	Revise
NRST	20206	Nursing Agency II (5)	Revise
NRST	20208	Nursing Agency III (4) to: (6)	Revise
NRST	20209	Maternal/Newborn Development Self-Care (2)	Revise

NURS 44000	Population-Based Nursing For Professional Nursing Practice (3)	Revise
NURS 45000	Health Maintenance and Restoration for Professional Nursing Practice (3)	. Revise
NURS 45070	Health Care Needs for Individuals with Disabilities (3)	. New
NURS 55070	Health Care Needs for Individuals with Disabilities (3)	. New
NURS 60010	Advanced Nursing Informatics (3)	. New
NURS 60012	Advanced Mental Health Assessment and Psychopathology Across the Lifest Advanced Mental Health Assessment and Psychopathology	
NURS 60014	Leadership in Nursing and Health Care Management (3)	. New
NURS 60020	Legal and Regulatory Management for Nurse Administrators (3)	. New
NURS 60024	Health Care Organization Structure and Behavior (3)	. New
NURS 60051	Neurobiology and Psychopharmacology of Major Psychiatric Disorders Across the Lifespan (4) to: Neurobiology and Psychopharmacology of Major Psychiatric Disorders	. Revise
NURS 60120	Primary Care I: Adults Across the Lifespan (3) to: Adult/Gerontology Primary Care I	. Revise
NURS 60125	Advanced Practice Registered Nurse Role (1) to: Family and Adult Gerontology Nurse Practitioner Role	. Revise
NURS 60151	Psychiatric Mental Health Advanced Practice Nurse I: Individual Psychotherapy Across the Lifespan (3) to: Individual Psychotherapy	. Revise
NURS 60220	Primary Care II: Chronically Ill Adults Across the Lifespan (3) to: Primary Care II: Chronically Ill Adults	. Revise
NURS 60251	Psychiatric Mental Health APN Adult II: Family and Group Psychotherapy Across the Lifespan (3) to: Family and Group Psychotherapy	. Revise
NURS 60320	Comprehensive Primary Care III: Adults Across the Lifespan (3) to: Adult/Gerontology Primary Care III	. Revise
NURS 60325	Primary Care: Family Health and Chronic Illness Across the Lifespan (3) to: Primary Care: Family Health and Chronic Illness	. Revise
NURS 60353	Psychiatric Mental Health Advanced Practice Nurse III: Organization and Community Assessment and Consultation (3) to Individual, Organization and Community Consultation	. Revise
NURS 60372	Care of the Chronically Ill Child for Advanced Practice Nurses (3) to: Advanced Nursing Care of the Chronically Ill Child	. Revise
NURS 61292	Primary Care I Practicum: Adults Across the Lifespan (1) to: Adult/Gerontology Primary Care I Practicum	. Revise
NURS 61392	Adult Gerontology Acute Care Nurse Practitioner Role Practicum (1-2) to: (1)	. Revise

NURS 61592	Psychiatric Mental Health Advanced Practice Nurse I Practicum in Nursing Individual Therapy Practicum	` '
NURS 61892	Advanced Practice Registered Nurse Role Practicum (1) to: Family and Adult/Gerontology Nurse Practitioner Role Practicum	Revise
NURS 62292	Primary Car II Practicum: Chronically Ill Adults Across the Lifespan (1) to: Primary Care II Practicum: Chronically Ill Adults	Revise
NURS 62392	Adult Gerontology Acute Care Nurse Practitioner I Practicum (1-2) to: (2)	Revise
NURS 62592	Psychiatric Mental Health Advanced Practice Nurse II Practicum in Nursing Medication Management and Individual Therapy Practicum	, , ,
NURS 63292	Primary Care: Family Health and Chronic Illness Across the Lifespan Practic Primary Care: Family Health and Chronic Illness Practicum	` '
NURS 63392	Adult Gerontology Acute Care Nurse Practitioner II Practicum (1-2) to: (2) .	Revise
NURS 63592	Psychiatric Mental Health Advanced Practice Nurse III Practicum in Nursin Family and Group Therapy	
NURS 63692	Comprehensive Primary Care III Practicum: Adults Across the Lifespan (2) Adult Gerontology Comprehensive Primary Care III Practicum	
NURS 63992	Care of the Chronically Ill Child for Advance Practice Nurse Practicum (1) to Advanced Nursing Care of the Chronically Ill Child Practicum	
NURS 64002	Program Development and Evaluation for Nurse Administrators (3)	New
NURS 64202	Nursing and Health Care Management I Seminar (2)	New
NURS 64292	Nursing and Health Care Management I Practicum (2)	New
NURS 64302	Nursing and Health Care Management II Seminar (2)	New
NURS 64392	Nursing and Health Care Management II Practicum (2)	New
NURS 64592	Psychiatric Mental Health Family Nurse Practitioner Role Practicum (2) to: Psychiatric Mental Health Practicum IV: Nurse Practitioner Role	Revise
NURS 70620	Doctor of Nursing Practice Seminar (1)	New
NURS 70630	Research Methods for Evidence Based Practice (3)	New
NURS 70635	Application of Evidence Based Practice (3)	New
NURS 70650	Organizational Systems (3)	New
NURS 70670	Quality Improvement in Healthcare Delivery (3)	New
NURS 70680	Population Health (3)	New
NURS 70685	Healthcare Finance and Economic Policy (3)	New
NURS 70751	Nursing Science Seminar I (3)	New
NURS 70752	Nursing Science Seminar II (3)	New
NURS 71392	Doctor of Nursing Practice Scholarly Project Practicum II (2)	New
NURS 72392	Doctor of Nursing Practice Scholarly Project Practicum II (1)	New
NURS 73392	Doctor of Nursing Practice Scholarly Project Practicum III (1)	New

NURS	74392	Doctor of Nursing Practice Scholarly Project Practicum IV (1)	New
NURS	80012	Advanced Mental Health Assessment and Psychopathology Across the Lifest Advanced Mental Health Assessment and Psychopathology	
NURS	80051	Neurobiology and Psychopharmacology of Major Psychiatric Disorders Across the Lifespan (4) to: Neurobiology and Psychopharmacology of Major Psychiatric Disorders	
NURS	80120	Primary Care I: Adults Across the Lifespan (3) to: Adult/Gerontology Primary Care I	Revise
NURS	80125	Advanced Practice Registered Nurse Role (1) to: Family and Adult/Gerontology Nurse Practitioner Role	Revise
NURS	80151	Psychiatric Mental Health Advanced Practice Nurse I: Individual Psychotherapy Across the Lifespan (3) to: Individual Psychotherapy	Revise
NURS	80220	Primary Care II: Chronically Ill Adults Across the Lifespan (3) to: Primary Care II: Chronically Ill Adults	Revise
NURS	80251	Psychiatric Mental Health APN Adult II: Family and Group Psychotherapy Across the Lifespan (3) to: Family and Group Psychotherapy	Revise
NURS	80320	Comprehensive Primary Care III: Adults Across the Lifespan (3) to: Adult/Gerontology Primary Care III	Revise
NURS	80325	Primary Care: Family Health and Chronic Illness Across the Lifespan (3) to: Primary Care: Family Health and Chronic Illness	Revise
NURS	80353	Psychiatric Mental Health Advanced Practice Nurse III: Organization and Community Assessment and Consultation (3) to Individual, Organization and Community Consultation	Revise
NURS	80372	Care of the Chronically Ill Child for Advanced Practice Nurses (3) to: Advanced Nursing Care of the Chronically Ill Child	Revise
NURS	81292	Primary Care I Practicum: Adults Across the Lifespan (1) to: Adult/Gerontology Primary Care I Practicum	Revise
NURS	81392	Adult Gerontology Acute Care Nurse Practitioner Role Practicum (1-2) to: (1)	Revise
NURS	81592	Psychiatric Mental Health Advanced Practice Nurse I Practicum in Nursing (Individual Therapy Practicum	•
NURS	81892	Advanced Practice Registered Nurse Role Practicum (1) to: Family and Adult/Gerontology Nurse Practitioner Role Practicum	Revise
NURS	82392	Adult Gerontology Acute Care Nurse Practitioner I Practicum (1-2) to: (2)	Revise
NURS	82592	Psychiatric Mental Health Advanced Practice Nurse II Practicum in Nursing Medication Management and Individual Therapy Practicum	` '
NURS	83292	Primary Care: Family Health and Chronic Illness Across the Lifespan Practic Primary Care: Family Health and Chronic Illness Practicum	٠,

NURS	83392	Adult Gerontology Acute Care Nurse Practitioner II Practicum (1-2) to: (2)	Revise
NURS	83592	Psychiatric Mental Health Advanced Practice Nurse III Practicum in Nursing Family and Group Therapy	,
NURS	83692	Comprehensive Primary Care III Practicum: Adults Across the Lifespan (2) to Adult Gerontology Comprehensive Primary Care III Practicum	
NURS	83992	Care of the Chronically Ill Child for Advance Practice Nurse Practicum (1) to Advanced Nursing Care of the Chronically Ill Child Practicum	
NURS	84592	Psychiatric Mental Health Family Nurse Practitioner Role Practicum (2) to: Psychiatric Mental Health Practicum IV: Nurse Practitioner Role	Revise
PAS	22101	African American Visual Arts (3)	Revise
PAS	23500	The Afrocentric Perspective (3)	Inactive
PAS	24000	Black Short Story (3)	Inactive
PAS	26010	The Black Revolution (3)	Inactive
PAS	30311	Hip-Hop: The Social, Political and Economic Influences (3)	New
PAS	43100	Race, Class and Feminist Thought (3)	New
PEB	11126	Flag Football I (1)	New
PEB	11327	Kettlebells (1)	New
PEB	11435	Sports Conditioning (1)	New
PEB	11684	Ball Pilates (1)	New
PEP	25056	Assessment of Learning in Physical Education and Sport (3)	New
PH	30002	Introductory Biostatistics (3)	Revise
PH	40013	Clinical Epidemiology Basics (3)	New
PH	40014	Clinical Trials Management (3)	New
PH	40015	Scientific Writing for Clinical Research (3)	New
PH	40017	Pharmacoepidemiology (3)	New
PH	40018	Regulatory Affairs in Clinical Research (3)	New
PHIL	30015	Medicine and Morality (3)	Revise
PHIL	31030	Existentialism (3)	Revise
PHIL	31060	Aesthetics (3) to: Philosophy of Art and Beauty	Revise
PHIL	32091	Seminar: Philosophical Reflections (3)	Revise
PHIL	41020	Social Philosophy (3) to: Social and Political Philosophy	Revise
PHIL	41025	Philosophy of Law (3)	Revise
		Philosophy of Science (3)	
PHIL	41036	Philosophy of Cognitive Science (3)	Revise

PHIL	41038	Intermediate Logic (3)	Revise
PHIL	41040	Epistemology (3)	Revise
PHIL	41042	Metaphysics (3)	Revise
PHIL	41045	Metalogic (3)	Revise
PHIL	41050	Analytic Philosophy (3)	Revise
PHIL	41055	Phenomenology (3)	Revise
PHIL	41060	Pragmatism (3)	Revise
PHIL	51020	Social Philosophy (3) to: Social and Political Philosophy	Revise
PHIL	51025	Philosophy of Law (3)	Revise
PHIL	51035	Philosophy of Science (3)	Revise
PHIL	51036	Philosophy of Cognitive Science (3)	Revise
PHIL	51038	Intermediate Logic (3)	Revise
PHIL	51040	Epistemology (3)	Revise
PHIL	51042	Metaphysics (3)	Revise
PHIL	51045	Metalogic (3)	Revise
PHIL	51050	Analytic Philosophy (3)	Revise
PHIL	51055	Phenomenology (3)	Revise
PHIL	51060	Pragmatism (3)	Revise
POL	20002 30002	Political Thought (3) to:	Revise
POL	20003 30003	Political Economy (3) to:	Revise
POL	30000	May 4 1970 and Its Aftermath (3)	New
POL	30100	American Political Theory (3)	Revise
POL	30130	Courts (3) to: The Judicial Process	Revise
POL	30301	Introduction to Public Administration (3)	Revise
POL	30310	Public Policy Analysis (3)	Revise
POL	30430	Ohio Politics (3)	Revise
POL	30450	Urban Politics and Policy (3)	Revise
POL	30460	State Politics and Policy (3)	Revise
POL	30810	Politics of the Global Economy (3)	Revise
POL	30820	International Organization and Law (3)	Revise
POL	30840	Nongovernmental Organizations (3)	Revise

POL	40112	Politics and the Mass Media (3)	. Revise
POL	40530	Politics of War (3)	. Revise
POL	40930	U.S. Foreign Policy (3)	. Revise
POL	40996	Individual Investigation (1-3) to: Independent Study	. Revise
PSYC	30005	Career Pathways in Psychology (1)	. New
PSYC	41584	The Psychology of Exercise (3)	. New
PSYC	44383	The Mind of a Champion: Introduction to Sport Psychology (3)	. New
PSYC	47385	Broken Brains: Introduction to Clinical Neuropsychology (3)	. New
PSYC	47387	Neuropsychopharmacology (3)	. New
PSYC	57387	Neuropsychopharmacology (3)	. New
PSYC	60105	Developmental Psychopathology (3)	. New
PSYC	60276	Neuropsychological Assessment (3)	. Revise
PSYC	60371	Introduction to Psychological Therapy (3)	. Revise
PSYC	60376	Child Psychotherapy (3)	. Revise
PSYC	60592	Practicum in Diagnostic Interviewing (1-3)	. New
PSYC	60792	Psychotherapy Practicum (1-3)	. Revise
PSYC	70105	Developmental Psychopathology (3)	. New
PSYC	70276	Neuropsychological Assessment (3)	. New
PSYC	70371	Introduction to Psychological Therapy (3)	. Revise
PSYC	70376	Child Psychotherapy (3)	. Revise
PSYC	70592	Practicum in Diagnostic Interviewing (1-3)	. New
PSYC	70792	Psychotherapy Practicum (1-3)	. Revise
PSYC	77387	Neuropsychopharmacology (3)	. New
PTST	22005	Physical Therapy Seminar (1) to: Physical Therapy Practice II (2)	. Revise
PTST	10000	Introduction to Physical Therapist Assistant (2) to: (1)	. Revise
PTST AHS	10009 24010	Medical Terminology (1) to:	. Revise
PTST	11005	Physical Therapy Practice (1) to: Physical Therapy Practice I (2)	. Revise
PTST	20008	Clinical Conditions III (2)	. Revise
PTST	22007	Physical Therapy Capstone (1) to: Physical Therapy Practice III (2)	. Revise
RADT	14005	Clinical Education I (1)	. Revise

REL	40095	Special Topics in Religion Studies (3)	New
REL	40096	Individual Investigation (1-3)	New
RHAB	77792 67892	Internship: Rehabilitation (6) to:	Revise
RIS	34083	Sectional Anatomy in Medical Imaging (3)	Revise
RIS	44003	Magnetic Resonance Imaging Clinical Education I (2)	New
RIS	44004	Computed Tomography Clinical Education I (2)	New
RIS	44021	Patient Management in Computed Tomography (2)	Revise
RIS	44030	Physical Principles of Computed Tomography I (3)	Revise
RIS	44031	Patient Management in MRI (2)	Revise
RIS	44044	MRI Procedures I (2)	Revise
RIS	44045	Magnetic Resonance Imaging Procedures II (2)	Revise
RIS	44047	Computed Tomography Procedures I (1)	Revise
RIS	44051	Magnetic Resonance Equipment and Image Acquisition I (2)	Revise
RIS	44052	Magnetic Resonance Equipment and Image Acquisition II (2)	Revise
RIS	44054	Computed Tomography Clinical Education II (2)	New
RIS	44062	Physical Principles of Computed Tomography II (2)	New
RIS	44063	Magnetic Resonance Imaging Clinical Education II (2)	New
RIS	44066	Magnetic Resonance Imaging Techniques (2)	New
RIS	44068	Computed Tomography Techniques (2)	New
RIS	44069	Computed Tomography Clinical Education III (1)	New
RIS	44073	Magnetic Resonance Imaging Clinical Education III (1)	New
RIS	44083	Pathophysiology for Medical Imaging (3)	Revise
RIS	44088	Leadership in Medical Imaging (1)	New
RTT	10000	Introduction to Respiratory Therapy (4)	New
RTT	21001	Mechanical Ventilation (5)	Revise
RTT	21006	Pulmonary Rehabilitation and Continuing Care (1)	New
RTT	21013	Respiratory Therapy Capstone (2)	New
SOC	61003	Criminological Theory (3)	New
SOC	61004	Sociology of Corrections (3)	New
SOC	61005	Juvenile Delinquency (3)	New
SOC	62221	Advanced Qualitative Methods in Sociology (3)	New
SOC	62323	Sociology of Health Care (3) to: Sociology of Health and Illness	Revise

SOC	62326	Sociology of Mental Health (3) to: Sociology of Mental Health and Mental Illness	Revise
SOC	62330	Comparative Health Care Systems (3)	New
SOC	62332	Social Control of Mental Illness (3)	New
SOC	62433	Personality and Social Systems (3) to: Social Structure and Personality	Revise
SOC	62437	Structural Social Psychology (3)	New
SOC	62439	Self and Identity (3)	New
SOC	62546	Social Stratification to Social Inequalities (3) to: Social Inequality	Revise
SOC	62872	Social Psychology and Inequality (3)	New
SOC	62877	Social Gerontology (3) to: Sociology of Aging and the Life Course	Revise
SOC	71003	Criminological Theory (3)	New
SOC	71004	Sociology of Corrections (3)	New
SOC	71005	Juvenile Delinquency (3)	New
SOC	72221	Advanced Qualitative Methods in Sociology (3)	New
SOC	72323	Sociology of Health Care (3) to: Sociology of Health and Illness	Revise
SOC	72326	Sociology of Mental Health (3) to: Sociology of Mental Health and Mental Illness	Revise
SOC	72330	Comparative Health Care Systems (3)	New
SOC	72332	Social Control of Mental Illness (3)	New
SOC	72433	Personality and Social Systems (3) to: Social Structure and Personality	Revise
SOC	72437	Structural Social Psychology (3)	New
SOC	72439	Self and Identity (3)	New
SOC	72546	Social Stratification to Social Inequalities (3) to: Social Inequality	Revise
SOC	72872	Social Psychology and Inequality (3)	New
SOC	72877	Social Gerontology (3) to: Sociology of Aging and the Life Course	Revise
SPAD	45091	Seminar for Internship Preparation (1)	Revise
SPED	24000	Inclusive Practices (3)	New
SPED	43022	Individualized Programming and Assessment in Special Education (3)	New

SPED	43040	Language and Reading in Special Education (3) to: Supplemental and Intensive Instruction for Language and Reading Difficulties	Revise
SPED	43041	Supplemental and Intensive Instruction for Mathematical Difficulties (3)	New
SPED	43062	Curriculum Methods Mild/Moderate Intervention (3) to: Differentiated Core Instruction: Frameworks and Practices	Revise
SPED	53022	Individual Programming and Assessment in Special Education (3)	New
SPED	53040	Language and Reading in Special Education (3) to: Supplemental and Intensive Instruction for Language and Reading Difficulties	Revise
SPED	53041	Supplemental and Intensive Instruction for Mathematical Difficulties (3)	New
SPED	53062	Curriculum Methods Mild/Moderate Intervention (3) to: Differentiated Core Instruction: Frameworks and Practices	Revise
SPED	53309	Introduction to Deaf Studies (3)	Revise
SPED	54161	Transitional Programming and Services for Disabled Youth (3)	Inactive
SPED	63031	Program Development and Ethical Application of Applied Behavior Analysis Program Development in Applied Behavior Analysis	` '
SPED	64200	Curriculum Methods for Transition Planning and Collaboration (3)	New
SPED	74200	Curriculum Methods for Transition Planning and Collaboration (3)	New
TECH	26301	Networking Hardware I (3)	Revise
TECH	46000	Computer Engineering Technology Capstone (3)	New
TECH	46330	Visual Basic Programming in Engineering Technology (3)	Revise
TECH	51055 50092	Industrial Practice (1-4) to:	Revise
TECH	56411	Requirements Engineering and Analysis Technology (3)	Revise
TECH	61095	Special Topics in Technology (1-4) to: Special Topics in Applied Engineering	Revise
TECH	63496	Individual Investigation in Energy/Power Technology (2) to: (1-4)	Revise
TECH	64095	Special Topics in Computer Technology (1-4) to: Special Topics in Computer Engineering Technology	Revise
TECH	64312	Advanced Wireless Telecommunication System and Network Technologies (3)	Revise
TECH	67496	Individual Investigation in Construction Technology (2)	Inactive
THEA	31112	History of Theatre and Drama I (3)	Inactive
THEA	31113	History of Theatre and Drama II (3)	Inactive
THEA	31114	History of Theatre and Drama III (3)	Inactive
US	00003	Core Reading Strategies for College Success (3) to	
UC			Revise

US UC	00006	Critical Reading Strategies for College Success (3) to:	Revise
US UC	00009	Swift Kick Study Skills (1) to:	Revise
US UC	10002	Adult Student Orientation (1) to:	Revise
US UC	10095	Special Topics in Undergraduate Studies (1-3) to: Special Topics in University College	Revise
US UC	10096	Individual Investigation (1-6) to:	Revise
US UC	10097	Destination Kent State: First Year Experience (1) to:	Revise
US UC	10177	Experiential Learning Plus-1 Credit (1) to:	Revise
US UC	20007	Life Beyond KSU (1) to:	Revise
US UC	20008	Career Construction (1) to:	Revise
US UC	20009	Career and Life Planning: Change, Chance and Choice (1) to:	Revise
US UC	20010	Career Navigation: Constructing Possibilities (2) to:	Revise
US UC	20095	Special Topics in Undergraduate Studies (1-3) to: Special Topics in University College	Revise
US UC	20193	Variable Title Workshop in Undergraduate Studies (1-3) to: Variable Title Workshop in University College	Revise
US UC	20201	Destination Kent State Student Leader Training (2) to:	
US UC	20203	Theory and Practice of Peer Tutoring (1) to:	
US UC	20277	Experiential Learning Plus-1 Credit (1) to:	Revise
US UC	30202	Destination Kent State Student Success Leader Seminar (2) to:	Revise
US UC	30377	Experiential Learning Plus-1 Credit (1) to:	Revise
US UC	40201	Destination Kent State Student Leader Training (3) to:	
US UC	40202	Destination Kent State Intern Seminar (3) to:	

US UC	404'/'/	Experiential Learning Plus-1 Credit (1) to:	Revise
VCD	60010	Design Research Methods (3)	
VCD		Typographic Structures and Systems (3)	
VCD	60012	Concept Development and Implementation (3)	New
VCD	60013	Graphic Design Advanced (3)	New
VCD	60191	Advanced Research (3)	New
WMST	20095	Special Topics in Women's Studies (1-5)	Revise
WMST	20193	Variable Title Workshop in Women's Studies (1-6)	Revise
WMST	30001	Feminist Theory (3)	Revise
WMST	30095	Special Topics in Women's Studies II (1-5)	Revise
WMST	30100	History of Women in the United States (3)	Revise
WMST	30196	Women's Studies Individual Investigation (1-3)	Revise
WMST	40095	Special Topics in Women's Studies III (1-5)	Revise
WMST	40193	Variable Title Workshop in Women's Studies (1-6)	Revise

Hold Policy for Courses Not Taught

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

The Hold Policy does not apply to courses designated as variable/special topics, internship, practicum, field experience, individual investigation, research and workshop courses. In addition, the Hold Policy does not apply to cross-listed or slashed courses where one or more of the courses are offered with enrollment.

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 automatically inactivated. The dean and chair/director will be notified in advance of such action.

Courses on Hold Effective for Fall 2016

Below are courses that have not been taught in the past five or more years. Not included on this list are not-offered variable/special topics, internship, practicum, field experience, individual investigation, project, 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 five years.

ANTH 48840	Natural Selection In Perspective
ANTH 58840	Natural Selection In Perspective
ARTC 35303	Textile Arts: Tapestry
ARTH 42023	The Arts of Japan
BMRT 21051	Fundamentals of Retailing
BMS 60449	Medical Physiology I
BMS 70449	Medical Physiology I
BMS 78610	Human Gross Anatomy I
BMS 78611	Human Gross Anatomy II
BMS 78624	Primate Ethology
CHEM 20284	Physiological Chemistry
CHEM 40575	Molecular Spectroscopy
CHEM 50575	Molecular Spectroscopy
CHEM 60347	Chemical Crystallography
CHEM 70347	Chemical Crystallography
CHEM 70575	Molecular Spectroscopy
CI 67337	Theory and Practice of Teaching Literature-Secondary and College Hold

Courses on Hold Effective for Fall 2016 continued

CI	77337	Theory and Practice in Teaching Literature-Secondary and College	. Hold
COMN	145960	Health Communication	. Hold
COMM	155960	Health Communication	. Hold
CS	65208	Distributed Multimedia Languages and Systems	. Hold
CS	66120	Evolutionary Computation	. Hold
CS	74201	Advanced Artificial Intelligence	. Hold
CS	75208	Distributed Multimedia Languages and Systems	. Hold
CS	76120	Evolutionary Computation	. Hold
CULT	49570	Social Foundations of Multicultural Education	. Hold
CULT	59570	Social Foundations of Multicultural Education	. Hold
CULT	69570	Multicultural Education: Theory and Policy	. Hold
CULT	79570	Multicultural Education: Theory and Policy	. Hold
CULT	85535	Interprofessional Studies	. Hold
ECED	50153	Organization and Supervision of Early Childhood Centers	. Hold
ECON	42076	Economic Development	. Hold
ECON	52076	Economic Development	. Hold
EERT	22015	Robotics and Advanced Microsystems	. Hold
ENG	37001	Classical Rhetoric	. Hold
ENG	67103	Psychoanalytic Theory and Criticism	. Hold
ENG	77103	Psychoanalytic Theory and Criticism	. Hold
EPI	73024	Emerging Issues in Chronic Disease Epidemiology	. Hold
EPI	73027	Biological Basis of Public Health	. Hold
EXPH	73052	Advanced Research Design and Statistics in Exercise Physiology	. Hold
GEOL	43066	Optical Petrography	. Hold
GEOL	53066	Optical Petrography	. Hold
GEOL	63067	Carbonate Rocks	. Hold
GEOL	64065	Sedimentology	. Hold
GEOL	73067	Carbonate Rocks	. Hold
GEOL	74065	Sedimentology	. Hold
HIST	42497	Colloquium: Women in Modern Europe	. Hold
HIST	43097	Colloquium: Medieval Russia	. Hold
HIST	52497	Colloquium: Women in Modern Europe	. Hold
HIST	53097	Colloquium: Medieval Russia	Hold
HIST	72497	Colloquium: Women in Modern Europe	. Hold

Courses on Hold Effective for Fall 2016 continued

HIST	73097	Colloquium: Medieval Russia	Hold
HPM	73023	Operations Management in Public Health	Hold
ITAL	15205	Basic Conversational Italian II	Hold
JMC	40035	Television Graphics	Hold
JMC	50035	Television Graphics	Hold
JMC	53036	Record Promotion	Hold
LIS	60603	Cataloging and Classification II	Hold
LIS	80603	Cataloging and Classification II	Hold
MCLS	22217	Diversity in Today's Russia	Hold
MCLS	23217	The Francophone Experience	Hold
MCLS	28405	The Spanish Experience	Hold
MIS	34053	Data Integration	Hold
MSCI	30183	Leadership Practicum	Hold
MUS	42271	Choral Literature I	Hold
MUS	42272	Choral Literature II	Hold
MUS	58221	Elements of Accompanying I	Hold
MUS	83211	Seminar in Teacher Education in Music	Hold
PAS	42500	Black Education in America.	Hold
PEB	10612	Lifeguard Training	Hold
PHIL	30025	Environmental Ethics	Hold
PHIL	61056	Hermeneutics	Hold
PHIL	61085	Metaethics	Hold
POL	60507	Conflict Transformation and Reconciliation	Hold
POL	70507	Conflict Transformation and Reconciliation	Hold
PSYC	70485	Reading Processes	Hold
SOC	62435	Sociology of Sentiments and Emotions	Hold
SOC	72435	Sociology of Sentiments and Emotions	Hold
SPAN	48422	Early Spanish-American Discourse	Hold
SPAN	58422	Early Spanish-American Discourse	Hold
SPED	53534	Social/Emotional Components of Giftedness	Hold
SRM	55023	Marketing and Promotions in Sport and Recreation	Hold
TECH	65400	Evaluating Quality System Through Process Control	Hold
THEA	41027	Advanced Playwriting	Hold
THEA	51027	Advanced Playwriting	Hold

Courses on Hold Effective for Fall 2016 continued

VCD	46053	Web Design and Programming Studio	Hold
VCD	56053	Web Design and Programming Studio	. Hold

Hold Courses Inactivated Effective for Fall 2016

Below are courses that were put on hold in spring 2013 and have not been taught since then. Not included on this list are not-offered variable/special topics, internship, practicum, field experience, individual investigation, project, 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 five years.

m uic p	jast nvc	years.	
ANTH	48260	Culture Conflict	Inactive
ANTH	48391	Seminar in History of Anthropology	Inactive
ANTH	48410	Stone Age Archaeology	Inactive
ANTH	58260	Culture Conflict	Inactive
ANTH	58391	Seminary in History of Anthropology 1750-1950	Inactive
ANTH	58410	Stone Age Archaeology	Inactive
ANTH	68613	Morphological Analysis	Inactive
ARTC	45703	Large Scale Enameling	Inactive
ARTH	42022	The Arts of China	Inactive
ARTH	42070	History of Graphic Design	Inactive
ARTH	52058	American Film, Photography, Art and Ideas	Inactive
ARTH	52070	History of Graphic Design	Inactive
BMS	60257	Research Proposal	Inactive
BMS	60452	Pulmonary Physiology	Inactive
BMS	70257	Research Proposal	Inactive
BMS	70452	Pulmonary Physiology	Inactive
BMS	78613	Pleistocene Hominid Morphology	Inactive
BSCI	30267	Plant Physiology	Inactive
BSCI	40164	Molecular Systematics and Phylogenetics	Inactive
BSCI	40439	Environmental Physiology	Inactive
BSCI	50164	Molecular Systematics and Phylogenetics	Inactive
BSCI	50439	Environmental Physiology	Inactive
BSCI	60446	Advanced Human Physiology	Inactive
BSCI	60461	Neurochemistry	Inactive
BSCI	70164	Molecular Systematics and Phylogenetics	Inactive

Hold Courses Inactivated Effective for Fall 2016 continued

BSCI	70439	Environmental Physiology	Inactive
BSCI	70461	Neurochemistry	Inactive
CHDS	37700	Human Relations in A World of Diversity	Inactive
CHEM	I 40114	Electroanalytical Chemistry	Inactive
CHEM	I 50114	Electroanalytical Chemistry	Inactive
CHEM	1 70114	Electroanalytical Chemistry	Inactive
CI	61142	History and Inquiry in Science Education	Inactive
CI	67331	Literacy Learning in Early Years	Inactive
CI	67333	Black Women and Literacy	Inactive
CI	71142	History of Inquiry in Science Education	Inactive
CI	77331	Literacy Learning in Early Years	Inactive
CI	77333	Black Women and Literacy	Inactive
COMM	125454	Intercollegiate Forensics I	Inactive
COMM	135454	Intercollegiate Forensics II	Inactive
CPHY	72418	Defects in Liquid Crystal Materials	Inactive
CS	41012	Finite Mathematics	Inactive
CS	45111	Principles of VISI Design	Inactive
CS	46201	Introduction to Theory of Automata, Formal Languages, Computation	Inactive
CS	51012	Finite Mathematics	Inactive
CS	55111	Principles of VISI Design	Inactive
CS	56201	Introduction to the Theory of Automata, Formal Languages, Computation	Inactive
CS	62201	Numerical Computing I	Inactive
CS	65201	Interconnection Networks	Inactive
CS	72201	Numerical Computing I	Inactive
CS	75201	Interconnection Networks	Inactive
ECED	60153	Play in Childhood	Inactive
ECED	70153	Play in Childhood	Inactive
ECON	142087	Law and Economics	Inactive
ECON	I 52087	Law and Economics	Inactive
EDAD	66528	The School Business Manager and School Treasurer	Inactive
EDAD	66537	The Principal As Educational Leader	Inactive
EDAD	76528	The School Business Manager and School Treasurer	Inactive
EDAD	76537	The Principal As Educational Leader	Inactive
EERT	22013	Industrial Electronics	Inactive

Hold Courses Inactivated Effective for Fall 2016 continued

EIRT	22032	PC Network Engineering II	Inactive
EIRT	22033	Fiber Optics Technology	Inactive
ENG	46203	Twentieth-Century European Literature	Inactive
ENG	56203	Twentieth-Century European Literature	Inactive
ENG	67601	Documents and Texts	Inactive
ENG	77601	Documents and Texts	Inactive
FIN	36061	Real Estate Principles	Inactive
FR	43366	Studies in Nineteenth-Century French Literature	Inactive
FR	43380	Francophone Literature	Inactive
FR	53366	Studies in 19th-Century French Literature	Inactive
FR	53380	Francophone Literature	Inactive
FR	63202	Reading French for Graduate Students	Inactive
GEOC	G46035	Marketing Geography	Inactive
GEOC	G49480	Field Study in Geography	Inactive
GEOC	G49890	Applied Geography	Inactive
GEOC	G56035	Marketing Geography	Inactive
GEOC	G59480	Field Study in Geography	Inactive
GEOC	G60881	Contemporary Issues in Geography	Inactive
GEOC	G69010	Urban Information and Systems Methodology	Inactive
GEOC	G76035	Marketing Geography	Inactive
GEOC	G79010	Urban Information and Systems Methodology	Inactive
GEOC	G79480	Field Study in Geography	Inactive
GEOL	. 63069	Clay Mineralogy	Inactive
GEOL	. 64034	Micropaleontology	Inactive
GEOL	73055	Advanced Igneous and Metamorphic Petrology	Inactive
GEOL	73069	Clay Mineralogy	Inactive
GEOL	74034	Micropaleontology	Inactive
GER	23531	Yiddish Short Story	Inactive
GER	61366	Seminar On Romanticism	Inactive
GRE	34351	New Testament in Greek	Inactive
HIED	66650	Organization and Administration of Higher Education	Inactive
HIED	76650	Organization and Administration of Higher Education	Inactive
HIST	51017	17th-Century Europe	Inactive
HIST	55597	Colloquium in Russian History	Inactive

Hold Courses Inactivated Effective for Fall 2016 continued

HIST	56597	Colloquium in 20th-Century European Diplomacy	Inactive
HIST	75597	Colloquium in Russian History	Inactive
HIST	76597	Colloquium in 20th-Century European Diplomacy	Inactive
IERT	22008	Taguchi Process Improvement	Inactive
ITEC	67412	Instructional Technology in Secondary Schools	Inactive
ITEC	67417	Advanced Instructional Design	Inactive
ITEC	77417	Advanced Instructional Design	Inactive
JMC	32008	Photo-Design Techniques	Inactive
JMC	67094	College Teaching of Journalism	Inactive
JUS	66774	Comparative Justice Institutions and Policy	Inactive
KBM	40042	Applied Music-Instrumental	Inactive
KBM	60042	Applied Music-Instrumental	Inactive
KBM	70042	Applied Music-Instrumental	Inactive
LAT	46372	Lyric Poetry	Inactive
LIS	60642	Implementation of Information Storage and Retrieval Systems	Inactive
LIS	60646	User Interfaces for Information Retrieval Systems	Inactive
LIS	80642	Implementation of Information Storage and Retrieval Systems	Inactive
LIS	80646	User Interfaces for Information Retrieval Systems	Inactive
MATH	I 19001	Technical Mathematics I	Inactive
MATH	I 47001	Mathematical Logic and Set Theory	Inactive
MATH	I 57001	Mathematical Logic and Set Theory	Inactive
MATH	I 62201	Numerical Computing I	Inactive
MATH	I 72201	Approximation Theory	Inactive
MUS	25231	Jazz Ensemble	Inactive
MUS	42222	Chamber Music Literature	Inactive
MUS	43244	Student Teaching Preparation	Inactive
MUS	52222	Chamber Music Literature	Inactive
MUS	58222	Elements of Accompanying II	Inactive
MUS	62227	History and Literature of the Wind Band	Inactive
MUS	66112	Applied Music-Graduate Piano Accompanying	Inactive
MUS	78294	College Teaching of Music	Inactive
NURS	40061	Physical Assessment	Inactive
NURS	60073	Women's Health Clinical Nurse Specialist Capstone	Inactive
NHRS	70746	Advanced Methods for Nursing Research: Measurement in Nursing	Inactive

Hold Courses Inactivated Effective for Fall 2016 continued

PSYC	60313	Community Psychology	Inactive
PSYC	60325	Forensic Psychology	Inactive
PSYC	61684	Experimental Design and Method	Inactive
PSYC	70313	Community Psychology	Inactive
PSYC	70325	Forensic Psychology	Inactive
PSYC	71046	Connectionism and Neural Networks	. Inactive
PSYC	71684	Experimental Design and Method	Inactive
PSYC	71688	Computer Applications in Psychology	Inactive
RHAB	88182	Psychological Adjustment to Disability	Inactive
SPED	43534	Social and Emotional Components of Giftedness	. Inactive
SPED	63202	Instructing Students With Special Needs in Inclusive Settings	. Inactive
SPSY	77931	Program Development and Ethical Application of Applied Behavior Analysis	sInactive
TECH	11083	Technical Drawing and Sketching	. Inactive
TECH	31047	Graphic Communications Technology II	. Inactive
TECH	32100	Fundamentals of Radiation Technology	. Inactive
TECH	33580	Engineering Graphics for Electronics	. Inactive
THEA	31560	Scenic Technology	Inactive
THEA	41623	Television Production: Lighting	Inactive
THEA	57063	History of Dance as a Theatrical Phenomenon I	. Inactive
VCD	27000	Interiors Rendering.	Inactive
VCD	27001	Visual Design for Media: Basic	. Inactive
VCD	42004	Computer Illustration	Inactive
VCD	42051	Calligraphy and Layout	Inactive
VCD	52004	Computer Illustration	Inactive
VCD	52051	Calligraphy and Layout	. Inactive



To: Educational Policies Council

FROM: Senior Vice President and Provost Todd A. Diacon SUBJECT: Updates and Corrections to November 2015 Agenda

DATE: 19 January 2016

The following are updates and corrections to the agenda published for the EPC meeting on 16 November 2015.

College of Arts and Sciences

Department of Psychological Sciences

1. Revision of course requirements for the Clinical Psychology [CPYC] major within the Doctor of Philosophy [PHD] degree. Revision includes including program requirements in the University Catalog; changing the intermediary degree awarded to post-baccalaureate students, from the Clinical Psychology [CPYC] major to the Psychological Sciences major [PSYS] within the Master of Arts [MA] degree. Minimum total credit hours to program completion are 101 (post-master's) and 113 (post-bachelors).

Effective Fall 2016

College of Business Administration

Department of Management and Information Systems

- 1. Revision of course requirements for the Business Management [BMGT] major within the Bachelor of Business Administration [BBA] degree. Revision includes adding MIS 44187 MIS 44178 or BUS 30187 as major electives. Minimum total credit hours to program completion are unchanged at 120.
- 2. Revision of course requirements for the International Business for Business Majors [IBBU] minor. Revision includes replacing MCLS 20000 and an additional foreign language course as an option for global business experience elective with ACCT 43087, BUS 30178, ECON 42187 ECON 42087, FIN 46087, MIS 44187, MKTG 45187; adding MCLS 20000 and another minor elective as an option if students have achieved foreign language competency without earning credit hours; and updating upper-division requirements to reflect changes made to the university's minor policy. Minimum total credit hours to program completion are unchanged at 12 decrease, from 24 to 21.
- 3. Revision of course and graduation requirements for the International Business for Non-Business Majors [IBNB] minor. Revision includes replacing MCLS 20000 and an additional foreign language course as an option for global business experience elective with ACCT 43087, BUS 30178, ECON 42187 ECON 42087, FIN 46087, MIS 44187, MKTG 45187; and updating upper-division requirements to reflect changes made to the university's minor policy. Minimum total credit hours to program completion are unchanged at 24 decrease, from 24 to 21.

Department of Marketing and Entrepreneurship

4. Revision of course and graduation requirements for the Managerial Marketing [MMTG] major within the Bachelor of Business Administration [BBA] degree. Revision includes restricting graduation credit for ENTR 37045 or MKTG 45046 MKTG 45056 for students who passed

- MMTG 45030, and graduation credit for MKTG 45045 for students who passed MMTG 45039. Minimum total credit hours to program completion are unchanged at 120.
- 5. Revision of admission and course requirements for the Business Administration–Executive [EMBA] major within the Master of Business Administration [MBA] degree. GRE is accepted in addition to place of the GMAT; three recommendation forms replace three recommendation letters. . . .

College of Communication and Information

School of Library and Information Sciences

6. Revision of admission and course requirements for the K-12 School Library Media Licensure [SLM] non-degree graduate [NDGD] program. Revision to admission requirements includes the addition of a purpose statement, writing sample, current resume or curriculum vitae and, if international, English language proficiency scores. Applicants may submit a statement of exception addressing circumstances if their overall GPA is lower than 3.000. Course revision includes adding LIS 60618 as required; reducing program electives from 12 to 9 credit hours; removing ITEC 57430 and ITEC 67403 from elective list and adding LIS 60675 to elective list. Minimum hours to program completion are unchanged at 29. Effective Fall 2016.

Revision omitted from agenda

College of Education, Health and Human Services

School of Lifespan Development and Educational Sciences

- 7. Revision of name and admission requirements for the Moderate/Intensive Educational Needs [MDIN MLDM] non-degree graduate [NDGD] program for students seeking teacher licensure. Name changes to Moderate/Intensive Educational Needs Licensure Preparation [MIEL]. . . .
- 8. Revision of course requirements for the Special Education [SPED] major within the Bachelor of Science in Education [BSE] degree. Revision includes replacing CI 47502 with CI 47505 in the Deaf Education [DFED] concentration; removing CI 47502, CI 47503, SPED 43020, SPED 43060 from and adding CI 47505, SPED 24000, SPED 43022, SPED 43041 to the Mild/Moderate Language Arts and Reading [MMLR], Mild/Moderate Mathematics and Reading [MMMR] and Mild/Moderate Social Studies and Reading [MMSR] concentrations. Minimum total credit hours to program completion are unchanged at 423121-131, depending on concentration. Effective Fall 2016

College of Nursing

- 9. Revision of...concentration name for the Nursing [NURS] major within the Master of Nursing [MSN] degree. Advanced Practice Registered Nurse: Nurse Practitioner Family [APNF] changes to Family Nurse Practitioner [FNPR FNRP]....
- 10. Revision of name...for the Advanced Practice Registered Nurse: Nurse Practitioner Family [C841] post-master's certificate. Name changes to Family Nurse Practitioner [C802 C853]. ...
- 11. Revision of name...for the Psychiatric Mental Health Family Nurse Practitioner for Non-Psychiatric Mental Health Advance Practice Nurse [C839] post-master's certificate. Name changes to Psychiatric Mental Health Nurse Practitioner [C805] C854]. ...
- 12. Establishment of admission requirements and revision of course requirements for the Adult Gerontology Clinical Nurse Specialist [C844] post-master's certificate. Name changes to Nurse Educator [C856]. . . .

13. Revision of name ... for the Nurse Education [C811] post-master's certificate. Name changes to Nurse Educator [C853 C857]. ...

College of Public Health

14. Establishment of concentration and revision of course requirement for the Public Health [PH] major within the Bachelor of Science in Public Health [BSPH] degree. The new required concentration is Clinical <u>Trials</u> Research [CTR]. ...

Regional College

15. Inactivation of Aviation <u>Maintenance</u> <u>Management</u> Technology [AMRT] major within the Associate of Applied Science [AAS] degree. ...

Course Updates to 16 November 2015 Agenda

ARTE 41003 Art Education: Field Experience (3) to: ARTE 41192	levise
ARTE 51192 Art Education: Field Experience (3)	lew
ASL 39223 Sociolinguistics of the Deaf Community (3)	lew
BSCI 40462 Advanced Human Physiology: Readings and Case Studies (1)	lew
BSCI 50462 Advanced Human Physiology: Readings and Case Studies (1)	lew
BSCI 70462 Advanced Human Physiology: Readings and Case Studies (1)	Iew

Course Updates to 16 November 2015 Agenda continued

CHEM 10063 General Chemistry II Laboratory (1)	. Revise
CHEM 10062 General Chemistry I Laboratory (1)	. Revise
CHEM 40116 Spectrochemical Methods of Analysis (3)	. New
CHEM 50116 Spectrochemical Methods of Analysis (3)	. New
CHEM 70116 Spectrochemical Methods of Analysis (3)	. New
CMGT 42110 Construction Management Capstone (3)	. Revise
ECON 42079 European Economic Issues (3)	. New
ECON 42187 International Economic Experience (3)	. New
EVAL 68716 Educational Statistics II (3)	. New
EVAL 85515 Quantitative Research Designs and Application in Educational Services (3) to Quantitative Research Design and Analysis (3)	
FDM 10020 Fashion Visuals (3)	. Inactive
FDM 10030 Fashion Fabrics I (3)	. Inactive
FDM 10050 Introduction to Fashion Technology (3)	. Inactive
HED 64082 Readings in Health Education and Promotion (1-3) to: 64096 Individual Investigation: Readings in Health Education and Promotion Course title incorrectly reported	. Revise
HED 84082 Readings in Health Education and Promotion (1-3) to: 84096 Individual Investigation: Readings in Health Education and Promotion Course title incorrectly reported	. Revise
HIST 51016 The Protestant and Catholic Reformation (3)	. Inactive
HIST 51079 History of the Immigrant in America (3)	. Inactive
HIST 51083 U.S. Foreign Relations Through World War I (3)	. Inactive
HIST 51084 U.S. Foreign Relations From 1920 (3)	. Inactive

Course Updates to 16 November 2015 Agenda continued

Course operates to 10 140venioer 2015 rigener continued	
HIST 51087 Progressive America: The United States 1896-1919 (3)	. Inactive
HIST 52140 The Sixties: A Third World View (3)	. Inactive
HORT 10195 Special Topics in Horticulture (1-3)	. Revise
HORT 16001 Introduction to Horticulture (1)	. Revise
HORT 26001 Occupational Regulations and Safety (2)	. Revise
HORT 26010 Arboriculture (3)	. Revise
HORT 26011 Cooperative Work Experience in Tree Care (3)	. Revise
HORT 26012 Urban Forestry (3)	. Revise
HORT 26016 Irrigation Design and Maintenance (3)	. Revise
HORT 26018 Landscape Construction (3)	. Revise
HORT 26020 Landscape Management (3)	. Revise
HORT 26021 Cooperative Work Experience in Landscape Management (3)	. Revise
HORT 26030 Turf Grass Management (3)	. Revise
HORT 26031 Cooperative Work Experience in Turf Grass Management (3)	. Revise
HORT 26031 Cooperative Work Experience in Turf Grass Management (3)	. Revise
Course revision omitted from agenda	
HORT 26032 Golf Course Management (3)	. Revise
HORT 26032 Golf Course Management (3)	
HORT 26032 Golf Course Management (3)	. Revise
HORT 26032 Golf Course Management (3)	. Revise

Course Updates to 16 November 2015 Agenda continued

HORT 36025 Professional Practice in Horticulture (3)	Revise
HORT 36034 Sports Turf Management (3)	Revise
HORT 36046 Landscape Design II (3)	Revise
HORT 36092 Internship in Horticulture (4 to: 1-4)	Revise
HORT 41096 Individual Investigation in Horticulture (1-3)	Revise
HORT 46014 Garden Center and Nursery Production Management (3)	Revise
HORT 46092 Practicum in Horticulture (3)	Revise
IERT 20192 Internship in Engineering Technology (2) to: ENGT	Revise
Reported incorrectly as an inactivation JMC 32003 Photo Technology (3) Course inactivation omitted from agenda	Inactive
JMC 32004 Advanced Photography (3)	Inactive
JMC 42007 Photo-Illustration Techniques (3)	Inactive
LAT 46372 Lyric Poetry (3)	Inactive
LAT 61214 Latin Epigraphy (3)	New
LAT 66372 Lyric Poetry (3)	Inactive
LIS 60607 School Library Management (3)	Revise
LIS 60609 Marketing the Library (3)	Revise
LIS 60612 Library Materials and Services for Adults (3)	Revise
LIS 60614 Selection and Acquisition of Library Materials (3)	Revise
LIS 60618 Information Literacy Initiatives and Instruction (3)	Revise
LIS 60620 Health Information Resources (3)	Revise

Course revision omitted from agenda
LIS 60624 Cataloging School Libraries (3)
LIS 60625 Library Materials and Services for Young Children (3)
LIS 60626 Library Materials and Services to Teens (3)
LIS 60627 Art and Story: The Study of Children's Picturebooks (3)
LIS 60629 Library Materials and Services for School-Age Children (3)
LIS 60630 References Sources and Services for Youth (3)
LIS 60637 Metadata Architecture and Implementation (3)
LIS 60638 Digital Libraries (3)
LIS 60639 Implementation of Digital Libraries (3)
LIS 60641 Information Storage and Retrieval Systems (3)
LIS 60644 Information Science (3)
LIS 60645 Database Systems (3)
LIS 60647 Network and Software Resources for Information Systems (3)
LIS 60648 Web Site Development, Design and Management (3)
LIS 60652 Foundations and Administration of Archives (3)
LIS 60654 Preservation and Conservation of Heritage Materials (3)
LIS 60655 Copyright: Understanding User Rights and Responsibilities (3)
7.70 (0.55) 7. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.
LIS 60656 Licensing of Information Products and Services (3)
Course revision omitted from agenda

LIS 60700 Foundations of Museum Studies (3)
LIS 60701 Museum Collections (3)
LIS 60702 Museum Communication (3)
LIS 60703 Museum Users (3)
LIS 60704 The Museum System (3)
LIS 60792 Culminating Experience Practicum in K-12 Libraries (3)
LIS 60870 Culminating Experience for Dual Degree (6)
MIS 64271 Human Resource Management (3) to: (2)
NURS 60025 Health Policy and Advanced Nursing Practice (3)
PSYC 30656 Psychology of Aging (3)
PSYC 70276 Neuropsychological Assessment (3)
SPSY 67931 Program Development and Ethical Application of Applied Behavior Analysis (3)



Educational Policies Council Minutes of the Meeting Monday, 19 October 2015

Ex-Officio Members present (or represented): Senior Vice President and Provost Todd A. Diacon; Faculty Senate Chair Linda L. Williams; Deans Sonia A. Alemagno, James L. Blank, James K. Bracken, Barbara A. Broome, John R. Crawford, Amy L. Reynolds, Robert G. Sines, Deborah F. Spake, Douglas L. Steidl (also representing William T. Willoughby), Susan J. Stocker, Melody J. Tankersley, Wendy A. Umberger; Senior Associate Dean Vincent J. Hetherington; Associate Deans Alicia R. Crowe (representing Mark A. Kretovics), Janis H. Crowther, LuEtt J. Hanson, Cynthia R. Stillings; Director Robert A. Walker; Curriculum Coordinator Susan M. Augustine (representing Catherine E. Hackney)

Ex-officio Members not present (or represented): Deans Donald F. Palmer, Eboni J. Pringle; Associate Deans Robert D. Hisrich, I. Richmond Nettey; Assistant Dean Thomas E. Klingler

Faculty Senate-Appointed Representatives present (or represented): Professor Donald L. White; Associate Professor Willie H. Oglesby III; Assistant Professor Amy Fritsche,

Faculty Senate-Appointed Representatives not present (or represented): Professors Jay M. Jahangiri, Kathyrn A. Kearns, Robin L. Selinger; Associate Professors Soumitra Basu, Zhiqiang M. Wang; Assistant Professors James E. Seelye, Terrence L. Uber,

Council Representatives present (or represented): Professors Michael W. Chunn, Nichole L. Egbert-Scheibelhoffer; Associate Professors Thomas W. Brewer (also representing Sheryl L. Chatfield), Jessie Carduner, Robert E. Cimera, Stacy R. Rose, Athena Salaba; Assistant Professors Lindsay C. Baran, Belinda S. Zimmerman

Council Representatives not present (or represented): Associate Professors Pamela K. Evans, Jayaram (Jay) Muthuswamy, Jonathan F. Swoboda; Assistant Professors John C. Duncan, Jonathan P. Fleming, Mary A. Mooney, Debra S. Shelestak, Pamela L. Stephenson, David (Blake) B. Stringer

Observers present: Vice Executive Chair Andrea Meluch; Director of Academic Affairs James Flanagan

Observers not present: none

Consultants and Guests present: Mary Ann Haley, Lynette Johnson, Jaime D. Kennedy, Jennifer S. Kellogg, Yza Y. Melvin, Stephen G. Nameth, Elizabeth A. Sinclair, Katherine (Katie) J. Smith, Linnea A. Stafford, Therese E. Tillet

Provost Todd A. Diacon called the meeting to order at 3:20 p.m., on Monday, 19 October 2015, in the Governance Chambers of the Kent Student Center.

Joint EPC Action Item 1: Approval of minutes of 18 May 2015.

No changes, corrections or clarifications were requested. Provost Diacon called for a vote, and the minutes were unanimously approved.

Graduate EPC Information Item 1: Temporary suspension of admission for the Health Policy and Management [HPM] concentration in the Public Health [PH] major within the Master of Public Health [MPH] degree on the Trumbull Campus only. The concentration will be suspended on the Trumbull Campus 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 at that campus.

Faculty Senate Chair Linda L. Williams stated her opinion that the proposal for the item was uninformative and asked for additional information. Associate Professor Willie H. Oglesby III from the College of Public Health shared that the proposal for temporary suspension of admission is due to low enrollment at the Trumbull campus. He clarified that the current cohort of students enrolled in the program will be able to complete required coursework, and that the college plans to revisit the decision to suspend admissions following the graduation of the present cohort in summer 2016. Admissions for the program may reopen if interest and need for the program is evident at the Trumbull campus.

Undergraduate EPC Action Item I: Revision of degree designation for the Photo-Illustration [PHOI] major within the Bachelor of Science [BS] degree. Degree changes to a Bachelor of Fine Arts [BFA]. In addition, a lesser action item, major requirements are revised to include five new courses (VCD 28007, VCD 38011, VCD 48001, VCD 48002 and VCD 48003) and four existing courses (VCD 28004, VCD 34004, VCD 37000 and VCD 48009) as required. Seven courses (VCD 20000, VCD 20003, VCD 20010, VCD 38008, VCD 43003, VCD 40025 and VCD 49199) and choice of FIN 26704, CRIM 26704, PHIL 21001 and VCD 34004 are removed from additional program requirements. General elective hours are also reduced. Minimum total credit hours to program completion decrease, from 126 to 120.

Dean Amy L. Reynolds from the College of Communication and Information introduced and moved for approval of the item, which was seconded by Dean Deborah F. Spake. Dean Reynolds summarized the proposal. She explained that the Photo-Illustration major moved from the School of Journalism and Mass Communication to the School of Visual Communication Design in 2004, and at that time the major fell under the Bachelor of Science designation. The purpose of the proposal is to change the degree to a Bachelor of Fine Arts, which is the standard degree awarded to students in the discipline of photographic arts. Program faculty believe that a change from a BS to a BFA degree will positively affect student recruitment and retention, as well as provide more accessibility to graduate school for students interested in pursuing a Master of Fine Arts degree.

Dean Reynolds briefly reviewed the program curricular revisions. She highlighted the reduction in credit hours required for graduation, which better aligns the program with university degree completion initiatives.

An EPC member asked if there were any potential problems with revising 40000-level courses to be 20000-level courses. Associate Dean LuEtt J. Hanson explained that the major included enough upper-division courses to meet the university minimum, even with the proposed changes to course numbers.

Faculty Senate Chair Williams asked Dean Reynolds if a footnote could be added to the program requirements to strongly recommend students to take PHIL 21001, which was removed as required when the major was revised. She expressed her opinion that students benefit from the course, and stated that Department of Philosophy faculty members who serve on the Faculty Senate would also raise a concern about the removal of the course as required. In response, Dean Reynolds said that the college could talk with advisors about recommending the course to students.

With no further questions or discussion, members passed the item unanimously.

Undergraduate EPC Action Item 2: Inactivation of 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. The AA and AS degrees administered solely by Kent State will continue to be offered.

Dean Susan J. Stocker introduced and moved for approval of the item, which was seconded by Dean Douglas L. Steidl. Dean Stocker summarized the proposal. She explained that Stark State College was previously unable to offer the Associate of Arts and Associate of Science degrees. Now that Stark State is able to offer the AA and AS degrees, in addition to the Associate of Technical Studies degree, there is no longer a need for this agreement.

Members passed the item unanimously with no further questions or discussion.

With no further questions or requests for discussion on any of the other items on the agenda, Provost Diacon adjourned the meeting at 3:30 p.m.

Respectfully submitted,

Katie J. Smith

Academic Program Coordinator, Curriculum Services

Office of the Provost

EPC Agenda | 16 November 2015 | Attachment 2 | Page 1

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date 14-Sep-15		Curriculum Bulletin	
		Effective Date	Fall 2016	Approved by EPC	
Department					
College	AS - Arts and Sc	iences			
Proposal	Establish Center	•			

Description of proposal:

Proposal Name

The College of Arts & Sciences proposes to establish a Center for the Study of Gender and Sexuality. This Center would provide an administrative structure to support the exisiting minors in LGBT Studies and Women's Studies. Further, the Center would develop a multidisciplinary B.A. program in Gender and Sexuality Studies.

Center for the Study of Gender and Sexuality

Additionally, a Center committed to the study of gender and sexuality would provide faculty with a structure of support to pursue individual and collaborative multidisciplinary research and creative projects, and to pursue grant-writing in support of research, creative projects and program development. And finally, because there is a tremendous need for public education on topics such as competencies in understanding LGBTQ people and communities, violence against women and sexual minorities, discrimination in the workplace and schools against gender and sexual minorities, a Center for the Study of Gender and Sexuality would be able to provide programs, workshops, outreach, partnerships and continuing education opportunities for law enforcement, government agencies, schools, corporations, small businesses and more. An interdisciplinary center would provide the level of support needed for the full range of academic endeavors from course and program development, faculty research and creative activities, grantwriting and outreach activities, and public engagement through a variety of educational venues.

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

At Kent State University there is no duplication of programs - the center will incorporate and strengthen the existing LGBT Studies and Women's Studies programs, and will further provide for a new B.A. program in Gender and Sexuality. It will offer opportunities to faculty and graduate students (as well as undergraduate researchers) interested in these areas of study.

Because faculty engaged in the teaching and scholarship of gender and sexuality currently work in a myriad of departments, colleges and schools, which offer course work in their programs which the Center will draw upon, there will be natural (yet fostered) collaboration and support for faculty and course work in existing programs.

Units consulted (other departments,	programs or campuses affected by this pr	oposal):	
Science, Psychology, Religion St	inguages Studies, Pan-African Studies, udies, and Sociology in the College of Age of Education, Health, and Human Se	Arts & Sciences, the	
	REQUIRED ENDORSEMENTS		A
om Services I Form last updated July 2015			

Campus Dean (for Regional Campuses proposals)	
May an Haley College Dean (or designee)	10/16/15
Dean of Graduate Studies (for graduate proposals)	
Senior Vice President for Academic Affairs and Provost (or designee)	

Proposal Summary to Establish or Revise an Academic Administrative Structure

College of Arts and Sciences Proposes to Establish the Center for the Study of Gender and Sexuality

The following is from 3343-2-03 University Policy Regarding the Establishment or Revision of Academic Administrative Structures.

<u>Preamble</u>

The College of the Arts & Sciences offers minors in Women's Studies (since the 1980s) and Lesbian, Gay, Bisexual and Transgendered Studies (since 2001); currently being revised to Lesbian, Gay, Bisexual, Transgender and Queer Studies. Kent State University's LGBT Studies minor was the first academic program of study in this subject area offered in the state of Ohio. While these programs continue to attract minors, growth and development in the academic study of gender and sexuality has evolved in American institutions of higher education over the past twenty years. It is our proposal to establish a new center, which while building upon the successes of our existing minor programs, will create an academic administrative structure which incorporates and expands the opportunities for multidisciplinary scholarship, course work and degree work under the umbrella of Gender and Sexuality Studies. Additionally, because faculty and students who study, research and engage in creative activities in the areas of gender and sexuality work out of a range of academic departments and colleges, incorporating a Center for the Study of Gender and Sexuality would provide a structure of interdisciplinary support for grant-writing, research and other forms of engaged scholarship conducted by faculty and students.

Furthermore, because there is a tremendous need for public education on topics such as competencies in understanding LGBTQ people and communities, violence against women and sexual minorities, discrimination in the workplace and schools against gender and sexual minorities, a Center for the Study of Gender and Sexuality would be able to provide programs, workshops, outreach, partnerships and continuing education opportunities for law enforcement, government agencies, schools, corporations, small businesses and more. Finally, programs and centers in Gender and Sexuality are becoming increasingly common nationally as issues of gender and sexuality create student demand.

1. The quality of the faculty, students and programs.

Women's Studies and LGBT Studies have continually filled their offered courses, and both programs attract students who select Kent State University as their destination university because these programs exist. Several courses are already offered online, opening up opportunities for students at all Kent State campuses to take the courses. These programs would expand and flourish under the guidance of a full-time director and a structure that fosters the more active involvement of full-time faculty currently at Kent State University. The programs have managed to be moderately successful despite

starting with volunteer faculty efforts. Women's Studies saw tremendous enrollment increases with the hiring of one full-time non-tenure track faculty member, while LGBT Studies has filled all classes offered by one part-time adjunct faculty member.

Faculty who are affiliated with both programs either through teaching or research are employed in all Kent State University Colleges and Schools, and produce scholarly and creative work, academic documentaries and successful grant applications, and they engage in significant university and community service.

Graduates of these minors have had success in a range of employment situations and graduate school.

In addition, these programs are increasing in stature nationally, as the tech industries, corporations, governments, non-government organizations, educational institutions and non-profit organizations recognize the need for expertise and knowledge about women's issues and LGBTQ issues.

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

The university mission and strategic directions include offering a broad array of academic programs to engage students and focus on the needs of students who seek academic programs that serve their aspirations and prepare them for professions and advanced degree work. Additionally the university is committed to diversity and inclusion and has worked to attract and retain women and LGBTQ students as well as to educate non-minority students about minority populations. The university also seeks to educate students through its extensive regional campus system and to provide the public in those areas with educational programming and outreach.

3. Comparative advantage versus other structures.

A Center for the Study of Gender and Sexuality will support the involvement of students and faculty from a full range of Kent State University's academic departments, colleges and schools, provide interdisciplinary and multidisciplinary opportunities, support collaborative research and grant-writing, and be the most flexible structure to incorporate changes in the study of gender and sexuality. Some universities (such as The Ohio State University) have established academic departments of Gender and Sexuality that contain tenure lines and maintain disciplinary academic structures. However, it is our assessment that the model of a "Center for the Study of' also opens up more opportunities for cross-university collaboration, collaboration with business, government, social service and other external entities, and aligns more closely with the educational missions of Kent State University. The proposal for a Center for the Study of Gender and Sexuality allows Kent State University the opportunity to develop a more comprehensive structure of exploring gender and sexuality that links interdisciplinary scholars, provides flexible collaborative structures for research and grant-writing, has a commitment to public scholarship, and connects with existing university diversity programs and resources, such as the Women's Center, LGBTQ Student Center, Multicultural Student Center, and more.



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

Kent State University has a rich legacy of offering courses and otherwise engaging in the study of gender and sexuality. Courses on women and lesbians were first offered by Dr. Dolores Noll in 1971, when the outcomes of the May 4th tragedy opened up opportunities for experimental courses to be offered. (Dr. Noll is nationally recognized as a pioneer in these areas, including an MLA [Modern and Classical Languages] award named in her honor.) Additionally, the first continually operating LGBTQ student organization was founded at Kent State University, as was the first LGBT Studies program in the state of Ohio.

Despite lacking such an administrative structure and having minimal support in the past for LGBT Studies and Women's Studies, both programs have maintained curricular offerings and graduated minors because of a constant influx of supportive and qualified faculty.

Recently Kent State University has expanded its support and resources for LGBTQ students to include scholarships, an emergency fund to support students who lack parental support and/or face parental alienation and violence, a student resource center with a full-time director, gender-neutral student housing, healthcare coverage for transgender students, gender-neutral bathrooms, and more—placing this university at the forefront of LGBTQ-friendly universities. These actions have increased the recruitment and retention of LGBTQ students, thus increasing student demand for courses related to gender and sexuality. University ranking services such as the Campus Pride Index, Princeton Review, US News and Report, Best College.com, and others include the existence and strength of academic programs for these groups into their overall assessments and rankings.

These successes run counter to the status of the state in which Kent State University resides, which ranks in the bottom of states with regard to women's rights and LGBTQ rights. (Assessments by the Human Rights Campaign, LAMBDA, ACLU, and other feminist and LGBTQ advocacy organizations have spotlighted a lack of legal rights, high rates of hate-based violence and sexual assault, and limits on women's reproductive health care as reasons for low ranking.) Reports on the status of women and LGBTQ people have noted that supportive universities (as well as progressive corporations, municipalities and organizations) serve as essential oases in such states.

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

The ability to grow and even update the Women's Studies and LGBT Studies programs is presently severely curtailed by the lack of an administrative structure. Students are requesting more classes, a major in the field and more opportunities to do practicums, internships and field research. But these opportunities cannot be met with the current volunteer model. Faculty from a myriad of departments affiliated with both programs have expressed the need for a better structure to support collaborative work. Kent State faculty who teach and conduct research in gender and sexuality are regularly approached

by leaders in northeast Ohio wanting more opportunities to connect with our university on outreach, education and programs.

The creation of the Center for the Study of Gender and Sexuality would also serve the university's recruitment and retention goals, including those related to diversity and inclusion. Students are coming out as gay, lesbian, bisexual and transgender at younger and younger ages. A substantial number of high schools have Gay-Straight Alliances, and students of all genders and sexual orientations are increasingly interested in attending college at institutions that support women and sexual minorities as well as provide courses that help them succeed in an increasingly diverse and accepting professional world.

A recent forum about the proposed creation of the Center for the Study of Gender and Sexuality was attended by more than 50 people, and 35 were students interested in these academic programs. At a recent Pride! Meeting attended by approximately 110 students, the president of the organization polled the students about gender and sexuality programs. The results of that poll (which counted raised hands) were that 80% stated an interest in a major in Gender and Sexuality; 60% knew there was currently a minor in LGBT Studies; 80% said they would minor in LGBT Studies if courses were updated and offered regularly, and between 60-70% indicated they chose Kent State University because of LGBTQ-related academic programs and support.

A recently created Facebook page for Gender and Sexuality is already liked (the equivalent of "friends" for organizational pages) by 79 people with shared posts reaching 197 last week, and the pages for both Women's Studies and LGBT Studies have quadrupled in likes, with Women's Studies reaching 311 likes and LGBT 113 likes.

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

At Kent State University there is no duplication – the center will incorporate and strengthen the existing LGBT Studies and Women's Studies programs, and will further provide for a new major in Gender and Sexuality. It will offer opportunities to faculty and graduate students (as well as undergraduate researchers) interested in these areas of study. And it will incorporate existing courses offered in departments and programs in the College of Arts and Sciences, the College of the Arts, and the Health Education program, at both the Kent campus and at regional campuses.

And because faculty engaged in the teaching and scholarship of gender and sexuality currently work in a myriad of departments, colleges and schools, there will be natural (and cultivated) collaboration with existing programs.

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

The Center will increase the efficiency and effectiveness of the two minors and improve the effectiveness of those program courses by applying them to a new major in Gender and Sexuality. The Center will ensure that all courses in these programs are offered online to expand opportunities for students at all Kent State campuses. The Center will also provide a mechanism for increased grant-writing opportunities and will be expanding rather than consuming resources.

8. Administrative reporting structure.

The director of the Center will report to the Dean of the College of Arts & Sciences.

9. Space and capital budget needs.

Space for the center is available within the College of Arts & Sciences. The budgetary needs will be provided by the College as the programs within it enhance the enrollments of courses within the College.

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

The position of the Director of the Center will be supported through administrative assignments in the faculty member's workload. Support staff can be provided from the existing pool in the College, as necessary.

11. Evaluation procedures including academic assessment procedures.

All Centers and Institutes with the College of Arts & Sciences submit an annual report detailing the activities of the unit in the context of its mission. As is consistent with such units, this Center will have a scheduled full review within five years and every five years after. The College uses this information to determine the continuation of every Center and Institute.

The Center will develop an academic quality improvement plan consistent with the College standard. Growth of programs, student success and administrative stability will be the initial evaluation criteria. A metric of success will be determined, e.g. new programs established and/or increased students, grant activity, expansion of research and creative activity. If after the initial review period, within three to five years, the center does not meet its objective and goals, it will be inactivated.

12. A timetable for proposal implementation.

A&S CCC, EPC and Faculty Senate approval – Fall 2015 Board of Trustees approval and establishment – Spring 2016

From:

BARNBAUM, DEBORAH

Sent:

Tuesday, September 29, 2015 12:26 PM

To: Cc: ODELL-SCOTT, DAVID

CC:

MERRYMAN, MOLLY

Subject:

RE: Request for Statement of Support for Establishment of New Center

Professors Odell-Scott and Merryman,

I am writing to express my support for the founding of a Center for the Study of Gender and Sexuality. I wish you success in the creation of this Center.

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

From: ODELL-SCOTT, DAVID

Sent: Monday, September 28, 2015 5:49 PM

To: TROGDON, ROBERT; DUNNE, KEIRAN; GOODEN, AMOABA; BARNBAUM, DEBORAH; BARNES, ANDREW; Zaragoza,

Maria; SERPE, RICHARD Cc: MERRYMAN, MOLLY

Subject: Request for Statement of Support for Establishment of New Center

Dear Colleagues,

We are requesting your review and consideration for supporting the founding of the Center for the Study of Gender and Sexuality. We have attached copies of the Program Summary and the CCP for your review.

Your prompt attention on returning a memo or email of support for this project would be much appreciated.

Regards, David

Sent on behalf of Molly Merryman.

David W. Odell-Scott PhD Associate Dean, College of Arts & Sciences Center for Comparative & Integrative Programs Professor of Philosophy

330.672.0271



From:

TROGDON, ROBERT

Sent:

Friday, October 02, 2015 3:06 PM

To:

ODELL-SCOTT, DAVID; DUNNE, KEIRAN; GOODEN, AMOABA; BARNBAUM, DEBORAH;

BARNES, ANDREW; Zaragoza, Maria; SERPE, RICHARD

Cc:

MERRYMAN, MOLLY

Subject:

RE: Request for Statement of Support for Establishment of New Center

David,

After careful review and consultation with my faculty, the Department of English is happy to support the establishment of the Center for the Study of Gender and Sexuality. The university, college and the Department of English has a long history of offering courses in LGBT related subjects.

Yours,

Robert W. Trogdon Professor and Chair Department of English Kent State University PO Box 5190 Kent, OH 44242-0001 (330) 672-1710 rtrogdon@kent.edu

From: ODELL-SCOTT, DAVID

Sent: Monday, September 28, 2015 5:49 PM

To: TROGDON, ROBERT; DUNNE, KEIRAN; GOODEN, AMOABA; BARNBAUM, DEBORAH; BARNES, ANDREW; Zaragoza,

Maria; SERPE, RICHARD Cc: MERRYMAN, MOLLY

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Regards, David

Sent on behalf of Molly Merryman.

David W. Odell-Scott PhD Associate Dean, College of Arts & Sciences Center for Comparative & Integrative Programs Professor of Philosophy

330.672.0271

Subject:

Request for Statement of Support for Establishment of New Center

From: GOODEN, AMOABA

Sent: Tuesday, October 06, 2015 3:03 PM

To: ODELL-SCOTT, DAVID

Subject: Re: Request for Statement of Support for Establishment of New Center

Dear David,

Pan-African Studies is happy to support the establishment of the Center for the Study of Gender and Sexuality. We currently have a Gender, Race and Sex concentration that would fit nicely with the establishment of such a center.

Best regards,

Amoaba

Amoaba Gooden, PhD
Chair and Associate Professor
Department of Pan-African Studies
Kent State University
Oscar Ritchie Hall
P.O. Box 5190
Kent, Ohio
Office 330 672-0142
Fax 330 672-4837
http://www.kent.edu/cas/pas/index.cfm

Subject:

FW: Request for Statement of Support for Establishment of New Center

From: Zaragoza, Maria

Sent: Thursday, October 08, 2015 4:45 PM

To: ODELL-SCOTT, DAVID

Subject: RE: Request for Statement of Support for Establishment of New Center

Dear David:

By way of this email, I write to lend the Department of Psychological Sciences' full support for the establishment of a Center for the Study of Gender and Sexuality. It is my understanding that the position of the Director of the Center will be supported through administrative assignments in the faculty member's workload.

Maria Zaragoza

Maria S. Zaragoza, Ph.D. Professor and Chair Department of Psychological Sciences Kent State University Kent, OH 44242

e-mail: <u>mzaragoz@kent.edu</u> phone: (330)672-2167 fax: (330)672-3786

From: ODELL-SCOTT, DAVID

Sent: Monday, September 28, 2015 5:48 PM

To: TROGDON, ROBERT; DUNNE, KEIRAN; GOODEN, AMOABA; BARNBAUM, DEBORAH; BARNES, ANDREW; Zaragoza,

Maria; SERPE, RICHARD Cc: MERRYMAN, MOLLY

Subject: Request for Statement of Support for Establishment of New Center

Dear Colleagues,

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Your prompt attention on returning a memo or email of support for this project would be much appreciated.

Regards, David

Sent on behalf of Molly Merryman.

David W. Odell-Scott PhD Associate Dean, College of Arts & Sciences Center for Comparative & Integrative Programs

AS 12 330.672.0271



Subject:

FW: Request for Statement of Support for Establishment of New Center

From: BARNES, ANDREW

Sent: Thursday, October 08, 2015 4:56 PM

To: ODELL-SCOTT, DAVID

Subject: Re: Request for Statement of Support for Establishment of New Center

Thanks, David. POL is happy to see this Center get off the ground, and we've had a faculty member at many of the planing meetings. We support the proposal.

(I was caught off guard by the plan to hire a full-time director, rather than a faculty member with an offload, but I'm told that has been changed in the final proposal.)

Thanks, Andrew

Sent from my iPhone. Apologies for brevity, typos, and embarrassing auto-corrections.

From: ODELL-SCOTT, DAVID

Sent: Monday, September 28, 2015 5:48 PM

To: TROGDON, ROBERT; DUNNE, KEIRAN; GOODEN, AMOABA; BARNBAUM, DEBORAH; BARNES,

ANDREW; Zaragoza, Maria; SERPE, RICHARD

Cc: MERRYMAN, MOLLY

Subject: Request for Statement of Support for Establishment of New Center

Dear Colleagues,

We are requesting your review and consideration for supporting the founding of the Center for the Study of Gender and Sexuality. We have attached copies of the Program Summary and the CCP for your review.

Your prompt attention on returning a memo or email of support for this project would be much appreciated.

Regards, David

Sent on behalf of Molly Merryman.

David W. Odeli-Scott PhD Associate Dean, College of Arts & Sciences Center for Comparative & Integrative Programs Professor of Philosophy

330.672.0271

From:

DUNNE, KEIRAN

Sent:

Thursday, October 08, 2015 5:08 PM

To:

ODELL-SCOTT, DAVID

Subject:

Re: Request for Statement of Support for Establishment of New Center

Hi David,

I am writing to express the support of the Department of Modern and Classical Language Studies for the establishment of the Center for the Study of Gender and Sexuality.

MCLS has several faculty members who are engaged in research that can contribute to the the Center, including Françoise Massardier-Kenney, Dick Berrong, Stephanie Libbon, Brian Baer and Olga Rivera.

Please do not hesitate to let me know if you require any additional information. We look forward to the creation of the Center and to working with you!

Keiran

From: ODELL-SCOTT, DAVID

Sent: Monday, September 28, 2015 5:48 PM

To: TROGDON, ROBERT; DUNNE, KEIRAN; GOODEN, AMOABA; BARNBAUM, DEBORAH; BARNES, ANDREW; Zaragoza,

Maria; SERPE, RICHARD Cc: MERRYMAN, MOLLY

Subject: Request for Statement of Support for Establishment of New Center

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Regards, David

Sent on behalf of Molly Merryman.

David W. Odell-Scott PhD Associate Dean, College of Arts & Sciences Center for Comparative & Integrative Programs Professor of Philosophy

330.672.0271



From:

SERPE, RICHARD

Sent:

Thursday, October 08, 2015 3:37 PM

To:

ODELL-SCOTT, DAVID

Subject:

RE: Request for Statement of Support for Establishment of New Center

David,

I support the development of the Center for Gender and Sexuality Studies.

Richard

Richard T. Serpe, Ph.D.
Chair and Professor of Sociology
Coeditor, Social Psychology Quarterly

Department of Sociology Kent State University P.O. Box 5190 Kent, OH 44242-0001

Email: <u>rserpe@kent.edu</u> Voice: <u>(330)</u> 672-4896 Fax: <u>(330)</u> 672-4724

From: ODELL-SCOTT, DAVID

Sent: Monday, September 28, 2015 5:49 PM

To: TROGDON, ROBERT; DUNNE, KEIRAN; GOODEN, AMOABA; BARNBAUM, DEBORAH; BARNES, ANDREW; Zaragoza,

Maria; SERPE, RICHARD Cc: MERRYMAN, MOLLY

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Regards, David

Sent on behalf of Molly Merryman.

David W. Odell-Scott PhD Associate Dean, College of Arts & Sciences Center for Comparative & Integrative Programs Professor of Philosophy

330.672.0271



OFFICE OF THE DEAN COLLEGE OF ARTS AND SCIENCES

Date:

September 30, 2015

From:

David W. Odell-Scott, Associate Dean, College of Arts and Sciences

Subject:

Transmittal Memo re: Establishment of a Center for the Study of Gender

and Sexuality

The College of Arts and Sciences proposes the establishment of the Center for the Study of Gender and Sexuality. The minors in LGBT Studies (which is currently revising its title) and Women's Studies which are presently housed in the Center for Comparative and Integrative Studies will be moved into the Center for the Study of Gender and Sexuality.



Date: October 23, 2015

To: Therese Tillett, Director Curriculum Services

Educational Policies Council (EPC)

From: College of Public Health Curriculum Committee

Dr. Tara Smith Dr. Sheryl Chattfield Dr. Thomas Brewer Ken Slenkovich

Dr. Sonia Alemagno

Re: Formal proposal for PH 10002, Introduction to Global Health Science (revised course) and

10003, Introduction to Global Health Science Lab (new course) to be considered for addition to the Kent Core Basic Science requirement and Ohio Transfer Module Status.

In 2003, the Institute of Medicine (IOM) of the National Academies concluded that to keep the public healthy, not only do we need a well-educated public health workforce, but also an educated citizenry. The IOM recommended that "all undergraduates should have access to education in public health."

In response, The Council of Colleges of Arts and Sciences (AAC&U) and the Association for Prevention Teaching and Research (APTR) published in October, 2008, a report titled *Recommendations for Undergraduate Public Health Education*.² The report stated that the aim and rationale for undergraduate public health general and liberal education is to develop an educated citizenry, to fulfill the essential learning outcomes of the Liberal Education and America's Promise (LEAP) and should be proposed to fulfill general education requirements. The recommendation was that Global Health 101 be made available as a general education requirement.

The Introduction to Global Health Science course is designed to offer excellent cross-cutting public health examples at the global level. As an example, the course examines communicable diseases (such as HIV) and non-communicable diseases (such as cardiovascular disease and cancer) globally, involving perspectives from biology, epidemiology, and environmental health, using current global health practices and policies. PH 10002 is designed to address the LEAP essential learning outcomes which include knowledge of human cultures and the physical and natural world, intellectual and practical skills, personal and social responsibility, and integrative learning.



¹Gebbie K, Rosenstock L, Hernandez LM. Who will keep the public healthy? Educating public health professionals for the 21st Century. Washington: National Academy Press, 2003: 144.

²Reigelman K, and Albertine, S. Recommendations for undergraduate public health education. A publication of the Association of American Colleges and Universities and the Association for prevention teaching and research, October 2008.

KENT CORE COURSE PROPOSAL

Date: October 9, 2015

Department/School: College of Public Health Course ID: PH 10002 Credit Hours: 3 Course Title: Introduction to Global Health Science

Kent Core Category: Natural Sciences

Prerequisites: None

1. Explain how the course addresses (a) concepts to the subject area; and (b) the specific Kent Core learning goals listed in the University Catalog.

Global health is defined by the Institute of Medicine as "health problems, issues and concerns that transcend national boundaries, may be influenced by circumstances or experiences in other countries, and are best addressed by cooperative actions and solutions."

Introduction to Global Health Science provides an overview of important concepts on the biological mechanisms of disease at the cellular, individual, and population/community levels in the global context. The role of the community in global health will be emphasized. This course is designed to provide a basic foundation in the mechanisms of health and disease in developed/developing countries. Each lecture on a specific disease or condition will address the following: global health impact; mechanisms of disease, e.g., life cycle/natural history, transmission, and epidemiology/etiology; current topics of special importance; and a scientific update on research in the field. Global Health Science Laboratory sessions (additional 1 credit; 2 hours each week) may include: hands-on experiences, demonstrations, group exercises/problem-solving, and reports of case studies.

As such, Introduction to Global Health Science [revision of Introduction to Global Health course to conform to the Natural Sciences category in the Ohio Transfer Module] specifically addresses the following Kent Core learning objectives for students:

- Acquire critical skills and problem solving skills by asking students to develop an
 understanding of the principles of disease prevention and control, including the role
 of immunization in preventing disease.
- Apply principles of effective written and oral communication by developing critical knowledge, skills and competencies in the controversial debates of contemporary global health problems and issues.
- <u>Cultivate their natural curiosity and begin a lifelong pursuit of knowledge</u> by discussing current research efforts and findings with respect to major infectious and chronic diseases of public health concern.
- Develop competencies and values vital to responsible uses of information and technology by describing how basic molecular approaches can be applied to pertinent global health problems and concerns.

- Engage in independent thinking, developing their own voice and vision, and become informed, responsible citizens by describing the most prevalent global diseases that may disproportionately affect poorer, vulnerable, and underserved populations.
- Improve their understanding of issues and behaviors concerning inclusion, community and tolerance by demonstrating the knowledge and understanding of biological, environmental, social, behavioral, and economic aspects of major current critical global health issues.
- 2. Not applicable- this is not a Category I or Category II submission
- 3. State how the course is representative of a field that has attained maturity and substance with a critical mass of its own scholarly literature, methodology, community of specialists and conceptual framework.

Global Health has been recognized as its own subspecialty in the field of Public Health since the early 1970s. All public health professionals from accredited programs are required to have competencies in global health, and some choose to make this their chosen field. The American Public Health Association has a Global Health section comprised of academic researchers and practitioners from all over the world. http://www.apha.org/programs/globalhealth/

Perhaps the best known international organization dedicated to global health is the World Health Organization (WHO). WHO is the directing and coordinating authority for health within the United Nations system. It is responsible for providing leadership on global health matters, shaping the health research agenda, setting norms and standards, articulating evidence-based policy options, providing technical support to countries, and monitoring and assessing health trends. Students from the College of Public Health have the opportunity to visit the WHO when participating in our study-abroad program in Geneva. Information on the WHO can be found at:

http://www.who.int/en/

4. Are adequate resources available for this course (e.g. faculty, classroom space, equipment, library holdings)? If yes, explain.

As an interdisciplinary subspecialty, faculty throughout the College of Public Health from all three departments will participate in the teaching of *Introduction to Global Health Science*. The course is coordinated by Dr. Mark James, Chair of the Department of Biostatistics, Environmental Health Sciences, and Epidemiology. Dr. James is a distinguished professor with an extensive research background in tropical medicine, specifically malaria. He serves as chair of the Scientific Advisory Group for the NIH-supported Latin American Center of Excellence for Malaria Research. He also directs the College of Public Health global initiatives. The College of Public Health currently has six international partnerships with a global health focus [another with the Oswaldo Cruz Foundation (Rio de Janeiro, Brazil) is in process]. Dr. James convenes the

college's interdisciplinary global health committee. This faculty develops and reviews the global health courses on an annual basis. Students have also benefited from international doctoral students who have been assigned as teaching assistants for the global health courses. The following faculty and international doctoral students have experience and credentials to teach the *Introduction to Global Health Science* course:

<u>Full-time Faculty (TT and NTT)</u>: Mark James, Christopher Woolverton, Tara Smith, Charles Hart, Madhav Bhatta

Adjunct Faculty: Koya Allen, Michael Smylie, John Spieler, Katelyn Guastaferro,

Ronald Graham, Niketta Womack

Graduate Assistants: Amy Krystosik, Lorriane Odhiambo, Obianuju Genevieve Aguolu,

Neda Kasim, Sunita Shakya, Peter Ossai

There are no specific classroom or equipment needs for the course. The library holdings in global health have been determined sufficient at the graduate level by the accrediting agency.

5. Has this course been offered previously?

The main *Introduction to Global Health* course has been popular on all campuses. Since the course was first offered in fall of 2010, 2670 students have enrolled in the course:

Fall 2010 through Fall 2015, Introduction to Global Health by Campus, 15-Day Report

Kent	1630
Ashtabula	144
East Liverpool	158
Geauga	101
Salem	148
Stark	292
Trumbull	167
Tuscarawas	30
Total	2670

6. Given the available Kent Core options, why is it important that this course be added as an option for students fulfilling their Kent Core?

In 2003, the Institute of Medicine (IOM) of the National Academies concluded that to keep the public healthy, not only do we need a well-educated public health workforce, but also an educated citizenry. The IOM recommended that "all undergraduates should have access to education in public health."

In response, The Council of Colleges of Arts and Sciences (AAC&U) and the Association for Prevention Teaching and Research (APTR) published in October, 2008, a report titled *Recommendations for Undergraduate Public Health Education*.² The report stated that the aim and rationale for undergraduate public health general and liberal education is to develop an

educated citizenry, to fulfill the essential learning outcomes of the Liberal Education and America's Promise (LEAP) and should be proposed to fulfill general education requirements. The recommendation was that Global Health 101 be made available as a general education requirement.

The *Introduction to Global Health Science* course is designed to offer excellent cross-cutting public health examples at the global level. As an example, the course examines communicable diseases (such as HIV) and non-communicable diseases (such as cardiovascular disease and cancer) globally, involving perspectives from biology, epidemiology, and environmental health, using current global health practices and policies. PH 10002 is designed to address the LEAP essential learning outcomes which include knowledge of human cultures and the physical and natural world, intellectual and practical skills, personal and social responsibility, and integrative learning.

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²Reigelman K, and Albertine, S. Recommendations for undergraduate public health education. A publication of the Association of American Colleges and Universities and the Association for prevention teaching and research, October 2008.



Syllabus for Kent Core Proposal, Fall 2015 PH 10002 Introduction to Global Health Science 3 Credits PH 10003 Global Health Science Laboratory 1 credit

Instructor and Course Coordinator:

Name: Mark A. James, Ph.D.

(Other Key Faculty: Dr. Chris Woolverton, Dr. Tara Smith, Dr. Charles Hart, Dr. Madhav Bhatta)

Email: mjames22@kent.edu
Office: Lowry Hall 305A

Office Hours: Tuesday, Thursday: 1:00-3:30 PM or by appointment

Please do not hesitate to contact me by email.

GENERAL COURSE INFORMATION

Course Prerequisite(s)

None

Required Materials

Krasner R.I., Shors T. *The Microbial Challenge: A Public Health Perspective*, 3rd ed. Burlington, MA: Jones & Bartlett Learning (2013).

Additional readings: As assigned, in addition to the textbook material. Web links and/or copies of the assigned readings and short video presentations will be posted on the Blackboard Learn that you can access via your flashline.kent.edu account.

PURPOSE OF THE COURSE

Course Description

Global health is defined by the Institute of Medicine as "health problems, issues and concerns that transcend national boundaries, may be influenced by circumstances or experiences in other countries, and are best addressed by cooperative actions and solutions".

Introduction to Global Health Science provides an overview of important concepts on the biological mechanisms of disease at the cellular, individual, and population/community levels in the global context. The role of the community in global health will be emphasized. This course is designed to provide a basic foundation in the mechanisms of health and disease in developed/developing countries. Each lecture on a specific disease or condition will address the following: global health impact; mechanisms of disease, e.g., life cycle/natural history, transmission, and epidemiology/etiology; current topics of special importance; and a scientific update on research in the field. Global Health Science Laboratory sessions (1 credit; 2 hours each week) may include: hands-on experiences, demonstrations, group exercises/problem-solving, and reports of case studies.

BSPH Program Competencies

This course addresses the following BSPH Core Competencies:

C.1: Public Health Core Values, Concepts and Functions in Society

SSBAT describe the public health approach, identify the milestones in the field of public health and describe major local, national and global health challenges.

C.3: Population Health Challenges

SSBAT describe the history, population health perspective and methods used in public health to address population-wide concerns through the provision of essential services.

C.4: Human Health and Disease

SSBAT list the leading causes of mortality, morbidity and disparities among local communities and explain risk factors, modes of transmission, and health effects for communicable and non-communicable diseases.

C.5: Determinants of Health

SSBAT discuss the basic biological, environmental, socio-economic, behavioral and other factors that impact human health, and describe strategies for influencing these factors.

C.10: Community, Diversity and Advocacy

SSBAT describe the role of community engagement in promoting health and explain how the contexts of gender, race, poverty, history, migration and culture contribute to health disparities and are important in the design of interventions.

Course Learning Objectives

At the end of the course, participants should be able to:

- Elucidate the principles and practical applications of basic biological mechanisms at the cellular and molecular level, e.g., structure and function of DNA, RNA, protein, and cell. (C.4, C.5)
- 2) Describe how basic molecular approaches can be applied to pertinent global health problems and concerns. (C.4, C.5)
- 3) Describe the basis of host-microbe interactions in health and disease. (C.4, C.5)
- 4) Understand the principles of disease prevention and control, including the role of immunization in preventing disease. (C.3, C.4, C.5)
- 5) Describe the most prevalent global diseases, e.g., cardiovascular, in terms of: epidemiology, risk factors, clinical manifestations, and global health control strategies. (C.3, C.4, C.5)
- 6) Demonstrate the knowledge and understanding of biological, environmental, social, behavioral, and economical aspects of major current critical global health issues, especially in the areas of infectious and chronic disease, nutrition, maternal and child health, and global environmental health. (C. 4, C.5)
- 7) Discuss current research efforts and findings with respect to major infectious and chronic diseases of public health concern. (C.4, C.10)
- 8) Develop critical knowledge, skills and competencies in the controversial debates of contemporary global health problems and issues. (C.1, C.3, C.10)

This course meets ASPPH Public Health Biology Sub-Competencies: http://www.asph.org/document.cfm?page=928

COURSE ASSIGNMENTS

Discussion postings

Students are required to post a minimum of three times each week according to this schedule: The initial posting, a response to the discussion question, MUST be submitted by Wednesday at 11:59 PM. Two additional postings, responses to comments by other students, are due anytime between Thursday and Sunday night at 11:59 PM. Additional postings may be made at any time.

It is expected that ALL posting will be composed in a manner fitting an academic setting, and will contain references to course materials. In-text reference citations should be consistent with APA format. The student is expected to use this forum to display mastery of the material. General comments without references and personal anecdotes that do not substantively add to the discussion are to be avoided. Discussion comments will be graded according to a rubric posted in Learn. Maximum points will be earned by postings that are well-written, address the subject, and reference the readings. It is required that students draw commentary from ALL of the readings and web material.

Module Quizzes

Module fifteen-item, multiple-choice quizzes, based on <u>all module materials including the Chapter reading assignment</u>. There is a 25-minute time limit on quizzes.

Global Health Disease Report

Students will select and describe one of the major global heath communicable diseases such as (but not limited to): diarrheal disease, tuberculosis, HIV/AIDS, measles, Lyme disease, hookworm, polio, flu, cholera, hepatitis [at least 1000 words]. An outline of the paper will be due at mid-term and the final paper will be due at the last day of class. The paper will discuss the following: historical milestones, incidence, pathogenesis, clinical manifestations, etiology (associated behaviors, environment, genetic contribution), epidemiology, diagnosis, treatment, public health measures for prevention and control, such as WASH surveillance, isolation/quarantine.

Final Exam

Comprehensive, 60 item multiple-choice.

Form and Style of Submitted work: All work is to be submitted in Learn, as assigned.

Grading	Points	Percentage
15 Weekly Discussions @20 points	300 points	32% of overall grade
15 Weekly Quizzes @15 points	225 points	24% of overall grade
Global Health Disease Report	225 points	24% of overall grade
Final Exam	180 points	20% of overall grade
Total Points	930 points	100%

Extra Credit: An optional extra credit paper worth a maximum of 20 points will be available.

Letter grades will be assigned according to the following scale as a percentage of the total points possible.

92% to 100% A 90% to 91% A-88% to 89% B+ 82% to 87% B 80% to 81% B-78% to 79% C+ 72% to 77% C 70% to 71% C-68% to 69% D+ 60% to 67% D Below 60% F

Midterm grades:

Kent State requires professors to submit midterm grades for all students with freshman standing. Midterm grades are based on the total of the students' work up to that point in the semester, and are provided to help first-year students gauge their academic progress.

Class Participation

Weekly course assignments are displayed on the student Blackboard LEARN page. All work must be submitted through the LEARN site. Students are required to keep current with weekly assignments, including readings, essays, discussions and quizzes. Attendance and participation in the laboratory sessions is expected and is essential for optimal performance in other parts of the course.

Attendance & Communication:

Approximately 30% of the total course grade is based upon student performance in the discussion modules. Student attendance grades are reflected in the discussion module scores.

Policy on Late Assignments and Missed Exams

Each of the weekly assignments MUST be completed during the time period allocated. Due dates are explicitly identified in the Blackboard LEARN course site and in the course schedule. Due to the nature of the course, no credit can be given for late assignments without substantial documentation. Exceptions to this policy may be made at the discretion of the instructor only in documented circumstances resulting from truly exigent circumstances. In the event there is a documented technical problem with the Kent State server, assignment deadlines will be equitably adjusted.

Course Registration and Withdrawal

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.

To determine the last dates to drop or withdraw from the course, follow the steps below:

- 1. Visit http://www.kent.edu/registrar/index.cfm
- 2. Click on the "Schedule of Classes Search" button
- 3. Search by Term
- 4. Select "Detailed Class Search" option
- 5. Find your course
- 6. Click on the "Registration Deadline" link to view drop and withdrawal dates

Withdrawal from any or all courses is permitted through the 10th week of the semester (or the prorated deadline for flexibly scheduled sections). After that time, students are considered to be committed to all remaining courses and must complete them. If students are unable to complete the semester because of extreme circumstances that first occur after the deadline, students should consult their college or campus dean's office. Any course withdrawal(s) processed after the second week of the full semester will appear on the students' academic record with a grade of "W". No approval is required to withdraw from a course during the withdrawal period. A "hold" on your record will prevent you from processing course withdrawal(s) until all holds are cleared. Course withdrawal may impact degree progress. Therefore, consult with your advisor prior to processing your course withdrawal.

CLASS ETIQUETTE AND EXPECTATIONS

Technological Competencies

Students must be proficient with basic computer operations including, but not limited to: copying and printing files, accessing files in directories and subdirectories, logging onto all KSU Internet systems (e.g., Flash Line, Gmail, LEARN), accessing the Internet, using a word processor (e.g., Microsoft Word), spreadsheet program (e.g., Microsoft Excel), and presentation program (e.g., Microsoft PowerPoint). Students lacking these skills must contact the KSU Helpdesk for assistance (helpdesk@kent.edu or 330-672-4357). It is the students' responsibility to acquire these computer skills. Participation in this course requires that the student be able to competently navigate the Blackboard LEARN environment.

Use of E-mail

E-mail is an official means of communication between Kent State University and students. Students should check their Kent State e-mail account regularly. It is also important to use your Kent State e-mail account when corresponding with your instructor. E-mail services such as Gmail, Hotmail, and Yahoo can be blocked by the university and should not be used to correspond with your instructors. You may email instructors within LEARN at email addresses listed above. Due to FERPA regulations, grades and course related materials cannot be communicated to non-KSU email addresses.

Students are responsible for all information sent to them via their university-assigned e-mail account. If a student chooses to forward information in their university e-mail account, he or she is responsible for all information, including attachments, sent to any other e-mail account. To stay current with university information, students are expected to check their official university e-mail account and other electronic communications on a frequent and consistent basis. Recognizing that some communications may be time-critical, the university recommends

that electronic communications be checked minimally twice a week.

For a complete listing of university communication policies, please refer to the <u>Administrative</u> <u>policy regarding electronic communication for students</u> on the KSU Policy Register.

Technological Problems

In the unlikely event that a documented problem with the KSU server precludes access to Blackboard, the deadline for submission will be equitable adjusted. In such an instance, a late assignment will only be accepted if technical problems can be verified by the Helpdesk. Students experiencing difficulties accessing Blackboard should contact their professor and the HelpDesk immediately to document the problem. However, simply calling the Helpdesk without providing evidence of a verifiable technical problem will not result in a late assignment, quiz, or exam being accepted.

Online Etiquette / Netiquette

Taking an online course and corresponding via email and discussion board presents communicators with the task of overcoming the lack of non-verbal in communication. When taking a course online, it is important to remember several points of etiquette that will smooth communication between the students and faculty.

- 1. Avoid language that may come across as strong or offensive. Language can be easily misinterpreted in written communication. If a point must be stressed, review the statement to make sure that an outsider reading it would not be offended, and then post the statement. Humor and sarcasm may easily be misinterpreted as well, so try to be as matter-of-fact and professional as possible.
- 2. Keep writing to a point and stay on topic. Online courses require a lot of reading. When writing, keep sentences poignant and brief so that readers do not get lost in wordy paragraphs and miss the point of

the statement. Also, do not introduce new topics; it may just confuse the readers.

- **3. Read first, write later.** It is important to read all posts or comments of students and instructors within the course discussion before personally commenting to prevent repeating commentary or asking questions that have already been answered.
- **4. Review, review, then send.** There's no taking back a comment that has already been sent, so it is important to double-check all writing to make sure that it clearly conveys the exact intended message.
- **5.** An online classroom is still a classroom. Though the courses may be online, appropriate classroom behavior is still mandatory. Respect for fellow classmates and the faculty is as important as ever.
- **6. The language of the Internet.** Though still a young type of communication, certain aspects of this form of communication are becoming conventional. For example, do not write using all capital letters, because it will appear as shouting. Also, the use of emoticons can be helpful when used to convey nonverbal feelings (example: :-) or :-(), but avoid overusing them.
- Consider the privacy of others. Ask permission before sharing a classmate's email address or other information.
- **8.** If possible, keep attachments small. If it is necessary to send pictures, change the size to an acceptable 100k.
- **9. No inappropriate material.** Do not forward virus warnings, chain letters, jokes, etc. to classmates or Faculty members. The sharing of pornographic material is forbidden.

Adapted from Source: http://www.kent.edu/dl/Technology/Etiquette.cfm

Fair Use and Copyright

You are responsible for identifying and obeying any and all copyrights defined by digital-media authors. In terms of fair use, you are adequately protected to submit materials within LEARN, our educational environment with restricted classroom access. If you publish works to public domains and/or distribute materials outside LEARN, you are no longer protected by academic fair use.

Keep in mind, just because a website advertises freedom to remix or redistribute a work does not guarantee transfer to copyright free materials. Perhaps the website and/or distributor of the work do not own the original copyright itself.

As a rule of thumb, be cautious, cite original authors, keep materials in LEARN and ask permission not forgiveness from digital-media owners. When in doubt, produce original work!

University Policies

Students are required to be aware of and follow all general and academic policies established by Kent State University. A list of the general academic policies is listed on the online version of the Kent State University Catalog.

Incomplete Grades

The administrative mark of IN (Incomplete) may be given to students who are unable to complete the work due to extenuating circumstances. To be eligible, undergraduate students must be currently passing and have completed at least 12 weeks of the semester. Graduate students must be currently earning a C or better grade and are unable to complete the required work between the course withdrawal deadline and the end of classes. The time line shall be adjusted appropriate for summer sessions and flexibly scheduled courses.

Appropriate documentation is generally required to support the extenuating circumstance. The student must initiate the request for the 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 and one calendar year for graduate students. Unless the course is completed or an extension is granted, incomplete grades will automatically lapse to the grade designated on the Incomplete Mark Form at the end of one semester for undergraduate students and at the end of one year for graduate students.

For complete information regarding incomplete grades, please visit the <u>Grading Policies and Procedures</u> page of the KSU website.

Academic Dishonesty

The University Policy Register defines academic dishonesty, potential sanctions, and the administrative process of imposing and reviewing those sanctions. It is the student's responsibility to thoroughly familiarize themselves with this policy. The full text can be found here: http://www.kent.edu/publichealth/programs/academic_dishonesty.cfm

Section 3-01.8(B) of the policy states: (B) Definitions. As used in this rule:

- (1) "Cheat" means intentionally to misrepresent the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. As defined, cheating includes, but is not limited to:
 - (a) Obtaining or retaining partial or whole copies of examination, tests or quizzes before these are distributed for student use;
 - (b) Using notes, textbooks or other information in examinations, tests and quizzes, except as expressly permitted;
 - (c) Obtaining confidential information about examinations, tests or quizzes other than that released by the instructor;
 - (d) Securing, giving or exchanging information during examinations;
 - (e) Presenting data or other material gathered by another person or group as one's own;
 - (f) Falsifying experimental data or information;
 - (g) Having another person take one's place for any academic performance without the specific knowledge and permission of the instructor;
 - (h) Cooperating with another to do one or more of the above; and
 - (i) Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.
 - (j) Presenting falsified information in order to postpone or avoid examinations, tests, quizzes, or other academic work.
- (2) "Plagiarize" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. As defined, plagiarize includes, but is not limited to:
 - (a) The copying of words, sentences and paragraphs directly from the work of another without proper credit;
 - (b) The copying of illustrations, figures, photographs, drawings, models, or other visual and nonverbal materials, including recordings, of another without proper credit; and
 - (c) The presentation of work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers.

Instructors are REQUIRED to report all instances of student plagiarism. The formal flowchart for addressing plagiarism is found here:

http://library.constantcontact.com/download/get/file/1103773562926-37/Plagiarism+Letter Attachment 2012 09 24.pdf

Additional resources regarding plagiarism can be found on the Kent State Library website at: http://www.kent.edu/library/about/depts/instruction/index.cfm

Regarding Students with Disabilities

University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391)

or visit www.kent.edu/sas for more information on registration procedures).

Kent State University recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with University policy, if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. After your eligibility is determined, you will be given a letter, which when presented to your instructors, will help us know best how to assist you. For regional campus students, please contact the Student Accessibility Services at your home campus.

For **Kent State Ashtabula** students, please contact the disability coordinator on campus, Carol Jones Dolan, (440) 964-4232 or cjone154@kent.edu

For **Kent State East Liverpool**, please contact the disability coordinator on campus, Danielle Baker-Rose, (330) 337-4214 or by e-mail <u>dbaker13@kent.edu</u>

For **Kent State Geauga** students, please contact the disability coordinator on campus, Ben Morrison, (440) 434-4187 or bmorri11@kent.edu

For **Kent State Stark** students, please contact the disability coordinator on campus, Amanda Weyant, (330) 244-5047 or aweyan1@kent.edu or starksas@kent.edu

For **Kent State Salem,** please contact the disability coordinator on campus, Danielle Baker-Rose, (330) 337-4214 or by e-mail dbaker13@kent.edu

For **Kent State Trumbull** students, please contact the disability coordinator on campus, Elaine Shively, (330) 675-8932 or eshively@kent.edu.

Student Survey of Instruction Evaluation (SSID)

It is a standard practice of Kent State University to distribute and administer to the learners a confidential and anonymous questionnaire at the completion of the course. The results will be forwarded to the Instructor only at the completion of the class and the submission of all grades. The Instructor will then incorporate the feedback received in future course offerings and in his continual improvement of the course. Please candidly and honestly describe your professional opinions of the strengths and weakness you experienced as a learner in the course.

Subject to Change

The syllabus and course schedule may be subject to change. Changes will be communicated via email or Blackboard Learn announcement tool. It is the responsibility of students to check email messages and course announcements to stay current their online course.

Course Schedule

Course Schedule		
Module/Date	Topic(s)	Assignments/Due Dates
Module 1 August 31- September 6 Learning Objective(s): 1, 2 C.4, C.5	Chapters 2, 3, 7 Introduction to Microbiology (Dr. James) Lab: Lab Safety	 <u>Discussion 1</u> Your response to discussion questions are due Wednesday night (11:59 PM). Two or more replies to other student comments, per questions are due Sunday night at 11:59 PM. <u>Quiz 1</u> Due Sunday at 11:59 PM
Module 2 September 7-13 Learning Objective(s): 1, 2 C.4, C.5	Chapters 4, 5 Classification of Microbes (Dr. Woolverton) Lab: Diagnosis of Bacteria, Viruses & Parasites	 <u>Discussion 2</u> Your response to discussion questions are due Wednesday night (11:59 PM). Two or more replies to other student comments, per questions are due Sunday night at 11:59 PM. <u>Quiz 2</u>
Module 3 September 14- 20 Learning Objective(s): 1, 2, 3 C.4, C. 5 C.	Chapters 7, 8 Host-Microbe Interactions (Dr. Woolverton) Lab: Diagnosis of Bacteria, Viruses & Parasites (cont.)	 Discussion 3 Your response to discussion questions are due Wednesday night (11:59 PM). Two or more replies to other student comments, per questions are due Sunday night at 11:59 PM. Quiz 3 Due Sunday at 11:59 PM
Module 4 September 21-27 Learning Objective(s): 3, 4 C.3, C.4, C.5	Chapter 12 Immune System/ Immunity to Infectious Diseases (Dr. James) Lab: Serology & Vaccination	 Discussion 4 Your response to discussion questions are due Wednesday night (11:59 PM). Two or more replies to other student comments, per questions are due Sunday night at 11:59 PM. Quiz 4 Due Sunday at 11:59 PM
Module 5 September 28- October 4 Learning Objective(s): 5, 6, 8 C.1,C. 3,C.4,C.5, C.10	Chapter 11 Neglected Tropical Diseases (NTD) (Dr. James) Lab: Group Discussion- "Which NTD is Most Neglected? Why?"; Elimination Success Stories	 <u>Discussion 5</u> Your response to discussion questions are due Wednesday night (11:59 PM). Two or more replies to other student comments, per questions are due Sunday night at 11:59 PM. <u>Quiz 5</u> Due Sunday at 11:59 PM

Module 6 October 5-11 Learning Objective(s): 4, 5, 6 C.3, C.4, C.5	Chapters 9, 10, 11 Vector-Borne Diseases (Dr. James) Lab: Principles of Vector Control (Dr. Woolverton, Dr. Hart)	 Discussion 6 Your response to discussion questions are due Wednesday night (11:59 PM). Two or more replies to other student comments, per questions are due Sunday night at 11:59 PM. Quiz 6
Module 7 October 12-18 Learning Objective(s): 4, 5, 6, 7 C. 3, C.4, C.5, C.10	Chapter 11 The Big 3: Malaria (Dr. James) Lab: Group Discussion- Malaria Control in Africa; Elimination of Malaria in Mesoamerica	 Discussion 7 Your response to discussion questions are due Wednesday night (11:59 PM). Two or more replies to other student comments, per questions are due Sunday night at 11:59 PM. Quiz 7
Module 8 October 19-25 Learning Objective(s): 4, 5, 6, 7, 8 C. 1, C. 3, C.4, C.5, C.10	Chapters 9, 10, 16 The Big 3: HIV/AIDS; Tuberculosis (Dr. James) Lab: Group Discussion- Major Challenges for the Control of HIV/AIDS and TB	 <u>Discussion 8</u> Your response to discussion questions are due Wednesday night (11:59 PM). Two or more replies to other student comments, per questions are due Sunday night at 11:59 PM. <u>Quiz 8</u> Due Sunday at 11:59 PM
Module 9 October 26- November 1 Learning Objective(s): 4, 5, 6, 8 C.1, C.3, C.4, C.5, C.10	Chapter 9, 16 Avian and Seasonal Influenza (Dr. Woolverton, Dr. Smith) Lab: Group Discussion- Vaccination Controversies	 <u>Discussion 9</u> Your response to discussion questions are due Wednesday night (11:59 PM). Two or more replies to other student comments, per questions are due Sunday night at 11:59 PM. <u>Quiz 9</u> Due Sunday at 11:59 PM
Module 10 November 2-8 Learning Objective(s): 4, 5, 6, 8 C.1, C.3, C.4, C.5, C.10	Chapters 9, 10, 11 Water-Borne Diseases: Water, Sanitation & Hygiene (Dr. James, Dr. Hart) Lab: Group Discussion- Cryptococcosis in AIDS Patients	 <u>Discussion 10</u> Your response to discussion questions are due Wednesday night (11:59 PM). Two or more replies to other student comments, per questions are due Sunday night at 11:59 PM. <u>Quiz 10</u> Due Sunday at 11:59 PM

Module 11 November 9-15 Learning Objective(s): 4, 6, 8 C.1, C.3, C.4, C.5, C.10	Chapters 8, 10 Diseases in the News: MRSA, Ebola, Flesh- Eating Bacteria (Dr. Smith) Lab: Diagnosis of MRSA	 <u>Discussion 11</u> Your response to discussion questions are due Wednesday night (11:59 PM). Two or more replies to other student comments, per questions are due Sunday night at 11:59 PM. <u>Quiz 11</u> Due Sunday at 11:59 PM
Module 12 November 16-22 Learning Objective(s): 4, 6, 8 C.1, C.3, C.4, C.5, C.10	Chapter 10 Sexually-transmitted Infections (STIs) (Dr. Bhatta) Lab: Case Study – HPV in Nepal	 Discussion 12 Your response to discussion questions are due Wednesday night (11:59 PM). Two or more replies to other student comments, per questions are due Sunday night at 11:59 PM. Quiz 12 Due Sunday at 11:59 PM
Module 13 November 23-29 Learning Objective(s): 5, 6 C.3, C.4, C.5	Chapter 10 Cancers caused by Microbes/Cancers and Behavioral Risk Factors (Dr. Smith, Dr. James) Lab: Group Discussion- Viruses, Bacteria & Cancer	 <u>Discussion 13</u> Your response to discussion questions are due Wednesday night (11:59 PM). Two or more replies to other student comments, per questions are due Sunday night at 11:59 PM. <u>Quiz 13</u> Due Sunday at 11:59 PM No Class—Nov. 26: Thanksgiving Day
Module 14 November 30- December 6 Learning Objective(s): 5, 6, 7 C.3, C.4, C.5, C.10	Chapter 10 Chronic Diseases and Behavioral Risk Factors: Cardiovascular Disease/Diabetes Lab: Group Discussion- Global Burden of Obesity	 <u>Discussion 14</u> Your response to discussion questions are due Wednesday night (11:59 PM). Two or more replies to other student comments, per questions are due Sunday night at 11:59 PM. <u>Quiz 14</u> Due Sunday at 11:59 PM
Module 15 December 7-13 Learning Objective(s): 4, 6, 8 C.1, C.3, C.4, C.5, C.10	Chapters 1, 15, 17 Emerging/Re-emerging Infectious Diseases and Bioterrorism (Dr. Smith, Dr. Woolverton, Dr. James) Lab: Biopreparedness	 <u>Discussion 15</u> Your response to discussion questions are due Wednesday night (11:59 PM). Two or more replies to other student comments, per questions are due Sunday night at 11:59 PM. <u>Quiz 15</u> Due Sunday at 11:59 PM Global Health Disease Report due.

Final Exam December 14-18 Learning Objective(s): ALL	 Final Exam The Introduction to Global Health Science Final Exam will open on MONDAY, December 14 and remain open until FRIDAY, December 18 at 11:59 PM. No extensions and/or make-up attempts will be provided.
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Kent Core Learning Outcomes Assessment Plan

Course Number: PH 10002 Introduction to Global Health Science

Department/School: College of Public Health Proposed Kent Core Category: Natural Sciences

A sample syllabus must accompany the plan

Objectives II. Office reasoning II. Other Transitive Module III. What corresponding learning objectives (Natural Sciences) Outcomes are included in this assess student (Natural Sciences) (Natural Sciences) (Natural Scien					
Course?* Rearling Objectives Course?* Course.*	I. Kent Core learning	II. Ohio Transfer Module	III. What corresponding learning	IV. What method(s)	V. What evidence of this
re critical thinking and problem Evaluate arguments in a logical principles of disease prevention frough work; gashlis principles of effective written communication real communication and communication are their magination and periodic pursuit of knowledge sudices and values	opjectives	learning objectives	outcomes are included in this	will be used to	assessment will be
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rail communication rail rail comparison of the methods of inquiry rail rail rail rail rail rail rail rail	Apply principles of effective written	Communicate offectively	Pooles setting disease.	problem-solving	Comparison of in-class sections on
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the finagination and a patient the imagination and at their natural curiosity and at their natural curiosity and a lifeloing pursuit of knowledge and values and values characteristic of natural sciences. The policy the methods of inquiry and technology corporation and technology and vision, active and informed citizens; and concerning and diverse culture and and diverse culture and and diverse culture and and conomic aspects of major current critical global health issues. The applied to pertinent global health problems and chronic diseases that and orderstanding of a significance culture and and diverse culture and and diverse culture and and diverse culture and and diverse culture and and conomic aspects of major current critical global health issues.			contemporary global health problems and issues.	report & laboratory	for BSPH majors, knowledge of
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a lifelong pursuit of knowledge op competencies and values or esponsible uses of nation and technology se in independent thinking, op their own voice and vision, and behaviors concerning sand behaviors concerning sate their major studies into the ler context of a liberal a lifelong pursuit of knowledge characteristic of natural sciences. develop a disposition to participate in and contribute to our democracy develop a disposition to participate in and contribute to our democracy Acquire and understanding of our society sciences. develop a disposition to participate in and contribute to our democracy develop a disposition to participate in and contribute to our democracy active and sciences. develop a disposition to participate in and contribute to our democracy develop a disposition to participate in and contribute to our democracy develop a disposition to participate in and contribute to our democracy active and sciences. develop a disposition to participate in and contribute to our democracy active and sciences. develop a disposition to participate in and contribute to our democracy active and sciences. develop a disposition to participate in and contribute to our democracy active and sciences. develop a disposition to our democracy active and courselves. develop a disposition to our democracy active and contribute and courselves. devel	Chi	and the state of t			
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ase their awareness of ethical cations of their own and others' ns rate their major studies into the ler context of a liberal ttion gthen quantitative reasoning	inclusion, community and tolerance	society	and economic aspects of major current critical global health issues.		
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Strengthen quantitative reasoning skills	broader context of a liberal education				
Skills	Strengthen quantitative reasoning				
	skills				

*This course implement the B.S.P.H. Program Competencies required for Council on Education for Public Health Accreditation (CEPH). Please see attached syllabus for the core competencies that link to the learning outcomes.

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	1-Oct-15	Curriculum Bulletin
		Effective Date	Fall 2016	Approved by EPC
Department	School of Art	,		
College	CA - The Arts			
Degree	BA - Bachelor of			A 12000
Program Name	-Studio Arts F	A Arts Progr	am Banner Co	ode aper
Concentration(s)		ন ক্ষ্য ntration(s) Banner		
Proposal	Revise program	Consolitet	et one	major-Studio Ar
Description of propo	sal:			
concentrations in a streamlining permi multiple opportunit appropriate to the duplicative and bri	Fine Arts and in Cr its greater choice a ties to explore a ra disciplines. This ci ngs them both into I by our national a	afts, and creating among students inge of media/ma hange also conse alignment with	g a B. A. degr n the B.A. pro terials as und olidates conce suggested gu	program, eliminating the ee in "Studio Arts". This ogram and affords them lergraduates, which is entrations which were almost idelines for B.A. degree il Association of Schools of Art
Does proposed revis	sion change prograr	n's total credit hou	ırs? ☐ Yes	⊠ No
Current total credit h	ours: 120	Proposed total co	edit hours 120	l
Describe impact on staffing consideratio				ation issues; enrollment and n licensure):
staff. It will also be generally reduced a continue to progree program. The prog	noted that require and their pre-requi ss to degree even gram conforms to t	ments for the de sites simplified. when they chang he university's n	gree program This will mak the minds about taximum of 1:	taught with existing faculty and have been re-distributed and to it easier for students to ut concentration or degree 20 credits for graduation.
Units consulted (other None	er departments, pro	grams or campus	es affected by	this proposal):
1	makan sa mana magamat kang ggarin, ang nahang papunan da maga fi dipundun na mang terberah matan sahi	REQUIRED EN	ORSEMENTS	innendigi innen occi et ette antikkt försand til ette till ette till ette ett at ette ette ette ette ette
children a	wice			201X15
Department Chair A	School Director			Link I was a second
Campus Dean (for R	Regional Campuses	proposits)		10,26,15
College Dean (or de		\mathcal{O}		
Dean of Graduate St	tudies (for graduate	proposals)		

Curriculum Services | Earm rest updated June 2015 ______



CHANGE REQUEST: NAME AND CURRICULUM MODIFICATION

Date of submission: date to come after Board of Trustees

Name of institution: Kent State University

Previously approved title: Crafts or Fine Arts major, Bachelor Arts degree

(Concentrations: Crafts, Fine Arts)

Proposed new title: Studio Arts major, Bachelor Arts degree

Proposed implementation date of the request: Fall 2016

Date that the request received final approval from the appropriate institutional committee:

date to come (Kent State University Board of Trustees)

Primary institutional contact for the request

Name: Therese E. Tillett

Title: Executive Director of Curriculum Services,

Office of the Provost

Phone: 330-672-8558 **E-mail:** ttillet1@kent.edu

Educator Preparation Programs:

Leads to licensure: No Leads to endorsement: No

Explain the rationale for name and curricular changes.

Kent State University faculty of the School of Art, College of the Arts, propose to revise the Crafts or Fine Arts major within the Bachelor of Arts (BA) degree by eliminating its separate concentrations in Crafts and Fine Arts and renaming the major to Studio Arts. This action does not represent a change of degree designation or creation of a new degree program. Rather, it is a streamlining and simplification in accordance with developments in the academic field over the past decades.

This proposal complements a separate proposal (going for approval at the same time) to consolidate the school's two Bachelor of Fine Arts (BFA) degree majors, Crafts and Fine Arts, into one major, Studio Arts.

Revision of the BA degree, including the major name change, eliminates the cumbersome and arbitrary separation of studies—one devoted to "fine" arts and the other to "crafts"—distinctions that have been disappearing for some time in the visual arts practices. With the streamlining, undergraduate students will have greater choice to explore multiple opportunities in a range of media and materials.

Consolidation of the two concentrations will bring the program into alignment with the suggested guidelines for BFA degree programs from the National Association of Schools of Art and Design, which accredits Kent State's art programs.

To promote the desirability of liberal arts degrees in the arts, and to allow incoming freshman the most flexibility in degree matriculation, students in the BA degree following the same foundations sequence as the students in the BFA degree. This affords all students in the studio arts discipline the same technical rigor and theoretical foundation.

Curriculum for the BA degree includes 15 credit hours of upper-division studio work and 6 credit hours of upper-division history. The capstone course (ART 40007 Arts Engagement: Interpreting for a Community) is writing intensive designed to encourage students to interact with the arts community in multiple and interdisciplinary ways.

An academic arts program has been part of the Kent State fabric for many decades. A Bachelor of Arts degree in General Art was offered for more than 30 years before the name was specified to Studio Art in 1967. The major then went through two further name changes—Crafts or Design or Studio (1981-1988) and Crafts or Studio (1988-1994)—before being retitled Crafts or Fine Arts in 1994.

Describe how the name and curricular changes will affect students in the current program.

These changes will have little effect on current students, as most existing course offerings will continue to be scheduled in their appropriate sequence or reasonable substitutions will be offered. The foundations sequence of courses along with a newly created mid-degree portfolio review will work to reinforce professional standards and provide faculty insight to students' intent on timely matriculation and academic excellence.

In fall 2015 (15th day census), 50 students were enrolled in the Crafts or Fine Arts major, nearly evenly distributed between the two concentrations.

Describe any faculty, administrative or support service changes occurring along with the name and curriculum changes.

Since only the structure and name of the program is changing, Kent State's School of Art anticipates no changes to faculty, administrative or support services, with the exception of the elimination of one of the two program coordinator positions. While the position will be eliminated, the faculty member holding the position will now have the opportunity for increased research and/or teaching within the school. The proposed consolidation will result in increased advising support for students to help them promote their ability to experience a broader range of media.

Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

Since only the structure of the two programs is changing, Kent State's School of Art anticipates no changes to faculty, administrative or support services, with the exception of the elimination of one of the two program coordinator positions. While the position will be eliminated, the faculty member holding the position will now have the opportunity for increased research and/or teaching within the school. The proposed consolidation will result in increased advising support for students to help them promote their ability to experience a broader range of media.

Describe how the effectiveness of the new curriculum will be monitored over time.

The effectiveness of the program will be measured through annual review of recruitment and matriculation along with student course evaluations. University advisors and faculty will have regular semester meetings to review student enrollment numbers and identify any related issues. The School of Art will continue to track graduation rates and anticipate that the four- and six-year graduation rate will increase due to the flexibility of this new program.

The proposed BA degree in Studio Arts will have the following learning outcomes:

- Students demonstrate the ability (skill) to do competent work within their chosen media and have an understanding of the processes and materials involved.
- Students demonstrate an understanding of larger contemporary and historical contexts within which the visual arts have been created.
- Students demonstrate an understanding of design and visual literacy in their work.
- Students use skills in oral, written and digital presentation of work and of ideas associated with visual arts production, use and appreciation.

Faculty will assess these outcomes during the common review in the students' second year in the program and in the culminating project in their final year.

Submit a comparison of the currently authorized curriculum and the proposed curriculum.

See Appendix at the end of this document.

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

Respectfully,

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

APPENDIX

BA FINE ARTS CONCENTRATION Previously Approved Curriculum	
Major Requirements	79
ART 14022 2D Composition	3
ART 14022 2D Composition	3
ART 14023 3D Composition ART 20024 Digital Media	3
ART 20024 Digital Media ART 40007 Arts Engagement:	
Interpreting for a Community	3
ARTF 14000 Drawing I	3
ARTF 14000 Drawing I	3
ARTE 1400 I DIAWING II	3
ARTF 14055 Sculpture I	3
ARTF 14060 Painting I	3
ARTF 24001 Drawing III	3
	J
ARTF 24010 Introduction to	3
Fine Arts Photography	
ARTF 24040 Printmaking I	3
ARTF 24055 Sculpture II	3
ARTF 24060 Painting II	3
Select one course: ARTF 34040 Printmaking: Intermediate Intaglio ARTF 34041 Serigraphy I ARTF 34042 Lithography I	3
ARTF 24005 Sophomore Review: Fine Arts	1
ARTF Upper- Division Elective (including KBA 44080 Studio Experience in Fine Arts)	18
ARTH 22006 Art History I: Ancient/Medieval	3
ARTH 22007 Art History II: Renaissance to Modern Art	3
ARTH 32066 Late Modern Art	3
Art Electives (ART, ARTC, ARTF, ARTH, KBA)	9
Additional Requirements	41
US 10097 Destination Kent State: First Year Experience	1
Kent Core Composition	6
Kent Core Humanities	3
Kent Core Mathematics	3
Kent Core Social Sciences	6
Kent Core Basic Sciences	6
Kent Core Additional	6
General Electives	10
Minimum Total	120

BA CRAFTS CONCENTRATION	Cr.
Previously Approved Curriculum	Hrs
Major Requirements	66
ART 14022 2D Composition	3
ART 14023 3D Composition	3
ART 20024 Digital Media	3
, and the second	
ARTF 14000 Drawing I	3
ARTF 14001 Drawing II	3
ARTC 25300 Textile Arts: Pattern	3
ARTC 25400 Ceramics I	3
ARTC 25600 Introduction to Glass	3
Working	J
ARTC 25700 Introduction to	3
Jewelry Metals I	3
ARTF 14060 Painting I	3
ARTC Upper-Division Elective	
(including KBA 45080 Studio	15
Experience in Crafts)	10
ARTH 22006 Art History I:	_
Ancient/Medieval	3
ARTH 22007 Art History II:	2
Renaissance to Modern Art	3
Art Electives (ART, ARTC, ARTF,	12
ARTH, KBA)	12
Art History (ARTH) Upper- Division	3
Elective	
Additional Requirements	54
US 10097 Destination Kent State: First Year Experience	1
Kent Core Composition	6
Kent Core Humanities	3
Kent Core Mathematics	3
Kent Core Social Sciences	6
Kent Core Basic Sciences	6
	0
Kent Core Additional	6
General Electives Minimum Total	

BA STUDIO ARTS MAJOR	Cr.	NOTES
Proposed Curriculum	Hrs	140120
Major Requirements	58	
ART 14022 2D Composition	3	No change
ART 14023 3D Composition	3	No change
ART 20024 Digital Media	3	No change
ART 40007 Arts Engagement:	3	From Fine Arts
Interpreting for a Community		concentration
ARTF 14000 Drawing I	3	No change
ARTF 14001 Drawing II	3	No change
Select four courses: ARTC 25300 Textile Arts: Pattern ARTC 25400 Ceramics I ARTC 25600 Introduction to Glass Working ARTC 25700 Introduction to Jewelry/Metals ARTF 14055 Sculpture I ARTF 14060 Painting I ARTF 24001 Drawing III ARTF 24010 Introduction to Fine Arts Photography ARTF 24040 Printmaking I	12	Requirements from the two concentration are now a choose- from elective list in the revised major
		Not required
ART 30001 Common Review	1	New course
ARTC/ARTF Upper-Division Elect (including KBA 44080/45080 Studio Experience in Fine Arts/Crafts)	15	Combination from two majors
ARTH 22006 Art History I: Ancient/Medieval	3	No change
ARTH 22007 Art History II: Renaissance to Modern Art	3	No change
ARTH 32066 Late Modern Art	3	From Fine Arts
		Not required
Art History (ARTH) Upper- Division Elective	3	From Crafts
Additional Requirements	62	
US 10097 Destination Kent State:	1	No change
First Year Experience		
Kent Core Composition	6	No change
Kent Core Humanities	3	No change
Kent Core Mathematics	3	No change
Kent Core Social Sciences	6	No change
Kent Core Basic Sciences	6	No change
Kent Core Additional	6	No change
General Electives	31	Revised
Minimum Total	120	

Proposal Summary [Merging of B.A in Crafts and B.A. in Fine Art into B.A in Studio Arts]

Description of Action, Including Intended Effect

The faculty of the School of Art proposes to revise the B.A. degree program in Fine Arts and in Crafts into a single B. A. degree in "Studio Arts". This does not represent a change of degree, nor a new degree but a streamlining and simplification in accordance with developments in the thought in the field over the past decades. This proposal eliminates the cumbersome and arbitrary separation of concentrations – one devoted to "fine" arts and the other to "crafts" – distinctions which have been disappearing in visual arts practices for some time. This streamlining permits greater choice among students in the B.A. program and affords them multiple opportunities to explore a range of media/materials as undergraduates, which is appropriate. This change also consolidates degrees which were largely duplicative and brings them both into alignment with suggested guidelines for B.A. degree programs provided by our national accrediting agency, the National Association of Schools of Art and Design (NASAD). It will also be noted that requirements for the degree program have been re-distributed and generally reduced and their pre-requisites simplified. This will make it easier for students to continue to progress to degree even when they change minds about disciplines to study. The program conforms to the university's maximum of 120 credits for graduation.

To promote the desirability of liberal arts degrees in the arts, and to allow incoming freshman the most flexibility in degree matriculation, B.A. students follow the same foundations sequence as the B.F.A students. This affords all students in the studio arts disciplines the same technical rigor and theoretical foundation. The degree includes 31 hours of general electives, conforming to NASAD guidelines for liberal arts degree programs.

The B.A. includes 15 credit hours of upper division studio work, and 6 credit hours of upper division art history. The capstone course (ART 40007 Arts Engagement: Interpreting for a Community) is a writing intensive course designed to encourage students to interact with the arts community in multiple and interdisciplinary ways.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

The proposed curriculum replaces the existing curriculum and can be taught by existing faculty and staff. There are no issues of duplication. This degree is also offered on the Stark Campus, where regional faculty members have participated in this revision.

Fiscal, Enrollment, Facilities and Staffing Considerations

The proposed curriculum replaces the existing curriculum and can be taught by existing faculty and staff.

Evidence of Need and Sustainability if Establishing

This change also consolidates concentrations which were almost duplicative and brings them both into alignment with suggested guidelines for B.A. degree programs provided by our national accrediting agency, the National Association of Schools of Art and Design (NASAD). It will also be noted that requirements for the degree program have been re-distributed and generally reduced and their pre-requisites simplified. This will make it easier for students to continue to progress to degree even when they change minds about concentration or degree program. The program conforms to the university's maximum of 120 credits for graduation.

Provisions for Phase-Out if Inactivating None

Timetable and Actions Required: a chronology of actions required to approve the proposal with an anticipated implementation date for each action

- Approval of proposal by the School of Art Faculty-October, 2015
- Approval of proposal by the College of the Arts Curriculum Committee-October, 2015
- Approval or proposal by the EPC-November, 2015
- Approval of Provost



- 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 Education, Health and Human Services
- College of Nursing
- College of Podiatric Medicine
- College of Public Health
- Honors College
- Regional College
- School of Digital Sciences
- University College



Crafts or Fine Arts - B.A.

Kent State University 2015 Catalog > College of the Arts > Undergraduate Programs > Coafts on Fine Arts - B.A.

Download to print

College College of the Arts

Department School of Art 211 Art Building Tel: 330-672-2192 Web: www.kent.edu/art Resources

Roadmaps

Program Requirements

College Policies

Academic Policies

Description

The Bachelor of Arts in Crafts or Fine Arts is for students who do not necessarily wish to pursue art as a profession but desire a solid foundation and breadth in the visual arts within a liberal arts curriculum.

Students electing the Fine Arts concentration may range probably among painting, drawing, sculpture and printmaking courses, with additional art electives, rounding out this general degree program.

Students electing a crafts emphasis may range broadly among glass, jewelry/metals, textile arts and ceramics courses, with additional art electives rounding out this general degree program.

Study Abroad/Study Away Opportunities:

- Travel to: New York, Chicago, London and Paris, and Tunisia
- Study Abragd in Florence, Italy, Semester in Italy or the Summer Art and Culture trip

Career Opportunities Artists held about 221,900 jobs in 2008. About 60 percent were self-employed.

Of the artists who were not self-employed, many worked for advertising and related services; newspaper, periodical, book, and software publishers; motion picture and video industries; specialized design derives; and computer systems design and related services. Some self-employed artists offered their services to advertising expensives, design firms, publishing houses, and other businesses.

About 21 percent of saladed jobs for jewelers and precious stone and metal workers were in retail trade, primarily in jewelry, luggage, and leather goods stores. Another 15 percent of jobs were in jewelry and silverware manufacturing. A small number of jobs were with merchant wholesalers of miscellaneous durable goods and in repair shops providing repair and maintenance of personal and household goods. Although jewelry stores and repair shops were found in every city and in many small towns, most jobs were in larget metapolitan areas.

Source Burelu of Labor Statistics

(Source: Bureau of Labor Statistics)

Admission Requirements

Seneral Admission Information for Freshman Students: Admission Requirements at the Kent Campus: The teshman 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. For more information on admissions, visit the <u>Admissions website</u> for new freshmen.

For more information about admission criteria for transfer, transitioning and former students, please visit the <u>admissions website</u>.

Graduation Requirements

Minimum 120 total credit hours, minimum 39 upper-division hours. Minimum 2.000 cumulative GPA and a 2.250 GPA in the major.

Program Learning Outcomes

Graduates in the Crafts program will be able to:

- Demonstrate ability (skill) to work within chosen medium. Student work demonstrates level of technical development within the discipline.
- 2. Demonstrate an understanding of materials and processes associated with chosen medium.
- 3. Demonstrate an understanding of the historical and contemporary context of the work created.
- 4. Provide necessary level of preparation for intended career decisions

Graduates in the Fine Arts program will be able to:

- 1. Demonstrate high quality in the presentation of the work under review for their senior project.
- Demonstrate understanding of important concepts and ability to apply them as relevant to the work created and exhibited.
- 3. Demonstrate a high degree of design and visual literacy.
- 4. Articulate their individual vision in both written and oral form.

Accreditation National Association of Schools of Art and Design (NASAD)



Frome | Emercency information | Jobs | For the Media | Mobile Site

MEW CAERCAGenda 16 November 2015 | Attachment 4 | Page 9

STUDIO ARTS - B.A.

Department: School of Art

241 Center for the Visual Arts tel. 330.672.2192 web: www.kent.edu/art

Description

The Bachelor of Arts in Studio Arts is a liberal arts degree that provides students with the breadth of study that complements core work in the visual arts. Students may choose a minor or second major within or beyond the arts to prepare themselves for a wide range of careers or for further specialized study.

Students may range broadly among studio courses in Ceramics, Drawing, Glass, Jewelry/Metals/Enameling, Painting, Print Media and Photography, Sculpture, and/or Textiles, with additional electives in art history, as well as in other disciplines within the university.

Study Abroad/Study Away Opportunities:

- Travel-Study to New York, Chicago, London and Paris, China
- Study Abroad in Florence, Italy (Semester or Summer)

Career Opportunities

Artists held about 221,900 jobs in 2008. About 60% were self-employed. Employment was distributed as follows:

Art directors 84,200
Multimedia artists and animators 79,000
Fine artists, including painters, sculptors and illustrator 23,600
Crafts artists 13,600
Artists and related workers, all other 21,500

Of the artists who were not self-employed, many worked for graphic design and related services; newspaper, periodical, book, web and software publishers; motion picture and video industries; specialized design services and computer design. Some self-employed artists offered their services to advertising agencies, design firms, publishing houses, and other businesses. (Source: Bureau of Labor Statistics)

Jewelers and workers in precious stones and metals held about 52,100 jobs in 2008. About 21% of salaried jobs for these workers were in retail trade, primarily in jewelry, luggage, and leather goods stores. Another 15% of jobs were in jewelry and silverware manufacturing. A small number of jobs were with merchant wholesalers of miscellaneous durable goods and in shops providing repair and maintenance of personal and household goods. Although jewelry stores and repair shops are found in every city and in many small towns, most jobs were in larger metropolitan areas.

Textile, apparel, and furnishings workers held 787,500 jobs in 2008.

Many manufacturing jobs can be found in California, New York, North Carolina, Texas, and Pennsylvania. Jobs in reupholstering, shoe repair and custom leatherwork, and laundry and dry-cleaning establishments are found in cities and towns throughout the Nation. Overall, about 11 percent of all workers in textile, apparel, and furnishings occupations were self-employed; however, about 43 percent of all tailors, dressmakers, and sewers and about 29 percent of all upholsterers were self-employed.

(Source: Bureau of Labor Statistics)

The B.A. degree in Studio Arts also provides a solid basis for exploration and deeper study at the graduate level which can include various design fields, arts administration, art conservation, art therapy, and art education, or for positions in art organizations, art journalism and related fields.

Admission Requirements

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. There are no separate admission requirements for the B.F.A. program.

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. For more information on admissions, visit the Admissions website for new freshmen.

Graduation Requirements

Minimum 120 total credit hours, minimum 39 upper-division hours. Minimum 2.000 cumulative GPA and a 2.250 GPA in the major.

Program Learning Outcomes

Graduates of this program will be able to:

- 1. Demonstrate the ability (skill) to do competent work within their chosen media and an understanding of the processes and materials involved.
- 2. Demonstrate an understanding of larger contemporary and historical contexts

within which the visual arts have been created.

- 3. Demonstrate an understanding of design and visual literacy in their work.
- 4. Use skills in oral, written and digital presentation of work and of ideas associated with visual arts production, use, and appreciation.

Accreditation National Association of Schools of Art and Design (NASAD)

Culminating Requirements

Students enrolled in a B.A. program in Studio Arts complete the WIC course ART 40007, Arts Engagement: Interpreting for a Community, to interact with the arts community in multiple and interdisciplinary ways.

Studio Arts - B.A. Program Requirements

Kent State University 2016 Catalog > College of the Arts > Undergraduate Programs > Studio Arts - B.A. > Studio Arts B.A. Program Requirements

Attribute 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; Will Writing Intensive

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

DESTINA	TION KENT S	STATE: FIRST	YEAR EXPERIE	:NCE (1 credit)		
Attribute	Course		Title		Credit	Min Grade
L	US	10097	Destination Kent		1	

Attribute	Course Title				Min Grade
	ART	10022	2-D Composition	3	1
	ART	10023	3-D Composition	3	
	ART	20024	Digital Media	3	
	ART	30001	Common Review ²	1	
WIC	ART	40007	Arts Engagement: Interpreting for a Community	3	C³
	ARTF	14000	Drawing I	3	
	ARTF	14001	Drawing II	3	
	ARTF or		Choose from the following Foundations Electives ⁴	12	
	ARTC				
	ARTF or	ARTC	Upper Division Studio Electives or	15	
	KBA	14092	Studio Experience in Fine Art or Craft ⁵		
KFA	ARTH	/ 22006	Art History: Ancient to Medieval	3	
KFA	ARTH	22007	Art History: Renaissance to Modern	3	
	ARTH	32006	Late Modern Art	3	
	ARTH		Upper division Art History elective	3	1
		90			
		14080	00		
		1 0/45			

Attribute	Course	Title	Credit	Min Grade
		Kent Core Basic Sciences (must include one laboratory)	6-7	
		Kent Core Composition	6	
		Kent Core Humanities	3	
		Kent Core Mathematics and Critical Reasoning	3-5	
		Kent Core Social Sciences (must be from two disciplines)	6	
		Kent Core Additional	6	
		General Electives6	31	
		Minimum Total	120	

¹ US 10097 is not required of transfer students with 25 credits (excluding College Credit Plus and dual-enrollment) or students age 21+ at time of admission.

² No upper-division ARTF or ARTC courses may be taken without successfully completing ART 30001 Common Review. At the completion of the foundation sequence (ARTF 14000, 14001, 10022, 10023, 20024, ARTH 22006, 22007, and three of the four Foundations electives), students register for ART 30001 and submit a portfolio of representative studio work selected from these courses to a fine arts faculty committee for review. An examination of knowledge of art history also will be included. Incoming transfer students are expected to provide examples of foundational coursework equivalent to School of Art requirements for ART 30001 Common Review. The review is a formative assessment of the student's foundations work including a digital portfolio, installation of a sampling of works, and proficiency in written and oral critical thinking.

Studio Arts - B.A Program Requirements

Kent State University 2016 Catalog > College of the Arts > Undergraduate Programs > Studio Arts - B.A. > Studio Arts E.A. Program Reguments

Attribute 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; WHC Writing Intensive

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

DESTINA	TION KENT ST	TATE: FIRS	T YEAR EXPERIENCE (1 credit)		
Attribute	Course	1,111	Title	Credit	Min Grade
	Lus	10097	Destination Kent State: First Year Experience		

Attribute	Course		Light State Control of the Control o	Credit	Min Grade
	ART	10022	2-D Composition	3	
	ART	10023	3-D Composition	3	
	ART	20024	Digital Media	3	
	ART	30001	Common Review ²	1	
WIC	ART	40007	Arts Engagement: Interpreting for a Community	3	C3
	ARTF	14000	Drawing I	3	
	ARTF	14001	Drawing II	3	
	ARTF or		Choose from the following Foundations Electives	12	
	ARTC				
	ARTF or	ARTC	Upper Division Studio Electives or	15	
	KBA	44092	Studio Experience in Fine Art or Craft ⁵		
KFA	ARTH	22006	Art History: Ancient to Medieval	3	
KFA	ARTH	22007	Art History: Renaissance to Modern	3	
	ARTH	32006	Late Modern Art	3	
	ARTH		Upper division Art History elective	3	

Attribute	Course	Title	Credit	Min Grade
		Kent Core Basic Sciences (must include one	6-7	
		laboratory)		
		Kent Core Composition	6	
		Kent Core Humanities	3	
		Kent Core Mathematics and Critical Reasoning	3-5	
		Kent Core Social Sciences (must be from two disciplines)	6	
		Kent Core Additional	6	
		General Electives6	31	
		Minimum Total	120	

¹ US 10097 is not required of transfer students with 25 credits (excluding College Credit Plus and dual-enrollment) or students age 21+ at time of admission.

² No upper-division ARTF or ARTC courses may be taken without successfully completing ART 30001 Common Review. At the completion of the foundation sequence (ARTF 14000, 14001, 10022, 10023, 20024, ARTH 22006, 22007, and three of the four Foundations electives), students register for ART 30001 and submit a portfolio of representative studio work selected from these courses to a fine arts faculty committee for review. An examination of knowledge of art history also will be included. Incoming transfer students are expected to provide examples of foundational coursework equivalent to School of Art requirements for ART 30001 Common Review. The review is a formative assessment of the student's foundations work including a digital portfolio, installation of a sampling of works, and proficiency in written and oral critical thinking.

³ A minimum C (2.0) grade must be earned to fulfill the writing-intensive requirement.

4 Choose four courses or 12 credit hours from these options:

ARTF 24001-Drawing III
ARTF 24010-Intro to Fine Arts Photo
ARTF24040-Printmaking I
ARTF 14055-Sculpture I
ARTF 14060-Painting I
ARTC 25300-Textile Arts: Pattern
ARTC 25400-Ceramics I
ARTC 25600-Glass I
ARTC 25700-Intro to Jewelry/Metals

⁵ Maximum 6 credit hours of ARTF 44092 Field Experience Travel Study Fine Art may be applied toward the 15 credit hours of upper-division ARTF or ARTC electives. Students may apply this course toward fulfilling general electives, with no maximum credit hours required. ARTF 44092 also fulfills the experiential learning requirement.

6 General electives must be taken outside of the School of Art.

College of the Arts School of Art Catalog Year: 2016-2017

Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes
	ARTF 14000 Drawing I	3		*		
	ART 10022 2-D Composition	3		*		
	ART 10023 3-D Composition	3		*		
	US 10097 First Year Experience ¹	1				
	ARTH 22007 Art History Renaissance to Modern	3		*	KFA	
	Kent Core	3			 	

Critical	Course Subject and Title	Credit	Min Grd	GPA .	Attribute	Notes	All Area
	ARTF 14001 Drawing 2	3		*			
	ART 20024 Digital Media	3	 	*			
	Foundation Elective ²	3		*			
	Kent Core	3			1	•	
	ARTH 22006 Art History Ancient-Medieval	3		*	KFA		

Semeste	er Three (16 credits)					
Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes
	Foundation Elective	3		*		***************************************
	Foundation Elective	3		*		
	Foundation Elective	3	***************************************	*		
	Kent Core	3	***************************************	······································		
	Kent Core	3				·
	ART 30001 Common Review ³					
	I		<u> </u>	İ	.1	

² Choose four courses or 12 credit hours from these options:

ARTF 24001-Drawing III

ARTF24010-Intro to Fine Arts Photo

ARTF 24040-Printmaking I

ARTF 14055-Sculpture !

ARTF 14060-Painting I

ARTC 25300-Textile Arts: Pattern

ARTC 25400-Ceramics I

ARTC 25600-Glass I

ARTC 25700-Intro to Jewelry/Metals

¹ US 10097 is not required of transfer students with 25 credits (excluding College Credit Plus and dual-enrollment) or students age 21+ at time of admission.

No upper-division ARTF or ARTC courses may be taken without successfully completing ART 30001 Common Review. At the completion of the foundation sequence (ARTF 14000, 14001, 10022, 10023, 20024, ARTH 22006, 22007, and three of the four Foundations electives), students register for ART 30001 and submit a portfolio of representative studio work selected from these courses to a School of Art faculty committee for review. Incoming transfer students are expected to provide examples of foundational coursework equivalent to School of Art requirements for ART 30001 Common Review. The review is a formative assessment of the student's foundations work including a digital portfolio, installation of a sampling of works, and proficiency in written and oral critical thinking.

College of the Arts School of Art Catalog Year: 2016-2017

Critical	Course Subject and Title	Credit	Min Grd GPA	Attribute	Notes
	Upper Division ARTC or ARTF Studio elective ⁴	3	*		
	General Elective	3		1 1	
	General Elective	3			
	ARTH 32066 Late Modern	3	*		
	Kent Core	3			

Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes	
	Upper Division ARTC or ARTF Studio Elective	3		*			
	General elective	3					
***************************************	ARTH Elective	3		*			
	Kent Core	3					
	Kent Core	3				····	

Semeste	er Six (16 credits)		onetro agran artisti	lin diperinger		
Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes
	Upper Division ARTC or ARTF Studio Elective	3		*		
	General Elective	3				
	General Elective	3				
	Kent Core (Science)	4				
	Kent Core	3				110000111111111111111111111111111111111
		<u> </u>				
		L			il_	

Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes
	Upper Division ARTC or ARTF Studio Elective	3		*		
	General Elective	3				
	General Elective	3				
	Kent Core	3				
·····	ART 40007 Arts Engagement: Interpreting for a Community	3	C ⁵		WIC	

⁴ Maximum 6 credit hours of ARTF 44092 or ARTC 45092 Field Experience Travel Study may be applied toward the 12 credit hours of upperdivision ARTF or ARTC electives. This course may not be applied toward the concentration hours. Students may apply this course toward fulfilling general electives, with no maximum credit hours required. ARTF 44092 and ARTC 45092 also fulfill the experiential learning requirement.

⁵ A minimum C (2.0) grade must be earned to fulfill the writing intensive requirement

College of the Arts School of Art Catalog Year: 2016-2017

Critical	er Eight (12 credits) Course Subject and Title	Credit	Min Grd GPA	Attribute Notes
	Upper Division ARTC or ARTF Studio Elective	3	*	1,000
***************************************	General Elective	3		
	General elective	3		
	Kent Core	3		

Graduation summary				
Minimum Total Hours	Minimum Upper Division Hours	Minimum Kent Core Hours	Minimu	m GPA
	(30000-40000 Level courses)		Overall	Major
120	39	36	2.0	2.5

^{6.} General electives must be taken outside of the School of Art.

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	e 15-Oct-15	Curriculum Bulletin
		Effective Date	Fall 2016	Approved by EPC
Department	School of Art			
College	CA - The Arts			
Degree	BFA - Bachelor of	f Fine Arts		
Program Name	Studio Art Progra	m Banner Code	Crafts or	- Fine Arts (CFA)
Concentration(s) Jewery/Metals/Ena SCLP,CERM,GLSS	Drawing, Painting meling, Textiles , JMTL,TXTL	g, Print Media + I Cond	Photography, centration(s) Ba	Sculpture, Ceramics, Glass, anner Code(s) DRWG,PHTG,PRMK,
Proposal	Revise program	to Studio	Arts	
Fine Arts and in Cr program more acc is more flexible for	School of Art properafts into a single Eurately reflects the the student and within the existing	3.F.A. degree in current study in vill ease matricul concentrations,	"Studio Arts". n studio art, al ation. The B.I which wasn't e	ate B.F.A. degree programs in This proposed degree lows for interdisciplinary work, F.A in Studio Art will encourage easily supported in the former
Structure.	Printmak	ing concent	which nam	c changes to
Does proposed revision Current total credit h	sion change prograr	m's total credit ho Proposed total c	urs? 🔲 Yes	⊠ No
staffing consideration	ns; need; audience;	; prerequisites; te	acher educatio	ation issues; enrollment and n licensure): b be more attractive to potential
Units consulted (oth	er departments, pro	grams or campus	ses affected by	this proposal):
None				
	nga angan agan an sa	REQUIRED EN	DORSEMENT	S
Opriotive 7	wice	•		26/X/15
Department Chair /	School Director			
Campus Dean (for F	Regional Campusas	proposals)		***************************************
Carthio	MILL			10126115
College Dean (or de	signee)	7		
Dean of Graduate S	tudies (for graduate	proposals)	<u>.,.,</u>	

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



CHANGE REQUEST: NAME AND CURRICULUM MODIFICATION

Date of submission: date after Board of Trustees approves

Name of institution: Kent State University

Previously approved titles: Crafts major, Bachelor of Fine Arts degree

(Concentrations: Glass, Ceramics, Textile Arts, Jewelry and Metals)

Fine Arts major, Bachelor of Fine Arts degree

(Concentrations: Drawing, Painting, Sculpture, Printmaking)

Proposed new title: Studio Arts major, Bachelor of Fine Arts degree

(Concentrations: Glass; Textiles; Painting; Drawing; Ceramics; Sculpture; Print Media and Photography; and Jewelry, Metals and Enameling)

Proposed implementation date of the request: Fall 2016

Date that the request received final approval from the appropriate institutional committee:

date to come (Kent State University Board of Trustees)

Primary institutional contact for the request

Name: Therese E. Tillett

Title: Executive Director of Curriculum Services,

Office of the Provost

Phone: 330-672-8558 **E-mail:** ttillet1@kent.edu

Educator Preparation Programs:

Leads to licensure: No Leads to endorsement: No

Explain the rationale for name and curricular changes.

Kent State University faculty of the School of Art, College of the Arts, propose to consolidate two Bachelor of Fine Arts (BFA) degree programs—Crafts and Fine Arts—into a single BFA degree program with the major name of Studio Arts. This action does not represent a change of degree designation or creation of a new degree program. Rather, it is a streamlining and simplification in accordance with developments in the academic field over the past decades.

This proposal complements a separate proposal (going for approval at the same time) to revise the school's Bachelor of Arts degree in Crafts or Fine Arts by eliminating the two concentrations, Crafts and Fine Arts, and renaming the major to Studio Arts.

Consolidation of the two majors within the BFA degree eliminates the cumbersome and arbitrary separation of studies—one devoted to "fine" arts and the other to "crafts"—distinctions that have been disappearing for some time in the visual arts practices. With one degree program, undergraduate students will have greater choice to explore multiple opportunities in a range of media and materials. Consolidation will also remove nearly duplicative curriculum and bring the program into alignment with the suggested guidelines for BFA degree programs from the National Association of Schools of Art and Design, which accredits Kent State's art programs.

Curriculum for the Crafts and Fine Arts majors have been re-distributed and generally reduced in the proposed Studio Arts major; in addition, their prerequisites have been simplified. These changes will make it easier for students to progress to degree completion in the Studio Arts major even if they have changed their minds about a declared concentration.

The historic development of two different undergraduate art programs at Kent State University emerged with the introduction of a bachelor's degree in design and crafts in 1950. The BFA degree in Crafts was established in 1965, and the BFA degree in Fine Arts followed in 1967 (previously titled Studio Art until 1994). The distinction between crafts and fine arts areas was due largely to personnel in the school at the time. Over the last several decades, these differences have slowly disappeared as the traditional craft media have identified common threads with fine art practice and vice versa.

Consolidation and major name change will align Kent State with similar programs at other state universities, alleviating confusion about what the university offers in this field. Miami University, Ohio State University and Bowling Green State University all offer a BFA degree in Studio Art with comparable and diverse concentrations.

Describe how the name and curricular changes will affect students in the current program.

These changes will have little effect on current students, as most existing course offerings will continue to be scheduled in their appropriate sequence or reasonable substitutions will be offered. The foundations sequence of courses along with a newly created mid-degree portfolio review will work to reinforce professional standards and provide faculty insight to students' intent on timely matriculation and academic excellence.

In fall 2015 (15th day census), 53 students were enrolled in the Crafts major, and 112 students in the Fine Arts major.

Describe any faculty, administrative or support service changes occurring along with the name and curriculum changes.

Since only the structure of the two programs is changing, Kent State's School of Art anticipates no changes to faculty, administrative or support services, with the exception of the elimination of one of the two program coordinator positions. While the position will be eliminated, the faculty member holding the position will now have the opportunity for increased research and/or teaching within the school. The proposed consolidation will result in increased advising support for students to help them promote their ability to experience a broader range of media.

Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

The National Association of Schools of Art and Design (NASAD), provides for a variety of organizational structures for professional degree programs. The School of Art is preparing for NASAD re-accrediting, and the change in degree programs is part of the determining self-study. NASD requires that a plan approval be submitted after institutional approval is obtained; application for plan approval will be submitted as part of the school's self-study in January 2016.

Describe how the effectiveness of the new curriculum will be monitored over time.

The effectiveness of the program will be measured through annual review of recruitment and matriculation along with student course evaluations. University advisors and faculty will have regular semester meetings to review student enrollment numbers and identify issues related to the merger of the two programs into one. The School of Art will continue to track graduation rates and anticipate that the four- and six-year graduation rate will increase due to the flexibility of this new program.

The proposed BFA degree in Studio Arts will have the following learning outcomes:

- Students demonstrate the ability (skill) to work within their chosen medium/media that
 involves an understanding of associated materials and processes as presented during the
 common review and in the body of work presented for their thesis.
- Students demonstrate an understanding of larger contemporary and historical contexts.
- Students demonstrate a high degree of design and visual literacy in their work, and present that work coherently through a digital portfolio and the organization of their final degree exhibition.
- Students articulate their individual vision in both written and oral form (written reflection during common review, thesis statement and oral defense before faculty panel).

Faculty will assess these outcomes during the common review in the students' second year in the program and in the culminating project/exhibition in their final year.

Submit a comparison of the currently authorized curriculum and the proposed curriculum.

See Appendix at the end of this document.

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

Respectfully,

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

ADDENIDIV

BFA FINE ARTS Previously Approved Curriculum	Cr. Hrs
Major Requirements	76
ART 14022 2D Composition	3
ART 14023 3D Composition	3
ART 20024 Digital Media	3
ART 40008 Professional Practices in the Visual Arts	3
ARTF 14000 Drawing I	3
ARTF 14001 Drawing II	3
·	
ARTF 14055 Sculpture I	3
ARTF 14060 Painting I	3
ARTF 24001 Drawing III	3
	-
ARTF 24010 Introduction to	3
Fine Arts Photography	_
ARTF 24040 Printmaking I	3
ARTF 24055 Sculpture II	3
ARTF 24060 Painting II	3
ARTF 34001 Drawing IV	3
Select one course:	
ARTF 34040 Printmaking:	
Intermediate Intaglio	3
ARTF 34041 Serigraphy I	Ĭ
ARTF 34041 Sengraphy I	
ADTE 24005 Canhamata David	
ARTF 24005 Sophomore Review:	1
Fine Arts	
ARTF Upper- Division Elective (including KBA 44080 Studio Experience in Fine Arts)	15
ARTF 44099 Senior Project: Fine Arts	3
ARTH 22006 Art History I: Ancient/Medieval	3
ARTH 22007 Art History II: Renaissance to Modern Art	3
	2
ARTH 32066 Late Modern Art	3
ARTH Upper- Division Elective	3
Concentration Requirements	12-18
Drawing (12) Painting (12) Printmaking (12) Sculpture (12) Interdisciplinary – choose combination of two above (18)	
Additional Requirements	32
US 10097 Destination Kent State: First Year Experience	1
Kent Core Composition	6
	3
Kent Core Humanities	3
Kent Core Humanities Kent Core Mathematics	J
Kent Core Mathematics	2
Kent Core Mathematics Kent Core Social Sciences	6
Kent Core Mathematics Kent Core Social Sciences Kent Core Basic Sciences	6
Kent Core Mathematics Kent Core Social Sciences Kent Core Basic Sciences Kent Core Additional	6 6
Kent Core Mathematics Kent Core Social Sciences Kent Core Basic Sciences	6

APPENDIX		
BFA CRAFTS	Cr.	
Previously Approved Curriculum Major Requirements	Hrs 67	
ART 14022 2D Composition	3	
ART 14023 3D Composition	3	
ART 20024 Digital Media ART 40008 Professional Practices	3	
in the Visual Arts	3	
ARTF 14000 Drawing I	3	
ARTF 14001 Drawing II	3	
ARTC 25300 Textile Arts: Pattern	3	
ARTC 25400 Ceramics I	3	
ARTC 25600 Introduction to Glass Work	3	
ARTC 25700 Introduction to		
Jewelry Metals I	3	
ARTF 14055 Sculpture I	3	
ARTF 14060 Painting I	3	
Select one course:	-	
ARTF 24001 Drawing III		
ARTF 24055 Sculpture II		
ARTC Upper-Division Elective		
(including KBA 44080/45080 Studio	12	
Experience in Fine Arts/Crafts)		
ARTC 45098 Senior Thesis	1	
Research and Proposal		
ARTC 45099 Senior Thesis		
Exhibition	3	
Exhibition		
ARTH 22006 Art History I:		
Ancient/Medieval	3	
ARTH 22007 Art History II:	2	
Renaissance to Modern Art	3	
ARTH 32066 Late Modern Art	3	
ARTH Upper- Division Elective	3	
Concentration Requirements	15	
Ceramics (15)		
Glass (15)		
Jewelry and Metals (15)		
Textile Arts (15)		
Additional Requirements	38	
US 10097 Destination Kent State:	1	
First Year Experience Kent Core Composition	6	
Kent Core Composition Kent Core Humanities	3	
Kent Core Mathematics	3	
Kent Core Social Sciences	6	
Kent Core Basic Sciences	6	
Kent Core Additional	6	
General Electives Minimum Total	7 120	
wiiiiiiiiiiiii i Ulai	120	

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Minimum Total 120			Revised
	Minimum Total	120	

Proposal Summary [Merging of B.F.A in Craft and B.F.A. in Fine Art into B.F.A in Studio Art]

Description of Action, Including Intended Effect

The faculty of the School of Art proposes to consolidate two separate B.F.A. degree programs in Fine Arts and in Crafts into a single B.F.A. degree, in "Studio Arts". This does not represent a change of degree, nor a new degree, but a streamlining and simplification in accordance with developments in the thought in the field over the past decades. This proposal eliminates the cumbersome and arbitrary separation of tracks – one devoted to "fine" arts and the other to "crafts" – distinctions which have been disappearing visual arts practices for some time. This streamlining permits greater choice among students in the B.F.A. program and affords them multiple opportunities to explore a range of media/materials as undergraduates, which is appropriate. This change also consolidates degree programs which were almost duplicative and brings them both into alignment with suggested guidelines for B.F.A. degree programs provided by our national accrediting agency, the National Association of Schools of Art and Design. It will also be noted that requirements for the two previous degree programs involved have been re-distributed and generally reduced and their pre-requisites simplified. This will make it easier for students to continue to progress to degree even when they change minds about concentration or even degree program. Both programs conform to the university's maximum of 120 credits for graduation.

The foundation studio courses (15 hours), art history (6 hours) and foundation electives (12 hours) are required for all studio art concentrations. While the 5 foundation studio courses and 2 art history courses are set requirements, the foundation elective courses (4 required of 9 options) are flexible requirements in that students are able to choose introductory courses from the different concentrations or disciplines before declaring a concentration. The flexibility of the "Foundation Elective" approach is a key motivation for merging the divisions. It allows our students to explore the many disciplines we offer before they enroll in the Common Review course and declare a concentration. It also provides a breadth of experience before they begin to focus on their concentration and upper division studio courses. Although the foundation studio courses are prescribed, the foundation electives provide more flexibility for the student to explore as they move into 20000 level courses. Students will be able to enroll in Common Review when they have completed the foundation studio courses, Art History I and II, and 3 of the 4 foundation elective courses.

Other common requirements to all B.F.A. students include: two upper division art history courses: Late Modern Art and one elective (in some cases a concentration may require a course or decide to leave it open as an elective); four upper division studio electives (which may include travel study or Kent Blossom Art courses); and two capstone courses (Professional Practices and Senior Project). Required courses in a concentration for all B.F.A students include at least 5 courses in a chosen discipline (or concentration) and three courses that supplement the discipline in a meaningful way. Each studio discipline has outlined these required courses to meet their individual needs.

The B.F.A. in Studio Art provides students a rigorous foundations sequence, followed by an opportunity to explore various media. After foundations coursework is complete, the student will participate in the common review course portfolio review which includes a presentation, written

assignments, and the creation of a digital portfolio. At the conclusion of this process students will select a direction to pursue within a B.A. or B.F.A. degree program and choose a concentration based upon a thorough examination of skills, personal self-reflection, and professional goals.

This professional degree program continues the standards and rigor exemplified by the two existing B.F.A degree programs while promoting a common foundations program and re-alignment of curriculum to appropriately reflect the notions in contemporary art that promote overlapping and fluid boundaries between media areas. The B.F.A in Studio Art will promote a common capstone experience with equal emphasis on existing travel study and Kent Blossom Art opportunities. The program provides flexibility along with a high degree of technical and theoretical competence desired in a professional degree, all within the eight semester (120 hour) prescribed university guidelines.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

As this merge doesn't introduce any additional concentrations to the program, the effect on faculty and staff is minor and administrative in nature. Students may seek the opportunity to adopt the catalog year in which these changes go into effect, and therefore introduce a need for additional advising hours or materials to guide them towards satisfactory choices in this matter. Studio course offerings will remain consistent with current practice, although faculty members are invigorated with the possibility of providing additional choices for interdisciplinary research and creative processes. In some cases duplicative offerings in the historic structure of Craft and Fine Arts will be merged as existing students matriculate through past catalog years, and opportunities for economies of scale are recognized.

Fiscal, Enrollment, Facilities and Staffing Considerations

This merge doesn't require any additional funding, facilities, or staffing beyond those planned for in the new Center for the Visual Arts. The new facility was envisioned to encourage cross population between disciplines, and this new B.F.A. structure reinforces through curriculum the same premise.

Evidence of Need and Sustainability if Establishing

This change consolidates degree programs which were almost duplicative and brings them both into alignment with suggested guidelines for B.F.A. degree programs provided by our national accrediting agency, the National Association of Schools of Art and Design.

Provisions for Phase-Out if Inactivating

None

Timetable and Actions Required: a chronology of actions required to approve the proposal with an anticipated implementation date for each action

- Approval of proposal by the School of Art Faculty-October, 2015
- Approval of proposal by the College of the Arts Curriculum Committee-October, 2015

- Approval or proposal by the EPC-November, 2015 Approval of Provost

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Crafts - B.F.A.

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Resources

Department School of Art

College College of the Arts

211 Art Building Tel: 330-672-2192 Web: www.kent.edu/art Roadmaps

Program Requirements

College Policies

Academic Policies

Description

The Bachelor of Fine Arts in Crafts prepares sudents for professional careers in the visual arts by developing technical competency, creative wide pendent problem solving and conceptual understanding developing technical competency, creative/widehendent problem solving and conceptual understanding necessary for the challenges of a credive professional practice in their chosen specialization or further study in graduate school. Through study of sophisticated design concepts, mastery of skills and technologies, and critical enalysis of historical and contemporary issues, students learn to analyze and evaluate visual art and apply this knowledge to their own creative practice. This knowledge will culminate in a capstone experience in the formloff a senior thesis exhibition; the production of a cohesive body of work which is evaluated by a panel of faculty reviewers. The program is comprised of concentrations in Ceramics, Class, Jewein/Mateus/nameling and Textile Arts. Though a student concentrates in one discipline, interdisciplinary explorations are enoughed.

Study Abroad/Study Away Opportunities:

- c Travel/Study to: New York, Chicago, Lor dor and Paris, and Tunisia
- Study Abyoad in Florence, Italy, Ching; Semester in Italy or the Summer Art and Culture trip

Career Opportunities Artists hald about 221,900 jobs in 2008. About 60 percent were self-employed. Employment was distributed as follows:

éctors 84.200

Multimedia artists and animators 79.000

Fine artists, including pain rs, sculptors and illustrators 23,600

Craft artists 13.600

tists and related work altother 21,500

Of the artists who were not self-employed, many worked for advertising and related services; news periodical, book, and self-employed, many worked for advertising and related services. Some self-employed artists offered not self-employed, many worked for advertising and related services; newspaper. services; and compyter systems design and related services. Some self-employed artists offered their services to advertising agencies, design firms, publishing houses, and other businesses.

Jewelers and precious stone and metal workers held about 52,100 jobs in 2008. About 21 percent of sataried jobs for jewelers and precious stone and metal workers were in retail trade, primarily in jewelry, luggage, and leather goods stores. Another 15 percent of jobs were in jewelry and silverware manufacturing. A small number of jobs were with merchant wholesalers of miscellaneous durable goods and in repair shops providing repair and maintenance of personal and household goods. Although jewelry stores and repair shops were found in every city and in many small towns, most jobs were in larger metropolitan areas.

Textile, apparel, and furnishings workers held 787,500 jobs in 2008.

Many manufacturing jobs can be found in California, New York, North Carolina, Texas, and Pennsylvania. Jobs in reupholstering, shoe repair and custom leatherwork, and laundry and dry-cleaning establishments are found in cities and towns throughout the Nation. Overall, about 11 percent of all workers in textile, apparel, and furnishings occupations were self-employed; however, about 43 percent of all tailors, dressmakers, and sewers and about 29 percent of all uphoisterers were self-employed.

(Source: Bureau of Labor Statistics)

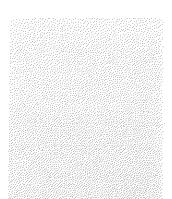
Admission

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. For more information on admissions, visit the Admissions website for new freshmen.

For more information about admission criteria for transfer, transitioning and former students, please visit the admissions website.

Transfer students with more than two fine art or crafts courses should submit a portfolio of work for proper placement. The director of the School of Art may impose additional requirements considered reasonable and necessary. Transfer credits are evaluated consistent with the state Transfer Articulation Guidelines (TAGs), although each student will be evaluated individually in terms of his or her ability to perform within the program. Transfer students should make every effort to complete admission requirements before the deadlines and to see an advisor in the School of Art for an evaluation of the portfolio and for schedule planning before registration



EPC Agenda | 16 November 2015 | Attachment 5 | Page 10

Requirements 2.250 GPA in the major.

Graduation Minimum 120 total credit hours, minimum 39 upper-division hours. Minimum 2.000 cumulative GPA and a

Outcomes

Program Learning Graduates of this program will be able to:

- Demonstrate ability (skill) to work within chosen medium, involving understanding materials and processes associated with that medium. Also, demonstrate an understanding of larger contemporary and historical contexts within which that body of work is created.
- Demonstrate ability to express ideas concerning body of work presented in an oral defense for project committee (3 faculty members).
- 3. Present work in a coherent manner through the organization of an exhibition (BFA thesis show).

Accreditation National Association of Schools of Art and Design (NASAD)









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- College of Public Health
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- Regional College
- School of Digital Sciences
- University College

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Fine Arts - B.F.A.

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College College of the Arts

Department School of Art

211 Art Building Tel: 330-672-2192 Web: www.kent.edu/art Resources

Program Requirements

College Policies Academic Policies

Description

The Bachelor of Fine Arts in Fine Arts prepares students for professional careers in the visual arts by developing their conceptual understanding, technical competency and independent problem solving at a professional entry-level in their chosen specialization. Through studio critiques and the study of art history, students learn to analyze and evaluate visual art and apply this knowledge to their own creative practice. Graduating students must demonstrate their competence by producing a body of work for evaluation presented in their senior project exhibition. The program comprises concentrations in Drawing, Painting, Printmaking, Sculpture and Interdisciplinary the latter of which allows students to combine two media in which to specialize

Study Abroad/Study Away Opportunities

Travel/Study to: New York €hicago, London and P aris, and Tunisia

her 21,500

Study Abroad in Flagrence, Italy, Semester in Italy or the Summer Art and Culture trip

Career Opportunities

Artists held about 221,900 jobs in 2008 And distributed as follows:
Art directors 84,200 it 60 percent were self-employed. Employment was

Multingedia arrists and animators 79,000 |
Fine arrists, including painters, sculptors and illustrators 23,600 |
Coaft artists 13,600 |

and related work

Of the artists who were not self-employed, many worked for advertising and related services; newspaper, Of the artists who were not sentemployed, many worked for advertising and related services; hewspape periodical, book, and software publishers; motion picture and video industries; sectalized design services; and odyputer systems design and related services. Some self-employed artists offered their services to advertising agencies, design firms, publishing houses, and other businesses. (Source: Bureau of Labor Statistics)

Admission Requirements General Admission Information 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. For more information on admissions, visit the Admissions website for new freshmen.

Transfer Student: Applicants meeting the general transfer requirement for admission (2.0 cumulative GPA) will receive an art application from the School of Art. A portfolio must be submitted for review

Transfer students with more than two studio courses should submit a portfolio of work for proper placement. The director of the School of Art may impose additional requirements considered reasonable and necessary. Transfer credits are evaluated consistent with the state Transfer Articulation Guidelines (TAGs), although each student will be evaluated individually in terms of his or her ability to perform within the program. Transfer students should make every effort to complete admission requirements before the deadlines and to see an advisor in the School of Art for an evaluation of the portfolio and for schedule planning before registration.

For more information about admission criteria for transfer, transitioning and former students, please visit the admissions website

Graduation Requirements

Minimum 120 total credit hours, minimum 39 upper-division hours. Mnimum 2,000 cumulative GPA and a 2.500 GPA in the major. Students are required to plan and execute independently a senior project exhibition that is presented for review to a fine arts faculty committee. The senior project includes a written proposal and an artist's statement. Students should work closely with their fine arts faculty advisor on all aspects of the senior project.

Program Learning Outcomes

Graduates of this program will be able to:

- 1. Demonstrate high quality in the presentation of the work under review for their senior project
- 2. Demonstrate understanding of important concepts and ability to apply them as relevant to the work created and exhibited
- 3. Demonstrate a high degree of design and visual literacy in their work
- 4. Articulate their individual vision in both written and oral form (thesis statement and oral defense before committee).

Accreditation National Association of Schools of Art and Design (NASAD)

Culminating Students enrolled in a B.F.A program in fine arts must receive a rating of "satisfactory" on selected works exhibited during their portfolio review

STUDIO ART - B.F.A.

Department: School of Art

241 Center for the Visual Arts tel. 330.672.2192

web: www.kent.edu/art

Description

Arts

The Bachelor of Fine Arts in Studio prepares students for professional careers in the visual arts by developing their conceptual understanding, technical competency, and independent problem-solving needed for the challenges of a creative professional practice in their chosen discipline(s) or further graduate study.

Through studio critiques, study of sophisticated art and design concepts, mastery of skills and technologies, and critical analysis of historical and contemporary issues, students learn to analyze and evaluate visual art and to apply this knowledge to their own creative practice. Graduating students demonstrate their competence by producing a cohesive body of work presented in their senior thesis exhibition to a panel of faculty reviewers.

The program comprises concentrations in Ceramics, Drawing, Glass, Jewelry/Metals/Enameling, Painting, Print Media and Photography, Sculpture, and Textiles with opportunities for interdisciplinary exploration.

Study Abroad/Study Away Opportunities:

- Travel-Study to New York, Chicago, London and Paris, China
- Study Abroad in Florence, Italy (Semester or Summer)

Career Opportunities

Artists held about 221,900 jobs in 2008. About 60% were self-employed. Employment was distributed as follows:

Art directors 84,200
Multimedia artists and animators 79,000
Fine artists, including painters, sculptors and illustrator 23,600
Crafts artists 13,600
Artists and related workers, all other 21,500

Of the artists who were not self-employed, many worked for graphic design and related services; newspaper, periodical, book, web and software publishers; motion

picture and video industries; specialized design services and computer design. Some self-employed artists offered their services to advertising agencies, design firms, publishing houses, and other businesses. (Source: Bureau of Labor Statistics)

Jewelers and workers in precious stones and metals held about 52,100 jobs in 2008. About 21% of salaried jobs for these workers were in retail trade, primarily in jewelry, luggage, and leather goods stores. Another 15% of jobs were in jewelry and silverware manufacturing. A small number of jobs were with merchant wholesalers of miscellaneous durable goods and in shops providing repair and maintenance of personal and household goods. Although jewelry stores and repair shops are found in every city and in many small towns, most jobs were in larger metropolitan areas.

Textile, apparel, and furnishings workers held 787,500 jobs in 2008.

Many manufacturing jobs can be found in California, New York, North Carolina, Texas, and Pennsylvania. Jobs in reupholstering, shoe repair and custom leatherwork, and laundry and dry-cleaning establishments are found in cities and towns throughout the Nation. Overall, about 11 percent of all workers in textile, apparel, and furnishings occupations were self-employed; however, about 43 percent of all tailors, dressmakers, and sewers and about 29 percent of all upholsterers were self-employed.

(Source: Bureau of Labor Statistics)

Admission Requirements

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. There are no separate admission requirements for the B.F.A. program.

Students need not declare a concentration upon admission but a concentration should be designated no later than immediately after completion of the Common Review.

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. For more information on admissions, visit the Admissions website for new freshmen.

Transfer Students: Applicants meeting the general transfer requirement for admission (2.0 cumulative GPA) should schedule a meeting with the academic advisor in the School of Art and a portfolio review with a faculty member in the studio arts division for proper placement. Working with the director of the School

of Art, that faculty member may impose additional requirements considered reasonable and necessary. Transfer credits are evaluated consistent with the state Transfer Articulation Guidelines (TAGs), although each student will be evaluated individually in terms of his or her ability to perform within the program. Transfer students should make every effort to complete admission requirements before the deadlines and to schedule a review with a member of the studio arts division before registration.

For more information about admission criteria for transfer, transitioning and former students, please visit the admissions website.

Graduation Requirements

Minimum 120 total credit hours, minimum 39 upper-division hours. Minimum 2.000 cumulative GPA and a 2.500 GPA in the major. Students are required to plan and execute independently a senior project exhibition presented for review to a faculty committee. The senior project includes a written proposal and artist's statement. Students should work closely with their studio art advisor on all aspects of the senior project.

Program Learning Outcomes

Graduates of this program will be able to:

- 1. Demonstrate the ability (skill) to work within their chosen medium/media, involving understanding associated materials and processes, as presented during the common review and in the body of work presented for the B.F.A. thesis
- 2. Demonstrate an understanding of larger contemporary and historical contexts.
- 3. Demonstrate a high degree of design and visual literacy in their work and present that work coherently through a digital portfolio and the organization of the B.F.A. exhibition.
- 4. Articulate their individual vision in both written and oral form (thesis statement and oral defense before faculty panel for B.F.A. exhibition).

Accreditation National Association of Schools of Art and Design (NASAD)

Culminating Requirements

Students enrolled in a B.F.A. program in studio arts must receive a rating of "satisfactory" on works exhibited during required exhibition review and on the thesis statement and oral defense.

Kent State University 2016 Catalog > College of the Arts > Undergraduate Programs > Studio Arts - B.F.A. > Studio Arts - B.F.A. Program Requirements

Attribute 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; WC Writing Intensive

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

DESTINA	TION KENT	STATE: FIRST YEAR EXPERIENCE (1 credit)		
Attribute	Course	Tj/fle	Credit	Min Grade
	lus	10097 Destination Kent State: First Year Experience	1	

MANIODD	DOCDAM DEC	MIDEREN	TS (SC) CREDITS) courses count in major GPA				
Attribute	Course	ZUINCHICH	Credit	Min Grade			
	TART	10022	7 Title 2-D Composition	3	1 11111 01000		
	ART	10023	3-D Composition	3			
	ART	20024	Digital Media	3			
	ART	30001	Common Review ²	1	1		
WIC	ART	40008	Professional Practices in the Visual Arts	3	C ³		
	ARTF	14000	Drawing I	3			
	ARTF	14001	Drawing II	3			
***************************************	Choose from the following Foundations Electives 12						
	ARTF 24001-Drawing III						
	ARTF 24010-Intro to Fine Arts Photo						
	ARTF 24040-Printmaking I						
	ARTF 24040-Printmaking I ARTF 14055-Sculpture I ARTF 14060-Painting I ARTC 25300-Textile Arts: Pattern ARTC 25400-Ceramics I						
	ARTF 14060-Painting I						
	ARTC 25300-Textile Arts: Pattern						
	ARTC 25400-Ceramics I						
	ARTC 25600-Glass						
	ARTC 25700						
	ARTF or	ARTC	Upper Division Studio Electives or	12			
***************************************	KBA	44002	Studio Experience in Fine Art or Craft *				
KFA	ARTH	22006	Art History: Ancient to Medieval	3			
KFA	ARTH	22007	Art History: Renaissance to Modern	3			
	ARTH	32006	Late Modern Art	3			
	ARTH	Upper di	vision Art History elective	3			
ELR	ARTF or	44099	Senior Project: Fine Arts or	3			
	ARTC	45099	Senior Thesis Exhibition				

	IAL PROGRAN	REQUIREMENTS (Refedits)	
Attribute	Course		Credit Min Grade
		Kent Core Basic Sciences (must include one	6-7
		laboratory)	
		Kent Core Composition	6
		Kent Core Humanities	3
		Kent Core Mathematics and Critical Reasoning	3-5
		Kent Core Social Sciences (must be from two	6
		disciplines)	
		Kent Core Additional	6
CONCENT	RATION REQU	General Electives JIREMENTS (24 credits)	
CONCENT		JIREMENTS (24 credits)	¥X
CONCENT	Ceramics (24)	JIREMENTS (24 credits)	
CONCENT	Ceramics (24	JIREMENTS (24 credits)	
CONCENT	Ceramics (24 Drawing (24) Glass (24)	JIREMENTS (24 credits)	
CONCEN	Ceramics (24) Drawing (24) Glass (24) Jewelry/Meta	JIREMENTS (24 credits) I) Ils/Enameling (24)	
	Ceramics (24) Drawing (24) Glass (24) Jewelry/Meta Painting (24)	JIREMENTS (24 credits) i) ils/Enameling (24)	
	Ceramics (24) Drawing (24) Glass (24) Jewelry/Meta Painting (24) Print Media +	JIREMENTS (24 credits) JIS/Enameling (24) Photography (24)	
	Ceramics (24) Drawing (24) Glass (24) Jewelry/Meta Painting (24) Print Media + Sculpture (24)	JIREMENTS (24 credits) i) ils/Enameling (24)	

- US 10097 is not required of transfer students with 25 credits (excluding College Credit Plus and dual-enrollment) or students age 21+ at time of admission.
- 2. No upper-division ARTF or ARTC courses may be taken without successfully completing ART 30001 Common Review. At the completion of the foundation sequence (ARTF 14000, 14001, 10022, 10023, 20024, ARTH 22006, 22007, and three of the four Foundations electives), students register for ART 30001 and submit a portfolio of representative studio work selected from these courses to a School of Art faculty committee for review. Incoming transfer students are expected to provide examples of foundational coursework equivalent to School of Art requirements for ART 30001 Common Review. The review is a formative

- EPC Agenda | 16 November 2015 | Attachment 5 | Page 16 assessment of the student's foundations work including a digital portfolio, installation of a sampling of works, and proficiency in written and oral critical thinking.
- A minimum C (2.0) grade must be earned to fulfill the writing-intensive requirement.
- Maximum 6 credit hours of ARTF 44092 or ARTC 45092 Field Experience Travel Study may be applied toward the 12 credit hours of upper-division ARTF or ARTC electives. This course may not be applied toward the concentration hours. Students may apply this course toward fulfilling general electives, with no maximum credit hours required. ARTF 44092 and ARTC 45092 also fulfill the experiential learning requirement.
- Students are required to plan and execute independently a senior project or thesis exhibition in the area of concentration. The exhibition is presented for review to a committee of at least three School of Art faculty. In addition to the project or exhibition, a written proposal, and written summation (or artist's statement) are required. Students must submit photographic documentation along with the requisite written components at the completion of the committee defense. Students should work closely with a studio art faculty advisor on all aspects of the senior project.

Program Policy:

A maximum of 9 credit hours for each ARTF 34001, ARTF 34002, ARTF 44003 and ARTF 44060 may be applied towards the Studio Arts major.

CERAMIC	S CONCENTRA	ATION (24	credits)		
	Course		Title	Credit	Min Grade
Concentra	ition Electives: G	roup A			
	ARTC	25400	Ceramics I 1	3	
	ARTF	14055	Sculpture I	3	
	Choose from	any ARTF	or ARTC 10000, 20000 or 30000 level	3	
Concentra	tion Electives: G	roup B			
	ARTC	35400	Functional Approaches to Clay	3	
	ARTC	35401	Sculptural Approaches to Clay	3	
	ARTC	45400	Advanced Ceramics (repeatable)	3	
	Choose from	the follow	ng:	6	
	ARTC	34500	Functional Approaches to Clay (3)		
	ARTC	35401	Sculptural Approaches to Clay (3)		
	ARTC	45095	Crafts: Special Topics (3)		
	ARTC	45400	Advanced Ceramics (3)		
	KBA	45080	Studio Experience in Crafts (3)	<u> </u>	

If this course has already been completed, choose from any ARTF or ARTC 10000, 20000 or 30000 level course

Attribute	Course	er er er er er	Title	Credit	Min Grade
Concentra	tion Electives:	Group A -			
	ARTF	14060	Painting I	3	
	ARTF	24001	Drawing III 1	3	
	ARTF	24040	Printmaking I	3	
Concentra	ition Electives:	Group B *		·	
	ARTF	34001	Drawing IV	3	
	ARTF	34002	Figure Drawing	3	
	ARTF	44003	Drawing V	3	
	Choose fro	m the follo	wing:	6	
	ARTF	34001	Drawing IV (3)		
	ARTF	34002	Figure Drawing (3)		
	ARTF	44003	Drawing V (3)		
	KBA	44080	Studio Experience in Fine Arts (3)		
	ARTF	44095	Selected Topics in Fine Arts (1-6)		

If this course has already been completed choose from this list to complete the nine credit hours

ARTF 24060 Painting II (3) b. **ARTF** 34042 Lithography (3)

24010 ARTF Introduction to Fine Art Photography (3) Ç,

d. ARTF 24055 Sculpture I (3)

ARTC 25300 Textile Art: Pattern (3)

Attribute	Course		Title	Credit	Min Grade
Concentra	tion Electives	: Group A			
	ARTC	25600	Introduction to Glass Working 1	3	
	ARTF	14055	Sculpture I 1	3	
	ARTF	35401	Sculptural Approaches to Clay	3	
Concentra	tion Electives	: Group B			
	ARTC	35600	Glassblowing	3	
	ARTC	35601	Sculptural and Kiln-Formed Glass	3	
	ARTC	45600	Advanced Glass Working	3	
	Choose fro	om the folio	wing:	6	1
	ARTC	45095	Crafts: Special Topics (3)		

	ARTC	45600	Advanced Glass Working (3)	Jonaa ji re	
ĺ	KBA	45080	Studio Experience in Crafts (3)		1

- If this course has already been completed choose from this list to complete the nine credit hours

 a. ARTF 14060 Painting I (3)

 b. ARTF 24001 Drawing III (3)

 c. ARTF 24055 Sculpture II (3)

 - d. ARTC 25600 Introduction to Jewelry and Metals (3)
 - ARTC 35306 Textile Art: Surface Color and Design (3)

Attribute	Course		Title	Credit	Min Grade
Concentra	tion Electives	Group A			
	ARTC	25600	Introduction to Jewelry and Metals 1	3	
	ARTF	Choose	from any ARTF 10000, 20000 or 30000 level	3	
	ARTC	Choose	from the following: ARTC 25300 Textile Arts: Pattern;	3	
			5400 Ceramics I; ARTC 25600 Introduction to Glass		
			r; ARTC 35300 Textile Arts: Dimensional; ARTC 35301		
	Ì		Arts: Print Pattern; ARTC 35302 Textile Arts: Feltmaking;	1	
		ARTC3	5303 Textile Arts: Tapestry; ARTC 35305 Textile	1	
		Accesso	pries: Design and Production; ARTC 35306 Textile Arts:		
		Surface	Color and Design; ARTC 35350 Textile Arts: Design and		1
]	Producti	on; ARTC 35400 Functional Approaches to Clay; ARTC		
	-	35401 8	culptural Approaches to Clay; ARTC 35600 Glass		
^anaaniaa	loo Floativas	Crous	ARTC 35601 Sculptural and Kiln-Formed Glass	1	
Joncentia	tion Electives:		1 1	T =	·
	ARTC	35700	Jewelry Concepts and Techniques	3	
	ARTC	35701	Metalsmithing Concepts and Techniques	3	
		m the follo		9	
	ARTC	35702	Enameling Concepts and Techniques (3)		
	ARTC	35703	Textile Techniques In Metal (3)		
	ARTC	45700	Design and Production (3)	<u> </u>	
	ARTC	45701	Tableware (3)		
	ARTC	45702	Advanced Enameling (3)	ļ	
	ARTC	45703	Large Scale Enameling (3)		
	ARTC	45704	Advanced Studio In Jewelry (3)		
	ARTC	45095	Crafts: Special Topics (1-6)		
	ARTC	45096	Individual Study: Jewelry/Metals/Enameling (1-6)		
	KBA	45080	Studio Experience in Crafts (3)	1	

If this course has already been completed choose from any ARTF 10000, 20000 or 30000 level course.

Attribute	Course	anda a sala a	Title	Credit	Min Grade
Concentra	tion Electives:	Group A			
,	ARTF	14060	Painting I	3 1	
	ARTF	24001	Drawing III 1	3	
	ARTF or ARTC	Any 100	00, 20000 or 30000 level course.	3	
Concentra	tion Electives:	Group B			
	ARTF	24060	Painting II	3	
	ARTF	34060	Painting III	3	
	ARTF	44060	Painting IV	3	
	ARTF	44003	Drawing IV	3	
	Choose from	n the follow	ng:	3	
	ARTF	44060	Painting IV (3)		
	ARTF	44003	Drawing V (3)		
	ARTF	44095	Selected Topics in Fine Arts (1-6)		
	KBA	44080	Studio Experience in Fine Arts (3)		***************************************

1. If this course has already been completed choose from any ARTF 10000, 20000 or 30000 level course

Attribute	Course		Title	Credit	Min Grade
Concentra	tion Electives	: Group A			
	ARTF	14055	Sculpture I 1	3]
	ARTC	25400	Ceramics I	3	1
	ARTF	24001	Drawing III 1	3	
Concentra	tion Electives	: Group B			
	ARTF	24055	Sculpture II	3	

 			EPC Agenda i 16 November 2015
ARTF	34055	Sculpture III	2. 3
ARTF	44055	Sculpture IV	3
Choose fro	om the follow	ing:	6
ARTF	44055	Sculpture IV (3)	
ARTF	44095	Selected Topics in Fine Arts (1-6)	
ARTF	44096	Individual Study (1-6)	
KBA	45080	Studio Experience in Fine Art (3)	

1. If this course has already been completed choose from any ARTF or ARTC 10000, 20000 or 30000 level course.

\ttribute	Course		Title	Credit	Min Grade
Concentra	tion Electives	: Group A			W-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1
	ARTC	25300	Textile Art: Pattern 1	3	
	ARTF	14060	Painting I	3	
	ARTF	14055	Sculpture I '	3	
Concentra	tion Electives	: Group B			
	Choose fro	m the follow	ng:	15	1
	ARTC	35300	Textile Art: Dimensional (3)		
	ARTC	35301	Textile Art: Print Pattern (3)		
	ARTC	35302	Textile Art: Feltmaking (3)		
	ARTC	35303	Textile Art: Tapestry (3)		
	ARTC	35305	Textile Accessories: Design and Production (3)		***************************************
	ARTC	35306	Textile Art: Surface Color and Design (3)		
	ARTC	45350	Textile Art: Design and Production (3)		
	ARTC	45300	Textile Art: Jacquard Weaving (3)		
	ARTC	45301	Textile Art: Advanced Studio (3)		
	ARTC	45302	Textile Art: Pictorial (3)		1
	KBA	45080	Studio Experience in Crafts (3)		
	ARTC	45096	Individual Study: Textile Art (1-6)		
					Ī

1. If this course has already been completed choose from any ARTF or ARTC 20000 or 30000 level course.

Attribute	Course	The system of the sec	Title Commence of the Commence	Credit	Min Grade
Concentrati	ion Electives: (Group A			
	ARTF	24040	Printmaking I 1	3	
	ARTF 24010 Introduction to Fine Art Photography			3	
	ARTF	24001	Drawing III	3	
Concentrati	ion Electives: (Group B	Choose from the following:		
	ARTF	44043	Advanced Printmaking or	3	T
	ARTF	44010	Advanced Fine Art Photography	-	
	Choose from	the follow	ing:	12	
	ARTF	34040	Intermediate Intaglio		
	ARTF	34041	Serigraphy I		
	ARTF	34042	Lithography I		
	ARTF	44040	Advanced Intaglio		
	ARTF	44041	Serigraphy		
	ARTF	44045	Art of the Book		
	ARTF	44011	Digital Fine Art Photography		
	KBA	44080	Studio Experience in Fine Arts (3)		
	VCD	43051	Type High Press		

Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes	
	ARTF 14000 Drawing I	3		*		•	
	ART 10022 2-D Composition	3		*			***************************************
, , , , , , , , , , , , , , , , , , ,	ART 10023 3-D Composition	3		*			
	US 10097 First Year Experience ³	1				***************************************	
	ARTH 22007 Art History Renaissance to Modern	3		*	KFA	***************************************	
	Kent Core	3			+		

er Two (15 credits)					
Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes
ARTF 14001 Drawing II	3		*	I	
ART 20024 Digital Media	3		*		***************************************
Foundation Elective ²	3		*		
Kent Core	3				
ARTH 22006 Art History Ancient-Medieval	3		*	KFA	
	Course Subject and Title ARTF 14001 Drawing II ART 20024 Digital Media Foundation Elective ² Kent Core	Course Subject and Title Credit ARTF 14001 Drawing II 3 ART 20024 Digital Media 3 Foundation Elective ² 3 Kent Core 3	Course Subject and Title Credit Min Grd ARTF 14001 Drawing II 3 ART 20024 Digital Media 3 Foundation Elective² 3 Kent Core 3	Course Subject and Title Credit Min Grd GPA ARTF 14001 Drawing II 3 * ART 20024 Digital Media 3 * Foundation Elective² 3 * Kent Core 3	Course Subject and Title Credit Min Grd GPA Attribute ARTF 14001 Drawing II 3 * ART 20024 Digital Media 3 * Foundation Elective² 3 * Kent Core 3 -

Critical	Course Subject and Title	Credit	Min Grd	GPA -	Attribute	Notes
	Foundation Elective	3		*		
	Foundation Elective	3		*		
	Foundation Elective	3		*		
	Kent Core	3				
	Kent Core	3				
	ART 30001 Common Review ³					

ARTF 24001-Drawing III ARTF-24010-Intro to Fine Arts Photo ARTF24040-Printmaking I ARTF 14055-Sculpture I ARTF 14060-Painting I ARTC 25300-Textile Arts: Pattern ARTC 25400-Ceramics I

ARTC 25600-Glass I

ARTC 25700-Intro to Jewelry/Metals

¹ US 10097 is not required of transfer students with 25 credits (excluding College Credit Plus and dual-enrollment) or students age 21+ at time of admission.

 $^{^{\}mathbf{2}}$ Choose four courses or 12 credit hours from these options:

³ No upper-division ARTF or ARTC courses may be taken without successfully completing ART 30001 Common Review. At the completion of the foundation sequence (ARTF 14000, 14001, 10022, 10023, 20024, ARTH 22006, 22007, and three of the four Foundations electives), students register for ART 30001 and submit a portfolio of representative studio work selected from these courses to a School of Art faculty committee for review. Incoming transfer students are expected to provide examples of foundational coursework equivalent to School of Art requirements for ART 30001 Common Review. The review is a formative assessment of the student's foundations work including a digital portfolio, installation of a sampling of works, and proficiency in written and oral critical thinking.

Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes
	ARTF or ARTC Concentration Requirement (Group A)	3		*		
	ARTF or ARTC Concentration Requirement (Group A)	3		*		
	ARTF or ARTC Concentration Requirement (Group B)	3		*		
***************************************	ARTH 32066 Late Modern	3		*		
···	Kent Core	3				

Critical	Course Subject and Title	Credit	Min Grd	GPA.	Attribute	Notes	
,	ARTF or ARTC Concentration Requirement (Group A)	3		*			
	ARTF or ARTC Concentration Requirement (Group B)	3		*			
	ARTH Elective Upper-division	3		*	 -		
******	Kent Core	3					
	Kent Core	3					
					 		

/illiudi	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes
	ARTF or ARTC UD Elective⁴	3		*		
	ARTF or ARTC Concentration Requirement (Group B)	3		*	1	
	General Elective	3			1 1	
	Kent Core (Science)	4			1 1	
	Kent Core	3			1	

r Seven (15 credits)	Hall Hall Street (USA)				
Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes
ARTF or ARTC UD Elective	6		*		
ARTF or ARTC Concentration Requirement (Group B)	3		*		
ART 40008Professional Practices in the Visual Arts	3	C ⁵	*		
Kent Core	3				
					<u> </u>
	,		<u></u>		· · · · · · · · · · · · · · · · · · ·
	ARTF or ARTC UD Elective ARTF or ARTC Concentration Requirement (Group B) ART 40008Professional Practices in the Visual Arts	Course Subject and Title Credit ARTF or ARTC UD Elective 6 ARTF or ARTC Concentration Requirement (Group B) 3 ART 40008Professional Practices in the Visual Arts 3	Course Subject and Title Credit Min Grd ARTF or ARTC UD Elective 6 ARTF or ARTC Concentration Requirement (Group B) 3 ART 40008Professional Practices in the Visual Arts 3 C ⁵	Course Subject and Title Credit Min Grd GPA ARTF or ARTC UD Elective 6 * ARTF or ARTC Concentration Requirement (Group B) 3 * ART 40008Professional Practices in the Visual Arts 3 C ⁵ *	Course Subject and Title ARTF or ARTC UD Elective ARTF or ARTC Concentration Requirement (Group B) ART 40008Professional Practices in the Visual Arts Credit Min Grd GPA Attribute * * ART 40008Professional Practices in the Visual Arts 3 C ⁵ *

⁴ Maximum 6 credit hours of ARTF 44092 or ARTC 45092 Field Experience Travel Study may be applied toward the 12 credit hours of upperdivision ARTF or ARTC electives. This course may not be applied toward the concentration hours. Students may apply this course toward fulfilling general electives, with no maximum credit hours required. ARTF 44092 and ARTC 45092 also fulfill the experiential learning

 $^{^{\}rm 5}$ Å minimum C (2.0) grade must be earned to fulfill the writing intensive requirement

Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes
	ARTF or ARTC UD Elective	3		*		· · · · · · · · · · · · · · · · · · ·
	ARTF or ARTC Concentration Requirement (Group B)	3		*		
···	ARTF 44099 Senior Project: Fine Arts or ARTC 45099 Senior Thesis Exhibition ⁶	3		*		
	General elective	3				
					1	***************************************

CERAMIC	S CONCENT	RATION (24	credits)				
Attribute	Course	1	Title			Credit	Min Grade
Concentra	ition Electives	Group A					
	ARTC	25400	Ceramics I			3	
	ARTF	14055	Sculpture I			3	
	Choose fro	m any ARTF	or ARTC 100	000, 20000 or 30000	0 level	3	
Concentra	tion Electives:	Group B				,	
	ARTC	35400	Functional A	Approaches to Clay	7	3	
	ARTC	35401	Sculptural A	approaches to Clay		3	
	ARTC	45400	Advanced C	Ceramics (repeatable	le)	3	*****
	Choose fro	m the followi				6	
	ARTC	34500	Functional A	Approaches to Clay	(3)		
	ARTC	35401		pproaches to Clay			
	ARTC	45095		cial Topics (3)			
	ARTC	45400	Advanced C				
	KBA	45080	Studio Expe	rience in Crafts (3)	i i i i i i i i i i i i i i i i i i i		

1. If this course has already been completed, choose from any ARTF or ARTC 10000, 20000 or 30000 level course

Graduation summary				
Minimum Total Hours	Minimum Upper Division Hours	Minimum Kent Core Hours	Minimu	m GPA
	(30000-40000 Level courses)		Overall	Major
120	39	36	2.0	2.5

Students are required to plan and execute independently a senior project or thesis exhibition in the area of concentration. The exhibition is presented for review to a committee of at least three School of Art faculty. In addition to the project or exhibition, a written proposal, and written summation (or artist's statement) are required. Students must submit photographic documentation along with the requisite written components at the completion of the committee defense. Students should work closely with a studio art faculty advisor on all aspects of the senior project.

Critical	Course Subject and Title	Credit	Min Grd G	SPA	Attribute Notes
	ARTF 14000 Drawing I	3	1	*	
	ART 10022 2-D Composition	3		*	
	ART 10023 3-D Composition	3		*	
,	US 10097 First Year Experience ¹	1		**************************************	
	ARTH 22007 Art History Renaissance to Modern	3		*	KFA
	Kent Core	3			

Semeste	er Two (15 credits)					one del constitution	
Critical	Course Subject and Title	Credit	Min Grd	GPA.	Attribute	Notes	
	ARTF 14001 Drawing II	3		*			
	ART 20024 Digital Media	3		*			
	Foundation Elective ²	3		*			
	Kent Core	3					
	ARTH 22006 Art History Ancient-Medieval	3		*	KFA	***************************************	
					 		 ·
	ARTH 22006 Art History Ancient-Medieval	3		*	KFA		

Semeste	er Three (16 credits)					
Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes
	Foundation Elective	3		*		
	Foundation Elective	3		*		***************************************
	Foundation Elective	3		*		
	Kent Core	3				
	Kent Core	3				
	ART 30001 Common Review ³					

ARTF 24001-Drawing III
ARTF24010-Intro to Fine Arts Photo
ARTF24040-Printmaking I
ARTF 14055-Sculpture I
ARTF 14060-Painting I
ARTC 25300-Textile Arts: Pattern
ARTC 25400-Ceramics I
ARTC 25600-Glass I

ARTC 25700-intro to Jewelry/Metals

¹ US 10097 is not required of transfer students with 25 credits (excluding College Credit Plus and dual-enrollment) or students age 21+ at time of admission.

 $^{^{\}mbox{\scriptsize 2}}$ Choose four courses or 12 credit hours from these options:

No upper-division ARTF or ARTC courses may be taken without successfully completing ART 30001 Common Review. At the completion of the foundation sequence (ARTF 14000, 14001, 10022, 10023, 20024, ARTH 22006, 22007, and three of the four Foundations electives), students register for ART 30001 and submit a portfolio of representative studio work selected from these courses to a School of Art faculty committee for review. Incoming transfer students are expected to provide examples of foundational coursework equivalent to School of Art requirements for ART 30001 Common Review. The review is a formative assessment of the student's foundations work including a digital portfolio, installation of a sampling of works, and proficiency in written and oral critical thinking.

Course Subject and Title	Credit	Min Grd	GPA.	Attribute	Notes
ARTF or ARTC Concentration Requirement (Group A)	3		*		
ARTF or ARTC Concentration Requirement (Group A)	3		*		
ARTF or ARTC Concentration Requirement (Group B)	3		*		
ARTH 32066 Late Modern	3		*		
Kent Core	3				
				 	
	ARTF or ARTC Concentration Requirement (Group A) ARTF or ARTC Concentration Requirement (Group A) ARTF or ARTC Concentration Requirement (Group B) ARTH 32066 Late Modern	ARTF or ARTC Concentration Requirement (Group A) ARTF or ARTC Concentration Requirement (Group A) 3 ARTF or ARTC Concentration Requirement (Group B) 3 ARTH 32066 Late Modern 3	ARTF or ARTC Concentration Requirement (Group A) ARTF or ARTC Concentration Requirement (Group A) ARTF or ARTC Concentration Requirement (Group B) 3 ARTH 32066 Late Modern 3	ARTF or ARTC Concentration Requirement (Group A) ARTF or ARTC Concentration Requirement (Group A) ARTF or ARTC Concentration Requirement (Group B) ARTH 32066 Late Modern 3 *	ARTF or ARTC Concentration Requirement (Group A) ARTF or ARTC Concentration Requirement (Group A) ARTF or ARTC Concentration Requirement (Group B) ARTH 32066 Late Modern 3 * ARTH 32066 Late Modern

Semeste	er Five (15 credits)						
Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes	er erasi e
	ARTF or ARTC Concentration Requirement (Group A)	3		*			
	ARTF or ARTC Concentration Requirement (Group B)	3		*			• • • • • • • • • • • • • • • • • • • •
	ARTH Elective Upper-division	3		*			***************************************
¬	Kent Core	3				·····	,
·	Kent Core	3					

Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes
	ARTF or ARTC UD Elective ⁴	3		*		•
	ARTF or ARTC Concentration Requirement (Group B)	3		*		. 30000
	General Elective	3				
	Kent Core (Science)	4	***************************************			
	Kent Core	3				

Semeste	r Seven (15 credits)				wierde der in	
Critical	Course Subject and Title	Credit	Min Grd	GPA:	Attribute	Notes
	ARTF or ARTC UD Elective	6		*		
	ARTF or ARTC Concentration Requirement (Group B)	3		*		
	ART 40008 Professional Practices in the Visual Arts	3	C ⁵	*		
	Kent Core	3				

⁴ Maximum 6 credit hours of ARTF 44092 or ARTC 45092 Field Experience Travel Study may be applied toward the 12 credit hours of upperdivision ARTF or ARTC electives. This course may not be applied toward the concentration hours. Students may apply this course toward fulfilling general electives, with no maximum credit hours required. ARTF 44092 and ARTC 45092 also fulfill the experiential learning requirement.

 $^{^{5}}$ A minimum C (2.0) grade must be earned to fulfill the writing intensive requirement

Critical	Course Subject and Title	Credit	Min Grd GF	PA Attribute	Notes
	ARTF or ARTC UD Elective	3	*		
	ARTF or ARTC Concentration Requirement (Group B)	3	*		
	ARTF 44099 Senior Project: Fine Arts or ARTC 45099 Senior Thesis Exhibition ⁶	3	*		***************************************
	General Elective	3			

DRAWING	CONCENT	RATION (24)	redits)	The state of the s	
Attribute	Course	jejše ili.	Title	Credit	Min Grade
Concentra	tion Elective	s: Group A			
	ARTF	14060	Painting I 1	3	
	ARTF	24001	Drawing III 1	3	
	ARTF	24040	Printmaking I 1	3	
Concentra	tion Elective:	s: Group B			<u> </u>
	ARTF	34001	Drawing IV	3	
	ARTF	34002	Figure Drawing	3	
	ARTF	44003	Drawing V	3	
	Choose fi	rom the follo	ving:	6	
	ARTF	34001	Drawing IV (3)		
	ARTF	34002	Figure Drawing (3)		
	ARTF	44003	Drawing V (3)		
	KBA	44080	Studio Experience in Fine Arts (3)		
	ARTF	44095	Selected Topics in Fine Arts (1-6)		······

1. If this course has already been completed choose from this list to complete the nine credit hours

ARTF 24060 Painting II (3) a. ARTF 34042 Lithography I (3) b. Introduction to Fine Art Photography (3) C. **ARTF** 24010 24055 Sculpture I (3) d. **ARTF**

e. ARTC 25300 Textile Art: Pattern (3)

Graduation summary					
Minimum Total Hours	Minimum Upper Division Hours	Minimum Kent Core Hours	Minimum GPA		
	(30000-40000 Level courses)		Overall	Major	
120	39	36	2.0	2.5	

Students are required to plan and execute independently a senior project or thesis exhibition in the area of concentration. The exhibition is presented for review to a committee of at least three School of Art faculty. In addition to the project or exhibition, a written proposal, and written summation (or artist's statement) are required. Students must submit photographic documentation along with the requisite written components at the completion of the committee defense. Students should work closely with a studio art faculty advisor on all aspects of the senior project.

Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes
	ARTF 14000 Drawing I	3		*		
***************************************	ART 10022 2-D Composition	3		*		
	ART 10023 3-D Composition	3		*	1	
	US 10097 First Year Experience ¹	1				
	ARTH 22007 Art History Renaissance to Modern	3		*	KFA	
	Kent Core	3		 	+	

Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes
	ARTF 14001 Drawing II	3		*	T	
	ART 20024 Digital Media	3		*		
	Foundation Elective ²	 3		*		
	Kent Core	 3		[† †	
	ARTH 22006 Art History Ancient-Medieval	 3		*	KFA	
		 ***************************************				***************************************

Semeste	er Three (16 credits)						
Critical	Course Subject and Title	Credit	Min Grd GPA	Attribute	Notes	······	1.1.
	Foundation Elective	3	*		······································		
	Foundation Elective	3	*				
***************************************	Foundation Elective	3	*			·	
	Kent Core	3					
	Kent Core	3					***************************************
	ART 30001 Common Review ³						

¹ US 10097 is not required of transfer students with 25 credits (excluding College Credit Plus and dual-enrollment) or students age 21+ at time of admission.

2 Choose four courses or 12 credit hours from these options:

ARTF 24001-Drawing III
ARTF24010-Intro to Fine Arts Photo
ARTF24040-Printmaking I
ARTF 14055-Sculpture I
ARTF 14060-Painting I
ARTC 25300-Textile Arts: Pattern
ARTC 25400-Ceramics I
ARTC 25600-Glass I

ARTC 25700-Intro to Jewelry/Metals

No upper-division ARTF or ARTC courses may be taken without successfully completing ART 30001 Common Review. At the completion of the foundation sequence (ARTF 14000, 14001, 10022, 10023, 20024, ARTH 22006, 22007, and three of the four Foundations electives), students register for ART 30001 and submit a portfolio of representative studio work selected from these courses to a School of Art faculty committee for review. Incoming transfer students are expected to provide examples of foundational coursework equivalent to School of Art requirements for ART 30001 Common Review. The review is a formative assessment of the student's foundations work including a digital portfolio, installation of a sampling of works, and proficiency in written and oral critical thinking.

Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes
	ARTF or ARTC Concentration Requirement (Group A)	3		*		
	ARTF or ARTC Concentration Requirement (Group A)	3		*		
	ARTF or ARTC Concentration Requirement (Group B)	3		*		
	ARTH 32066 Late Modern	3		*		
	Kent Core	3				
					1 1	

Semeste	er Five (15 credits)						
Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes	
	ARTF or ARTC Concentration Requirement (Group A)	3		*			
	ARTF or ARTC Concentration Requirement (Group B)	3		*			
	ARTH Elective Upper division	3		*			
	Kent Core	3					
	Kent Core	3	†				

Semeste	er Six (16 credits)					
Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes
	ARTF or ARTC UD Elective	3		*		
	ARTF or ARTC Concentration Requirement (Group B)	3		*		
	General Elective	3				
	Kent Core (Science)	4				
	Kent Core	3				WAR.41.

Semeste	er Seven (15 credits)				
Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute Notes
	ARTF or ARTC UD Elective	6		*	
· · · · · · · · · · · · · · · · · · ·	ARTF or ARTC Concentration Requirement (Group B)	3	<u> </u>	*	
	ART 40008 Professional Practices in the Visual Arts	3	C ⁵	*	
	Kent Core	3			

⁴ Maximum 6 credit hours of ARTF 44092 or ARTC 45092 Field Experience Travel Study may be applied toward the 12 credit hours of upperdivision ARTF or ARTC electives. This course may not be applied toward the concentration hours. Students may apply this course toward fulfilling general electives, with no maximum credit hours required. ARTF 44092 and ARTC 45092 also fulfill the experiential learning requirement.

 $^{^{5}}$ Å minimum C (2.0) grade must be earned to fulfill the writing intensive requirement

Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes
	ARTF or ARTC UD Elective	3		*		
	ARTF or ARTC Concentration Requirement (Group B)	3		*		
	ARTF 44099 Senior Project: Fine Arts or ARTC 45099 Senior Thesis Exhibition ⁶	3		*		
	General Elective	3				***************************************

GLASS CONCENTRA	1 HUN (24 cre			
Attribute Course		Title	Credit	Min Grade
Concentration Elective	es: Group A			
ARTC	25600	Introduction to Glass Working	3	
ARTF	14055	Sculpture I 1	3	
ARTF	35401	Sculptural Approaches to Clay	3	
Concentration Elective	s: Group B			
ARTC	35600	Glassblowing	3	
ARTC	35601	Sculptural and Kiln-Formed Glass	3	
ARTC	45600	Advanced Glass Working	3	
Choose 1	from the follo	wing:	6	
ARTC	45095	Crafts: Special Topics (3)		
ARTC	45600	Advanced Glass Working (3)		
КВА	45080	Studio Experience in Crafts (3)		

- If this course has already been completed choose from this list to complete the nine credit hours
 - ARTF 14060 Painting I (3)
 - ARTF 24001 Drawing III (3) b.
 - ARTF 24055 Sculpture II (3) C.
 - ARTC 25600 Introduction to Jewelry and Metals (3) d.
 - ARTC 35306 Textile Art: Surface Color and Design (3)

Graduation summary				
Minimum Total Hours	Minimum Upper Division Hours	Minimum Kent Core Hours	Minimu	im GPA
nikova varia	(30000-40000 Level courses)		Overali	Major
120	39	36	2.0	2.5

Students are required to plan and execute independently a senior project or thesis exhibition in the area of concentration. The exhibition is presented for review to a committee of at least three School of Art faculty. In addition to the project or exhibition, a written proposal, and written summation (or artist's statement) are required. Students must submit photographic documentation along with the requisite written components at the completion of the committee defense. Students should work closely with a studio art faculty advisor on all aspects of the senior project.

Jewelry/Metals/Enameling Bachelor of Fine Arts

College of the Arts School of Art Catalog Year: 2016-2017

Critical	Course Subject and Title	Credit	Min Grd 0	GPA	Attribute	Notes
	ARTF 14000 Drawing I	3		*		42,
	ART 10022 2-D Composition	3		*		
	ART 10023 3-D Composition	3		*		
	US 10097 First Year Experience ¹	1				
	ARTH 22007 Art History Renaissance to Modern	3		*	KFA	
	Kent Core	3			1	

Critical	Course Subject and Title	Credit	Min Grd GPA	Attribute Notes
	ARTF 14001 Drawing II	3	*	
	ART 20024 Digital Media	3	*	
	Foundation Elective ²	3	*	
	Kent Core	3		
	ARTH 22006 Art History Ancient-Medieval	3	*	KFA

Critical	Course Subject and Title	-Credit	Min Grd	GPA.	Attribute	Notes	e Bangleringan
	Foundation Elective	3		*			
	Foundation Elective	3		*			
	Foundation Elective	3		*		***************************************	
*******	Kent Core	3					
	Kent Core	3					
······································	ART 30001 Common Review ³						***************************************

¹ US 10097 is not required of transfer students with 25 credits (excluding College Credit Plus and dual-enrollment) or students age 21+ at time of admission.

 $^{\mbox{\scriptsize 2}}$ Choose four courses or 12 credit hours from these options:

ARTF 24001-Drawing III
ARTF24010-Intro to Fine Arts Photo
ARTF24040-Printmaking I
ARTF 14055-Sculpture I
ARTF 14060-Painting I
ARTC 25300-Textile Arts: Pattern

ARTC 25400-Ceramics I

ARTC 25600-Glass I

ARTC 25700-Intro to Jeweiry/Metals

No upper-division ARTF or ARTC courses may be taken without successfully completing ART 30001 Common Review. At the completion of the foundation sequence (ARTF 14000, 14001, 10022, 10023, 20024, ARTH 22006, 22007, and three of the four Foundations electives), students register for ART 30001 and submit a portfolio of representative studio work selected from these courses to a School of Art faculty committee for review. Incoming transfer students are expected to provide examples of foundational coursework equivalent to School of Art requirements for ART 30001 Common Review. The review is a formative assessment of the student's foundations work including a digital portfolio, installation of a sampling of works, and proficiency in written and oral critical thinking.

Jewelry/Metals/Enameling Bachelor of Fine Arts

Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes
	ARTF or ARTC Concentration Requirement (Group A)	3		*		
	ARTF or ARTC Concentration Requirement (Group A)	3		*		***************************************
	ARTF or ARTC Concentration Requirement (Group B)	3		*	<u> </u>	
	ARTH 32066 Late Modern	3		*		
	Kent Core	3			<u> </u>	

Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes	:11747
	ARTF or ARTC Concentration Requirement (Group A)	3		*			
	ARTF or ARTC Concentration Requirement (Group B)	3		*			
	ARTH Elective Upper division	3		*			***************************************
	Kent Core	3					
	Kent Core	3					······

Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes	1,444
	ARTF or ARTC UD Elective ⁴	3		*			
	ARTF or ARTC Concentration Requirement (Group B)	3		*		· · · · · · · · · · · · · · · · · · ·	
	General Elective	3				***************************************	
	Kent Core (Science)	4					
	Kent Core	3					

Semeste	er Seven (15 credits)				
Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute Notes
	ARTF or ARTC UD Elective	6		*	
	ARTF or ARTC Concentration Requirement (Group B)	3		*	
	ART 40008 Professional Practices in the Visual Arts	3	C ₂	*	
	Kent Core	3			

⁴ Maximum 6 credit hours of ARTF 44092 or ARTC 45092 Field Experience Travel Study may be applied toward the 12 credit hours of upperdivision ARTF or ARTC electives. This course may not be applied toward the concentration hours. Students may apply this course toward fulfilling general electives, with no maximum credit hours required. ARTF 44092 and ARTC 45092 also fulfill the experiential learning requirement.

 $^{^{\}rm 5}$ A minimum C (2.0) grade must be earned to fulfill the writing intensive requirement

Bachelor of Fine Arts

College of the Arts School of Art Catalog Year: 2016-2017

Critical	Course Subject and Title	Credit	Min Grd G	3PA	Attribute	Notes	
	ARTF or ARTC UD Elective	3		*			
	ARTF or ARTC Concentration Requirement (Group B)	3	:	*			
	ARTF 44099 Senior Project: Fine Arts or ARTC 45099 Senior Thesis Exhibition ⁶	3		*			
	General Elective	3					

Attribute	Course		Title Data Halland January 1985	Credit	Min Grade
Concentra	tion Electives:	Group A			
	ARTC	25600	Introduction to Jewelry and Metals 1	3	
	ARTF	Choose	from any ARTF 10000, 20000 or 30000 level	3	
	ARTC	Choose	from the following: ARTC 25300 Textile Arts: Pattern;	3	
		ARTC 2	5400 Ceramics I; ARTC 25600 Introduction to Glass		
		Working	; ARTC 35300 Textile Arts: Dimensional; ARTC 35301		
		Textile A	Arts: Print Pattern; ARTC 35302 Textile Arts: Feltmaking;	1	
		ARTC 3	5303 Textile Arts: Tapestry; ARTC 35305 Textile		
		Accesso	pries: Design and Production; ARTC 35306 Textile Arts:		
		Color and Design; ARTC 35350 Textile Arts: Design and			
		Producti	on; ARTC 35400 Functional Approaches to Clay; ARTC	ļ	
		35401 S	culptural Approaches to Clay; ARTC 35600 Glass		
• • • • • • • • • • • • • • • • • • • •			ARTC 35601 Sculptural and Kiln-Formed Glass	-	
Concentra	tion Electives:	Group B			
	ARTC	35700	Jewelry Concepts and Techniques	3	
	ARTC	35701	Metalsmithing Concepts and Techniques	3	
	Choose fro	m the follo	wing:	9	
	ARTC	35702	Enameling Concepts and Techniques (3)		
	ARTC	35703	Textile Techniques In Metal (3)		
	ARTC	45700	Design and Production (3)		
	ARTC	45701	Tableware (3)		
	ARTC	45702	Advanced Enameling (3)		1
, ,	ARTC	45703	Large Scale Enameling (3)	1	
	ARTC	45704	Advanced Studio In Jewelry (3)	1	
***************************************	ARTC	45095	Crafts: Special Topics (1-6)	1	1
	ARTC	45096	Individual Study: Jewelry/Metals/Enameling (1-6)	T	
	KBA	45080	Studio Experience in Crafts (3)	 	

1. If this course has already been completed choose from any ARTF 10000, 20000 or 30000 level course.

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EPC Agenda | 16 November 2015 | Attachment 5 | Page 31 Roadmap: Studio Art Jewelry/Metals/Enameling Bachelor of Fine Arts

Graduation summary				
Minimum Total Hours	otal Hours Minimum Upper Division Hours Minimum Kent Core Hours		Minimu	m GPA
	(30000-40000 Level courses)		Overall	Major
120	39	36	2.0	2.5

Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes	****
	ARTF 14000 Drawing I	3		*			
	ART 10022 2-D Composition	3		*	1		**************************************
	ART 10023 3-D Composition	3	<u> </u>	*			
	US 10097 First Year Experience ¹	1					
	ARTH 22007 Art History Renaissance to Modern	3		*	KFA		
	Kent Core	3	 	ļ	+		

ARTF 14	Subject and Title 001 Drawing II	3	1				The section of the
		•	l i	*			***************************************
ART 200	24 Digital Media	3		*	1		**
Foundat	on Elective ²	3		*	1		
Kent Cor	8	3		***************************************		·····	
ARTH 22	006 Art History Ancient-Medieval	3		*	KFA		

er Three (16 credits)			150 (0) (00 (0)		Control of the Contro
Course Subject and Title	Credit	Min Grd GPA	Attribute	Notes	199,000 1000-1000-10
Foundation Elective	3	*			
Foundation Elective	3	*			***************************************
Foundation Elective	3	*			
Kent Core	3			***************************************	
Kent Core	3			·····	
ART 30001 Common Review ³				***************************************	
	Course Subject and Title Foundation Elective Foundation Elective Kent Core Kent Core	Course Subject and Title Credit Foundation Elective 3 Foundation Elective 3 Foundation Elective 3 Kent Core 3 Kent Core 3	Course Subject and Title Credit Min Grd GPA Foundation Elective 3 * Foundation Elective 3 * Foundation Elective 3 * Kent Core 3 * Kent Core 3 *	Course Subject and Title Credit Min Grd GPA Attribute Foundation Elective 3 * Foundation Elective 3 * Foundation Elective 3 * Kent Core 3 * Kent Core 3 *	Course Subject and Title Credit Min Grd GPA Attribute Notes Foundation Elective 3 * Foundation Elective 3 * Foundation Elective 3 * Kent Core 3 * Kent Core 3 *

¹ US 10097 is not required of transfer students with 25 credits (excluding College Credit Plus and dual-enrollment) or students age 21+ at time of admission.

ARTF 24001-Drawing III
ARTF24010-intro to Fine Arts Photo
ARTF24040-Printmaking I
ARTF 14055-Sculpture I
ARTF 14060-Painting I
ARTC 25300-Textile Arts: Pattern
ARTC 25400-Ceramics I
ARTC 25600-Glass I

ARTC 25700-Intro to Jewelry/Metals

 $^{^{\}mathbf{2}}$ Choose four courses or 12 credit hours from these options:

No upper-division ARTF or ARTC courses may be taken without successfully completing ART 30001 Common Review. At the completion of the foundation sequence (ARTF 14000, 14001, 10022, 10023, 20024, ARTH 22006, 22007, and three of the four Foundations electives), students register for ART 30001 and submit a portfolio of representative studio work selected from these courses to a School of Art faculty committee for review. Incoming transfer students are expected to provide examples of foundational coursework equivalent to School of Art requirements for ART 30001 Common Review. The review is a formative assessment of the student's foundations work including a digital portfolio, installation of a sampling of works, and proficiency in written and oral critical thinking.

Semeste	er Four (15 credits)				S (0.00)	100
Critical	Course Subject and Title	Credit	Min Grd GPA	Attribute	Notes	
	ARTF or ARTC Concentration Requirement (Group A)	3	*			
····	ARTF or ARTC Concentration Requirement (Group A)	3	*			
	ARTF or ARTC Concentration Requirement (Group B)	3	*		***************************************	
***************************************	ARTH 32066 Late Modern	3	*			
***************************************	Kent Core	3				
		- Arrivalent Arrival				

Course Subject and Title	Credit	Min Grd GPA	Attribute	Notes
ARTF or ARTC Concentration Requirement (Group A)	3	*		
ARTF or ARTC Concentration Requirement (Group B)	3	*		
ARTH Elective Upper division	3	*		
Kent Core	3			
Kent Core	3			
		 		
	ARTF or ARTC Concentration Requirement (Group A) ARTF or ARTC Concentration Requirement (Group B) ARTH Elective Upper division Kent Core	ARTF or ARTC Concentration Requirement (Group A) 3 ARTF or ARTC Concentration Requirement (Group B) 3 ARTH Elective Upper division 3 Kent Core 3	ARTF or ARTC Concentration Requirement (Group A) ARTF or ARTC Concentration Requirement (Group B) 3 * ARTH Elective Upper division 3 * Kent Core 3	ARTF or ARTC Concentration Requirement (Group B) 3 * ARTH Elective Upper division 3 * Kent Core 3

Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes	
	ARTF or ARTC UD Elective ⁴	3	T	*			***************************************
-	ARTF or ARTC Concentration Requirement (Group B)	3		*			
	General Elective	3		ļ			
	Kent Core (Science)	4					
	Kent Core	3					

Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes	
	ARTF or ARTC UD Elective	6		*			
	ARTF or ARTC Concentration Requirement (Group B)	3		*			
	ART 40008 Professional Practices in the Visual Arts	3	C ^s	*			
	Kent Core	3					

	A-1						

⁴ Maximum 6 credit hours of ARTF 44092 or ARTC 45092 Field Experience Travel Study may be applied toward the 12 credit hours of upperdivision ARTF or ARTC electives. This course may not be applied toward the concentration hours. Students may apply this course toward fulfilling general electives, with no maximum credit hours required. ARTF 44092 and ARTC 45092 also fulfill the experiential learning requirement.

⁵ A minimum C (2.0) grade must be earned to fulfill the writing intensive requirement

Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes
	ARTF or ARTC UD Elective	3		*		
	ARTF or ARTC Concentration Requirement (Group B)	3	 	*		
	ARTF 44099 Senior Project: Fine Arts or ARTC 45099 Senior Thesis Exhibition ⁶	3		*		
	General Elective	3				
		+			+	

PAINTING	CONCENTR	ATION (24	credits)	
Attribute	Course		Title	Credit Min Grade
Concentra	tion Electives:			
	ARTF	14060	Painting I	3
	ARTF	24001	Drawing III 1	3
	ARTF or ARTC	Any 100	000, 20000 or 30000 level course.	3
Concentra	tion Electives:	Group B		
***************************************	ARTF	24060	Painting II	3
	ARTF	34060	Painting III	3
	ARTF	44060	Painting IV	3
	ARTF	44003	Drawing IV	3
	Choose fron	n the following	ng:	3
	ARTF	44060	Painting IV (3)	
	ARTF	44003	Drawing V (3)	
	ARTF	44095	Selected Topics in Fine Arts (1-6)	
	KBA	44080	Studio Experience in Fine Arts (3)	

1. If this course has already been completed choose from any ARTF or ARTC 10000, 20000 or 30000 level course.

Graduation summary			Section of the section of	
Minimum Total Hours	Minimum Upper Division Hours	Minimum Kent Core Hours	Minimu	ım GPA
	(30000-40000 Level courses)		Overall	Major
120	39	36	2.0	2.5

Students are required to plan and execute independently a senior project or thesis exhibition in the area of concentration. The exhibition is presented for review to a committee of at least three School of Art faculty. In addition to the project or exhibition, a written proposal, and written summation (or artist's statement) are required. Students must submit photographic documentation along with the requisite written components at the completion of the committee defense. Students should work closely with a studio art faculty advisor on all aspects of the senior project.

Critical	Course Subject and Title	Credit	Min Grd G	3PA	Attribute	Notes
	ARTF 14000 Drawing I	3		*		
	ART 10022 2-D Composition	3		*	1	
	ART 10023 3-D Composition	3		*		
***************************************	US 10097 First Year Experience ¹	1			1	
	ARTH 22007 Art History Renaissance to Modern	3		*	KFA	
	Kent Core	3			1	

Critical	Course Subject and Title	Credit	Min Grd	GPA:	Attribute	Notes
	ARTF 14001 Drawing II	3		*		
	ART 20024 Digital Media	3		*		
	Foundation Elective ²	3		*		
	Kent Core	3		•		
	ARTH 22006 Art History Ancient-Medieval	3		*	KFA	

Critical	Course Subject and Title	 	Credit	Min Grd	GPA	Attribute	Notes	1.7
	Foundation Elective	 	3		*			
	Foundation Elective	 	3		*			
	Foundation Elective	 ***************************************	3		*			
	Kent Core	 	3			 		
	Kent Core	 	3			 		

ARTF 24001-Drawing III
ARTF24010-Intro to Fine Arts Photo
ARTF24040-Printmaking I
ARTF 14055-Sculpture !
ARTF 14060-Painting I
ARTC 25300-Textile Arts: Pattern
ARTC 25400-Ceramics I
ARTC 25600-Glass I

ARTC 25700-Intro to Jewelry/Metals

¹ US 10097 is not required of transfer students with 25 credits (excluding College Credit Plus and dual-enrollment) or students age 21+ at time of admission.

 $^{^{\}mathbf{2}}$ Choose four courses or 12 credit hours from these options:

1 107 20004 6		1		
ART 30001 Common Review	!	1	1	1 3
		l 1	ì	1
				I

Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes
ARTF or ARTC Concentration Requirement (Group A)	3		*		
ARTF or ARTC Concentration Requirement (Group A)	3		*		
ARTF or ARTC Concentration Requirement (Group B)	3	 	*	1	
ARTH 32066 Late Modern	3		*		
Kent Core	3				***************************************
				+	
	ARTF or ARTC Concentration Requirement (Group A) ARTF or ARTC Concentration Requirement (Group A) ARTF or ARTC Concentration Requirement (Group B) ARTH 32066 Late Modern	ARTF or ARTC Concentration Requirement (Group A) ARTF or ARTC Concentration Requirement (Group A) ARTF or ARTC Concentration Requirement (Group B) 3 ARTH 32066 Late Modern 3	ARTF or ARTC Concentration Requirement (Group A) ARTF or ARTC Concentration Requirement (Group A) ARTF or ARTC Concentration Requirement (Group B) 3 ARTH 32066 Late Modern 3	ARTF or ARTC Concentration Requirement (Group A) ARTF or ARTC Concentration Requirement (Group A) ARTF or ARTC Concentration Requirement (Group B) 3 * ARTH 32066 Late Modern 3 *	ARTF or ARTC Concentration Requirement (Group A) ARTF or ARTC Concentration Requirement (Group A) ARTF or ARTC Concentration Requirement (Group B) ARTH 32066 Late Modern 3 * ARTH 32066 Late Modern

<u> ritical </u>	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes
	ARTF or ARTC Concentration Requirement (Group A)	3		*		
	ARTF or ARTC Concentration Requirement (Group B)	3		*		
	ARTH Elective Upper division	3		*	 	······································
	Kent Core	3				
	Kent Core	3				

Semeste	r Six (16 credits)			
Critical	Course Subject and Title	Credit	Min Grd GPA	Attribute Notes
	ARTF or ARTC UD Elective ⁴	3	*	
	ARTF or ARTC Concentration Requirement (Group B)	3	*	
	General Elective	3		
	Kent Core (Science)	4		
	Kent Core	3		
		<u> </u>		

***************************************	r Seven (15 credits)				
Critical	Course Subject and Title	and the second	Credit	Min Grd GPA	lotes

No upper-division ARTF or ARTC courses may be taken without successfully completing ART 30001 Common Review. At the completion of the foundation sequence (ARTF 14000, 14001, 10022, 10023, 20024, ARTH 22006, 22007, and three of the four Foundations electives), students register for ART 30001 and submit a portfolio of representative studio work selected from these courses to a School of Art faculty committee for review. Incoming transfer students are expected to provide examples of foundational coursework equivalent to School of Art requirements for ART 30001 Common Review. The review is a formative assessment of the student's foundations work including a digital portfolio, installation of a sampling of works, and proficiency in written and oral critical thinking.

⁴ Maximum 6 credit hours of ARTF 44092 or ARTC 45092 Field Experience Travel Study may be applied toward the 12 credit hours of upperdivision ARTF or ARTC electives. This course may not be applied toward the concentration hours. Students may apply this course toward fulfilling general electives, with no maximum credit hours required. ARTF 44092 and ARTC 45092 also fulfill the experiential learning requirement.

 ARTF or ARTC UD Elective	6		*		
 ARTF or ARTC Concentration Requirement (Group B)	3		*	†	***************************************
 ART 40008 Professional Practices in the Visual Arts	3	C⁵	*		
 Kent Core	3				

er Eight (12 credits)				
Course Subject and Title	Credit	Min Grd	GPA	Attribute Notes
ARTF or ARTC UD Elective	3		*	
ARTF or ARTC Concentration Requirement (Group B)	3		*	
ARTF 44099 Senior Project: Fine Arts or ARTC 45099 Senior Thesis Exhibition ⁶	3		*	
General Elective	3			
And the second s			***************************************	
	Course Subject and Title ARTF or ARTC UD Elective ARTF or ARTC Concentration Requirement (Group B) ARTF 44099 Senior Project: Fine Arts or ARTC 45099 Senior Thesis Exhibition ⁶	Course Subject and Title Credit ARTF or ARTC UD Elective 3 ARTF or ARTC Concentration Requirement (Group B) 3 ARTF 44099 Senior Project: Fine Arts or ARTC 45099 Senior Thesis Exhibition ⁶ 3	Course Subject and Title Credit Min Grd ARTF or ARTC UD Elective 3 ARTF or ARTC Concentration Requirement (Group B) 3 ARTF 44099 Senior Project: Fine Arts or ARTC 45099 Senior Thesis Exhibition ⁶	Course Subject and Title Credit Min Grd GPA ARTF or ARTC UD Elective 3

Attribute	Course		Title and the sum of t	Credit	Min Grade
Concentra	tion Electives:	Group A			
	ARTF	24040	Printmaking I 1	3	
	ARTF	24010	Introduction to Fine Art Photography	3	
	ARTF	24001	Drawing III 1	3	
Concentra	tion Electives:	Group B C	hoose from the following:		
	ARTF	44043	Advanced Printmaking or	3	
	ARTF	44010	Advanced Fine Art Photography		
	Choose fro	m the followi	ng:	12	
	ARTF	34040	Intermediate Intaglio		
	ARTF	34041	Serigraphy I		
	ARTF	34042	Lithography I		
	ARTF	44040	Advanced Intaglio		
	ARTF	44041	Serigraphy		
	ARTF	44045	Art of the Book		
	ARTF	44011	Digital Fine Art Photography		
	KBA	44080	Studio Experience in Fine Arts (3)		
	VCD	43051	Type High Press		

 $^{^{\}rm 5}$ A minimum C (2.0) grade must be earned to fulfill the writing intensive requirement

⁶ Students are required to plan and execute independently a senior project or thesis exhibition in the area of concentration. The exhibition is presented for review to a committee of at least three School of Art faculty. In addition to the project or exhibition, a written proposal, and written summation (or artist's statement) are required. Students must submit photographic documentation along with the requisite written components at the completion of the committee defense. Students should work closely with a studio art faculty advisor on all aspects of the senior project.

Minimum Total Hours	Minimum Upper Division Hours	Minimum Kent Core Hours	Minimu	im GPA
	(30000-40000 Level courses)		Overall	Major
120	39	36	2.0	2.5

Roadmap: Studio Art Sculpture Bachelor of Fine Arts

College of the Arts Catalog Year: 2016-2017

Critical	Course Subject and Title	Credit A	Vin Grd GPA	Attribute	Notes
	ARTF 14000 Drawing I	3	*		
	ART 10022 2-D Composition	3	*		
	ART 10023 3-D Composition	3	*		
• 11 to 12	US 10097 First Year Experience ¹	1			***************************************
	ARTH 22007 Art History Renaissance to Modern	3	*	KFA	
	Kent Core	3			

er Two (15 credits)				
Course Subject and Title	Credit	Min Grd GPA	Attribute	Notes
ARTF 14001 Drawing II	3	*		
ART 20024 Digital Media	3	*		-14/10124
Foundation Elective ²	3	*		
Kent Core	3			W-2-
ARTH 22006 Art History Ancient-Medieval	3	*	KFA	
	ARTF 14001 Drawing II ART 20024 Digital Media Foundation Elective ² Kent Core	Course Subject and Title Credit ARTF 14001 Drawing II 3 ART 20024 Digital Media 3 Foundation Elective ² 3 Kent Core 3	Course Subject and Title Credit Min Grd GPA ARTF 14001 Drawing II 3 * ART 20024 Digital Media 3 * Foundation Elective ² 3 * Kent Core 3 *	Course Subject and Title Credit Min Grd GPA Attribute ARTF 14001 Drawing II 3 * ART 20024 Digital Media 3 * Foundation Elective ² 3 * Kent Core 3 *

Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes
	Foundation Elective	3		*		***************************************
	Foundation Elective	3		*		
•	Foundation Elective	3		*		
	Kent Core	3				
	Kent Core	3				
	ART 30001 Common Review ³					

ARTF 24001-Drawing III ARTF24010-Intro to Fine Arts Photo ARTF24040-Printmaking I ARTF 14055-Sculpture I ARTF 14060-Painting (ARTC 25300-Textile Arts: Pattern ARTC 25400-Ceramics I ARTC 25600-Glass I

ARTC 25700-Intro to Jewelry/Metals

¹ US 10097 is not required of transfer students with 25 credits (excluding College Credit Plus and dual-enrollment) or students age 21+ at time of admission.

 $^{^{\}mbox{\scriptsize 2}}$ Choose four courses or 12 credit hours from these options:

³ No upper-division ARTF or ARTC courses may be taken without successfully completing ART 30001 Common Review. At the completion of the foundation sequence (ARTF 14000, 14001, 10022, 10023, 20024, ARTH 22006, 22007, and three of the four Foundations electives), students register for ART 30001 and submit a portfolio of representative studio work selected from these courses to a School of Art faculty committee for review. Incoming transfer students are expected to provide examples of foundational coursework equivalent to School of Art requirements for ART 30001 Common Review. The review is a formative assessment of the student's foundations work including a digital portfolio, installation of a sampling of works, and proficiency in written and oral critical thinking.

Critical	Course Subject and Title	Credit	Min Grd GPA	Attribute	Notes
	ARTF or ARTC Concentration Requirement (Group A)	3	*		
	ARTF or ARTC Concentration Requirement (Group A)	3	*		
	ARTF or ARTC Concentration Requirement (Group B)	3	*		
	ARTH 32066 Late Modern	3	*		
	Kent Core	3			
	Kent Core	3			

	er Five (15 credits)				
Critical	Course Subject and Title	Credit	Min Grd GF	A Attribu	te Notes
	ARTF or ARTC Concentration Requirement (Group A)	3	*		
	ARTF or ARTC Concentration Requirement (Group B)	3	*		4-9-9-9-9-9-9-9-9-9-9-9-9-9-9-9-9-9-9-9
	ARTH Elective Upper division	3	*		
	Kent Core	3			
	Kent Core	3			

Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes
	ARTF or ARTC UD Elective	3		*		
	ARTF or ARTC Concentration Requirement (Group B)	3		*		
	General Elective	3				
	Kent Core (Science)	4				
,,	Kent Core	3				

Semeste	r Seven (15 credits)					
Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes
	ARTF or ARTC UD Elective	6		*		
	ARTF or ARTC Concentration Requirement (Group B)	3		*		
	ART 40008 Professional Practices in the Visual Arts	3	C ⁵	*		
	Kent Core	3				
	an an .					

⁴ Maximum 6 credit hours of ARTF 44092 or ARTC 45092 Field Experience Travel Study may be applied toward the 12 credit hours of upperdivision ARTF or ARTC electives. This course may not be applied toward the concentration hours. Students may apply this course toward fulfilling general electives, with no maximum credit hours required. ARTF 44092 and ARTC 45092 also fulfill the experiential learning requirement.

⁵ A minimum C (2.0) grade must be earned to fulfill the writing intensive requirement

Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes
	ARTF or ARTC UD Elective	3		*		
	ARTF or ARTC Concentration Requirement (Group B)	3		*	 	
	ARTF 44099 Senior Project: Fine Arts or ARTC 45099 Senior Thesis Exhibition ⁶	3		*		
	General elective	3				
					+	

Attribute	RE CONCENT			One dis	Min One de
	Course		Title	Credit	Min Grade
Concentra	tion Electives:	Group A			
	ARTF	14055	Sculpture I 1	3	
•	ARTC	25400	Ceramics I	3	
	ARTF	24001	Drawing III 1	3	
Concentra	tion Electives: (Group B		1-M	
	ARTF	24055	Sculpture II	3	
	ARTF	34055	Sculpture III	3	
	ARTF	44055	Sculpture IV	3	
	Choose from	the follow	ng:	6	
	ARTF	44055	Sculpture IV (3)		
	ARTF	44095	Selected Topics in Fine Arts (1-6)		
	ARTF	44096	Individual Study (1-6)		
	KBA	45080	Studio Experience in Fine Art (3)		

If this course has already been completed choose from any ARTF or ARTC 10000, 20000 or 30000 level course.

Graduation summary					
Minimum Total Hours	Minimum Upper Division Hours	Minimum Kent Core Hours	Minimum GPA		
	(30000-40000 Level courses)		Overall	Major	
120	39	36	2.0	2.5	

Students are required to plan and execute independently a senior project or thesis exhibition in the area of concentration. The exhibition is presented for review to a committee of at least three School of Art faculty. In addition to the project or exhibition, a written proposal, and written summation (or artist's statement) are required. Students must submit photographic documentation along with the requisite written components at the completion of the committee defense. Students should work closely with a studio art faculty advisor on all aspects of the senior project.

EPC Agenda | 16 November 2015 | Attachment 5 | Page 42 Roadmap: Studio Art Print Media and Photography Bachelor of Fine Arts

Minimum Total Hours	Minimum Upper Division Hours	Minimum Kent Core Hours	Minimum GPA		
	(30000-40000 Level courses)		Overali	Major	
120	39	36	2.0	2,5	

	er One (16 credits)					
Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes
***************************************	ARTF 14000 Drawing I	3		*		***************************************
······································	ART 10022 2-D Composition	3		*		
	ART 10023 3-D Composition	3	1	*		
	US 10097 First Year Experience ¹	1				
	ARTH 22007 Art History Renaissance to Modern	3		*	KFA	
	Kent Core	3				

Semeste	r Two (15 credits)					
Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes
	ARTF 14001 Drawing II	3		*		
	ART 20024 Digital Media	3	·	*		
	Foundation Elective ²	3		*		
	Kent Core	3				
	ARTH 22006 Art History Ancient-Medieval	3		*	KFA	
1			Ī		1 1	

Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes
	Foundation Elective	3		*		
***************************************	Foundation Elective	3		*		
	Foundation Elective	3		*		
	Kent Core	3				
	Kent Core	3				
	ART 30001 Common Review ⁵					

ARTF 24001-Drawing III

ARTF 24010-Intro to Fine Arts Photo

ARTF 24040-Printmaking I

ARTF 14055-Sculpture I

ARTF 14060-Painting i

ARTC 25300-Textile Arts: Pattern

ARTC 25400-Ceramics I

ARTC 25600-Glass I

ARTC 25700-Intro to Jewelry/Metals

¹ US 10097 is not required of transfer students with 25 credits (excluding College Credit Plus and dual-enrollment) or students age 21+ at time of admission.

² Choose four courses or 12 credit hours from these options:

³ No upper-division ARTF or ARTC courses may be taken without successfully completing ART 30001 Common Review. At the completion of the foundation sequence (ARTF 14000, 14001, 10022, 10023, 20024, ARTH 22006, 22007, and three of the four Foundations electives), students register for ART 30001 and submit a portfolio of representative studio work selected from these courses to a School of Art faculty committee for review. Incoming transfer students are expected to provide examples of foundational coursework equivalent to School of Art requirements for ART 30001 Common Review. The review is a formative assessment of the student's foundations work including a digital portfolio, installation of a sampling of works, and proficiency in written and oral critical thinking.

College of the Arts School of Art Catalog Year: 2016-2017

Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes
	ARTF or ARTC Concentration Requirement (Group A)	3		*	i I	
	ARTF or ARTC Concentration Requirement (Group A)	3		*		***************************************
	ARTF or ARTC Concentration Requirement (Group B)	3		*		
	ARTH 32066 Late Modern	3		*		
	Kent Core	3				

er Five (15 credits)	g made and hear			pala ete: Napa Interv	
Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes
ARTF or ARTC Concentration Requirement (Group A)	3		*		
ARTF or ARTC Concentration Requirement (Group B)	3		*		
ARTH Elective Upper division	3		*		
Kent Core	3		***************************************		
Kent Core	3				
	Course Subject and Title ARTF or ARTC Concentration Requirement (Group A) ARTF or ARTC Concentration Requirement (Group B) ARTH Elective Upper division Kent Core	Course Subject and Title Credit ARTF or ARTC Concentration Requirement (Group A) 3 ARTF or ARTC Concentration Requirement (Group B) 3 ARTH Elective Upper division 3 Kent Core 3	Course Subject and Title Credit Min Grd ARTF or ARTC Concentration Requirement (Group A) 3 ARTF or ARTC Concentration Requirement (Group B) 3 ARTH Elective Upper division 3 Kent Core 3	Course Subject and Title Credit Min Grd GPA ARTF or ARTC Concentration Requirement (Group A) 3 * ARTF or ARTC Concentration Requirement (Group B) 3 * ARTH Elective Upper division 3 * Kent Core 3	Course Subject and Title ARTF or ARTC Concentration Requirement (Group A) ARTF or ARTC Concentration Requirement (Group B) ARTH Elective Upper division Kent Core Credit Min Grd GPA Attribute * * Attribute * * * * * * Kent Core 3 * * * * * * * * * * * * *

Semeste	er Six (16 credits)				
Critical	Course Subject and Title	Credit	Min Grd GPA	Attribute	Notes
	ARTF or ARTC UD Elective ⁴	3	*		
	ARTF or ARTC Concentration Requirement (Group B)	3	*	1 1	
	General Elective	3			
	Kent Core (Science)	4			
	Kent Core	3			

Critical	Course Subject and Title	Credit	Min Grd	GPA .	Attribute	Notes
	ARTF or ARTC UD Elective	6		*		
	ARTF or ARTC Concentration Requirement (Group B)	3		*		
***************************************	ART 40009 Professional Practices in the Visual Arts	3	C⁵	*		
	Kent Core	3				
					 	

⁴ Maximum 6 credit hours of ARTF 44092 or ARTC 45092 Field Experience Travel Study may be applied toward the 12 credit hours of upperdivision ARTF or ARTC electives. This course may not be applied toward the concentration hours. Students may apply this course toward fulfilling general electives, with no maximum credit hours required. ARTF 44092 and ARTC 45092 also fulfill the experiential learning requirement.

 $^{^{5}}$ A minimum C (2.0) grade must be earned to fulfill the writing intensive requirement

College of the Arts School of Art Catalog Year: 2016-2017

Critical	Course Subject and Title	Credit	Min Grd	GPA	Attribute	Notes
	ARTF or ARTC UD Elective	3		*		
	ARTF or ARTC Concentration Requirement (Group B)	3		*		
	ARTF 44099 Senior Project: Fine Arts or ARTC 45099 Senior Thesis Exhibition ⁶	3		*		
	General Elective	3				
		<u> </u>				
		-				

Attribute	Course	esta e p	Title Militaria de la companya da l	Credit	Min Grade
	on Electives:				
	ARTC	25300	Textile Art: Pattern	3	
	ARTF	14060	Painting I	3	
	ARTF	14055	Sculpture I 1	3	
Concentrati	on Electives:	Group B			<u></u>
	Choose from	m the follow	ing:	15	
	ARTC	35300	Textile Art: Dimensional (3)		
	ARTC	35301	Textile Art: Print Pattern (3)		
	ARTC	35302	Textile Art: Feltmaking (3)		
	ARTC	35303	Textile Art: Tapestry (3)	1	
	ARTC	35305	Textile Accessories: Design and Production (3)		
	ARTC	35306	Textile Art: Surface Color and Design (3)		*
	ARTC	45350	Textile Art: Design and Production (3)		
	ARTC	45300	Textile Art: Jacquard Weaving (3)		
	ARTC	45301	Textile Art: Advanced Studio (3)		
	ARTC	45302	Textile Art: Pictorial (3)		
	KBA	45080	Studio Experience in Crafts (3)		
	ARTC	45096	Individual Study: Textile Art (1-6)		
					<u> </u>

1. If this course has already been completed choose from any ARTF or ARTC 20000 or 30000 level course.

Graduation summary			Conservation to the second	
Minimum Total Hours	Minimum Upper Division Hours	Minimum Kent Core Hours	Minimu	m GPA
	(30000-40000 Level courses)		Overall	Major
120	39	36	2.0	2.5

Students are required to plan and execute independently a senior project or thesis exhibition in the area of concentration. The exhibition is presented for review to a committee of at least three School of Art faculty. In addition to the project or exhibition, a written proposal, and written summation (or artist's statement) are required. Students must submit photographic documentation along with the requisite written components at the completion of the committee defense. Students should work closely with a studio art faculty advisor on all aspects of the senior project.

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Da	e 21-Sep-15	Curriculum Bulletin
		Effective Date	Fall 2016	Approved by EPC
Department	Biological Scier	ices		
College	-	iences / RE - Re	lenoir	
Degree				chelor of Applied Horticulture
Program Name		hnology (HORT)		
Concentration(s)		entration(s) Banner		, non
Proposal	Revise program		0000(0)	
Description of prop Revision of admin courses, from its its proposed unit	istrative oversight present unit Depar	of the two hortic iment of Biologic	ulture progran al Sciences/Co	ns and their affiliated HORT ollege of Arts and Sciences to
Does proposed revi		m's total credit hou Proposed total cr	_	⊠ No
				tion issues; enrollment and
Staffing consideration No impact on other exclusively at the Sunits consulted (other Salem Campus dealers).	r programs, policie Salem Campus, and er departments, pro	s or procedures. d will continue to	The two programmed the two so without	rams are offered fully and interruption.
Laura Leff	DN: cn=L	REQUIRED END	ORSEMENTS	
Department Chair - I	Date: 201	fl@kenz.edu, c=US 5.09.27 13:00:53 -04:00'		
Department Quair - 1	Diological Sciences			
<u> </u>		TV.	· . between	9 140136
Campus Dean - Sale	em Campus			
College Dean (or des	ionee) - Arts and Si	Yences	-	10 1271 15
College Dean (or des	Troub		***************************************	10/20/15
Senior Vice President	for Academic Affair	s and Provost (or o	lesignee)	

Proposal Summary for Academic Administrative Change Moving Horticulture Degree Programs and Courses From the College of Arts and Sciences/Department of Biological Sciences To the Regional College

Description of Action, Including Intended Effect

Kent State University at Salem offers two degree programs in horticulture: the Associate of Applied Science degree in horticulture technology (established 1991) and the Bachelor of Applied Horticulture degree (established 2009).

The programs are under the administrative oversight of the Department of Biological Sciences in the College of Arts and Sciences (since 1996 for the associate degree). In 2010, when the Regional College was established and incorporated all regional campus-specific programs, the then-academic program director of the horticulture programs chose to remain under the Arts and Sciences umbrella.

As the two programs are offered fully and exclusively at the Salem Campus, it is proposed that they and their associated HORT courses (see list below) are moved to the Regional College. This will allow for more streamlined practices and procedures, including approvals of curriculum and hiring of faculty.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

No other programs or courses will be affected with this move. Horticulture students will continue to be admitted to, take courses at and graduate from the Salem Campus. Student advisement for these programs has always been done by Salem Campus faculty and staff, and this will continue unchanged.

HORT courses will continue to be offered through the Salem Campus. All active HORT courses that will move are the following:

```
HORT 10195 Special Topics in Horticulture *
HORT 16001 Introduction to Horticulture
HORT 16010 Floral Design I*
HORT 16011 Floral Design II *
HORT 16020 Plant Materials I *
HORT 16021 Wholesale Floriculture *
HORT 16022 Greenhouse Strata *
HORT 26011 Cooperative Work Experience in Tree Care
HORT 26020 Landscape Management
HORT 26031 Cooperative Work Experience in Turf Grass Management
HORT 36014 Plant Propagation and Greenhouse Production
HORT 46014 Garden Center and Nursery Production Management
HORT 26010 Arboriculture
HORT 36025 Professional Practice in Horticulture
HORT 36046 Landscape Design II
HORT 26016 Irrigation Design and Maintenance
HORT 26046 Landscape Design I
HORT 36018 Landscape Construction II
HORT 36034 Sports Turf Management
HORT 26001 Occupational Regulations and Safety
HORT 26018 Landscape Construction
HORT 26021 Cooperative Work Experience in Landscape Management
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HORT 26030 Turf Grass Management
HORT 46092 Practicum in Horticulture
HORT 26012 Urban Forestry
HORT 30195 Special Topics in Horticulture *
HORT 36092 Internship in Horticulture
HORT 36092 Internship in Horticulture
HORT 36092 Internship in Horticulture
HORT 41096 Individual Investigation in Horticulture
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There are five non-HORT courses, see below, that are offered only at the Salem Campus to support the programs (with one exception noted). These courses will remain with their present department.

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BSCI 16001 Horticultural Botany *
BSCI 26002 Ecological Principles of Pest Management
BSCI 26003 Plant Identification and Selection I
BSCI 26004 Plant Identification and Selection II
GEOG 16001 Soil and Horticultural Management
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Fiscal, Enrollment, Facilities and Staffing Considerations

This is no expected impact as this revision is an administrative oversight change, rather than a change in facilities, curriculum or staffing.

The two programs are small in nature. Student enrollment in the horticulture programs has averaged 26 students for the associate and 21 students for the bachelor's each semester for the past five years.

Presently, program staff comprises three full-time faculty (tenured associate professor, lecturer and associate lecturer) and a full-time horticultural facilities coordinator. The faculty members' home department will move from Biological Sciences to Regional College. Current funding of these positions through the Salem Campus will continue unchanged.

Evidence of Need and Sustainability if Establishing / Provisions for Phase-Out if Inactivating

Not applicable.

Timetable and Actions Required:

Approval from Salem Campus faculty and dean	23 September 2015
Approval from Biological Sciences faculty and chair	27 September 2015
Approval from Regional College Curriculum Committee	23 October 2015
Approval from Regional College dean	27 October 2015
Approval from Arts and Sciences dean	27 October 2015
Approval from Provost	6 November 2015
Approval from Educational Policies Council	16 November 2015
Approval from Faculty Senate	7 December 2015
Implementation	Fall 2016

^{*} Proposed new courses for fall 2016 implementation.

^{*} Also offered at the Ashtabula Campus to support the viticulture degree program.

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» College of Applied Engineering,

College of Architecture and

Environmental Design

College of Business

and Human Services

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College Of Arts and Sciences

Department Department of Biological Sciences

256 Cunningham Hall Tel: 330-672-3613

E-mail: kentbiology@kent.edu Web: http://www.kent.edu/biology

Resources Roadmaps

Program Requirements

College Policies Academic Policies

Description

The Associate of Applied Science in Horticulture Technology prepares students for careers in landscape management, turf management, tree care, nursery and greenhouse operations and related horticultural professions. In addition to a core of horticulture and basic science courses, the major provides three areas of concentration: urban forestry, landscape design and turfgrass management. The program emphasizes practical experience through hands-on training in outdoor labs and site visits to employers. Students complete two paid summer internships in their areas of concentration. Requirements articulate with the Bachelor of Applied Horticulture. This program is available at the Salem Campus.

Career **Opportunities**

Grounds maintenance workers held about 1.5 million jobs in 2006. More than one-third of the workers in grounds maintenance were employed in companies providing landscaping services to buildings and dwellings. Others worked for amusement and recreation facilities, such as golf courses and racetracks; educational institutions, both public, and private; and property management and real-estate development firms. Some were employed by local governments, installing and maintaining landscaping for parks, hospitals, and other public facilities. Almost 24 percent of grounds maintenance workers were selfemployed, providing landscape maintenance directly to customers on a contract basis.

(Source: Bureau of Labor Statistics)

Admission Requirements

Admission is open to anyone with a high school diploma or its equivalent.

Graduation Requirements

Minimum 72 credit hours. Minimum 2.000 cumulative and major GPA.

Program Learning Outcomes

Graduates of this program will be able to:

- 1. Interpret soil test results, analyze and determine ways to amend soils.
- 2. Demonstrate the knowledge of plant characteristics, culture, use, propagation, identification, and taxonomy
- 3. Demonstrate the knowledge of pest characteristics, damage, control strategies, IPM, identification and taxonomy
- 4. Demonstrate problem solving, critical thinking, antecedent consequence and hypothetical reasoning
- 5. Work and demonstrate successfully their skills in the work place.
- 6. Develop business, communication, computer, math skills and their application.
- 7. Develop knowledge of the proper safety procedures used in the workplace.







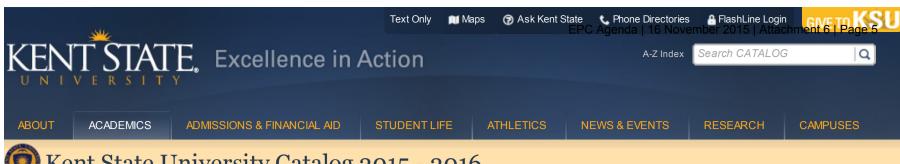






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- College of Applied Engineering, Sustainability and Technology
- College of Architecture and Environmental Design
- College of Business Administration
- College of Communication and Information
- College of Education, Health and Human Services
- College of Nursing
- College of Podiatric Medicine
- College of Public Health
- College of the Arts
- > Honors College
- » Regional College
- School of Digital Sciences
- University College

Horticulture - B.A.H.

Kent State University 2015 Catalog > College of Arts and Sciences > Undergraduate Programs > Horticulture - B.A.H.



College Of Arts and Sciences

Department Department of Biological Sciences

256 Cunningham Hall Tel: 330-672-3613

E-mail: kentbiology@kent.edu
Web: http://www.kent.edu/biology

Resources

Roadmaps

Program Requirements

College Policies

Academic Policies

Description

The Bachelor of Applied Horticulture provides a course of study for students who have completed the Associate of Applied Science in Horticulture Technology and wish to complete a bachelor's degree in their chosen field. The program builds upon the knowledge acquired in the associate's degree and aids students in the development of managerial level expertise in such areas as landscape architecture, urban ecology, sports turf management, landscape design, plant propagation and nursery operations. This degree is designed to increase the student's potential by emphasizing technical application and theory, while the liberal education requirements will increase the student's ability to understand the environment in which he or she is working. Expanded internship offerings and specific targeted practicum areas for student exploration are promoted. The program is offered at the <u>Salem</u> campus.

Career Opportunities

Landscape architects held about 28,000 jobs in 2006. More than 1 out of 2 landscape architects were employed in architectural, engineering, and related services. State and local governments employed approximately 6 percent of all landscape architects. About 2 out of 10 landscape architects were self-employed.

Employment of landscape architects is concentrated in urban and suburban areas throughout the country; some landscape architects work in rural areas, particularly those employed by the Federal Government to plan and design parks and recreation areas. (Source: Bureau of Labor Statistics)

Admission Requirements Admission is open to students who have completed the Associate of Applied Science in Horticulture Technology.

Graduation Requirements

Minimum 125 credit hours and 39 upper-division credit hours. Minimum 2.000 cumulative and major GPA

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

- 1. Interpret soil test results, analyze and determine ways to amend soils.
- 2. Demonstrate the knowledge of plant characteristics, culture, use, propagation, identification, and taxonomy.
- 3. Demonstrate the knowledge of pest characteristics, damage, control strategies, IPM, identification and taxonomy.
- 4. Demonstrate problem solving, critical thinking, antecedent consequence and hypothetical reasoning.
- 5. Work and demonstrate successfully their skills in the work place.
- ${\bf 6. \ \, Develop \ \, business, communication, computer, math \ \, skills \ \, and \ \, their \ \, application.}$
- 7. Develop knowledge of the proper safety procedures used in the workplace.



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KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date 5-Oct-15		Curriculum Bulletin
		Effective Date	Fall 2016	Approved by EPC
Department	ECON			
College	BU - Business Ac	Iministration		
Degree	Minor (non degre			
Program Name	Data Analytics Mi	•	ram Banner C	ode DAAN
Concentration(s)	-	ntration(s) Banner		211110
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Interdepartmental Correspondence College of Business Administration Department of Economics

TO: Elizabeth Sinclair, Assistant Dean

FROM: Donald R. Williams, Chair, Economics

DATE: October 7, 2015

SUBJECT: Proposal to establish minor in Data Analytics

Attached please find a proposal to establish a minor in Data Analytics, to be housed in the economics department. The minor requires that we establish two new courses, which have been submitted through the curricular workflow process. The proposals to establish the minor and the new courses have been approved unanimously by the Department of Economics Faculty Advisory Committee.

Please do not hesitate to contact me if there are any questions.

Proposal Summary

Establishment of a Minor in Data Analytics

Description of Action

The Department of Economics in the College of Business Administration at Kent State University proposes to create a new minor in Data Analytics. The focus of the program will be to train students to use data to inform decision-making and create solutions. Students will learn to acquire and collect raw data in various formats, convert raw data to usable formats and then understand how to appropriately analyze the data to draw accurate and useful conclusions.

Data analysis or analytics is one of the fastest growing areas of need among employers. Data is increasingly being gathered in large quantities in both the private sector as well as in government and the not-for-profit sectors. Employers need workers who understand how to collect and organize the large amount of information available. Most importantly, employers need workers who understand not only what can be done to analyze and interpret the data, but what should be done to draw appropriate conclusions.

Estimates from a variety of sources show a clear demand for workers with the ability to access, manipulate and interpret data. It is estimated that by 2018 there will be a need for 140,000-190,000 workers with deep analytical talent but more importantly, a need for an additional 1.5 million managers and analysts who have the ability to understand, work with and interpret data. This need is driven by the increased use of data across many sectors and industries, including health care, manufacturing, finance and insurance, retail and government (McKinsey Global Institute, 2011).

The program draws on several existing courses in statistics, computer programming and applied data analysis. It also includes new courses focusing on more advanced topics in data analysis and the data acquisition path, from collection of raw information through data preparation for final analysis. The program requires 18-20 credit hours, a minimum of 15 credit hours of required coursework and a minimum of 3 credit hours of elective coursework (see Table 1).

Students are expected to begin with MIS 24056: Fundamentals of Business Statistics (or equivalent course) where they learn basic probability theory and hypothesis testing. Students will then take ECON 32050: Applied Econometrics I, ECON 32051: Applied Econometrics II, ECON 42050: Data Acquisition, Preparation and Visualization and a programming course. Students will be allowed to choose the programming course from a list of approved 3-4 credit hour courses. A fundamental understanding of computer programming and logic is essential for

¹ McKinsey Global Institute, 2011 (June). "Big data: The next frontier for innovation, competition and productivity." http://www.mckinsey.com/insights/business technology/big data the next frontier for innovation

understanding how to prepare and analyze data; further courses will expand upon this basic competency.

ECON 32050: Applied Econometrics I is an existing required course in the economics major (previously titled Applied Econometrics). Students learn to analyze cross-sectional data with a focus on economic applications. Students use SAS and are introduced to standard Ordinary Least Squares regressions but with a focus on understanding the underlying assumptions of the model, when the model is appropriate, and what conclusions and predictions can (or cannot) be drawn from the data using the method. Students are also introduced to instrumental variable (IV) and probit estimation. Students are expected to complete a series of problem sets and an applied data project on an economics topic.

ECON 32051: Applied Econometrics II will introduce students to techniques for analyzing longitudinal and panel data, and will further explore estimation of and categorical outcomes using probit and logistic regression. Students will then learn methods for analyzing time series data and techniques for forecasting using economic and business data. Students will continue to work with data in SAS for panel data, and will be introduced to alternative software packages (such as Eviews) for time series data and will be expected to complete an applied project with an economics focus.

ECON 42050: Data Acquisition, Preparation and Visualization will focus on techniques for producing data for final analysis. Students will learn about existing data sources in economics and business and learn techniques for querying data from websites. Students will also learn to think about how data should be organized and defined to move from raw information into usable formats for data analysis. Students will also learn standard machine learning tools such as regression trees and LASSO estimation. Students will either use SAS, R, or an equivalent software package.

Finally, students will select a 3 credit hour elective course to complete the minor. Students can choose to either take a second programming course to refine programming skills or they can take an applied elective that will have a heavy emphasis on utilizing data to answer questions. Options include three economics courses with a heavy emphasis on data and data analysis that are taught each year: ECON 42072: Economics of Labor Markets, ECON 42068: Industrial Organization and ECON 42191: Senior Seminar. The former focuses on questions of work, schooling and pay while the latter focuses on market structures and business strategy. Students in these courses will be exposed to research in the disciplines, both of which are heavily focused on data analysis, and students will be expected to complete data projects.

Students will be required to complete ECON 22060: Principles of Microeconomics and MATH 11012 Intuitive Calculus (or MATH 12002: Analytical Geometry and Calculus) with a C- to declare the minor. Students must obtain a 2.0 grade in ECON 32050: Applied Econometrics I to

continue in the minor and must have a 2.5 grade point average in minor courses to graduate with the minor.

Table 1

Attribute	Course		Title	Credit s	Min Grade
	MIS	24056	Fundamentals of Business Statistics (or equivalent)	3	C-
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Program Notes:

- To earn a College of Business Administration minor, students must complete at least 50 percent of the total required credit
 hours for the minor at Kent State University, at least 6 credit hours in the minor must be at the upper division (30-40000)
 level, and at least 6 credit hours in the minor must be different from courses in the student's major and minor(s). Students
 may not pursue a minor and a major in the same discipline.
- Students are expected to satisfy course pre-requisites. Completion of ECON 22060 is required for ECON 32050 and MATH 11012 (or MATH 12002) will satisfy the math requirements for required courses. Pre-requisites will vary for major specific coursework.
- Students may be allowed to choose an appropriate applied data course from their major discipline, subject to approval by their academic advisor.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff

The program is not anticipated to have a negative effect on other programs or course offerings. The new courses in the program do not compete with any existing courses, the minor can be acquired by students from a variety of programs across the university without too much additional coursework. Existing faculty will be sufficient to teach the courses without harming other course offerings. While we do not anticipate problems, the inclusion of existing courses could affect enrollments in those courses depending on capacity constraints.

The two new courses will not need additional tenure-track faculty, but course schedules will be adjusted to cover the new courses. This will have no effect on the required courses in the BA in Economics or BBA in Economics programs but might change the scheduling of elective courses.

Fiscal, Enrollment, Facilities, and Staffing Considerations

Student demand is expected to be strong. Economics students would only need to take a few additional courses to complete the minor (but would satisfy the requirement of a minimum of 6 credit hours of unique coursework). The program will be particularly attractive to economics majors who are interested in expanding their quantitative skills. Graduates of the economics program have said that the current economics coursework helped them develop analytic and quantitative skills for their jobs but that they would have liked to take even more quantitative data courses. Furthermore, College of Business students in all programs will already have completed the required statistics course and learning more about data analysis will be attractive to students in all majors.

The program is also designed to be of interest to students outside of the College of Business Administration. The program is likely to be of interest to students in Computer Science, Digital Sciences and Mathematics (particularly the Actuarial Mathematics students who now take Applied Econometrics I, formerly titled Applied Econometrics). Given that the program is focused on the use of data to make decisions in many areas, it likely will also be attractive to students from science and social science programs that utilize data.

The program will not require any new tenure-track faculty members. The proposed minor utilizes several existing courses. The two new courses, Applied Econometrics II and Data Collection and Preparation, will be taught by faculty in the economics department or adjuncts from the professional community. Applied Econometrics II is already being proposed by the department as a stand-alone course and thus will already be available for the minor. Furthermore, the department of economics has a number of faculty members qualified to teach the proposed courses. In their research, Department of Economics faculty regularly utilize large datasets and employ a wide range of empirical methodologies chosen to fit the specific data and hypotheses being tested. Thus, department faculty have the training and practical experience in acquiring, preparing and analyzing data needed to teach students.

The program can easily be offered with existing facilities.

Evidence of Need and Sustainability if Establishing

Graduates of the economics department with a BA or BBA typically receive jobs based on their knowledge and ability to analyze data. These abilities are currently developed in ECON 32050: Applied Econometrics, as well as in applied electives. Graduates work in many sectors where data is used, frequently in jobs with the word "analyst" in the title. The minor would provide an opportunity for interested students to expand their quantitative skills and be introduced to

additional software packages used in industry. Having the minor on their transcript and the additional skills on their resume will benefit them when seeking jobs that increasingly rely on workers understanding data.

Need for the program extends beyond economics as data becomes more and more ubiquitous in business and government.² Students from many disciplines have the opportunity to meld the topical knowledge gained in their discipline with the skills desired in industry that will be taught in this program. There is a need for this blending of expertise because of the increased use of data across many industries in the private sector, including health care, manufacturing, finance and insurance, and retail as well as in government (McKinsey Global Institute, 2011).

Data from several sources indicates a growing need for workers with the ability to understand and work with data. Nearly 1.5 million managers and analysts who understand data will be needed to work with the projected 200,000 professionals with deep analytical ability (McKinsey Global Institute, 2011). This demand can be seen in projections of large increases in employment for occupations focused specifically on analyzing data (Table 2). Occupations typically associated with analyzing data are expected to grow nationally by 21% from 2012-2022. Growth in Ohio is expected to be similar at 18.3%.

Table 2: Employment Projections						
	Employment change 2012-2022					
_	Nati	onal ¹	Ohio ²			
Budget Analyst	3,800	6.2%	70	4.0%		
Credit Analysis	6,400	10.4%	180	5.7%		
Financial Analysts	39,400	15.6%	820	9.8%		
Management Analysts	133,800	18.6%	3,360	14.6%		
Market Research Analysts	131,500	31.6%	5,520	29.3%		
Actuaries	6,300	25.9%	260	25.7%		
Statisticians	7,300	26.4%	260	29.9%		
Survey Researchers	3,200	17.8%	40	16.7%		
Total	331,700	21.0%	10,510	18.3%		

Notes:

Provisions for Phase-Out if Inactivating

Not Applicable.

¹⁾ Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections

Ohio Bureau of Labor Market Information, Office of Workforce Development, Department of Job & Family Services

² Burtch Works Executive Recruiting, 2014. "The Burtch Works Study: Salaries of Predictive Analytics Professionals." http://burtchworks.admin.haleywebsite.com/files/2014/07/Burtch-Works-Study_PAP-2014_FINAL.pdf

Timetable and Actions Required

September: Submission to Department for Approval

October: Submission to College of Business Administration Undergraduate Curriculum

Committee for Approval

November: Submission to EPC

Fall 2016: Activation of program

Data Analytics Minor

College

College of Business Administration

Department

Department of Economics

Program Description

The minor in data analytics will train students to use data to inform decision-making and create solutions. Students will learn to acquire and collect raw data in various formats, convert raw data to usable formats and then understand how to appropriately analyze the data to draw accurate and useful conclusions. Graduates of the program will be able to use their skills across a wide-range of industries as well as in the non-profit and government sectors.

Requirements to declare the data analytics minor

 Completion of following courses (or their equivalent) with a minimum C- grade: ECON 22060 and MATH 11012 (or MATH 12002)

Requirements to graduate with data analytics minor

- Minimum 2.500 minor GPA. In computing the minor GPA, all attempts of 30000 and 40000 level courses are included in the calculation while only the highest grade for all attempts in 10000 and 20000 level courses are counted.
- Minimum C grade in ECON 32050.

Please read the sections in the University Catalog on <u>Kent Core</u>, <u>diversity</u>, <u>writing-intensive</u> and the experiential learning requirements.

Attribute	Course		Title	Credits	Min Grade
	MIS	24056	Fundamentals of Business Statistics (or equivalent)	3	
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Program Note:

- 1. To earn a College of Business Administration minor, students must complete at least 50 percent of the total required credit hours for the minor at Kent State University, at least 6 credit hours in the minor must be at the upper division (30-40000) level, and at least 6 credit hours in the minor must be different from courses in the student's major and minor(s). Students may not pursue a minor and a major in the same discipline.
- Students are expected to satisfy course pre-requisites. Completion of ECON 22060 is required for ECON 32050 and MATH 11012 (or MATH 12002) will satisfy the math requirements for required courses. Pre-requisites will vary for major specific coursework.
- 3. Students may be allowed to choose an appropriate applied data course from their major discipline, subject to approval by their academic advisor.

Preparation Date 24-Sep-15 Curriculum Bulletin

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	Effective [Date	Fall 2016	Approved by EPC
Department	Biostatistics, Environmenta	i Hea	Ith and Epider	miology
College	PH - Public Health			
Degree	Minor (non degree)			
Program Name	Environmental Health Scien	ces	Program Bann	ner Code EHS
Concentration(s)	Concentration(s) E	3anne	r Code(s)	
Proposal	Establish program			
Description of prop	osal:			
focus in a natural Environmental He choose elective c includes students	science major. The minor pro alth as it relates to the broad to ourses that meet their interest	vides field o s and	students with of Public Healt help to augm	
chemistry, physic path in State of O	aplete the required coursewor s, geology, math, or statistics nio agencies to become a Reg e in a variety of career paths.	can p istere	oursue a Sanit	arian in Training (SIT) career
Does proposed rev Current total credit	sion change program's total cre		urs? Yes	⊠ No
	other programs, policies or prod ons; need; audience; prerequisit			
There will be mini	nal impact on programs in the	e coile	ege as all cou	rses are currently offered.
•	er departments, programs or cants, Chemistry, Biology, Geole			
mg) f f (c) f (m f f f f f f f f f m) m f m f m f m f m	•	D EN	DORSEMENT	S
Department Chair /	- James			10/19/15
Department Chair /	Sonool Director			
				1 1
Campus Dean (for	Regional Campuses proposals)			Annual An
In a P	RAMA			10 1191K
College Dean (or de	signee			
				1 1
Dean of Graduate S	tudies (for graduate proposals)			<u> </u>



Transmittal Memo

Date: October 23, 2015

To:

Therese Tillett, Director Curriculum Services

Educational Policies Council (EPC)

From: College of Public Health Curriculum Committee

Dr. Tara Smith Dr. Sheryl Chattfield Dr. Thomas Brewer Ken Slenkovich Dr. Sonia Alemagno

Re: Minor in Environmental Health Sciences

On behalf of the College of Public Health, please find the attached materials and proposal to allow the college to develop a new minor in Environmental Health Sciences.

The minor in Environmental Health Sciences is intended for students that have a strong interest or curricular focus in a natural science major. The minor provides students with foundational concepts in Environmental Health as it relates to the broad field of Public Health and allows students to choose elective courses that meet their interests and help to augment their degree program. This includes students in a variety of majors including but not limited to Biology, Chemistry, Geology, Geography, Physics, Botany, and Zoology.

Students who complete the required coursework and have 30 hours of coursework in biology, chemistry, physics, geology, math, or statistics can pursue a Sanitarian in Training (SIT) career path in State of Ohio agencies to become a Registered Sanitarian (RS) and are well equipped to enter the workforce in a variety of career paths.

Proposal Summary Minor in Environmental Health Sciences Dept. of Biostatistics, Environmental Health Sciences, & Epidemiology College of Public Health October, 2015

Description of Action, Including Intended Effect

The department proposes to offer a Minor in Environmental Health Sciences (EHS) within our existing BSPH in Environmental Health Sciences Program. The program coordinator is Charles Hart, PhD, CIH, CSP, RS. The minor in Environmental Health Sciences is intended for students that have a strong interest or curricular focus in a natural science major. The minor provides students with foundational concepts in Environmental Health as it relates to the broad field of Public Health. It also allows students to choose elective courses that meet their interests and help to augment their degree program. This may include students in a variety of majors, including but not limited to, Biology, Chemistry, Geology, Geography, Physics, Botany, and Zoology.

Students who complete the required courses and have 30 hours of coursework in biology, chemistry, physics, geology, math, or statistics can pursue a Sanitarian in Training (SIT) career path in State of Ohio agencies and become a Registered Sanitarian (RS). Such students are well equipped to enter the workforce in a variety of career paths. Board Certification is required to work in EHS at agencies in Ohio. This minor will also make students more desirable in other EHS career areas such as industry.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

This program should not duplicate any courses as they already exist in the BSPH in EHS Program. It would open up new career paths for students in a variety of the natural science areas, increase their marketability to employers, and increase their range of career options. The department believes that the addition of good students from other science disciplines will actually enhance our EHS program and courses as well. Our faculty and staff have met with a number of science departments and they indicated support for the program as it will expand the marketability of their students and offer another career path for those interested in environmental health. In addition, the field-based focus of our program, which includes 4 - 4 hour field/labs in each course during the semester, offers practical experience which is valued by potential EHS employers.

Fiscal, Enrollment, Facilities and Staffing Considerations

The faculty, resources, and equipment for this program already exist in our relatively new BSPH in EHS Program. As a new program, there is space for more students in the EHS courses, and would thus accommodate additional science students in our courses and field labs without further resources at this time.

Evidence of Need and Sustainability if Establishing

The job market in EHS is extensive and ranges from many agencies at the local, state, and federal level, to universities, consulting companies, healthcare, R&D, and throughout almost every industry sector. There are approximately 125 health departments in Ohio alone that employ EHS professionals; however many positions are filled with natural science students without EHS training. Although such students often have the requisite 30 semester hours of basic science required by the State Registered Sanitarian (RS) Board, they often lack formal training in environmental health sciences. The Minor in EHS would satisfy this need and make it easier for natural science students to find EHS jobs and to pass the mandatory Ohio RS Exam.

The dire need for a professionally trained EHS workforce across the nation is outlined in the report "Strategic Options for CDC Support of the Local, State, and Tribal Environmental Public Health Workforce", A Report from the Office of Workforce and Career Development to the National Center for Environmental Health/ Agency for Toxic Substances and Disease Registry, February 2009. The report states:

"Four of every five public health employees lack formal public health training (see Appendix C, Perlino 2006). Similar studies report that 90% of the environmental workforce does not hold a formal public health or environmental health degree"

"Not enough (EHS) generalists, as opposed to specialists, are coming out of the education system. Both are needed. Generalists are in short supply at the bachelor's degree level, and they will be needed even more in the future to protect the public's health. This will only get worse in the next 10 years as the current generation retires. No influx of new workers is available to replace these retirees"

"Approximately 300 students graduate from accredited environmental health programs every year, and approximately half of them go into the private sector. However, the need for new workers is in the thousands annually. The current supply of graduates from accredited environmental health programs cannot meet the demands for workers in public health departments"

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

All courses already exist in our BSPH program. The proposed Minor in EHS course outline is attached here. The Minor has been approved by the Department of Biostatistics, Environmental Health Sciences, & Epidemiology and the College of Public Health Curriculum Committees.

Timeline

November, 2015 - Seek EPC approval (obtain EPC approval) Fall, 2016 - Start the Minor in EHS Program

Proposed Environmental Health Sciences (EHS) Minor (18 Hours) College of Public Health

Catalog Description

The minor in Environmental Health Sciences is intended for students that have a strong interest or curricular focus in a natural science major. The minor provides students with foundational concepts in Environmental Health as it relates to the broad field of Public Health and allows students to choose elective courses that meet their interests and help to augment their degree program. This includes students in a variety of majors including but not limited to Biology, Chemistry, Geology, Geography, Physics, Botany, and Zoology.

Students who complete the required coursework and have 30 hours of coursework in biology, chemistry, physics, geology, math, or statistics can pursue a Sanitarian in Training (SIT) career path in State of Ohio agencies to become a Registered Sanitarian (RS) and are well equipped to enter the workforce in a variety of career paths. This Board Certification is required to work in EHS at agencies in Ohio.

General Requirements

Students are encouraged to work with the EHS program coordinator on course selection based on your career goals and course availability.

Required Courses (12 hours):

PH 30006, Introduction to Environmental Health & Safety (must be taken first)

PH 30105, Water and Wastewater Management

PH 30102, Air Quality and Pollution Control

PH 30101, Solid and Hazardous Waste Management

Elective Courses (6 hours):

PH 30009, Environmental Health and Safety Regulations and Policy

PH 30106, Environmental Toxicology

PH 30103, Food Protection

PH 30110, Hazardous Materials Management

PH 41000, EOHS Management

PH 40101, Introduction to Occupational Health & Safety

PH 40200, Built Environments

PH 40109, Laboratory Hygiene & Biosafety

PH 40100, Vector-borne and Zoonotic Disease

PH 40112, Institutional and Recreational Environments

PH 40020, Disaster Preparedness

We would market this to:

Biology majors
Geology major
Chemistry majors
Geography majors
Other science majors

Students who have between 18-13 hours of electives:

Earth Science majors
Organismal Biology majors
Physics majors
Molecular and Cellular Biology majors
Botany majors
Materials Chemistry majors
Environmental Geology majors
Zoology majors

Students with less than 10 hours of electives:

Environmental Conservation Biology majors
Biochemistry majors
Biotechnology majors
Physics – Applied Mathematics majors
Physics – Biological Sciences majors
Physics – Chemistry majors

James, Mark

From: SHERIDAN, SCOTT

Sent: Monday, October 05, 2015 2:38 PM

To: Hart, Francis
Subject: Re: EHS Minor

Dear Dr. Hart:

I am writing to express my support for the newly proposed Environmental Health Sciences minor. I feel that the minor would be of substantial interest to our Geography majors. We have an increasing number of students who focus on the Geographic Information Sciences track of our major in particular who have an interest in applying geographic analysis to public health research, as this is one of the key focuses of our GIS | Health and Hazards Lab. We think that offering students the option of this minor would further broaden their skill set and make them more competitive on the job market.

Regards,

--

Scott Sheridan, Ph.D.

Editor-in-Chief, International Journal of Biometeorology
Associate Editor, Science of the Total Environment
Professor and Acting Chair
Department of Geography, Kent State University, Kent, Ohio 44242 USA
http://sheridan.geog.kent.edu/

James, Mark

From:

HOLM, DANIEL

Sent:

Thursday, October 01, 2015 4:57 PM

To:

Hart, Francis

Subject:

Re: EHS Minor

Hi Chuck: Geology supports this program. best, Daniel

From: Hart, Francis

Sent: Thursday, October 1, 2015 2:27 PM

To: HOLM, DANIEL; LEFF, LAURA; TUBERGEN, MICHAEL; SHERIDAN, SCOTT

Cc: James, Mark; HALEY, MARY ANN

Subject: EHS Minor

All,

Thank you for attending our meeting on 8/11/15 regarding our proposed Minor in Environmental Health Sciences. The consensus of the group seemed to be that it was a good idea and would open up additional employment opportunities for students in the various science disciplines. We have made the adjustments you requested to make it more flexible (attached) for your students. If all goes well we hope to have it available for Fall 2016.

I would like to request from you a letter/email in support of the program for our proposal. If you might be able to do that by Oct. 15, that would be much appreciated!

Thanks!

Chuck

Charles Hart, PhD, CIH, CSP, RS
Associate Professor, Environmental Health Sciences
Undergraduate EHS Coordinator
Kent State University
College of Public Health
Dept. of Biostatistics, Environmental Health Sciences, and Epidemiology
Lowry Hall 305H, 750 Hilltop Dr.
Kent, OH 44242-0001
330-672-6519



College of Public Health

This e-mail is intended for the recipient only and may contain confidential information. If you receive this in error, please discard immediately.

James, Mark

From:

HALEY, MARY ANN

Sent:

Thursday, October 08, 2015 12:48 PM

To:

James, Mark

Subject:

RE: EHS Minor, College of Public Health

Hello Mark.

The College of Arts and Sciences supports the establishment of an Environmental Health Science minor in the College of Public Health. We anticipate some of our science majors will take advantage of the course offerings and the minor.

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: James, Mark

Sent: Tuesday, October 06, 2015 9:27 AM

To: HALEY, MARY ANN

Subject: RE: EHS Minor, College of Public Health

Hi Mary Ann,

I am following up to see if your college would be able to provide the necessary support statement for our proposed EHS minor. We have received letters of support from Drs. Sheridan (Geography) and Holm (Geology).

Thank you very much!

Mark

Mark A. James, Ph.D.
Professor and Chair
Department of Biostatistics, Environmental Health Sciences, and Epidemiology
College of Public Health
Kent State University
P.O. Box 5190
750 Hilltop Drive, 305A Lowry Hall
Kent, Ohio 44242-0001
Tel. (330) 672-6528
Email: mjames22@kent.edu

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	I	Preparation Date	e 24-Sep-15	Curriculum Bulletin
	1	Effective Date	Fall 2016	Approved by EPC
Department	Health Policy and I	Vlanagement		
College	PH - Public Health	•		
Degree	Minor (non degree)		
Program Name	Health Services Ad		Program Bann	er Code HSVA
Concentration(s)	Concent	ration(s) Banner	Code(s)	
Proposal	Establish program			
Services Administ the management, courses that meet students in a varied Psychology, Social Does proposed revice Current total credit Describe impact on staffing consideration There will be minimum.	tration is intended for Ethics and Practice of their interests and hety of majors including blogy, Health and Hubble ision change program' hours: 0 for their programs, policions; need; audience; program impact on programer departments, programs.	r students that of the Administ lelp to augmening but not limit man Services as total credit horizonased total creatives or procedure rerequisites; teams in the collection of the Administration of the collection of the Administration of the A	have a strong ration of Heal their degree ed to Busines and current purs? Yes redit hours 21 es (e.g., duplicate educations as all courses a	rses are currently offered.
Internal Departme	nts			
A	од и по померания в применя в применя по померания в померания в померания в померания в померания в померания	REQUIRED EN	OORSEMENT:	8 10 1 19 115
Department Chair /				/
Campus Dean (for College Dean (or de	Regional Campuses p Languagesignee)	roposals)		10 119 118
Dean of Graduate S	studies (for graduate p	roposals)		
Senior Vice Preside	nt for Academic Affair	s or Provost (or	designee)	/



Transmittal Memo

Date: October 23, 2015

To: Therese Tillett, Director Curriculum Services

Educational Policies Council (EPC)

From: College of Public Health Curriculum Committee

Dr. Tara Smith Dr. Sheryl Chattfield Dr. Thomas Brewer

Ken Slenkovich

Dr. Sonia Alemagno

Re: Minor in Health Services Administration

On behalf of the College of Public Health, please find the attached materials and proposal to allow the college to develop a new minor in Health Services Administration.

The minor in Health Services Administration is intended for students that have a strong interest in a public policy, public health leadership, public health management or an interst in gaining perspecitive in health services. The minor provides students with foundational concepts in health services as it relates to the broad field of Public Health and allows students to choose elective courses that meet their interests and help to augment their degree program.

Proposal Summary Minor in Health Services Administration

Subject Specification: The intent of this proposal is to develop an undergraduate minor in Health Services Administration.

Background Information: The main rationale for developing a minor in *Health Services Administration* is to:

• Provide undergraduate and post-baccalaureate students the opportunity to gain a broad exposure to the field of public health and health services. In its 2004 report entitled Who Will Keep the Public Health? Educating Public Health Professionals for the 21st Century, the institute for medicine recommended "all undergraduates have access to education in public health" (Gebbie, K.; Rosenstock, L.; HernandezL.M., eds. Who will keep the public health? Educating public health professionals for the 21st century. Washington, DC: National Academy Press; 2003:144). Based on this recommendation and others that promote the inclusion of such courses in the liberal education curriculum. Based on the mission of the college:

The mission of the Kent State University College of Public Health is to develop and promote sustainable public health solutions, in collaboration with community organizations, through education, research and service for populations served by Kent State University campuses and beyond.

- Allow students pathways and exposure to the field of public health.
- Provide students an opportunity to pursue the minor in other colleges who are interested in health services.

Already there is a high demand for students who are interested in this field. The college currently has over 190+ students in this concentration area, spanning almost all campuses. Since no new courses are being developed for the minor, the staffing effects will be minimal and should minimally impact current students. In fact, the college believes that the influx of students from different majors and backgrounds will add elements of diversity to our programs and allow students to understand the impact of public health from a variety of viewpoints.

Alternatives and Consequences: Currently, the only opportunity for students to gain a credential in public health is to pursue the Minor in Public Health. With the anticipated need for public health professionals the minor will allow students to gain exposure to this high demand field. The minor will provide a pathway for students and will assist them in meeting their upper division requirements in their chosen degree program.

Specific Recommendation and Justification: Based on the above rationale it is the recommendation of the college to move forward with the approval of the minor for the 2016–2017 academic year, with a minimum 2.0 GPA and a minimum of 6 hours of courses in residence at Kent State University.

Timetable and Actions Required: Since all courses required for the minor are currently offered to students currently pursuing the major, additional course demand will be regularly evaluated and additional courses will be added as necessary. Anticipated rollout of the minor for the 2016-2017 academic year, should have no adverse effects on the offering or scheduling

Heath Services Administration Minor (21 Hours)

Required Foundational Courses (9 hours)	
PH 30033, Public Health Policy and Decision Making	3
PH 30015, US Health Care System	3
PH 20000, Professional Practice I	1
PH 30000, Professional Practice II	1
PH 40000, Professional Practice III	1
Required Leadership, Management, Policy (9 hours) PH 44015, Public Health Management PH 44020, Public Health Ethics in Practice, Policy and Research PH 44025, Public Health Leadership OR MIS 34165, Dynamics of Leadership	3 3 3
Elective (3 hours – choose one course from list below)	3
ACCT 23021, Financial Accounting	de.
CACM 34040, Negotiation	
COMM 45960, Health Communication	
COMM 46503, Health Communication and the Media	
COMM 46507, Everyday Interpersonal Communication and Health	
ECON 42086, Economics of Healthcare	
ENG 20063, Business and Professional Writing	
GERO 44031, Social Policy and Community Resources for Older Adults	
HED 32575, Consumer Health	
HDFS 44032, Nonprofit Fundraising and Grant writing	
INS 29000, Introduction to Insurance and Risk	
MIS 34157, Introduction to Health Care Systems Management	
PH 32005, Emerging Issues in SBS	
PH 44002, Global Health Immersion: Geneva Switzerland	
PH 44005, Legal Aspects of Health Service Management	
PH 44010, Public Health Planning and Finance	
PLST 35003, Health Law	
POL 30301, Introduction to Public Administration	
SOC 42563, Sociology of Health and Healthcare	

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	22-Oct-15	Curriculum Bulletin
		Effective Date	Fall 2016	Approved by EPC
Department				
College	RE - Regional Co	llege		
Degree	AAS - Associate	of Applied Science		
Program Name	Aviation Manage	ment Technology	Progra	am Banner Code AMRT
Concentration(s)	Conce	ntration(s) Banner	Code(s)	
Proposal	Inactivate progra	m		
The program has	AAS degree in Av	due to the signif	cant resource	y at the Ashtabula Campus. es required to upgrade and
Does proposed revi Current total credit	ision change prograi hours: n/a	m's total credit hou Proposed total cr	rs?	
staffing consideration	ons: need: audience	; prerequisites; tea ram or staffing a	cner education	ation issues; enrollment and in licensure): Management Technology
This program was	foring the program	ered on the Ashta	abula Campus al campus w	this proposal): s only. Discussion has ith an airport in the county, but rs of the program's existence.
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	nt for Academic Affa		esignee)	
Senior Vice Presider	IL IUI ACQUEITIC AIIA	112 01 1 104001 (01 0		



John R. Kasich, Governor John Carey, Chancellor

PROGRAM INACTIVATION FORM

Date of submission: date to come (after Board of Trustees)

Name of institution: Kent State University

Title of program to be inactivated: Associate of Applied Science degree in Aviation Management

Technology

Date that the inactivation received final approval from the appropriate institutional

committee: Board of Trustees date

Date of inactivation: Fall 2016

Primary institutional contact for the notification:

Name: Therese E. Tillett

Title: Executive Director of Curriculum Services

Office of the Provost

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:

Kent State University seeks to inactivate the Aviation Management Technology major within the Associate of Applied Science degree. The degree program was approved in 2007 to be offered on the Ashtabula Campus through a partnership with the Northeast Ohio Regional Airport in Ashtabula County. The goal was to provide an FAA certification program in airframe and power plant mechanics and employment opportunities in aircraft mechanics. However, the significant resources required to upgrade and maintain facilities at which to offer the program made it not economically feasible for implementation. Due to those limitations, the university has never offered the program or any of its courses and never sought FAA approval for the program.

There has been discussion through the years about offering the program at another Kent State campus that has an airport within its county. However, those plans have not come to fruition. The university offers at the Kent Campus a very successful bachelor's degree in aeronautics, which differs from the aviation management technology associate degree in scope, outcomes and career opportunities.

In addition, individuals do not need a degree to earn FAA certification to become an aircraft mechanic and service technician. The minimum criteria to be eligible for the certification exams is 18 months of practical experience with either power plants or airframes, or 30 months of practical experience working on both at the same time. This experience can be accomplished through the military, an apprenticeship or an FAA-approved aviation maintenance technical school (e.g., a career and technical center).

Although not offered, the program is still considered "active" and reported as such by the university and the Ohio Department of Higher Education. Therefore, it is displayed in the University Catalog and in other materials. Inactivation at this time is prudent to accurately reflect what is being offered at Kent State.

2. Indicate number of students currently enrolled in the program:

No students have ever been enrolled in the program. None of the aviation management technology courses have been offered; they were inactivated in spring 2015.

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:

No students will be affected as there has never been enrollment in 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.

There will be no loss of faculty or staff positions due to this inactivation.

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 degree program does not appear as an option on student admission applications.

Once the inactivation is approved by Kent State's Board of Trustees and the Ohio Department of Higher Education, all necessary changes will be made to all university websites and materials. Further written concurrent communications will be sent out to key persons in student advising, admission and financial aid.

6. Indicate the final date that the program will be operational:

Inactivation is planned for fall 2016.

Respectfully,

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



View Minors View Faculty **More Undergraduate Programs** 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 Education, Health and Human Services College of Nursing College of Podiatric Medicine College of Public Health College of the Arts Honors College School of Digital Sciences

University College

College Regional College

Campus(es) Ashtabula

The Associate of Applied Science in Aviation Maintenance Technology provides students with the knowledge, skills and experience necessary to become an aircraft technician. Coursework meets Federal Aviation Administration (FAA) training requirements and qualifies graduates to sit for FAA examinations to become a certified Airframe and Powerplant technician. Topics include aircraft structures, aircraft power systems, aviation electronics and hydraulic systems. Students interested in this program must meet with an advisor prior to admission to the major. The degree is available at the Ashtabula Campus.

Academic Policies

Career Aircraft and avionics equipment mechanics and service technicians held about 142,300 jobs in 2010; **Opportunities** about 5 in 6 of these workers was an aircraft mechanic and service technician.

> Employment of aircraft and avionics equipment mechanics and service technicians primarily is concentrated in a small number of industries. More than half of aircraft and axionics equipment mechanics and service technicians worked in air transportation and support activities for air transportation. Around 18 percent worked in aerospace product and parts manufacturing and about 16 percent worked for the Federal Government. Most of the rest worked for companies that operate their own planes to transport executives and cargo

> Most airline mechanics and service technicians work at major airports near large cities. Civilian mechanics employed by the U.S. Armed Forces work at military installations. Mechanics who work for aerospace manufacturing firms typically are located in California or in Washington State. Others work for the FAA, many at the facilities in Oklahoma City, Atlantic City, Wichita, or Washington, DC. Mechanics for independent repair shops work at airports in every part of the country.

(Source: Bureau of Labor Statistics)

Admission Admission is open to anyone with a high school diploma or its equivalent. Requirements

For more information on admissions, visit the Admissions website for new freshmen. For more information about admission criteria for transfer, transitioning and former students, please visit the

admissions website.

Department Regional College

Description

Minimum 66 credit hours. Minimum 2.000 cumulative GPA and in major. Graduation Requirements

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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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STUDENT LIFE ATHLETICS

Kent State University Catalog 2014 - 2015

ACADEMICS

Regional College

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Programs

More Undergraduate

» View Undergraduate Programs

College of Applied Engineering, Sustainability and Technology

College of Architecture and Environmental Design

College of Arts and Sciences

College of Communication and

College of Education, Health and Human Services

College of Podiatric Medicine

College of Public Health

School of Digital Sciences

Undergraduate Studies

College of Business Administration

Information

College of Nursing

College of the Arts

Honors College

ABOUT

Search

ADMISSIONS & FINANCIAL AID

Aviation Maintenance Technology - A.A.S. Program Requirements

Kent State University 2014 Catalog > Regional College > Undergraduate Programs > Aviation Maintenance Technology - A.A.S. > Aviation Maintenance Technology - A.A.S. Program Requirements

RESEARCH

CAMPUSES

Aviation Maintenance Technology <u>semester by semester Roadmap</u>

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

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

Type	Course		:NT STATE: FIRST YEAR EXPERIENCE (1 credit)	Credits
ı ype	US	10097		1
11.			Destination Kent State: First Year Experience M REQUIREMENTS (39 credits) Courses count in major GPA	ı
		PROGRA	Title	Credits
ı ype	Course AMRT	10010		
	AIVIR	10010	FAA Regulations and Documentation	2
			Aircraft Tools and Techniques	
		10030	Airframe I	3
		10040	Aviation Power Plant I	4
		20010	Airframe II	3
		20020	Airframe III	2
		20030	Aviation Electronics	3
		20040	Principles of Flight	3
		20050	Practicum in Advanced Aviation	2
		20060	Aviation Power Plant II	2
	EERT	12000	Electric Circuits I	4
		12001	Electric Circuits II	3
	MERT	12005	Properties of Materials	3
		22012	Fluid Power	3
III.	ADDITIO	NAL PRO	DGRAM REQUIREMENTS (27 credits)	
Type	Course		Title	Credits
KMC	MATH	11010	Algebra for Calculus	3
KMC		11022	Trigonometry	3
KBS	PHY	12201	Technical Physics I (4)	
		13001	or General College Physics I (4) 1	4-5
KBS		13021	and General College Physics I Laboratory (1)	
KBS		12202	Technical Physics II (4)	
KBS			1	
		13002	or General College Physics II (4)	
KBS KBS		13002 13022	or General College Physics II (4) 1 and General College Physics II Laboratory (1)	3-5
KBS KBS KBS			and General College Physics II Laboratory (1)	3-5
KBS KBS KBS KBS		13022	 and General College Physics II Laboratory (1) or College Physics II (2) 1 	3-5
KBS KBS KBS KBS KBS	ENG	13022 13012	and General College Physics II Laboratory (1)	3-5
KBS KBS KBS KBS KBS		13022 13012 13022 20002	 and General College Physics II Laboratory (1) or College Physics II (2) 1 and General College Physics II Laboratory (1) Introduction to Technical Writing 	
KBS KBS KBS KBS KBS	Kent Co	13022 13012 13022 20002 re Comp	 and General College Physics II Laboratory (1) or College Physics II (2) 1 and General College Physics II Laboratory (1) Introduction to Technical Writing 	3
KBS KBS KBS KBS KBS	Kent Co Kent Co	13022 13012 13022 20002 re Comp re Social	and General College Physics II Laboratory (1) or College Physics II (2) 1 and General College Physics II Laboratory (1) Introduction to Technical Writing osition	3 3

1. Students who completed PHY 12201 should take PHY 12202; student who completed PHY 13001 should take PHY 13002 or PHY











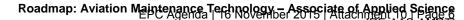




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Regional College Catalog Year: 2014-2015

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	Туре	Term Taken
emester	r One [14 Credits]	'					
	AMRT 10010 FAA Regulations and Documentation	2					
!	AMRT 10020 Aircraft Tools and Techniques	2					
	MATH 11010 Algebra for Calculus	3				KMC	
	MATH 11022 Trigonometry	3				KMC	
	US 10097 Destination Kent State: First Year Experience ¹	1					
	Kent Core Composition	3				KCM	
emester	r Two [18-19 Credits]						
!	AMRT 10030 Airframe I	3					
!	AMRT 10040 Aviation Power Plant I	4					
	PHY 12201 Technical Physics I (4)						
	or PHY 13001 General College Physics I (4) ²	4-5				KBS	
	and PHY 13021 General College Physics I Laboratory (1)						
	EERT 12000 Electric Circuits I	4					
	MERT 12005 Properties of Materials	3					
emester	Three [17-19 Credits]						
!	AMRT 20010 Airframe II	3					
!	AMRT 20030 Aviation Electronics	3					
!	AMRT 20060 Aviation Power Plant II	2					
	EERT 12001 Electrical Circuits II	3					
	ENG 20002 Introduction to Technical Writing	3					
	PHY 12202 Technical Physics II (4)						
	or PHY 13002 General College Physics II (4) ² and	0.5				KDO	
	PHY 13022 General College Physics II Laboratory (1) or PHY 13012 College Physics II (2) ² and	3-5				KBS	
	PHY 13022 General College Physics II Laboratory (1)						
emester	r Four [16 Credits]						
	AMRT 20020 Airframe III	2					
	AMRT 20040 Principles of Flight	3					
!	AMRT 20050 Practicum in Advanced Aviation	2					
-	MERT 22012 Fluid Power	3					
	Kent Core Social Sciences	3			_		
	Kent Core Humanities and Fine Arts	3					

Graduation Requirements Summary

Minimum Total Hours	Minimum				
Willimum Total Hours	Major GPA	Overall GPA			
66	2.000	2.000			

- 1. US 10097 is not required of transfer students with 25 credits or students age 21+ at time of admission.
- 2. Students who completed PHY 12201 should take PHY 12202; student who completed PHY 13001 should take PHY 13002 or PHY 13012.

University Requirements Summary

Туре	Categories	Course(s) Satisfying Category	Remaining Requirements
	Kent Core I. Composition Enrollment based on placement test	visit www.kent.edu/catalog/kent-core	3
K N/IC:	Kent Core II. Mathematics and Critical Reasoning Enrollment based on placement test	MATH 11010	fulfilled
KHU/KFA	Kent Core III. Humanities and Fine Arts	visit www.kent.edu/catalog/kent-core	3
KSS	Kent Core IV. Social Sciences	visit www.kent.edu/catalog/kent-core	3
KBS	KANT L'OTA V KASIC SCIANCAS	PHY 12201 (or PHY 13001 and PHY 13021), PHY 12202 (or PHY 13002 and PHY 13022) or PHY 13012 and PHY 13022	fulfilled

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Freparation Dat	e 12-Jul-15	Curriculum Bulletin
		Effective Date	Fall 2016	Approved by EPC
Department	Regional Colle	qe		
College	RE - Regional	_		
Degree	•	CER1 - Post-Sec	ondary Certif	ficate <1 vear
Program Name	Floriculture		am Banner Co	•
Concentration(s)	Con	centration(s) Banner		
Proposal	Establish progr			
campuses, which	ulture post-secon will give students	the opportunity to	learn and en	red at the Geauga and Salem gage in a floriculture se growth of the floral industry.
Does proposed revi	sion change progr	am's total credit hou	rs? 🗌 Yes	□No
Current total credit I	nours:	Proposed total cre	edit hours 19	
Units consulted (other Regional College, Consulted	er departments, pr	ograms or campuses d Sciences (Depart	affected by the	nis proposal): ogical Sciences)
		REQUIRED ENDO	RSEMENTS	
Department Chair / S	chool Director			
Campus Dean (for Re				annual property and annual annual property of the second annual a
College Dean (or desi)		11/5/15
Dean of Graduate Stu	dies (for graduate			
Senior Vice President	for Academic Affai	rs or Provost (or des	ignee)	

Notice of Intent to Offer an Educational Program Floriculture Certificate Kent State University

Gainful Employment Electronic Announcement #5 dated 1 June 2011 and posted on www.ifap.ed.gov explains the process for institutional notification to the U.S. Department of Education (ED) of new educational programs that prepare students for gainful employment in a recognized occupation (GE Programs). An institution's notification to ED of its intent to offer a new GE Program must include information to support the institution's determination of the need for the program, as required by the regulations at 34 CFR 600.20(d)(2). Descriptions and documentation provided by an institution can cover more than one new GE Program, if the same, or similar, process was used by the institution to determine the need for the program, and should be provided as follows:

- 1. Institution Name: Kent State University
- 2. OPEID: 00305100
- 3. Program name(s) and program CIP code(s) supported by this documentation: (Therese Tillett will provide CIP code once document has been submitted to Curriculum Services.)

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.

We became aware of the need for a new certificate program in Horticulture at a meeting held on March 13, 2015 at the Geauga campus of the Horticulture Advisory Board. Thirty members comprised of industry professionals in landscape design, forestry, golf course management, and greenhouse companies (wholesale and retail) were in attendance that day and expressed the need in Geauga County for individuals who could be trained in the areas of Floriculture and greenhouse production. A follow-up survey was sent to the complete membership list.

This program will benefit recent changes by the US Dept. of Labor in response to changes in H-2B worker regulations. Major features of the 2015 IFR include the creation a national electronic job registry for all H-2B job orders to improve U.S. worker access to these temporary jobs. The 2015 IFR also enhances recruitment of U.S. workers from across the country, increases the amount of time for which U.S. workers must be recruited and hired, and requires the rehiring of recent former employees when available. As a result we are anticipating increased need for US workers in retail horticulture areas. This program offers formalized training in a key area of need-floriculture.

Page 2

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 floral industry is a \$26.6 billion industry, which includes 14, 344 florists across the country. Ohio alone has 343 florist businesses employing 1,310 employees, In addition there are 357 nursery, garden centers and farm supply stores employing another 4, 067 employees.

Education is vital to this industry. Giving the students the opportunity to learn and engage in a floriculture curriculum that can lead to future employment is important to their growth as well as that of the floral industry.

The course content was developed in consultation with members of the Horticulture faculty as well as a review of similar programs offered throughout the country be other institutions of higher education. Program length was developed in consultation with curriculum services as to the number of credit hours recommended for certificate programs. Course were selected and designed to be at the freshmen levels with minimum barriers to entry so that the certificate program could be used as a gateway to higher level programs such as the AAS Horticulture.

Members of the advisory board were also consulted as to course content. A follow-up survey was sent to the larger membership. Of the respondents, 80% indicated that formal training was an important factor in their hiring decisions.

6. Narrative description of any wage analysis the institution may have performed, including any consideration of Bureau of Labor Statistics wage data related to the new program. The institution must retain copies of analysis documents for review and submission to the ED upon request.

The median annual wage for floral designers was \$23,810 in May 2012.

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.

After meeting with members of the Advisory Board for Horticulture Technology in March of 2015, research was conducted to evaluate similar curriculum offerings. The Associate degree floriculture programs at Ohio State's ATI and North Carolina State were reviewed and used as a basis for identifying key coursework and curriculum content for this certificate program.

Next the Faculty Councils at both the Geauga and Salem campus were consulted at their April and May. This consultation is included in the minutes of the meetings. Several new course proposals, as well as the curriculum course list for the certificate program was developed during Summer 2015. The documentation for new course approval and certificate program approval will be presented to the curriculum committee for biological sciences at their September 2015 meeting.

- 8. Date of the first day of class. Include both:
 - a. Fall semester 2016
 - b. The day you would like to begin disbursing Title IV funds to students enrolled in the program.

Floriculture Certificate

College:

Regional College

Campus(es):

Geauga

Salem

Department:

Regional College

Description:

The Floriculture certificate provides entry level skills for those interested in employment or a career in the field. The curriculum provides basic principles of design used in commercial and natural settings, commercial production, marketing and post- harvest care. The certificate articulates well into an Associate of Science degree or the bachelor's degree in horticulture.

Admission Requirements:

Admission is open to anyone with a high school diploma or its equivalent.

For more information on admissions, visit the Admissions website for new freshmen. For more information about admission criteria for **transfer**, **transitioning and former students**, please visit the admissions website.

Graduation Requirements:

Minimum 2.000 overall GPA

Program Requirements

Course		Title	Credits
ART	10023	3D Composition	3
HORT	16001	Introduction to Horticulture	1
HORT	16010	Floral Design I	3
HORT	16011	Floral Design II	3
HORT	16020	Plant Materials I	3
HORT	16021	Wholesale Floriculture	3
HORT	26001	Occupational Regulations and Safety	2
HORT	36092	Internship in Horticulture (1-4)	1
	•	Minimum Total	19

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	riep	aradon Dar	(e 15-Jul-15	Curriculum Bulletin
	Effec	ctive Date	Fall 2016	Approved by EPC
Department	Regional College			
College	RE - Regional College			
Degree	"	- Post-Sec	condary Certi	ficate <1 vear
Program Name	Greenhouse Production		ram Banner C	•
Concentration(s)	Concentration			
Proposal	Establish program			
greenhouse production of the greenhouse production of the greenhouse production of the greenhouse proposed review. Describe impact on staffing consideration consideration of Applitude degreenhouse production of the greenhouse production of the gre	sion change program's total hours: Other programs, policies or ins; need; audience; prerequin enrollment for the exist ad Science degree and the exist are departments, programs of the programs of the exist and the exist are departments, programs of the exist are departments.	lead to furtry. I credit housed total creprocedures uisites; tead total	ture student of the s	mployment as well as the No tion issues; enrollment and licensure): ology major within the hin the Bachelor of Applied his proposal):
Regional College, (College of Arts and Science			ogical Sciences)
	REQUI	RED END	ORSEMENTS	
Department Chair / S	school Director		······	
Campus Dean (for Re	egional Campuses proposal	ls)	·	
	Jan 1/1 B	,		11 .5 .5
College Dean (or des	ignee)			1 / 2 / 12
	•			
ean of Graduate Str	idies (for graduate proposal	s)		
The same of the sa	(g. modulo proposa	~,		
enior Vice President	for Academic Affairs or Pro	unet (or de	olanoo)	
	THE PROPERTY OF PARTY	WITH CHECK	N. II 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	

Notice of Intent to Offer an Educational Program Greenhouse production Certificate Kent State University

Gainful Employment Electronic Announcement #5 dated 1 June 2011 and posted on www.ifap.ed.gov explains the process for institutional notification to the U.S. Department of Education (ED) of new educational programs that prepare students for gainful employment in a recognized occupation (GE Programs). An institution's notification to ED of its intent to offer a new GE Program must include information to support the institution's determination of the need for the program, as required by the regulations at 34 CFR 600.20(d)(2). Descriptions and documentation provided by an institution can cover more than one new GE Program, if the same, or similar, process was used by the institution to determine the need for the program, and should be provided as follows:

1. Institution Name: Kent State University

2. OPEID: 00305100

3. Program name(s) and program CIP code(s) supported by this documentation: (Therese Tillett will provide CIP code once document has been submitted to Curriculum Services.)

01.0604 Greenhouse Operations and 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.

We became aware of the need for a new certificate program in Horticulture at a meeting held on March 13, 2015 at the Geauga campus of the Horticulture Advisory Board. Thirty members comprised of industry professionals in landscape design, forestry, golf course management, and greenhouse companies (wholesale and retail) were in attendance that day and expressed the need in Geauga County for individuals who could be trained in the areas of Greenhouse Production. A follow-up survey was sent to the complete membership list.

This program will benefit recent changes by the US Dept. of Labor in response to changes in H-2B worker regulations. Major features of the 2015 IFR include the creation a national electronic job registry for all H-2B job orders to improve U.S. worker access to these temporary jobs. The 2015 IFR also enhances recruitment of U.S. workers from across the country, increases the amount of time for which U.S. workers must be recruited and hired, and requires the rehiring of recent former employees when available. As a result we are anticipating increased need for US workers in retail horticulture areas. This program offers formalized training in a key area of need-greenhouse production.

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 green industry supplies the nation with \$147.8 billion in output, nearly 2 million jobs, \$64.3 billion in labor income and \$6.9 billion in business taxes. In 2004, the nursery/greenhouse sector accounted for \$26 billion in sales, 261,408 jobs and \$18.1 billion in value added impacts. The region with the largest impact was the Midwest (\$19.2 billion).

Education is vital to this industry. Giving the students the opportunity to learn and engage in a greenhouse production curriculum that can lead to future employment is important to their growth as well as that of the industry. Greenhouse technicians usually need an associate degree in horticulture, plant science or a similar field. Employers also prefer to hire those with two or more years of work experience. Depending on the state in which they work, some technicians need certification or licensure in pesticide application.

The course content was developed in consultation with members of the Horticulture faculty as well as a review of similar programs offered throughout the country be other institutions of higher education. Program length was developed in consultation with curriculum services as to the number of credit hours recommended for certificate programs. Course were selected and designed to be at the freshmen levels with minimum barriers to entry so that the certificate program could be used as a gateway to higher level programs such as the AAS Horticulture.

Members of the advisory board were also consulted as to course content. A follow-up survey was sent to the larger membership. Of the respondents, 80% indicated that formal training was an important factor in their hiring decisions.

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.

These professionals earned a median salary of \$35,140 as of May 2014, according to the BLS.

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.

After meeting with members of the Advisory Board for Horticulture Technology in March of 2015, research was conducted to evaluate similar curriculum offerings. The Associate degree greenhouse production programs at Ohio State's ATI and North Carolina State were reviewed and used as a basis for identifying key coursework and curriculum content for this certificate program.

Next the Faculty Councils at both the Geauga and Salem campus were consulted at their April and May. This consultation is included in the minutes of the meetings. Several new course proposals, as well as the curriculum course list for the certificate program was developed during Summer 2015. The documentation for new course approval and certificate program approval will be presented to the curriculum committee for biological sciences at their September 2015 meeting.

- 8. Date of the first day of class. Include both:
 - a. Fall semester 2016
 - b. The day you would like to begin disbursing Title IV funds to students enrolled in the program.

Greenhouse Production Certificate

College:

Regional College

Campus(es):

Geauga

Salem

Department:

Regional College

Description:

The Greenhouse Production certificate provides entry level skills for those interested in employment or a career in the field. The curriculum provides basic principles of plant propagation in the greenhouse and nursery. The certificate articulates well into an Associate of Science degree or the bachelor's degree in horticulture.

Admission Requirements:

Admission is open to anyone with a high school diploma or its equivalent.

For more information on admissions, visit the Admissions website for new freshmen. For more information about admission criteria for transfer, transitioning and former students, please visit the admissions website.

Graduation Requirements:

Minimum 2.000 overall GPA

Program Requirements

Course		Title	Credits
BMRT	21020	Introduction to Entrepreneurship	3
BSCI	16001	Horticultural Botany	3
BSCI	26004	Plant Identification and Selection II	3
HORT	16001	Introduction to Horticulture	1
HORT	16022	Greenhouse Strata	3
HORT	26001	Occupational Regulations and Safety	2
HORT	36014	Plant Propagation and Greenhouse Production	3
HORT	36092	Internship in Horticulture (1-4)	1
		Minimum Total	19

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		rieparation Dat	e 19-Aug-15	Curriculum Bulletin			
	ŧ.	Effective Date	Fall 2016	Approved by EPC			
Department	Regional Colle	ge.					
College	RE - Regional (_					
Degree	-	e of Applied Science	te.				
Program Name		• •		er Code IERT			
Concentration(s)	Systems/Industrial Engineering Program Banner Code IERT Concentration(s) Banner Code(s)						
Proposal	Inactivate prog		(0)				
Science degree.	tems/Industrial E			ithin the Associate of Applied			
Does proposed rev Current total credit		am's total credit hou Proposed total cr		□ No			
Describe impact on staffing consideration	other programs, pons; need; audienc	olicies or procedures e; prerequísites; tea	s (e.g., duplica cher education	ntion issues; enrollment and nation licensure):			
Units consulted (oth Regional College	ner departments, pr	ograms or campuse	s affected by t	his proposal):			
		REQUIRED END	ORSEMENTS				
Department Chair / :	School Director						
Campus Dean (for F	Regional Campuses	s proposals)					
- Disaw		>		10 26 15			
College Dean (or de	signee)						
	V			11			
Dean of Graduate St	udies (for graduate	proposals)		THE PARTY OF THE P			
				//			
Senior Vice Presiden	t for Academic Aff	aire or Provoct for de	ocionoo)				

Proposal Summary [Inactivation of the Systems/Industrial Engineering Technology (IERT) major within the Associate of Applied Science (AAS) degree]

Description of Action, Including Intended Effect

Inactivate the Systems/Industrial Engineering Technology [IERT] major within the Associate of Applied Science [AAS] degree, which was established in 1965 and has been offered at the Trumbull and Tuscarawas campuses. Enrollment in the major has not grown significantly since its creation. The major was originally designed to provide students with skills revolving around time studies and methods to improve productivity. Over time, new methods and systems have been developed to aid in these areas, and it is appropriate to inactivate this major and focus on existing programs with demonstrated need and interest.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

No impact on other programs. Currently, no students are enrolled in the major.

Fiscal, Enrollment, Facilities and Staffing Considerations

There are currently no faculty members teaching in this area.

Evidence of Need and Sustainability if Establishing

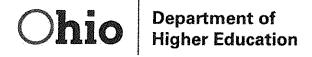
N/A

Provisions for Phase-Out if Inactivating

Currently, no students are enrolled in this major, and no faculty members teach in this area. Regional College advisors, Admissions, and Student Financial Aid will be notified of this inactivation.

Timetable and Actions Required: a chronology of actions required to approve the proposal with an anticipated implementation date for each action

Regional College Curriculum Committee – October 2015 Educational Policies Council – November 2015



John R. Kasich, Governor John Carey, Chancellor

PROGRAM INACTIVATION FORM

Date of submission: [DATE]

Name of institution: Kent State University

Title of program to be inactivated: Systems/Industrial Engineering Technology major within

the Associate of Applied Science degree

Date that the inactivation received final approval from the appropriate institutional

committee: [BOARD OF TRUSTEES DATE]

Primary institutional contact for the notification:

Name: Therese

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:

The Systems/Industrial Engineering Technology major was established circa 1965 on the Trumbull and Tuscarawas campuses. The program was initially designed to provide students with skills revolving around time studies and methods to improve productivity. Over the years, new methods and systems have been developed to aid in these areas. The current curriculum would need a significant overhaul to be relevant in the job market. In addition, there are no full-time faculty attached the program, student enrollment is low and completion rates are even lower. Therefore, it is appropriate for the Trumbull and Tuscarawas campuses to inactivate the degree program and focus on areas where there is a need and interest.

2. Indicate number of students currently enrolled in the program:

Presently, there are no students enrolled in the program.

Student Enrollment in Fall Semester

		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
T	DTAL	18	20	10	6	3	8	5	4	4	6	4	3	2	4	1	0

Manufacturing

1. 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:

Once the inactivation is approved by Kent State's Board of Trustees and the Ohio Department of Higher Education, all necessary changes will be made to all university websites and materials. Further written concurrent communications will be sent out to key persons in student advising, admission and financial aid.

2. Indicate the final date that the program will be operational:

Inactivation is planned for fall 2016.

Respectfully,

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



John R. Kasich, Governor John Carey, Chancellor

INITIAL INQUIRY REQUEST TO OFFER A NEW PROGRAM

Date of submission:	Date to come (sent after EPC)
Name of institution:	Kent State University
Primary institutional co	
Name:	Therese E. Tillett
Title:	Executive Director of Curriculum Services
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu
Name of new program: of Science degree	Aeronautical Systems Engineering Technology major within the Bachelor
☐ New degree designation ☐ New program within a ☐ New technical certifica	nn existing degree (e.g., major, minor, concentration)
Delivery options (check	all that apply):
Online/hybrid deliver	ÿ
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 s ☐ No	eeking specialized accreditation for the program:
If "yes," provide the name	e of the accrediting agency:
	specialized accreditation from the Engineering Technology Accreditation ABET (formerly known as the Accreditation Board for Engineering and

Provide a brief description of the request.

Kent State University's College of Applied Engineering, Sustainability and Technology offers a Bachelor of Science degree, Aeronautics major, with five concentrations: Flight Technology, Air Traffic Control, Aeronautical Studies, Aviation Management and Aeronautical Systems Engineering Technology.

The college proposes elevating the concentration in Aeronautical Systems Engineering Technology to become a separate major under the Bachelor of Science degree. Doing so will eliminate the need to maintain the current core of aeronautics courses and allow the program to better serve its graduates and the aeronautics industry by creating educational depth in the areas of engineering materials, electro-mechanical devices and control and systems engineering.

Explain the academic unit's rationale for making the request.

In October 2015, the College of Applied Engineering, Sustainability and Technology hosted a visiting team from the Engineering Technology Accreditation Commission (ETAC) of ABET in pursuit of accreditation for its existing aeronautics concentration in aeronautical systems engineering technology. During the exit interview, the college was cited for having a weakness in the area of curriculum. Specifically, "The present curriculum has a substantial core that emphasizes professional aeronautics but lacks a focus on technical engineering concepts. As a result, engineering technology topics are not covered in depth...the program must ensure that its curriculum has a technical core, develops student competency in the use of equipment and engineering tools appropriate to the discipline, and prepares students for increasingly complex technical specialties of the program".¹

In informal conversations with members of the ABET visiting team, a refocused curriculum was proposed, which was well received. Additionally, there were no indications that changes to the curriculum now would adversely affect the current bid for ABET accreditation. On the contrary, the accreditation process for ABET is such that the noted weakness in its curriculum criteria may be reduced to either a concern or eliminated entirely prior to the commission's review of the visiting team's report; in this case, changing the curriculum may in fact help the current bid for accreditation from the Engineering Technology Accreditation Commission.

The state of Ohio requires those pursuing professional licensure through the Fundamentals of Engineering and the Professional Engineering exams to have graduated from an ABET-accredited institution. Presently, there are no public or private universities in Ohio offering an ABET-accredited aeronautical systems engineering technology program. There are only two similar programs nationwide, the closest being at Purdue University in Indiana.³

The base infrastructure for the proposed Aeronautical Systems Engineering Technology major is already in place through the existing aeronautical systems engineering technology concentration in the BS degree in Aeronautics. The Aeronautical Systems Engineering Technology major will require no new courses and will take advantage of existing courses offered in the aeronautics program and technology programs (e.g., statics, programmable logic controllers and mechatronics).

¹ ABET Program Audit Form T-301 for Kent State University (Oct 20, 2015).

 $^{^2}$ Ohio General Guidelines for Professional Engineers and Professional Surveyors Applicants. Retrieved from $\underline{www.peps.ohio.gov/Portals/0/forms/exams/General\%20Guidelines\%20Exam\%2020140515.pdf} \, .$

³ Find an ABET-Accredited Program. Retrieved from http://main.abet.org/aps/accreditedprogramsearch.aspx.

Technology trends in the aerospace industry 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 additional aeronautical systems engineering technology graduates 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, Kent State could be poised to play a significant role in these aerospace milestones with its already established and recognized programs in air traffic control and flight technology, in addition to a separate aeronautical systems engineering technology program that contains the critical depth in the areas of electro-mechanical devices and control and systems engineering.

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

Per 15th day census for fall 2015, there were 60 students declared in the aeronautical systems engineering technology concentration (there were 574 total students in the major). The needs of current students are being met by existing faculty and staff in the College of Applied Engineering, Sustainability and Technology. While the change from a concentration to a distinct bachelor degree calls a curriculum overhaul that will replace the current aeronautics core with eight courses, all of the courses required for the new core are existing and offered by Kent State faculty. The only need for additional faculty and staff will be as a result of program growth, which is expected to occur if ABET accreditation is earned.

The removal of the eight courses from the aeronautics core will not detract from the existing BS degree in Aeronautics; in fact, removing approximately eight to 15 students from the aeronautics core will allow for program growth in other concentrations without over-stressing the current faculty load and course section size.

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	Preparation Date 1-Sep-15	Curriculum Bulletin
	Effective Date Fall 2016	Approved by EPC
Department	Lifespan Development and Educational Scie	ncae
	EH - Education, Health and Human Services	ices
College		
Degree	BS - Bachelor of Science	
Program Name	American Sign Language/English Interpreting	g Program Banner Code ASEI
Concentration(s)	Concentration(s) Banner Code(s)	
Proposal	Establish program	
the Special Educadegree. The Spec	oosal: his proposal is to elevate the current ASL/Englis ation major to a stand-alone degree program wi hial Education major presently has six concentra incentrations will continue to be offered.	thin the Bachelor of Science
Does proposed rev Current total credit	vision change program's total credit hours? Proposed total credit hours 1	****
	n other programs, policies or procedures (e.g., duplions; need; audience; prerequisites; teacher educa	
required, but the control (Education in a Dotteacher licensure) Units consulted (of SPED was consulted)	ared 6 credit hours with Special Education. The major will become a stand-alone program. One emocratic Society). Since the ASL/English Interpretation, that is not a concern. Therefore departments, programs or campuses affected lited and advised that the ASEI students would us also consulted and they were amenable to the	course has been removed rpreting program does not lead to by this proposal): not be taking some of the SPED
	REQUIRED ENDORSEMEN	NTS
Polyganon Department Chair	r- Janlans) / School Director	10 123 12016
5	Regional Campuses proposals)	
	jia RCOW	10 1231 2015
College Dean (or d	designee)	
		1 1
Dean of Graduate	Studies (for graduate proposals)	
		1 1
Provost and Senio	r Vice President for Academic Affairs (or designee)	



none of which are in Ohio.

John R. Kasich, Governor John Carey, Chancellor

INITIAL INQUIRY FORM REQUEST TO OFFER A NEW PROGRAM

Date of submission:	Date to come					
Name of institution:	Kent State University					
Primary institutional conta	act for this request:					
Name:	Therese E. Tillett					
Title:	Executive Director of Curriculum Services					
	Office of the Provost					
Phone:	330-672-8558					
E-mail:	ttillet1@kent.edu					
Name of new program:	American Sign Language/English Interpreting major within the Bachelor of Science degree. Program is presently a					
	concentration in the Special Education major.					
New technical certifica	n existing degree (e.g., major, minor, concentration) te program ement area (educator preparation)					
Delivery options (check	all that apply):					
Online/hybrid delivery	7					
Flexible or accelerated	delivery					
Offering the program :	at a new offsite location					
Offering the program a	at an existing offsite location					
	campus experiences (e.g., internship, clinical, practicum, student teaching)					
The institution will be se	eeking specialized accreditation for the program:					
Interpreter Education (CC	process of obtaining accreditation from the Commission on Collegiate CIE), which is a member of the Association of Specialized and and is the accreditation board for interpreter education programs					

To be eligible for CCIE accreditation, the program must be administered by a regionally accredited institution, include a capstone/practicum experience in the curriculum and have graduated three cohorts of students. (Kent State's ASL/English Interpreting program has graduated students since 2002.)

Presently, the CCIE accredits four associate degree programs and 12 bachelor's degree programs,

Provide a brief description of the request.

Kent State University proposes elevating the current ASL/English Interpreting concentration in the Special Education major to a stand-alone degree program within the Bachelor of Science degree. The Special Education major presently has six concentrations, and that major and its remaining five concentrations will continue to be offered.

The ASL/English Interpreting program is also offered as a Special Education concentration at the master's degree level. A separate proposal will being submitted in the near future to establish a distinct degree program at that level.

Explain the academic unit's rationale for making the request.

Kent State began offering the ASL/English Interpreting concentration in 2000 (previously titled Educational Interpreter until 2013). Student enrollment in the undergraduate program has steadily increased each year, with 63 students enrolled in fall 2015 (15th day enrollment census).

Since the establishment of the concentration, faculty members have strived to ensure that students meet the eligibility criteria for national certification and state interpreting licensure, a necessity to work as an interpreter. As a result, the dissimilar nature between the major and concentration has become visibly apparent. The ASL/English Interpreting program does not share the same mission, career goals and expectations and licensure requirements as the Special Education program, see chart below:

		Special Education	n Concentrations	
	ASL/English Interpreting	Deaf Education	Mild/Moderate	Moderate/Intensive
Career Preparation	To interpret for deaf and hard-of-hearing individuals in a variety of educational and community settings (e.g., medical, legal, social services, video relay)	hard-of-hearing	To teach students with learning disabilities, mild cognitive delay and emotional and behavioral disorders in elementary to high school settings	To teach students with motor or sensory impairment, significant cognitive delays, autism spectrum disorders or multiple disabilities in elementary to high school settings
Licenses and/or Certifications	State of Ohio preK-12 interpreting licensure NAD-RID Joint Certification (National Association of the Deaf-Registry of Interpreters for the Deaf) Educational Interpreter Performance Assessment Certification, licensure, quality assurance requirements vary by state	State of Ohio preK-12 teacher licensure	State of Ohio K-12 teacher licensure	State of Ohio K-12 teacher licensure

¹ Concentrations within Special Education major: (1) Deaf Education; (2) ASL/English Interpreting;

⁽³⁾ Moderate/Intensive Educational Needs; (4) Mild/Moderate Mathematics and Reading;

⁽⁵⁾ Mild/Moderate Social Studies and Reading; and (6) Mild/Moderate Language Arts and Reading

	Special Education Concentrations							
	Deaf Education Mild/Moderate Moderate/Intensive							
Curriculum Overlap with ASL/English	9 courses (33%)	2 courses (6%)	2 courses (7%)					
Interpreting Program								

With the ASL/English Interpreting program hidden within a major to which it has little relationship, prospective students cannot find it easily. Many do not find the current program attractive because they do not want to graduate with a special education major or do not want to be in a teacher education major. Students have also expressed concern that required courses in the major are more teacher-oriented rather than interpreter-oriented. Interpreting students have also complained about the excessive focus on the teacher performance assessments that do not apply to interpreting.

The ASL/English Interpreting program also differs from the American Sign Language major, offered through Kent State's College of Arts and Sciences. The American Sign Language major prepares graduates for bilingual work in community-based settings or for graduate studies in foreign language instruction in higher education. Students who pair the American Sign Language major with the Education minor are eligible to sit for state licensure to teach American Sign Language in preK-12 educational settings. However, the American Sign Language major does not prepare students for the state's associate license to be an interpreter in the preK-12 classroom as does the ASL/English Interpreting program.

Additionally, after a standard academic program review of graduate and undergraduate programs conducted in 2014, the appropriateness of the interpreting program billed as a concentration under Special Education was challenged. External reviewers said the program was an outlier that needed to be separated from special education.

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

Presently, the ASL/English Interpreting program has one full-time faculty member. One additional full-time faculty position will be needed to support the proposed request. The interim dean of the College of Education, Health and Human Services, in which the program is housed, supports this hire, planned for the fall 2016 semester. This full-time faculty member will teach courses and oversee student placements for the required three practicums (two for 30 hours and one for 500 hours). The program has seen burgeoning enrollment that necessitates the need for accessible instructors and the offering of multiple sections of each course a semester.

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

The program is functioning well and that is documented by the growing enrollment. Additional resources are not essential.



MEMORANDUM

VACCA OFFICE OF STUDENT SERVICES

Mary Dellman-Jenkins, School Director, LDES, members of curriculum committees and

the Ohio Board of Regents

From: Joanne Arhar, Associate Dean, EHHS

RE: Proposal to change ASL/English Interpreting from a concentration to a major

Date: June 29, 2015

TO:

ASL/English Interpreting is currently a concentration within the Bachelor of Science Degree Special Education major in the College of Education, Health, and Human Services at Kent State University. The faculty in ASL/English Interpreting are proposing to elevate the concentration to its own Major: ASL/English Interpreting within the Bachelor of Science Degree. The move to a major is timely for several reasons.

The program now has a full-time Non-Tenure Track faculty member, Assistant Professor Jamie McCartney who also serves as the program coordinator. Dr. McCartney has been interpreting for 22 years, has three national certifications, and has been an interpreter educator for 19 years. She has been very involved at the State and local levels. An increase in enrollment from 33 full time students in fall 2002 to 68 full time students in fall 2014 has justified the hiring of her as a full time faculty member and there is already consideration of hiring a second full time faculty member within two years.

From a curricular perspective, it makes sense to detach this program from Special Education. ASL/English Interpreting prepares students for careers in fields other than education. While some graduates may work as interpreters in K-12 schools, many work in non-school settings. Educational Interpreters do not receive a teaching license so coursework required of education majors intending to earn a teaching license is not relevant. Rather, ASL/Education Interpreting students need coursework that will prepare them for National Interpreter Certification from the Registry of Interpreters for the Deaf, Inc.

Finally, while the program is growing, it is anticipated that it would grow further if it were accredited by the Commission on Collegiate Interpreter Education (CCIE). All of the programs that are accredited are ASL/English Interpreting majors. An independent major would lend the program status and also make it easier for students to find on the University website with the potential of increasing enrollment. I am in total support of the proposal to elevate ASL/English Interpreting from a concentration to a major.

Proposal Summary Establish New B.S. American Sign Language/English Interpreting Major

Description of Action, Including Intended Effect

The purpose of this proposal is to establish a new Bachelor of Science American Sign Language/English Interpreting major [BS ASEI] housed in the School of Lifespan Development and Educational Sciences [LDES] within the College of Education, Health and Human Services [EH]. This action will elevate the current ASEI concentration in the Special Education [SPED] program to a stand-alone major. The Special Education major presently has six concentrations; that major and its remaining five concentrations will continue to be offered.

The ASL/English Interpreting program is also offered as a Special Education concentration at the master's degree level. A concurrent proposal is being submitted to establish a stand-alone degree program at that level.

Along with the learning outcomes for the new major, the proposed program description, admission requirements, graduation requirements, course requirements, and roadmap will be submitted with the full proposal. The current SPED ASEI curriculum includes some coursework that is specific to the needs of teacher education students in other concentrations of the SPED major. Instead, this will be revised to reflect the needs of interpreting students. Course requirements will consist of 124 total credits. (see justification at the end of this document)

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues) There will be minimal impact on other programs. Before these proposals, the ASL/English concentration shared 6 credit hours with Special Education. Those courses will continue to be required, but the major will become a stand-alone major. TAG courses will no longer be required, since the ASL/English Interpreting major does not lead to teacher licensure. This may result in a reduction of enrollment in these courses; the impacted program areas are being notified.

Current SPED courses that are exclusively used by ASEI will be revised to the ASEI subject designation.

Fiscal, Enrollment, Facilities and Staffing Considerations

Due to burgeoning enrollment, a non-tenure track assistant professor position has been requested and approved. When the program is approved as a stand-alone major, the search will begin.

Evidence of Need and Sustainability if Establishing

This program had 62 majors as of Spring 2015. When the program was created, there was no one hired to work in the position on a full time basis. In recent years, the enrollment had grown to a level that necessitated the hiring of a full time assistant professor. Even with a person filling that position, the need is still great.

In a 2007 needs assessment conducted by the National Consortium of Interpreter Education Centers (NCIEC), the following results were reported upon: They concluded many things, but regarding education, they deduced the following:

- There will be more interpreters retiring from the field in the next 10 years than entering it
- More interpreters will seek a bachelor's degree than there are programs and educators available to offer those degrees.

Researchers speculate that, in the near future, interpreters will be required to have a bachelor's degree in

American Sign Language and a master's degree in interpreting. The Registry of Interpreters for the Deaf lists 79 associate degrees, 41 bachelor's degrees and four master's degrees in the United States (one of which is Kent State University). Gallaudet University (the only liberal arts university for Deaf people) offers a Ph.D. program.

The Commission on Collegiate Interpreter Education has stopped accrediting associate degree programs, indicating a shift to a required bachelor's degree. A follow up needs assessment by the NCIEC in 2013 stated that roughly 60% of associate degree programs have articulation agreements with bachelor's degree programs, so the goal for many associate-degree students is a bachelor's degree.

Job prospects

The Bureau of Labor Statistics says that "Employment of interpreters and translators is projected to grow 46 percent from 2012 to 2022, much faster than the average for all occupations" (2015). It goes on to say that "Demand for American Sign Language interpreters is expected to grow rapidly, driven by the increasing use of video relay services, which allow people to conduct online video calls and use a sign language interpreter." "Job prospects should be best for those who have at least a bachelor's degree and for those who have professional certification ... Interpreters for the deaf will continue to have favorable employment prospects because there are relatively few people with the needed skills."

Sign Language Interpreters can work through an agency or as independent contractors/ freelance interpreters. They are needed in the following areas: K-12, post-secondary, and community settings. Community settings include medical and mental health appointments, legal, social services, video relay service and video remote interpreting (which are both open 24/7), employment-related, religious, performing arts, vocational rehabilitation, and family/personal. The national organization has over 16,000 members and 325 are listed from Ohio. There are more than 500 interpreters who have a license to interpret in K-12 schools. In 2009-2010, there were 2,641 deaf/hard of hearing children in Ohio schools. (https://education.ohio.gov/getattachment/Topics/Special-Education/Students-with-Disabilities/Operational-Standards-and-Guidance/Ohio-Guidelines-for-Educational-Interpreters-Guidelines_Revision_7-2011.pdf.aspx)

A complete Needs Analysis and Faculty Credentials will be submitted with the full proposal.

Provisions for Phase-Out if Inactivating NA

Timetable and Actions Required: The proposal will go through the required curriculum approval process with changes to take effect fall 2016. The following is the anticipated schedule:

SPED program approval: August 28, 2015 LDES SCC approval: September 16, 2015 presented to EHHS for approval: October 23, 2015 presented to EPC for approval: November 16, 2015 Faculty Senate: December 7, 2015 Board of Trustees: Spring, 2016 Ohio Board of Regents: Spring, 2016

KENT STATE UNIVERSITY ÇERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Dat	e 9-Oct-15	Curriculum Bulletin
		Effective Date	Fall 2016	Approved by EPC
Department	MUSIC			
College	CA - The Arts			
Degree	MA - R	laster of Arts		
Program Name	Musicology	Prog	ram Banner C	ode MSCL
Concentration(s)	Conc	entration(s) Banner	Code(s)	
Proposal	Inactivate prog		• •	
Description of prop Inactivate MA Mus				
Does proposed rev	rision change progr	ram's total credit ho	urs? ☐ Yes	□No
Current total credit		Proposed total c		
Describe impact or staffing considerati None	n other programs, p ons; need; audiend	olicies or procedure e; prerequisites; tea	es (e.g., duplic acher educatio	ation issues; enrollment and on licensure):
Units consulted (ot No other units co		rograms or campus	es affected by	this proposal):
an a	1 J.	REQUIRED EN	OORSEMENT	
Department Chair /	School Director	8		10,9,15
Campus Dean (for	Regional Campuse	e arenned (ET)		
Call	a HI			10,26,15
College Dean (er of Dean of Graduate S	wood Va	Surely te proposals	ann an the state of the state o	10 126,15 11,6,15
Senior Vice Preside	vot for Academie Af	V	d!\	

Proposal Summary [Inactivate MA Musicology]

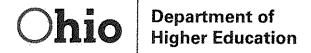
Subject Specification: The intent of this proposal is to inactivate the MA Musicology degree program in the School of Music.

Background Information: Student interest and enrollment in the MA Musicology program waned prior to the Fall 2012 and the decision was made to suspend admissions. Although the School of Music hopes to reinstitute the program again in the future, we feel it is best to inactivate the program at this time. Having only a single faculty member in an area of a graduate program does not adequately serve the needs of the students in a program such as this. Our current faculty member is a specialist in the period of Classical music, more specifically Beethoven. There is and has been a need for more musicology faculty in the School of Music that we have been and continue to be unable to address. For our musicology graduate program this need is especially in the areas of early music in the Renaissance and Baroque eras, but also more contemporary music since the Romantic period and music after 1900. Until the school is in a position to address these faculty related issues, the School of Music feels we should inactivate the MA Musicology degree program.

Alternatives and Consequences: If this proposal is not approved, we will miss the opportunity to update the upcoming catalog. The alternative is to update Fall 2017.

Specific Recommendation and Justification: We recommend that this change be approved so that the catalog is updated as soon as possible and the program does not continue to be listed with admission suspended.

Timetable and Actions Required: Nov 2015: Seeking approval by EPC.



John R. Kasich, Governor John Carey, Chancellor

PROGRAM INACTIVATION FORM

Date of submission: November 5, 2015

Name of institution: Kent State University

Title of program to be inactivated: Musicology, Master of Arts

Date that the inactivation received final approval from the appropriate institutional

committee: [BOARD OF TRUSTEES DATE]

Primary institutional contact for the notification:

Name: Melody Tankersley

Title: Senior Associate Provost & Interim Dean, Graduate Studies

Phone: 330-672-2220

E-mail: mtankers@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:

Student interest and enrollment in the MA Musicology program waned prior to the Fall 2012 and the decision was made to suspend admissions. Although the School of Music hopes to reinstitute the program again in the future, we feel it is best to inactivate the program at this time. Having only a single faculty member in an area of a graduate program does not adequately serve the needs of the students in a program such as this. Our current faculty member is a specialist in the period of Classical music, more specifically Beethoven. There is and has been a need for more musicology faculty in the School of Music that we have been and continue to be unable to address. For our musicology graduate program this need is especially in the areas of early music in the Renaissance and Baroque eras, but also more contemporary music since the Romantic period and music after 1900. Until the school is in a position to address these faculty related issues, the School of Music feels we should inactivate the MA Musicology degree program.

2. Indicate number of students currently enrolled in the program:

No students currently enrolled.

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:

No students will be affected as there are no students currently enrolled in 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.

There will be no loss of faculty or staff positions due to this inactivation.

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:

Once the inactivation is approved by Kent State's Board of Trustees and the Ohio Department of Higher Education, all necessary changes will be made to all university websites and materials. Further written concurrent communications will be sent out to key persons in student advising, admission and financial aid.

6. Indicate the final date that the program will be operational:

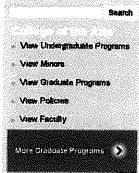
Inactivation is planned for fall 2016.

Respectfully,

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



Kent State University Catalog 2015 - 2016



- College of Applied Engineering Sustainability and Technology
- College of Architecture and Environmental Design
- College of Arts and Sciences
- College of Susiness Administration
- College of Communication and Information
- College of Education, Health and Human Services
- **College of Nursing**
- College of Podiatec Medicine
- * College of Public Health
- * Honors College
- Regional College
- School of Digital Sciences
- * University College

Musicology - M.A. Kent State University 2016 Catalog > College of the Arta > Graduate Programs > Musicology - M.A.

Download to print

Admission to this program has been suspended as of fall 2012.

College	College of the Arts	Resources
Department	School of Music E101 Kent State University's Center for the Performing Arts Tet: 330-672-2172 Web: http://www.kent.edu/music/index.cfm	Program Requirements College Policies Academio Policies

Description The Master of Aria in Musicology allows for in-depth study of historical research. Emphasis on a particular western historical period, style, culture or musician leads to both broadth and depth of research skills.

Admission	Official transcript(s); three letters of recommendation; interview; and academic paper written in English,
Requirementa	For more information about graduate admission, please visit the annuals station materials
Graduation Requirements	Minimum 32 total credit hours.

Thesis/Dissertation The Master of Arts program requires a thosis.

All students writing a mosts or essay must pass a final oral examination covering the thesis or essay and the student's major area of study. A student electing the two-recital option must pass a final oral examination bevering literature performed in recitats and the student's ereas of performence and study in the degreed Those completing a coursework option must pass a final oral examination covering all of the bursework in the master's degree program. The final oral examination may be attempted two times.

National Association of Schools of Music











As a sup DNo redespraduate and graduate action, Nam State's cript company wifer the reservoises in a large suppressing with the treating manual phone of a larged arts colony. Enrol and a post procuring production of a seria, you be usually your fundary.

Oppyright 2014. Keen Carle thin many have used obtained. Single 3th-88th-3800

KENT STATE UNIVERSITY ATION OF CUPPICITY **CERTIFICATION OF CURRICULUM PROPOSAL**

		Preparation Dat	te 7-007-15	Curriculum Bulletin	_
		Effective Date	select one	Approved by EPC	_
Department	GEOG				
College	AS - Arts and So	iences			
Degree					
Program Name 6xx	Certificate in Cy	ber Geographic	Information Sc	cience Program Banner Code	CER6-
Concentration(s)	Conce	entration(s) Banne	r Code(s)		
Proposal	Establish progra		• • •		
Geographic Informapplications acrost technologies. The proposed state program is fully oprogram each sen courses ae chose Admission required institution in a cograduate program	eets the needs of s nation Science (Cy ss Cyber GISc, whi rt date is Fall 2016 nline and courses nester. The Certific n among electives. ements include an ignate field, a minin	with admission e run for 7 weeks; ate in Cyber GIS The curriculum i undergraduate ba num 3.0 GPA. The an Everspring Co	nts are expose for positions to every fall, spring up to 30 stude to (Cyber-GISc is designed to accalaureate de admission problements	professional careers in Cyber ed to theories, techniques, and that utilize geospatial data and and and summer semester. The ents will be accepted into the is a 15 hour program, where be completed within 1 year. The egree from an accredited rocess is the same as current and Everspring will handle all policants.	
Does proposed revi Current total credit	sion change prograi nours:	m's total credit hoຍ Proposed total cr	*******	⊠ No	
No duplication iss be no impact to statudy to identify accordingly. Units consulted (oth	ons; need; audience, ues have been ider affing or enrollmer eed and audience; er departments, pro- logy, Department	prerequisites; tea ntified by the unit nts to other KSU pending approve grams or campuse of Biological Scie	scher education s consulted (p units. Everspr al, they will de es affected by the	please see below). There will ing has conducted a market sign the marketing plan	
faf	0	REQUIRED END	ORSEMENTS	1017115	
Department Chair / S	School Director				
			······		
Campus Dean (for R	egional Campuses	proposals)			
Mary Ux	in Haley			101/61/5	
College Degh (or de	signee) (/				

Milody Tarkersly	Page 2 of 2 EPC Agenda 16 November 2015 Attachment 17 Page 2
Dean of Graduate studies (for graduate proposals)	
Provost and Senior Vice President for Academic Affairs (or designee)

GEOG

Notice of Intent to Offer an Educational Program [Post-Baccalaureate Certificate in Cyber 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:

Post-Baccalaureate Certificate in Cyber Geographic Information Science (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 Certificate in Cyber 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 Labor¹. We propose a fully online Certificate in Cyber Geographic Information Science program which has

¹ http://www.doleta.gov/brg/indprof/geospatial_profile.cfm

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 Certificate in Cyber 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 with a focus on cyber-infrastructure, data management, and programming. The courses in the certificate are designed to work with a professional's busy schedule.

a) The Certificate in Cyber 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." 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 Certificate³

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)

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/

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 Certificate⁴

Code	Position	Job Outlook, 2010-2020			
11-0000	Management Occupations	2.8%			
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%			
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%			
17-1021	Cartographers and Photogrammetrists	19.0%			
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%			

b) In addition to the general labor market statistics at both a national and state level, Everspring⁵ 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

⁴ http://ohiolmi.com/proj/OhioJobOutlook.htm

⁵ http://www.everspringpartners.com/

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).

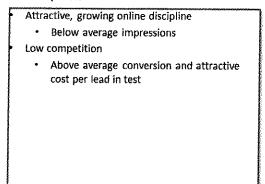
Figure 1. Results of Everspring Market Survey

everspring **

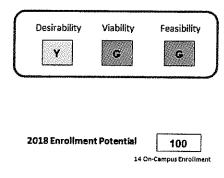
MA Geography

MA Geography							,			
Region	<u>Impressions</u>	Clicks	CTR	<u>Leads</u>	Conv. Rate	Cost F	er Click	Cost F	er 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	Ś	60	2.8
Total	30,399	185	0.61%	21	11.4%	S	7	Ś	62	2.5
All Programs Avg.	97.884	305	0.31%	28	9.2%	Ś	16	\$	173	3 3

Summary Notes



Program Assessment Summary



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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 Certificate in Cyber 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: Choose courses from the following list to equal a minimum of 15 hours: Cartographic Design (4), Cyber GIS (3), Geodatabases (3), Web and Mobile GIS (3), Social Media & Big Data (3), Spatiotemporal Analytics (3), Spatial Programming (3), Data Science (3), Algorithms and Programming 1 (3)

<u>Program Length:</u> 15 credit hours. The program is designed to be completed within one year. <u>Academic Level:</u> Post-baccalaureate

Admission Requirements: Bachelor's degree from an accredited institution, 3.0 GPA <u>Pre-requisites:</u> no pre-requisites

<u>Target Students</u>: 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 Certificate in Cyber GISc program, the potential salaries for which they would be qualified for range from \$19.19 through to \$56.39 as of May 2011 in Ohio and from \$27.61 to \$58.15 for the U.S. as a whole (Table 3).

Table 3. Potential Salaries for Positions Related to the Certificate

Code	Position	Average Wage, May 2011 (Ohio)	Median Pay, 2012 (US)
11-0000	Management Occupations		
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
13-0000	Business & Financial Operations Occupations		
13-1161	Market Research Analysts & Marketing Specialists	\$29.43	\$28.99
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		
17-1021	Cartographers and Photogrammetrists	\$28.69	\$27.62
17-2081	Environmental Engineers	\$41.95	\$38.89
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

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 Certificate in Cyber 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 2016
 - b. The day you would like to begin disbursing Title IV funds to students enrolled in the program.
 - 17 August 2016



5. Keywords to identify the program for people using the GPS website (www.kent.edu/gps).

Geographic Information Science (GISc), Geographic Information Systems (GIS), Mapping, Big data, Web GIS, Spatial data, Geodatabase, Python spatial programming, Spatial-temporal analytics

Cyber Geographic Information Science (Post-Baccalaureate 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-baccalaureate certificate in Cyber 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 manage large systems and big geospatial data. 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 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

Minimum 15 credit hours and minimum 3.000 GPA.

Requirements

Select minimum 13 credit hours from the following courses:

	69164	-	
Course	_	Title	Credits
GEOG -	69083	Cartographic Design (4)	· · · · · · · · · · · · · · · · · · ·
DSCI	64210	Data Science (3)	
CEOC-		Social Modia & Big Data (3)	<u> </u>
GEOG	69007	Spatiotemporal Analytics (3)	
GEOG	59076	Spatial Programming (3)	<u></u>
GEOG	69082	CyberGIS (3)	
GEOG	69083	Geodatabases (3)	
		Algorithms and Programming 1 (\$)(4)	
		Web & Mobile GIS (3)	
		MINIMUM TOTAL	15

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 the fully online Certificate in Cyber Geographic Information Science.

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

Everspring¹ 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.

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Figure 1. Methodology of Everspring Market Survey

everspring 🕏

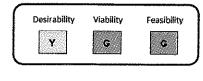
MA Geography

MA Geography										
Region	<u>Impressions</u>	Clicks	CTR	Leads	Conv. Rate	Cost	er Click	Cost Pr	er 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	S	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



2018 Enrollment Potential

100

14 On-Compus Enrollment

Commission 2014 Everspring Ext. ALL RADITS SESSENCE Programtary and Confidences

Figure 2. Results of Everspring Market Survey

GEOGI 48

- 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." Specifically, the skills obtained through this online 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/):

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 GISc3

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%	

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/

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 GISc4

⁴ http://ohiolmi.com/proj/OhiolobOutlook.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

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 multiyear 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 have been 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

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 Certificate in Cyber Geographic Information Science. Furthermore, the Everspring Market Study has identified the following target student profiles and justifications for enrollment in these programs (Figure 3).

The likely Kent State online Master's student differs from the traditional student

everspring 🕅 **Drivers** Advance in my current field (52%*)

A busy, working parent

- Age 26-49 (83%*)
- Employed full-time (85%*)
- With children at home (73%*)
- Family most important (90%*)

With strong educational experience

Profile

3.0 GPA or higher for bachelor degree (79%*)

Driven to succeed

- Self-motivated (92%*)
- Lifelong learners (90%*)
- Finish what they start (93%*)

But with obstacles to overcome

Needing "a lot of support" to finish the degree (74%*)



KENT STATE

It's always been something I've wanted to do (48%)

Personal sense of accomplishment (45%)

Change fleid (40%)

To set an example for my children (38%*)

Get a job (37%*)

*Denotes where Kert State University is prester than national sample Source: Everspring Market Study, December 2012, n = 229 of prospective online Moster's students with strong consideration for Kent State University College (See 1) Prospective and Confidential College (See 1) Prospective College (See 1)

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 training sources. Provide a list of potential employers, locally, state-wide and regionally, appropriate.

The certificate 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

Faculty Credentials

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.
 - O At least a bachelor's degree if teaching in an associate degree program.
 - O At least a master's degree if teaching in a bachelor's degree program.
 - O 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.



Preparation Date 7-007-75 Curriculum Bulletin

KENT STATE UNIVERSITY EPC Agenda | 16 November 2015 | Attachment 18 | Page 1 **CERTIFICATION OF CURRICULUM PROPOSAL**

	Effective Date Fall 2016 Approved by EPC
Department	GEOG
College	AS - Arts and Sciences
Degree	Certificate
Program Name CER6-6xx	Certificate in Environmental Geographic Information Science Program Banner
Concentration(s)	Concentration(s) Banner Code(s)
Proposal	Establish program
Description of prop	osal: eets the needs of students who are interested in professional careers in
program each sen students will choo	rt date is Fall 2016 with admission every fall, spring, and summer semester. The nline and courses run for 7 weeks; up to 30 students will be accepted into the nester. The Certificate in Env GISc (Env-GISc) is a 15 hour program, and use courses among a suite of electives. The curriculum is designed to be 1 year. Admission requirements include an undergraduate baccalaureate
process is the sai	credited institution in a cognate field, a minimum 3.0 GPA. The admission me as current graduate programs. This program is an Everspring Collaboration II handle all marketing and will be the initial point of contact for all potential
process is the sar and Everspring wi applicants. Does proposed revi	credited institution in a cognate field, a minimum 3.0 GPA. The admission ne as current graduate programs. This program is an Everspring Collaboration II handle all marketing and will be the initial point of contact for all potential sion change program's total credit hours?
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Page 2 of 2 PC Agenda | 16 November 2015 | Attachment 18 | Page 2

College Dean (or designee)	EPC Agenda 16 November 2015 Attachment 18 Pa
Dean of Graduate Studies (for graduate proposals)	11/2/15
Provost and Senior Vice President for Academic Affairs (or de	/

Notice of Intent to Offer an Educational Program [Post-Baccalaureate Certificate in Environmental 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:

Institution Name: Kent State University

2. OPEID: 00305100

3. Program name(s) and program CIP code(s) supported by this documentation:

Post-Baccalaureate Certificate in Environmental 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 Certificate in Environmental 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 Labor¹. We propose a fully online Certificate in Environmental Geographic Information

¹ http://www.doleta.gov/brg/indprof/geospatial_profile.cfm

Science (C-GISc) 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 Certificate in Environmental 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 with a focus on environmental resource management, natural hazards, and environmental protection. The courses in the certificate are designed to work with a professional's busy schedule.

a) The Certificate in Environmental 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." 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 Certificate³

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)

GEOGI 19

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/

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 Certificate⁴

Code	Position	Job Outlook, 2010-2020
11-0000	Management Occupations	2.8%
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%
15-1131	Computer Programmers	4.8%
15-1132	Software Developers, Applications	24.6%
15-1133	Software Developers, Systems Software	28.8%
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%
17-3031	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%

b) In addition to the general labor market statistics at both a national and state level, Everspring⁵ 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

⁴ http://ohiolmi.com/proj/OhiolobOutlook.htm

⁵ http://www.everspringpartners.com/

(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 Ge	ography		······································	***************************************					
MA Geography					***************************************				,
Region	<u>Impressions</u>	Clicks	CTR	<u>Leads</u>	Conv. Rate	Cost Per Clic	k Cost Pe	er Lead	Avg. Positio
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
otal	30,399	1.85	0.61%	21	11.4%	\$	7 \$	62	2.5
ill Programs Avg.	97,884	305	0.31%	28	9.2%	\$ 1	.6 \$	173	3.3
Summary N	lotes				Pro	gram Assess	ment Sumi	пвгу	
 Attractive 	ve, growing o	online disc	ipline		_	***************************************		******************************	
• 8e	low average	impressio	ns ens		[Desirability	Viabilit	٧	Feasibility
Low cor	npetition								
• At	ove average	conversio	n and attrac	ctive		Y	G		G

ow competition

• Above average conversion and attractive cost per lead in test

Desirability Viability Feasibility

Y
G
G
G

2018 Enrollment Potential
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 Certificate in Environmental 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: Choose courses from the following list to equal a minimum of 15 hours: Cartographic Design (4), GIS & Environmental Hazards (3), GIS and Health (3), Geodatabases (3), Environmental GIS (3), Geospatial Analysis (3), Environmental Remote Sensing (3)

Program Length: 15 credit hours. The program is designed to be completed within one year.

Academic Level: Post-baccalaureate

<u>Admission Requirements:</u> Bachelor's degree from an accredited institution, 3.0 GPA <u>Pre-requisites:</u> 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 Certificate in Environmental GISc program, the potential salaries for which they would be qualified for range from \$19.19 through to \$56.39 as of May 2011 in Ohio and from \$19.07 to \$55.64 for the U.S. as a whole (Table 3).

Table 3. Potential Salaries for Positions Related to the Certificate

Code	Position	Average Wage, May 2011 (Ohio)	Median Pay, 2012 (US)
11-0000	Management Occupations		
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
15-1131	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
15-1179	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
17-2081	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

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 Certificate in Environmental 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.



Page 7

- 8. Date of the first day of class. Include both:
 - a. The first day the program was or will be offered by the institution.

b. The day you would like to begin disbursing Title IV funds to students enrolled in the program.



5. **Keywords** to identify the program for people using the GPS website (www.kent.edu/gps).

Geographic Information Science (GISc), Geographic Information Systems (GIS), Mapping, Spatial data, Geodatabase, Environmental GIS, Hazards GIS, Health GIS

Environmental Geographic Information Science

(Post-Baccalaureate 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-baccalaureate certificate in Environmental 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 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

Minimum 15 credit hours and minimum 3.000 GPA.

Requirements

Select			REQUIREMENTS (15 credit hours) es from the following:	
minimim	Course	69164	Title	Credits
15 credit	GEOG	-69083-	Cartographic Design (4)	
hours from	GEOG	69079	Environmental Geographic Information Science (3)	
1,000	GEOG	69083	Geodatabases (3)	
the tollowing	GEOG	69231	Environmental Remote Sensing (3)	
the following courses:	GEOG	59078	GIS & Environmental Hazards (3)	
(000)	6006		GIS & Health (5)	
	O	_	Geospatial Analysis	
	GEOG	6900	MINIMUM TOTAL	. 15

Quantitative Methods in Geography (3)

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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 the fully online Certificate in Environmental Geographic Information Science.

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

Everspring¹ 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.

GEOG D6

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.

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Figure 1. Methodology of Everspring Market Survey

everspring 🖓

MA Geography

MA Geography										
Region	<u>Impressions</u>	Clicks	CTR	<u>Leads</u>	Conv. Rate	Cost !	er Click	Cost P	er 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 Ave.	97.884	305	0.31%	28	9.2%	S	16	S	173	3.3

Summary Notes

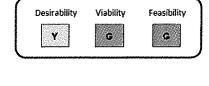
Attractive, growing online discipline

• Below average impressions

Low competition

 Above average conversion and attractive cost per lead in test

Program Assessment Summary



2018 Enrollment Potential

1 100

Compright 2014 Everspring Inc. ALL ROSETS RESERVED Emprietary and Consider real

Figure 2. Results of Everspring Market Survey

- 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." Specifically, the skills obtained through this online 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/):

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 GISc3

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%

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.

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³ http://www.bls.gov/ooh/

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 GISc4

450G

⁴ http://ohiolmi.com/proj/OhioJobOutlook.htm

In addition to the positive job outlook for students who complete this 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).

11-0000 Management Occupations	Code	Position	Average Wage, May 2011 (Ohio)	Median Pay, 2012 (US)	
11-3021 Computer & Information Systems \$55.41 \$58.15	11-0000	Management Occupations			
Managers	11-2021	Marketing Managers	\$59.78	\$55.65	
11-3071 Transportation, Storage, & Distribution \$44.17 \$34.99 (logisticians)	11-3021		\$55.41	\$58.15	
11-9161 Emergency Management Directors \$27.42 \$28.73 13-0000 Business & Financial Operations Occupations	11-3071	Transportation, Storage, & Distribution	\$44.17	1 "	
13-0000 Business & Financial Operations Occupations	11-9121	Natural Sciences Managers	\$ 56.39	\$55.64	
13-1161 Market Research Analysts & Marketing \$29.43 \$28.99	11-9161	Emergency Management Directors	\$27.42	\$28.73	
Specialists		Occupations			
15-0000 Computer & Mathematical Occupations Scientists Scien		Specialists		-	
Occupations	13-2021	Appraisers & Assessors of Real Estate	\$22.44	\$23.82	
Scientists Scientists \$37.86 \$38.31		Occupations			
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 \$36.37 \$41.43; \$30.05; Developers, & Computer Network \$43.75 Architectus Architectus \$28.47 \$30.86 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 19-1042 Medical Scientists, Ex Epidemiologists \$32.22 \$37.01		Scientists			
15-1132	15-1121	Computer Systems Analysts	\$37.86	\$38.31	
15-1133	15-1131	Computer Programmers	\$32.38	\$35.71	
15-1141 Database Administrators \$35.08 \$37.06 15-1179	15-1132	Software Developers, Applications	\$38.51	\$44.88	
15-1179	15-1133	Software Developers, Systems Software	\$40.85	\$44.88	
Developers, & Computer Network \$43.75	15-1141	Database Administrators	\$35.08	\$37.06	
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 19-1042 Medical Scientists, Ex Epidemiologists \$32.22 \$37.01	15-1179	Developers, & Computer Network	\$36.37		
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 \$26.90 \$28.18 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	17-0000	Architecture and Engineering			
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 \$26.90 \$28.18 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	17-1012	Landscape Architects	\$28.47	\$30.86	
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	17-1021	Cartographers and Photogrammetrists	\$28.69	\$27.62	
17-3031 Surveying and Mapping Technicians \$19.38 \$19.07 19-0000 Life, Physical, & Social Science Occupations \$26.90 \$28.18 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	17-1022	Surveyors	\$26.90	\$27.04	
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	17-2081	Environmental Engineers	\$41.95	\$38.89	
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	17-3031	Surveying and Mapping Technicians	\$19.38	\$19.07	
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	19-0000				
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	19-1013		\$26.90	\$28.18	
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	19-1023	Zoologists & Wildlife Biologists	\$26.11	\$27.74	
19-1032 Foresters \$24.42 \$28.40 19-1042 Medical Scientists, Ex Epidemiologists \$32.22 \$37.01	19-1029	Biological Scientists, All Other	\$34.65	\$27.74	
19-1042 Medical Scientists, Ex Epidemiologists \$32.22 \$37.01	19-1031	Conservation Scientists	\$29.76	\$28.40	
	19-1032	Foresters	\$24.42	\$28.40	
19-2021 Atmospheric & Space Scientists \$34.00 \$42.91	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
		M	#00.40
41-9021	Real Estate Brokers	\$43.40	\$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 multiyear 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 have been 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

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 Certificate in Environmental Geographic Information Science. Furthermore, the Everspring Market Study has identified the following target student profiles and justifications for enrollment in this program (Figure 3).

The likely Kent State online Master's student differs from the traditional student

everspring 🥳

Profile Drivers A busy, working parent Advance in my current field (52%*) Age 26-49 (83%*) Employed full-time (85%*) It's always been something I've With children at home (73%*) wanted to do (48%) Family most important (90%*) With strong educational experience Personal sense of accomplishment 3.0 GPA or higher for bachelor degree (45%) (79%*)Change fleid (40%) Driven to succeed KENT STATE Self-motivated (92%*) Lifelong learners (90%*) To set an example for my children Finish what they start (93%*) (38%*)But with obstacles to overcome Get a job (37%*) Needing "a lot of support" to finish the degree (74%*) Denotes where Kera State University is greater than national sen *Denotes where Kert State University is greater than neoural semple Source: Everspring Market Study, December 2012, n = 229 of prospective ordine Master's students with strong consideration for Kent State University Compright 2014 Everspring Inc. ALL BYSHIS RESERVED. Proprietary and Confidential

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 training sources. Provide a list of potential employers, locally, state-wide and regionally, appropriate.

The certificate 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

Faculty Credentials

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.
 - O At least a bachelor's degree if teaching in an associate degree program.
 - O At least a master's degree if teaching in a bachelor's degree program.
 - O 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.

KENT STATE UNIVERSITY November 2015 | Attachment 19 | Page 1 CERTIFICATION OF CURRICULUM PROPOSAL

		rieparation Dat	E 12-UCL-13	Curriculum Bulletin
		Effective Date	Fall 2016	Approved by EPC
Department	Psychological S	ciences		
College	AS - Arts and So			
Degree	MA - Ma	aster of Arts		
Program Name	Experimental Ps		ram Banner C	ode EPYC
Concentration(s)	Gerontology			anner Code(s) GERO
Proposal	Revise program			
Clarify program re	ıme from Experime			
Does proposed revi Current total credit l	ision change program hours: 32	m's total credit hou Proposed total cr		□ No
Describe impact on staffing consideration None	other programs, pol ons; need; audience	licies or procedure ; prerequisites; tea	s (e.g., duplica cher education	tion issues; enrollment and n licensure):
Units consulted (oth None	er departments, pro	grams or campuse	es affected by t	this proposal):
		REQUIRED END	ORSEMENTS	
Department Chair / S	h5. 34 School Director	>		10/14/15
Compute Doon (for D	January Computer			//
Campus Dean (for R	egional Campuses	proposais)		4
College Dean (or designee)				
Dean of Graduate St	Warkersh	proposals)		11/2/15
Senior Vice Presiden	7		esignee)	
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PS/C

Proposal Summary Revise the MA in Experimental Psychology [MA EPYC]

Description of Action, Including Intended Effect

Change the name of the MA in Experimental Psychology to MA in Psychological Science. This change is being made in response to our department's last external review (OBR, February 2013), where it was noted that the name "experimental psychology" was outdated. The proposal is in response to this feedback, and also to better reflect the scholarly work being conducted by faculty and graduate students in this program and to better market the program to prospective students.

The MA in Experimental Psychology – Gerontology program is also being inactivated, as no students have been admitted to this concentration in over a decade and the faculty involved in the concentration have retired.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

None

Fiscal, Enrollment, Facilities and Staffing Considerations

None

Evidence of Need and Sustainability if Establishing

NA

Provisions for Phase-Out if Inactivating

NA

Timetable and Actions Required: a chronology of actions required to approve the proposal with an anticipated implementation date for each action

Approval from Department – October 2015 Approval from College of Arts and Sciences – Fall 2015 Approval from EPC – Fall 2015 Approval from Faculty Senate – Fall 2015 Approval from Ohio Board of Regents – Fall 2015 Effective Fall 2016

PSYC



John R. Kasich, Governor John Carey, Chancellor

CHANGE REQUEST FORM NAME CHANGE

Use this form to notify the Chancellor of name changes to authorized programs. RACGS institutions submitting a request for graduate programs should submit its request to Char Rogge at crogge@regents.state.oh.us. All other requests should be submitted to ProgramApproval@regents.state.oh.us. Documents may be submitted as Microsoft Office documents (e.g., Word or Excel) or as PDF documents.

Please submit your request at least 60 days before the proposed change is to be implemented. The institution will be notified that the request was received and assigned an institutional mentor within seven business days of submitting its request. The institutional mentor will contact the individual listed on the form to discuss the request.

Date of submiss	ion:		
10/2015			
Name of institut	ion:		
Kent State Univ			
Primary instituti	onal contact for this requ	uest:	
<u>Name</u>	Melody Tankersley		
Title	Interim Dean, Gradu	ate Studies	
Phone number	330-672-4712		
E-mail	mtankers@kent.edu		
Previously appro			
MA degree in E	xperimental Psychology		
Proposed new ti	tle:		
	sychological Science		
WA degree in 1.	sychological science		
Nate that the rec	west received final annu	oval from the appropriate institutional cor	nmittee:
		nt State Board of Trustees on [date].	
Major Hame Che	inge approved by the iter	R State Bould of Hustees on Educati	
Proposed implen	nentation date:		
Fall 2016			
7811 2010			
Educator Prena	ration Programs:		
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	i tile program that is a	renig renamed leads to educator propar	actor neerises of
endorsements.			
Licensure	NO		
Endorsement	No		
andorsement	IVO		
			00.10
	South Front Street	phone 614.466.6000 fax 614.466.5866	PSYC

web www.OhioHigherEd.org

1. Rationale for name change.

The Experimental Psychology MA program at Kent State University trains graduate students for careers and teaching in Psychological Science. Students generally continue on with the PhD program in Experimental Psychology at Kent State University. The program has successfully graduated students since 1968. The program currently has 14 core tenure-track faculty members and 14 MA students. Faculty are involved in research in the areas of behavioral neuroscience, cognitive psychology, developmental psychology, health psychology, and social psychology. The Social Psychology program was ranked in the top 50 for impact on the field (*Personality and Social Psychology Bulletin*). Four of the faculty (Delahanty, Dunlosky, Rawson, Riccio) are KSU Distinguished Scholars.

During the last external review of our Department (OBR review, February 2013), the external reviewers indicated that the name 'experimental psychology' was outdated. Thus, the proposed name change is in response to the feedback from the external reviewers.

The major advantage of renaming the degree to Psychological Science is that it will better reflect the scholarly work being conducted by faculty in this graduate program, and thus market the program better to prospective students. The name 'experimental psychology' implies that faculty in this training program use experimental methods in their research. Not all faculty in this training program, however, use experimental methods or train their students as experimental psychologists. All faculty are, however, committed to advancing psychological science and training graduate students as psychological scientists.

In July 2014 the name of the Department of Psychology was changed to the Department of Psychological Sciences. The degree name change would bring the degree in line with the new name for the Department.

Compared to other state funded schools in Ohio, the University of Toledo and Ohio University still use the name Experimental Psychology. However, other graduate programs across the country have changed their degree program name to reflect this focus on psychological science (e.g. Vanderbilt University, University of Missouri).

2. Describe how the name change will affect students in the current program.

Current students may opt to change their major from "Experimental Psychology" to "Psychological Science" so the new name is reflected on their academic transcript, but are not required to do so. Students entering the degree starting Fall 2016 will have "Psychological Science" appear on their degree

- Are there any administrative, curricular, faculty or support service changes occurring along with the name change? If "yes," please describe.
 No, all current administrative, faculty and support services are sufficient.
- 4. Have the appropriate accreditation agencies been informed of the proposed change (if applicable)? This MA program is not accredited so this is not applicable

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

PSYC 5 Respectfully,

Signature of the institution's Chief Presiding or Chief Academic Officer

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

> PSYC 6

Kent State University Catalog 2015 - 2016

Experimental Psychology - M.A. and Ph.D.

College College of Arts and Sciences Download to print

Resources

Program Requirements

C

Experimental Psychology - M.A.

Program Requirements

Department

Department of Psychological Sciences

144 Kent Hall Tel: 330-672-2166

Fax: 330-672-3786

Web: https://www.kent.edu/psychology

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The Doctor of Philosophy (Ph.D.) in Experimental Psychology program offers doctoral education and training in experimental psychology, with specializations in behavioral neuroscience, cognitive psychology, developmental psychology, social psychology and health psychology. The curriculum and other aspects of training offered by the Department prepare students for careers in research and teaching.

Parchological Science The Master of Arts (M.A.) in Experimental Psychology is an intermediate degree required of students in the doctoral program and offers specialization in behavioral neuroscience, cognitive psychology. developmental psychology, social psychology, and health psychology.

With the interdisciplinary Master of Arts (M.A.) in Experimental Psychology Gerontology, students develop a specialty in gerontological studies in preparation for doctoral work...

The graduate programs in psychology are strongly research-oriented. Students are encouraged to become engaged in a variety of research projects.

Admission Requirements

Admission Requirements

Applications for admission are accepted only from holders of a baccalaureate who aspire to the doctorate.

It is limited to give the control (evel profile beth scholarly and profile by the first and to do the first and (evel profile). The M.A. requires a broad undergraduate preparation; research experience; junior-senior scholastic GPA

average of 3.0; and 18 semester hours in psychology, which include a course in statistics and a broad background in psychology. Students also must submit a statement of goals and motivations for pursuing a career in psychology, official transcript(s), scores from the Graduate Record Examination, and three letters of recommendation.

In addition to the requirements above, admission into the Ph.D. program requires an M.A. or M.S. in Psychology.

For more information about graduate admissions, please visit the Graduate Studies website.

Graduation Requirements

M.A.: Requirements for the M.A. degree are a minimum of 32 total credit hours, which include a basic core of required courses and a thesis. Additional courses are selected with the aid of an advisor. A limited number of courses outside the department may be credited toward the degree. No 50000-level

70

psychology courses may be applied toward degree requirements for psychology majors.

Students must complete at least 18 semester hours of conscious with November 3015 Attachment 19 | Page 7

Ph.D.: The doctoral program, with the M.A. as an intermediate degree requires a minimum of four years of full-time attendance for holders of the baccalaureate degree. All doctoral students in psychology (regardless of area of specialization) complete a program of basic core courses, select additional courses and seminars with the aid of a faculty advisor, and complete a master's thesis and a doctoral dissertation. A limited number of graduate courses outside the department may be credited toward graduation. No 50000-level psychology-courses may be applied to the degree program for psychology majors.

North of the program approach to the master's defined to the degree program for psychology majors.

Doctoral program aspirants who do not hold the MAX must complete all the requirements for the master's

degree.

The program requires full-time continuous enrollment including summers.

Program Learning Outcomes

Graduates of this program will be able to:

- 1. Demonstrate mastery of the current theories and significant empirical findings in a major area of Experimental Psychology. Mastery includes acquiring both an understanding of these materials as well as the ability to think critically about them.
- 2. Teach courses in Experimental Psychology. Psychological science
- 3. Supervise and mentor undergraduate students in both research settings and in the classroom.
- 4. Design, execute, analyze and report empirical studies that make a significant contribution in a major area of Experimental Psychology Psychology Science

Thesis/ Dissertation

M.A.: Students must complete a master's thesis.

Experimental Psychology-Gerontology: The master's thesis must be empirical in nature: It will be presented and defended before a committee of graduate faculty members, at least two-of whom will be members of the faculty in gerontological studies. One member of the thesis committee must be from another department participating in the gerontological studies program. The thesis and its defense must meet the requirements of the Department of Psychology

Ph.D.: Students must complete a doctoral dissertation.

Candidacy

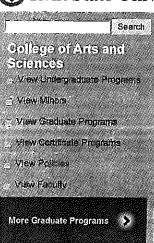
Ph.D.: Students who have been admitted into the doctoral program will be considered for Ph.D. candidacy after they have met all requirements for the M.A. and have passed a qualifying examination in a major area of specialization in psychology. In addition, the department reserves the right to separate from the program a student who, in the opinion of a duly constituted departmental committee, is not likely to succeed professionally despite earning acceptable grades. Proficiency in a foreign language is not a requirement for a doctoral degree in psychology.

STATE. Excellence in Action

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ACADEMICS

Discussion of the second



College of Applied Engineering, Sustainability and Technology

College of Architecture and Environmental Design

College of Business Administration

College of Communication and Information

College of Education, Health and Human Services

College of Nursing

College of Podiatric Medicine

College of Public Health

College of the Arts

Honors College

Regional College

School of Digital Sciences

University College

Kent State University Catalog 2015 - 2016

Search

Sea

Kent State University 2015 Catalog > College of Arts and Sciences > Graduate Programs > Experimental Psychology - M.A. and Ph.D. > Experimental Psychology - M.A. Program Requirements

Course	The same of the same	Title	60 504 00 - NUAS	Credits
PSYC	61651	Quantitative Statistical Analysis I	Transit radioana	3
PSYC	61654	Quantitative Statistical Analysis II		
Choose at	least1 cour	se from 9 of the 4 following groups:	AND REAL PROPERTY OF THE PARTY	
	61054	Learning and Conditioning (3)		-
PSYC	Å.	Or and the second secon	į.	
	61350	Physiological Psychology (3)	- 1	
SYC	60453	Introduction to Cognitive Psychology (3) or		
010	70413	Cognitive Neuropsychology (3)	7	
	60313	Community Psychology (3)		
SYC	į	Of management of the second	·	
	61580	Social Psychology (3)	Nieth water	~
	61260	Theories of Personality (3)	· · · · · · · · · · · · · · · · · · ·	and the same
SYC	ense	or see a		
	70615	Social and Personality Development (3)		
iditional P	rogram Req	uirements	1	17

Students must complete two quantitative/methods courses appropriate to their areas of specialization within psychology.

Students must also complete five departmental core courses selected from four areas (biological bases of behavior, cognitive and affective bases of behavior, social bases of behavior, individual behavior). Specific courses vary according to students' areas of specialization within psychology.

Note New tables and text attached "MA Psychologial Science" "PhD Psychologial Science"



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MA Psychological Science

Major Requirements (30 credits)

Commo	**************************************	
Course	Ittle	
PSYC 61651	Ouantitative Statistical Analysis I	Cicuits
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F31C 01034	Quantitative Statistical Analysis II	2
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PSVC 61685		<u> </u>
	of Chilical Research Methods*	
Additional Propram Flectives**	*** DOX **	490-0-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1
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PSYC 61199	T size	7
	LAICOLD	2
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Winness Control of the Control of th	T O COL	2

First Year Project. Students in the Psychological Science PhD program must complete a first year project and present the first year project in front of faculty and graduate students during the Fall of their 2nd year. * Students in the Psychological Science PhD program must take PSYC 62685. Students in the Clinical Psychology PhD program must take PSYC 61685.

**Note: PSYC 61498 (Research) can be used to partially satisfy these additional program electives.

PSYC 15

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 12-Oct-15 Curriculum Bulletin

		Effective Date	Fall 2016	Approved by EPC
Department	Psychological S	Sciences		
College	AS - Arts and So			
Degree		Doctor of Philoso	ohv	
Program Name	Experimental Ps	-	ram Banner C	ode EPYC
Concentration(s)		entration(s) Banner		
Proposal	Revise program			
Description of propo	osal:			
Change degree na Clarify program re		ental Psychology	to Psycholog	ical Science
Does proposed revi Current total credit I	• • •	m's total credit hou Proposed total c		⊠ No
Describe impact on staffing consideration None	other programs, po ns; need; audience	elicies or procedure prerequisites; tea	es (e.g., duplica acher education	ation issues; enrollment and n licensure):
Units consulted (oth None	er departments, pro	ograms or campuse	es affected by	this proposal):
	***************************************	REQUIRED END	ORSEMENTS	*
waiia	5. 3an	-		10/14/15
Department Chair / S	School Director			
				1 1
Campus Dean (for R				
many G	In Hale	ly		1011615
College Dean (or des	signed) I			01215
Dean of Graduate St	u t) es (for graduate	proposals)		_11/2/15
Senior Vice Presiden	t for Academic Affa	ire or Provoet (or o	lecianee)	

PSYC

Proposal Summary Revise the PhD in Experimental Psychology [PhD EPYC]

Description of Action, Including Intended Effect

Change the name of the PhD in Experimental Psychology to PhD in Psychological Science. This change is being made in response to our department's last external review (OBR, February 2013), where it was noted that the name "experimental psychology" was outdated. The proposal is in response to this feedback, and also to better reflect the scholarly work being conducted by faculty and graduate students in this program and to better market the program to prospective students.

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

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

Approval from Department – October 2015
Approval from College of Arts and Sciences – Fall 2015
Approval from EPC – Fall 2015
Approval from Faculty Senate – Fall 2015
Approval from Ohio Board of Regents – Fall 2015
Effective Fall 2016





John R. Kasich, Governor John Carey, Chancelor

CHANGE REQUEST FORM NAME CHANGE

Use this form to notify the Chancellor of name changes to authorized programs. RACGS institutions submitting a request for graduate programs should submit its request to Char Rogge at crogge@regents.state.oh.us. All other requests should be submitted to ProgramApproval@regents.state.oh.us. Documents may be submitted as Microsoft Office documents (e.g., Word or Excel) or as PDF documents.

Please submit your request at least 60 days before the proposed change is to be implemented. The institution will be notified that the request was received and assigned an institutional mentor within seven business days of submitting its request. The institutional mentor will contact the individual listed on the form to discuss the request.

Date of subm	nission:		
10/2015			
Name of inst			
Kent State L	Jniversity		
Primary instit	tutional contact for this requ	est:	
Name	Melody Tankersley		
Title	Interim Dean, Gradua	ate Studies	
Phone numb	per 330-672-4712		
E-mail	mtankers@kent.edu		
Previously ap			
PhD degree	in Experimental Psychology		
_			
Proposed nev			
PhD degree	in Psychological Science		
		oval from the appropriate institutional com	mittee·
Date that the	change approved by the Ken	t State Board of Trustees on [date].	
Iviajor name	change approved by the Ken	t State Board of Trastees on [aute].	
Dranged im	elementation date:		
Fall 2016	Jiementalion dato.		
7811 2010			
Educator Pro	eparation Programs:		
Indicate whe	ether the program that is b	eing renamed leads to educator prepard	ation licenses or
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enuorsemen	ε5.		
Licensure	NO.		
Endorsemen			
Engorsemen	IL 140		
			C - 10
	25 South Front Street	phone 614.466.6000 fax 614.466.5866	rsyc

Columbus, Ohio 43215

web www.OhioHigherEd.org

1. Rationale for name change.

The Experimental Psychology PhD program at Kent State University trains graduate students for careers and teaching in Psychological Science. The program has successfully graduated and placed students in academic careers since 1968. The program currently has 14 core tenure-track faculty members and 31 graduate students. Faculty are involved in research in the areas of behavioral neuroscience, cognitive psychology, developmental psychology, health psychology, and social psychology. The Social Psychology program was ranked in the top 50 for impact on the field (*Personality and Social Psychology Bulletin*). Four of the faculty (Delahanty, Dunlosky, Rawson, Riccio) are KSU Distinguished Scholars.

During the last external review of our Department (OBR review, February 2013), the external reviewers indicated that the name 'experimental psychology' was outdated. Thus, the proposed name change is in response to the feedback from the external reviewers.

The major advantage of renaming the degree to Psychological Science is that it will better reflect the scholarly work being conducted by faculty in this graduate program, and thus market the program better to prospective students. The name 'experimental psychology' implies that faculty in this training program use experimental methods in their research. Not all faculty in this training program, however, use experimental methods or train their students as experimental psychologists. All faculty are, however, committed to advancing psychological science and training graduate students as psychological scientists.

In July 2014 the name of the Department of Psychology was changed to the Department of Psychological Sciences. The degree name change would bring the degree in line with the new name for the Department.

Compared to other state funded schools in Ohio, the University of Toledo and Ohio University still use the name Experimental Psychology . However, other PhD programs across the country have changed their degree program name to reflect this focus on psychological science (e.g. Vanderbilt University, University of Missouri).

2. Describe how the name change will affect students in the current program.

Current students may opt to change their major from "Experimental Psychology" to "Psychological Science" so the new name is reflected on their academic transcript, but are not required to do so. Students entering the degree starting Fall 2016 will have "Psychological Science" appear on their degree

- 3. Are there any administrative, curricular, faculty or support service changes occurring along with the name change? If "yes," please describe.

 No, all current administrative, faculty and support services are sufficient.
- 4. Have the appropriate accreditation agencies been informed of the proposed change (if applicable)? This PhD program is not accredited so this is not applicable

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

PSYC

Respectfully,

Signature of the institution's Chief Presiding or Chief Academic Officer

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

PSYC

Kent State University Catalog 2015 - 2016

Experimental Psychology - M.A. and Ph.D.

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College of Arts and Sciences

Resources

Program Requirements

Experimental Psychology - M.A.

Program Requirements

Department

Department of Psychological Sciences

144 Kent Hall Tel: 330-672-2166 Fax: 330-672-3786

Web: https://www.kent.edu/psychology

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Psychological Science

The Doctor of Philosophy (Ph.D.) in Experimental Psychology program offers doctoral education and training in experimental psychology, with specializations in behavioral neuroscience, cognitive psychology, developmental psychology, social psychology and health psychology. The curriculum and other aspects of training offered by the Department prepare students for careers in research and teaching.

The Master of Arts (M.A.) in Experimental Psychology is an intermediate degree required of students in the doctoral program and offers specialization in behavioral neuroscience, cognitive psychology, developmental psychology, social psychology, and health psychology.

With the interdisciplinary Master of Arts (M.A.) in Experimental Psychology Gerontology, students develop a specialty in gerontological studies in preparation for doctoral work.

The graduate programs in psychology are strongly research-oriented. Students are encouraged to become engaged in a variety of research projects.

Admission Requirements

Applications for admission are accepted only from holders of a baccalaureate who aspire to the doctorate.

It is timeted to students added to the control level books.

The M.A. requires a broad undergraduate preparation; research experience; junior-senior scholastic GPA

at FAST

average of 3.0; and 18 semester hours in psychology, which include a course in statistics and a broad background in psychology. Students also must submit a statement of goals and motivations for pursuing a career in psychology, official transcript(s), scores from the Graduate Record Examination, and three letters of recommendation.

In addition to the requirements above, admission into the Ph.D. program requires an M.A. or M.S. in Psychology.

For more information about graduate admissions, please visit the Graduate Studies website.

Graduation Requirements

M.A.: Requirements for the M.A. degree are a minimum of 32 total credit hours, which include a basic core of required courses and a thesis. Additional courses are selected with the aid of an advisor. A limited number of courses outside the department may be credited toward the degree. No 50000-level psychology courses may be applied toward degree requirements for psychology majors.

EPC Agenda | 16 November 2015 | Attachment 20 | Page 7

Students must complete at least 18 semester hours of course credits within an academic year.

Ph.D.: The doctoral program, with the M.A. as an intermediate degree requires a minimum of four years of full-time attendance for holders of the baccalaureate degree. All doctoral students in psychology (regardless of area of specialization) complete a program of basic core courses, select additional courses and seminars with the aid of a faculty advisor, and complete a master's thesis and a doctoral dissertation. A limited number of graduate courses outside the department may be credited toward graduation. No 50000-level psychology-courses may be applied to the degree program for psychology majors.

White a program for psychology majors.

Doctoral program aspirants who do not hold the MA. must complete all the requirements for the master's

degree.

The program requires full-time continuous enrollment including summers.

Program Learning Outcomes

Graduates of this program will be able to:

- 1. Demonstrate mastery of the current theories and significant empirical findings in a major area of Experimental Psychology. Mastery includes acquiring both an understanding of these materials as well as the ability to think critically about them.
 - 2. Teach courses in Experimental Psychology. Psychological sciouce
 - 3. Supervise and mentor undergraduate students in both research settings and in the classroom.
 - 4. Design, execute, analyze and report empirical studies that make a significant contribution in a major area of Experimental Psychology Psychological science

Thesis/ Dissertation

M.A.: Students must complete a master's thesis.

Experimental Psychology Gerontology: The master's thesis must be empirical in nature. It will be presented and defended before a committee of graduate faculty members, at least two of whom will be members of the faculty in gerontological studies. One member of the thesis committee must be from another department participating in the gerontological studies program. The thesis and its defense must meet the requirements of the Department of Psychology.

Ph.D.: Students must complete a doctoral dissertation.

Candidacy

Ph.D.: Students who have been admitted into the doctoral program will be considered for Ph.D. candidacy after they have met all requirements for the M.A. and have passed a qualifying examination in a major area of specialization in psychology. In addition, the department reserves the right to separate from the program a student who, in the opinion of a duly constituted departmental committee, is not likely to succeed professionally despite earning acceptable grades. Proficiency in a foreign language is not a requirement for a doctoral degree in psychology.

Kent State University Catalog 2015 - 2016

Psychological Science and PhD

Experimental Psychology - M.A. Program Requirements

Kent State University 2015 Catalog > College of Arts and Sciences > Graduate Programs > Experimental Psychology - M.A. and Ph.D. > Experimental Psychology - M.A. Program Requirements

Course		Title	Credits
PSŶČ~~~	61651	Quantilative Statistical Analysis I	3
PSYC	61654	Quantitative Statistical Analysis II	- A CONTRACTOR OF THE PROPERTY
choose a	tleast1 cour	se from 9-ef the 4 following groups:	9
PSYC	61054 61350	Learning and Conditioning (3) or Physiological Psychology (3)	
SYC	60453 70413	Introduction to Cognitive Psychology (3) or Cognitive Neuropsychology (3)	
SYC	60313 61580	Community Psychology (3) or Social Psychology (3)	
SYC	61266	(Theories of Personality (3) or	
dditional	ייטטון. Program Red	Social and Personality Development (3)	17
	, rogram rec	TOTAL	32

Students must complete two quantitative/methods courses appropriate to their areas of specialization within psychology.

Students must also complete five departmental core courses selected from four areas (biological bases of behavior, cognitive and affective bases of behavior, social bases of behavior, individual behavior). Specific courses vary according to students' areas of specialization within psychology.

Note New tables and text attached
"MA Psychologial Science"
"PhD Psychologial Science"

Search Colleges of Assessing राम[अग्रह्म View Crost graduate Programs View Minors View Graduate Programs View Certificate Programs Jan Patrick Case Faculty More Graduate Programs College of Applied Engineering, Sustainability and Technology College of Architecture and Environmental Design College of Business Administration College of Communication and Information College of Education, Health and Human Services College of Nursing College of Podiatric Medicine College of Public Health College of the Arts Honors College Regional College School of Digital Sciences

University College

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91 D/Sd

PhD Psychological Science

MAJOR REQUIREMENTS (60-90 credits)

90	Minimum Total Post Bachelors	
60	Minimum Total Post Masters	
18-48	Additional Program Electives*	
30	Dissertation I	PSYC 81199
	who teach starting their 3 rd year)	
3	College teaching (required for Graduate Students	PSYC 71894
3	Research Methods in Psychological Science	PSYC 6/72685
S	Quantitative Statistical Analysis II	PSYC 6/71654
3	Quantitative Statistical Analysis I	PSYC 6/71651
Credits	Title	Course

project in front of faculty and graduate students during the Fall of their 2nd year. First Year Project. Students in the Psychological Science PhD program must complete a first year project and present the first year

*Note: PSYC 6/81498 (Research) can be used to partially satisfy these additional program electives.

EPC Agenda | 16 November 2015 | Attachment 21 | Page 1 KENT STATE UNIVERSITY **CERTIFICATION OF CURRICULUM PROPOSAL**

Preparation Date 10-Sep-15 Curriculum Bulletin

	Effective Date	Fall 2016	Approved by EPC	-
Department	Teaching, learning and Curriculur	n Studies		
College	EH - Education, Health and Huma	n Services		
Degree	MA - Master of Arts			
Program Name	Curriculum and Instruction-Mathe	matics Specia	alization Program Banner Code	CIMT
Concentration(s)	Concentration(s) Banner	Code(s)		
Proposal	Inactivate program			
Mathematics Spec Does proposed revi Current total credit h Describe impact on staffing consideration	inactivate the Master of Arts degre ialization major. The M.Ed. is also b sion change program's total credit hou	reing inactivations? \(\text{\text{\text{Yes}}} \) Yes redit hours 0 s (e.g., duplication of the content of th	tion issues; enrollment and	
Units consulted (oth None	er departments, programs or campuse	es affected by t	this proposal):	
	REQUIRED END	ORSEMENTS		
ble to I	fred Kun -		1019115	
Department Chair /	School Director		101213	
Campus Dean (for F	Regional Campuses proposals)		//	
Cathuir Warly 10 123 15				
College Dean (or de	signee) Authority audies (for graduate proposals)		11,2,15	
Senior Vice Presider	nt for Academic Affairs or Provost (or c	designee)		



John R. Kasich, Governor John Carey, Chancellor

PROGRAM INACTIVATION FORM

Date of submission: November 6, 2015

Name of institution: Kent State University

Title of program to be inactivated: Master of Arts Curriculum and Instruction-Mathematics

Specialization

Date that the inactivation received final approval from the appropriate institutional

committee: March 9, 2015

Primary institutional contact for the notification:

Name: Melod

Melody Tankersley

Title:

Senior Associate Provost & Interim Dean, Graduate Studies

Phone:

330-672-2220

E-mail:

mtankers@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:

This major provides the option of attaining a Master of Arts degree with a thesis requirement. Over the years, very few students have exercised that option and it is possible to incorporate a thesis within a M.Ed. degree if necessary. An existing M.Ed. Curriculum and Instruction major with a concentration in Mathematics Education is an available pathway.

2. Indicate number of students currently enrolled in the program:

2.

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:

The students will be counseled into the existing M.Ed. major, or they may complete their plan of study, as program requirements will not change.

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. There will be no loss of faculty or staff positions due to this change as all the courses

required in the M.Ed. Curriculum and Instruction major.

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 degree program will not appear as an option on student admission applications.

Once the inactivation is approved by Kent State's Board of Trustees and the Ohio Department of Higher Education, all necessary changes will be made to all university websites and materials. Further written concurrent communications will be sent out to key persons in student advising, admission and financial aid.

6. Indicate the final date that the program will be operational:

The courses will remain active and the curriculum will remain operational as the M.Ed. Curriculum and Instruction Mathematics Education major. Students will no longer be admitted into this program and inactivation is planned for fall 2016.

Respectfully,

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

Proposal Summary Inactivation of M.A./M.Ed. Curriculum and Instruction-Mathematics Specialization Majors

Description of Action, Including Intended Effect

The purpose of this proposal is to inactivate the Master of Arts and the Master of Education Curriculum and Instruction-Mathematics Specialization [MA/MED CIMT] majors, housed in the School of Teaching, Learning and Curriculum Studies [TLC] within the College of Education, Health and Human Services [EH].

Rationale for inactivation:

The CIMT major provides the option of attaining a Master of Arts degree with a thesis requirement. Very few students over the years have exercised that option and it is possible to incorporate a thesis within a M.Ed. degree if necessary.

The curriculum for the MED CIMT is identical to the requirements for an existing M.Ed. Curriculum and Instruction major with a concentration in Mathematics Education [MED CI MTHE]. It is confusing to have two pathways to the same degree and it is preferred that students seeking professional development in mathematics education leadership be housed with other concentration areas of expertise.

Admission will be suspended, effective fall semester, 2016.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff

No impact; the MED CI MTHE major exists for students wanting a master's degree in this field.

Fiscal, Enrollment, Facilities and Staffing Considerations

No impact

Evidence of Need and Sustainability if Establishing

NA

Provisions for Phase-Out if Inactivating

There are currently two students enrolled in the MA CIMT and none in the MED CIMT. Those students will be counseled into the MED CI MTHE major.

Timetable and Actions Required: The proposal will go through the required curriculum approval process with changes to take effect fall 2016. The following is the anticipated schedule:

Curriculum and Instruction program approval:

TLC SCC approval: October 7, 2015

presented to EHHS for approval: October 23, 2015

presented to EPC for approval: November 16, 2015

Curriculum and Instruction - Mathematics Specialization - M.A. and M.Ed.

College College of Education, Health and Human Services

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Resources

Program Requirements

College Policies

Academic Policies

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

Description

The **Master of Arts** and **Master of Education** in Curriculum and Instruction—Mathematics Specialization is especially tailored to help develop mathematical leadership in K-12 teachers. Graduate courses and practicum provide necessary knowledge of mathematics, learning theory, child development, research principles and intervention techniques to students who strive to provide leadership in mathematics education.

Admission Requirements

Official transcript(s), goal statement and two letters of recommendation.

Please refer to the university policy for graduate admission.

Graduation Requirements/

M.A. and M.Ed. degree requires a minimum of 32 semester hours of graduate coursework including at least 16 semester hours at the 60000 level or above. A major consisting of 18 or more semester hours in the College of Education, Health, and Human Services is required. M.A. students have six years from the term of first enrollment to complete the program.

Curriculum and Instruction-Mathematics Specialization - M.A. Program Requirements

Course		Title	Credits
CI	60199	Thesis I (2-6)	6
CI	67001	Fundamentals of Curriculum	3
CI	67007	Critical Reflection in Curriculum and Instruction or Independent study with Advisor	2
CI	67225	Research in Mathematics Education	3
CI	67791	Seminar in Mathematics Education	3
EVAL	65511	Research in Educational Services	3
CI elective	s: choose at le	ast one from the following	3-9
ADED	52267	Improving Mathematics Instruction for ADED (3)	
CI	67224	Teaching Mathematics Using Computers and Calculators (3)	
CI	67226	Improving Mathematics Instruction in Middle Childhood (3)	
CI or other	electives	×	5-9
Workshops	: graduate cred	lit only; maximum 4 credit hours	0-4
		MINIMUM TOTAL	32

Curriculum and Instruction-Mathematics Specialization - M.Ed. Program Requirements

Course		Title	Credits
CI	67001	Fundamentals of Curriculum	3
CI	67007	Critical Reflection in Curriculum and Instruction or Independent study with Advisor	2
CI	67225	Research in Mathematics Education	3
CI	67791	Seminar in Mathematics Education	3
EVAL	65511	Research in Educational Services	3
CI elective	s: choose at le	ast one from the following	3-9
ADED	52267	Improving Mathematics Instruction for ADED (3)	
CI	67224	Teaching Mathematics Using Computers and Calculators (3)	
CI	67226	Improving Mathematics Instruction in Middle Childhood (3)	
CI or other	electives		11-15
Workshop	s: graduate cre	dit only; maximum 4 credit hours	0-4
		MINIMUM TOTAL	32

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 21-Aug-15 Curriculum Bulletin

	Effective Date Fall 2016	Approved by EPC				
Department	Teaching, Learning and Curriculum Studies					
College	EH - Education, Health and Human Services					
Degree	MA - Master of Arts					
Program Name		do ECDE				
	Early Childhood Education Program Banner Cod	de ECDE				
Concentration(s)	Concentration(s) Banner Code(s)					
Proposal	Inactivate program					
Description of propo This action inactiva	sal: ates the M. A. Early Childhood Education major. T	he M.Ed. will remain active.				
Does proposed revis Current total credit h	sion change program's total credit hours? Yes nours: 36 Proposed total credit hours 0	□ No				
Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure): Currently there is only one student who is potentially interested in the MA program. She will be advised to switch her program to the M.Ed. Units consulted (other departments, programs or campuses affected by this proposal): No other units have been consulted about this proposal and this decision has no affect on other campuses, programs, or departments.						
16 . 4	REQUIRED ENDORSEMENTS	10 9 1				
Mugh V	Penlyian	10,9,15				
Department Chair 15	School Director					
	egional Campuses proposals)					
Cathenist	Wank	10 123 115				
College Dean (or des	de alersly	11,2,15				
Dean of Graduate St	udies (for graduate prodosals)					
Provost and Senior V	/ice President for Academic Affairs (or designee)					



John R. Kasich, Governor John Carey, Chancellor

PROGRAM INACTIVATION FORM

Date of submission: November 6, 2015

Name of institution: Kent State University

Title of program to be inactivated: Master of Arts Early Childhood Education

Date that the inactivation received final approval from the appropriate institutional committee: March 9, 2016

Primary institutional contact for the notification:

Name:

Melody Tankersley

Title:

Senior Associate Provost & Interim Dean, Graduate Studies

Phone:

330-672-2220

E-mail:

mtankers@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:

This major provides the option of attaining a Master of Arts degree with a thesis requirement. Over the years, very few students have exercised that option and it is possible to incorporate a thesis within a M.Ed. degree if necessary. The Master of Arts in Teaching and the Master of Education degrees in Early Childhood Education are still active and viable.

2. Indicate number of students currently enrolled in the program:

0

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:

As there are no students in this major, there will be no impact.

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. There will be no loss of faculty or staff positions due to this change as all the courses required in the M.Ed. Early Childhood Education major.

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 degree program will not appear as an option on student admission applications.

Once the inactivation is approved by Kent State's Board of Trustees and the Ohio Department of Higher Education, all necessary changes will be made to all university websites and materials. Further written concurrent communications will be sent out to key persons in student advising, admission and financial aid.

6. Indicate the final date that the program will be operational:
Students will no longer be admitted into this program and inactivation is planned for fall semester, 2016.

Respectfully,

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

Proposal Summary M.A. Early Childhood Education Program Revisions

Description of Action, Including Intended Effect

The purpose of this proposal is to inactivate the Master of Arts Early Childhood Education [MA ECDE] major housed in the School of Teaching, learning and Curriculum Studies [TLC] within the College of Education, Health and Human Services [EH].

The MA ECDE major provides the option of attaining a Master of Arts degree with a thesis requirement. Very few students over the years have exercised that option and it is possible to incorporate a thesis within a M.Ed. degree if necessary. The M.Ed. ECDE major will remain active.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff This action has no effect on other campuses, programs, or departments.

Fiscal, Enrollment, Facilities and Staffing Considerations None; without active enrollment, this is not a concern.

Evidence of Need and Sustainability if Establishing: NA

Provisions for Phase-Out if Inactivating

There are no students currently enrolled in this major; therefore, no provisions are needed. Once the inactivation is approved by Kent State's Board of Trustees and the Ohio Department of Higher Education, all necessary changes will be made to all university websites and materials. Further written concurrent communications will be sent out to key persons in student advising, admission and financial aid.

Timetable and Actions Required: The proposal will go through the required curriculum approval process with changes to take effect fall 2016. The following is the anticipated schedule:

Early Childhood Education program approval: September 24, 2015 TLC SCC approval: October 7, 2015 presented to EHHS for approval: October 23, 2015 presented to EPC for approval: January 16, 2015

KENT STATE UNIVERSITY November 2015 | Attachment 23 | Page 1 CERTIFICATION OF CURRICULUM PROPOSAL

Curriculum Bulletin

Preparation Date 20-Oct-15

			Effective Date	Fall 2016	Approved by EPC		
	Department	Nursing					
	College	NU - Nursing					
	Degree	_	Doctor of Nursing	Practice			
	HIST TO SERVICE AND ADDRESS OF THE PARTY OF	ADVANCED PRAC			nde ADN		
	Concentration(s)		entration(s) Banner		DOE LIAN		
	Proposal	Revise program		(-)			
	17	THE PARTY OF THE P		ICE - ANT	P - INACTIVATION		
	Description of pro	oposai.					
	The contents of this proposal reflect ongoing discussions in the CON Graduate Curriculum Committee over the past several years. The proposed changes are consistent with recommendations from AACN regarding academic preparation for Doctor of Nursing Practice degree graduates. The proposal outlines the following:						
	1. A major curricular change to the DNP program. The proposed curriculum is more closely aligned with the Essentials of Doctoral Education for Advanced Nursing Practice by the American Association of Colleges of Nursing (AACN) than the existing program plan. The original curriculum was designed in 2008 and ongoing recommendations from faculty, students, and professional and accrediting organizations suggest the need to review and revise the current program. The proposed program is in alignment with current AACN recommendations that doctoral education be the entry level requirement for Advanced Practice Nursing.						
	2. Deactivation of the program plan for the BSN/DNP (Advanced Nursing Practice or ANP) option. There are currently two DNP tracks: Advanced Nursing Practice, which is the BSN/DNP track and the Advanced Practice Nursing, which is the MSN/DNP track. In the BSN/DNP track, students take both master's level advanced nursing practice courses and doctoral level DNP courses. In the MSN/DNP track, all students take only doctoral level courses.						
	3. Changing the description of the Advanced Practice Nursing DNP program to be consistent with the accrediting body recommendations to support a seamless progression from BSN to DNP.						
	4. Changing the graduation requirement.						
	Does proposed rev Current total credit	vision change program		_	□ No		
			Proposed total cred				
S	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; does not impact staffing, revision of an existing program.						

Page 2 of 2 EPC Agenda | 16 November 2015 | Attachment 23 | Page 2

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

This proposal will impact the Epidemiology, Genomics and Information and Knowledge Management departments.

EPI 70326, Design and Implementation of Health Surveys: Have communicated with Dr. James in Public Health regarding the Population Health course. Once the syllabus for the course has been created, it will be forwarded to him for review and options will be discussed. This course is in year two of the proposed program plan.

BSCI 80145, Medical Genomics: Sent informational e-mail about deleting this course to Dr. Piontkivska. Students who need genomics in their current program plan will still enroll in this course until the proposed curriculum takes effect.

IAKM 80401, Health Information Management: This course will be replaced with IAKM 80411. Dr. Chris Hudak is aware and supportive of this change in curriculum.

REQUIRED ENDORSEMENTS	
Department Chair / School Director	10170115
Campus Dean (for Regional Campuses proposals)	10120115
College Dean (or designee)	11,6,16
Dean of Graduate Studies (far graduate proposals)	
Senior Vice President for Academic Affairs or Provost (or designee)	

Proposal Summary Doctor of Nursing Practice (DNP) Program Revision

Description of Action, Including Intended Effect

The attached documents outline a major curricular change to the DNP program. The revised curriculum is more closely aligned with the *Essentials of Doctoral Education for Advanced Nursing Practice* by the American Association of Colleges of Nursing (AACN) than the existing DNP curriculum. The original curriculum was designed in 2008; ongoing recommendations from faculty, students, and professional and accrediting organizations indicated the need to review and revise the current program. The revised program supports the development of DNP competencies that will enable the student to function at the highest level as a leader in evidence based practice initiatives to improve healthcare outcomes for individuals, systems, and populations.

The contents of this proposal reflect ongoing discussions in the College of Nursing (CON) Graduate Curriculum Committee over the past several years. The proposed changes are consistent with recommendations from AACN regarding academic preparation for DNP degree graduates. There are 3 components of the DNP program revision: (1) Deactivate the Advanced Nursing Practice (ANP) track, also referred to as the BSN-to-DNP track; (2) Revise the curriculum in the Advanced Practice Nursing (APN) track, also referred to as the MSN-to-DNP track, and; (3) Revising graduation requirements.

 Deactivate the Advanced Nursing Practice (ANP) track, also referred to as the BSN-to-DNP track.

There are currently two DNP tracks: Advanced Nursing Practice (ANP), which is the BSN-to-DNP track and the Advanced Practice Nursing (APN), which is the MSN-to-DNP track. In the BSN-to-DNP track, students take doctoral-level advanced practice registered nurse (APRN) courses, which are specific to an APRN role and population (e.g., Psychiatric Mental Health Nurse Practitioner); in addition, students in this track complete doctoral level DNP courses that contain content in leadership, evidence-based-practice, informatics, genomics, epidemiology, and program evaluation. In the MSN-to-DNP track students enter the DNP program with a MSN in advanced practice nursing and certification as an APRN; therefore, students in this track only take 37 credit hours of DNP core courses.

Deactivating the BSN-to-DNP track and keeping the MSN-to-DNP track will:

- a. Allow students to first earn the MSN degree and take the certification exam to practice as an APRN prior to beginning doctoral level courses;
- Provide an opportunity for students to gain experience as advanced practice nurses while working on their doctorate, and;
- c. Make the course load more manageable for students. The majority of students

who started in the BSN-to-DNP track worked full-time as a registered nurse while pursuing the DNP degree and requested to transfer to the MSN program because the course load was too burdensome. After completion of the MSN program, these students will then be eligible for the MSN-to-DNP track.

- 2. Revise curriculum in the MSN-to-DNP track.
 - a. A total of 11 courses will be deleted from the current MSN-to-DNP program plan.
 - Three courses are 3 credit hour courses from other departments (i.e., EPI 70326, BSCI 80145 Medical Genomics, and IAKM 80401 Health Information Management) (see Table below)
 - Five courses are variable credit practicum courses in the CON (i.e., NURS 70600 Clinical Scholar 1, NURS 70610 Clinical Scholar 2, NURS 76100 Clinical Research Project, NURS 76299 Clinical Research Project, and NURS 70692 Clinical Scholar Practicum) (see Table below)
 - iii. Three courses are didactic courses offered in the CON (i.e., NURS 70602 Synthesis and Application of Evidence for Advanced Practice, NURS 70605 Program Evaluation, and 70727 Advanced Healthcare Statistics)
 - b. A total of eleven 3 credit hour courses and one new 1 credit hour course will be added. One course (i.e., IAKM 80411 Clinical Analytics) is from another department and the remainder of the courses will be offered in the College of Nursing (see Table below)
 - c. Four courses related to designing and implementing the DNP Scholarly Project will be offered over the entire course of the MSN-to-DNP track (i.e., one course each semester in the 2-year full-time program plan). This is in contrast to the current curriculum whereby DNP Scholarly Project courses (e.g., NURS 70600 Clinical Scholar 1 and NURS 70610 Clinical Scholar 2) are not taken by students until the end of the program, which has resulted in increased time to completion of the DNP degree.
 - d. The total number of credit hours in the revised curriculum in the MSN-to-DNP track will change from 37 to 30 semester hours.

Action	Number and Name of Course
Delete from MSN-to-DNP	NURS 70602 Synthesis and Application of Evidence for Advanced
Program Plan and	Practice
Deactivate	NURS 70600 Clinical Scholar 1
	NURS 70610 Clinical Scholar 2
	NURS 76199 Clinical Research Project
	NURS 76299 Clinical Research Project (cont.)
	NURS 70692 Clinical Scholar Practicum
Delete from the MSN-to-	NURS 70605 Program Evaluation
DNP Program Plan	NURS 70727 Advanced Healthcare Statistics
	BSCI 80145 Medical Genomics
	IAKM 80401 Health Information management
	EPI 70326 Design and Implementation of Health Surveys

Add to the MSN-to-DNP	NURS 70620	Doctor of Nursing Practice Seminar
Program Plan	NURS 70630	Research Methods for Evidence Based Practice
	NURS 70635	Application of Evidence Based Practice
	NURS 70670	Quality Improvement in Healthcare Delivery
	NURS 70680	Population Health
	NURS 70650	Organizational Systems
	NURS 70685	Healthcare Finance & Economic Policy
	NURS 71392	Doctor of Nursing Practice Scholarly Project Practicum 1
	NURS 72392	Doctor of Nursing Practice Scholarly Project Practicum 2
		Doctor of Nursing Practice Scholarly Project Practicum 3
	NURS 74392	Doctor of Nursing Practice Scholarly Project Practicum 4
	IAKM 80411	Clinical Analytics

3. Change graduation requirements.

The current graduation requirements are:

The Doctor of Nursing Practice (D.N.P.) degree in Advanced Practice Nursing is 71 credit hours, which comprises (a) 37 credits of DNP core courses; (b) 540 clinical practice hours; and (c) transfer from the student's master's degree in nursing a minimum of 34 credits of nursing and advanced practice role-specific course work, including 500 clinical hours (may be taken as a part of the DNP degree). In addition to completion of the appropriate program plan with a grade point average of at least 3.000, the student must complete and successfully defend an evidence-based project to a committee that minimally includes the academic advisor and a preceptor member of the healthcare community. Preferably, the preceptor will hold a doctoral degree. The project must result in a manuscript suitable for publication.

Grade Point Requirement

The College of Nursing complies with the University standard for Grade Point Average. Please refer to the University Catalog section on Academic Standing - Graduate Studies.

Scholarly Paper/Project

A total of 6 credit hours of NURS 76199 Doctor of Nursing Practice Scholarly Project is required culminating in an oral defense and publishable manuscript.

The <u>revised graduation requirements</u> are:

The Doctor of Nursing Practice (D.N.P.) degree in Advanced Practice Nursing is comprised of 30 credits of DNP courses and 525 clinical practice hours. In addition to completion of the DNP program with a grade point average of at least 3.000, the student must complete and successfully defend a Scholarly Project to a committee that minimally includes the academic advisor and a preceptor in the healthcare community. The project must result in a manuscript suitable for publication.

Grade Point Requirement

Students must earn a course grade of B (3.000) or higher. Prior to retaking the course, the student cannot take other courses requiring it as a prerequisite. If the student retakes the course and does not earn a B (3.000) grade, he/she may be dismissed from the DNP program.

Scholarly Paper/Project

NURS 74392 Scholarly Project 4, must be completed prior to the defense of the Scholarly Project. Successful defense of the Scholarly Project is required for graduation.

Intended Effects of Course Deletions:

The intended effects of the proposed course deactivations/deletions are as follows:

1 1
Intended Effect
Replace with NURS 70630 Research Methods for
Evidence Based Practice and 70635 Application of
Evidence Based Practice.
Evidence Based Practice is the foundation of the DNP
degree. Students require a deeper understanding of
research and statistical methods to appraise, evaluate
and synthesize current evidence to support the Scholarly
Project and future scholarly work in healthcare.
Replace with:
*
DNP Scholarly Project Practicum 1, NURS 71392
DNP Scholarly Project Practicum 2, NURS 72392
DNP Scholarly Project Practicum 3, NURS 73392
DNP Scholarly Project Practicum 4. NURS 74392
The new Scholarly Project courses will be sequential
throughout the program plan allowing for consistent
interaction with the Project Team Chair which allows for
continuous substantive feedback in the design,
implementation, and evaluation of the Scholarly Project.
The previous practicum/research project courses'
objectives were redundant and difficult to differentiate
from one another.
Duplicates content that will be included in the Evidence
Based Practice sequence, NURS 70630 and 70635.
Duplicates content that will be included in the Evidence
Based Practice sequence, NURS 70630 and 70635.

	Necessary genomics information will be included in the
BSCI 80145 Medical Genomics	Population Health course.
IAKM 80401 Health Information	Replaced with IAKM 80411 which is more closely aligned
Management	with curriculum recommendations from AACN.
	According to the AACN Essentials of Doctoral Education
	for Advanced Practice Nurses, DNP graduates must be
	competent to extract electronic data to support clinical
	decisions.
EPI 70326 Design and	Replaced with Population Health which is more closely
Implementation of Health Surveys	aligned with curriculum recommendations from AACN

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

Student Impact:

There will no longer be both the Advanced Nursing Practice and Advanced Practice Nursing options for DNP completion. The Advanced Nursing Practice option will be discontinued. Post-Baccalaureate students entering the DNP program after Fall 2016 will complete the master's level coursework prior to beginning DNP course work. Post BSN students will apply and be accepted into the MSN program, complete the master's level work and immediately matriculate into the DNP coursework. During their master's level program they will be given an opportunity to complete a matriculation form for the DNP program, which will allow them to continue into doctoral work without reapplying to the college upon completion of the MSN.

This proposal will impact the Epidemiology, Genomics and Information and Knowledge Management departments.

EPI 70326 Design and Implementation of Health Surveys: We have communicated with Dr. James in Public Health regarding the new Population Health course that will be offered by the CON. Once the syllabus for the course has been created, it will be forwarded to him for review. This course is in year two of the proposed program plan.

BSCI 80145 Medical Genomics: We sent informational e-mail about deleting this course to Dr. Piontkivska. Students who need genomics in their current program plan will still enroll in this course until the revised curriculum takes effect.

IAKM 80401 Health Information Management: This course will be replaced with IAKM 80411. Dr. Chris Hudak is aware and supportive of this change in curriculum.

NURS 70685 Healthcare Finance and Economic Policy: Contacted the Donald Williams, Chairperson, Department of Economics and he indicated that their department may want to develop a course to meet the College of Nursing needs. This course will not be needed until Spring 2018.

Fiscal, Enrollment, Facilities and Staffing Considerations

This proposal revises the DNP program, therefore there is no direct fiscal impact and faculty will be consistent from the previous program. It is hoped that the revised curriculum changes will lead to an increase in student enrollment.

Evidence of Need and Sustainability if Establishing

The proposed revisions are the result of student and faculty feedback related to the current curriculum as well as AACN requirements outlined in the Essentials of Doctoral Education for Advanced Nursing Practice.

Provisions for Phase-Out if Inactivating

Current students' catalog plans will be evaluated individually to permit current students the opportunity to take advantage of the updated curriculum; these changes will be made retroactive to previous catalog requirements.

Timetable and Actions Required: a chronology of actions required to approve the proposal with an anticipated implementation date for each action

Graduate Curriculum Committee approval:

September 28, 2015

College Advisory Council approval:

October 12, 2015

Faculty approval:

October 12, 2015

Submission to Educational Policies Council:

October 26, 2016

Implementation of new curriculum

Fall 2016

ATHLETICS

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STUDENT LIFE

O Kent State University Catalog 2015 - 2016

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> College of Architecture and Environmental Design

College of Arts and Sciences

College of Business Administration

» College of Communication and Information

> College of Education, Health and Human Services

>> College of Podiatric Medicine

» College of Public Health

> College of the Arts

>> Honors College

Regional College

School of Digital Sciences

» University College

College of Nursing

Kent State University 2015 Catalog > College of Nursing

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CAMPUSES

Undergraduate Academic Advising Offices: 113 and 216 Henderson Hall 330-672-7911 http://www.kent.edu/nursing

Graduate Academic Advising Offices: 214 Henderson Hall 330-672-2234 http://www.kent.edu/nursing

INTRODUCTION

The Kent State University College of Nursing provides courses of study at the baccalaureate, master's and doctoral levels. Graduates of the Bachelor of Science in Nursing are eligible to apply to take the state licensing examination to become professional registered nurses. Study for the Master of Science in Nursing degree includes options for clinical focus in acute care, adultgerontology, family, healthcare management, pediatric, psychiatric mental health or women's health areas. As well as role function in administration, clinical specialization or as nurse practitioners. Doctoral course work is available in Doctor of Philosophy and Doctor of Nursing Practice degrees.

Departments and Schools

College of Nursing

Academic Programs

Undergraduate Programs

Nursing

Graduate Programs

Advanced Nursing Practice

Doctor Nuising. Master's in Nursing - Degraduanced Practice Nursing Plactic Nursing PhD in Nursing NAME

Certificates

Graduate Certificates

- Adult Gerontology Acute Care Nurse Practioner (Post Master's)
- Adult-Gerontology Clinical Nurse Specialist (Post
- Advanced Practice Registered Nurse: Nurse Practitioner Adult Gerontology Primary Care (Post Master's)
- Advanced Practice Registered Nurse: Nurse Practitioner Family (Post Master's)
- Nursing and Health Care Management (Post Master's)
- Nursing Education (Post Master's)
- Primary Care Pediatric Clinical Nurse Specialist (Post Master's)
- Primary Care Pediatric Nurse Practitioner (Post Master's)
- Psychiatric Mental Health Family Nurse Practitioner for Adult Psychiatric Mental Health Nurse Practitioner or Adult Psychiatric Mental Health Clinical Nurse Specialist
- Psychiatric Mental Health Family Nurse Practitioner for Non-Psychiatric Mental Health Advance Practice Nurse
- Psychiatric Mental Health Family Nurse Practitioner for Psychiatric Mental Health Child/Adolescent Clinical Nurse Specialist
- Women's Health Nurse Practitioner (Post Master's)

Policies

Admission to and Progression in the Accelerated Nursing Sequence

Admission to and Progression in the B.S.N. for Registered Nurses Concentration

Changing Campuses

Repeat of Clinical Nursing Courses

Dismissal Policy

Admission to and Progression in

Progressia Roundes in 6 November 2015 Tatte 2016 12015 Tatte 23 | Page 10 Coursework Assigning Out-of-Sequence Students to Clinical Nursing

Reinstatement Into the College of Nursing Uniform for Clinical Experience

of Co

Clinical Compliance Policy

Faculty

College of Nursing

- ANCONA, ANN C. (2003) Lecturer, University of Akron, 2000
- o ANTHONY, MARY K. (2005) Associate Dean, Ph.D., Case Western Reserve University, 1995
- @ BACHA, MARYB. (2007) Lecturer
- BALLER, PATRICIA M. (1998) Associate Lecturer
- o BELTZ, CAROL A (1986) Lecturer
- BIXLER, SARAH (2013) Lecturer, M.S.N., Kent State University, 2014
- BROOME, BARBARA (2014) Dean, M.S.N., Kent State University, 1991
- o CAPLIN, MARCY S. (2001) Lecturer, Yale University, 1983
- CHEN, YEA-JYH (2012) Assistant Professor, Ph.D., Case Western Reserve University, 2005
- o CIFANI, DEBRAK. (2009) Lecturer, M.S.N., Kent State University, 2010
- P DOWELL, JO A (2015) Assistant Professor
- DREW, BARBARAL. (1988) Associate Professor, Ph.D., Case Western Reserve University, 1999
- O DYER, MELISSA B. (2007) Lecturer, M.S.N., Kent State University, 2003
- P ECHEVERRY, LISA M. (2008) Associate Professor, Ph.D., Rush University, 2013
- P FISHER, JOSEPH D. (2010) Lecturer, M.S.N., Kent State University, 1999
- o FLEMING, DIANAL. (2007) Senior Lecturer, University of Phoenix, 2005
- FOX, TAMARA A. (2006) Lecturer, Ursuline College, 2001
- GIDDEN, TRACY L. (2003) Associate Lecturer, M.S.N., Kent State University, 1996
- 9 HANSEN, DANA M. (2012) Assistant Professor, Ph.D., Case Western Reserve University, 2013
- ⇒ HEMMINGER, SHIRLEY A (1989) Associate Lecturer
- o HERZOG, EDWARD A (2004) Lecturer, M.S.N., University of Cincinnati, 1983
- · HRITZ, SUE L. (2006) Lecturer, M.Ed., Malone University, 2005
- JACOBSON, ANN F. (1995) Interim Associate Dean, Texas Woman's University, 1995
- o JARZEMBAK, JEREMY M. (1994) Associate Lecturer, M.A., Kent State University, 2002
- JARZEMBAK, KELLIE (2008) Lecturer, M.S.N., Kent State University, 2013
- JONES, NANCY B. (1985) Associate Professor, Case Western Reserve University, 1977
- O KNOX, LOUSIE H. (2012) Assistant Professor
- KUTCHIN, MARY F. (2006) Lecturer, M.S.N., Kent State University, 1991
- LEWIS, LORYA (2015) Assistant Professor, Ph.D., Kent State University, 2014
- MASCOLO, KAREN L. (2011) Assistant Professor, Ph.D., The Ohio State University, 2011
- METHENEY, JENNIFER R. (2006) Associate Lecturer, M.S.N., Kent State University, 2005
- o MEYERS, TIMOTHY (2007) Senior Lecturer, Clarion University of Pennsylvania, 2007
- MOTTER, TRACEY M. (1993) Assistant Dean, Gannon University, 1993
- NASH JOHNSTON, ZENIAR. (2013) Lecturer, University of Phoenix, 2009
- o PACHOLSKI, DENISE C. (2008) Lecturer, University of Akron, 2000
- RAFFERTY-SEMON, PAMELA H. (2009) Lecturer, University of Phoenix, 2009
- ROLLER, CYNTHIA G. (2003) Associate Professor, Ph.D., Case Western Reserve University, 1992
- o ROSS, RATCHNEEWAN (2002) Associate Professor, Ph.D., Case Western Reserve University, 1999
- SAUNDERS, TINAL, (2006) Senior Lecturer, M.S.N., Kent State University, 2004
- SHANHOLTZER, JENNIFER R. (2011) Lecturer, M.S.N., Kent State University, 2011
- SHEEHAN, DENICE (2007) Associate Professor, Ph.D., University of Akron, 2007
- SMITH, YVONNE (2005) Assistant Professor, Ph.D., Kent State University, 2014
- STEPHENSON, PAMELA L. (2009) Assistant Professor, Ph.D., Kent State University, 2011
- THOMAS, ELAINE (2002) Associate Lecturer, M.S.N., University of Akron, 2000
- THOMAS, KIMBERLY A. (2015) Lecturer
- o UMBERGER, WENDYA (1985) Associate Dean, Ph.D., Case Western Reserve University, 2002
- VENEY, AMY J. (2013) Lecturer, M.S.N., Kent State University, 2013
- VERMEERSCH, PATRICIA E. (2011) Associate Professor, Ph.D., Case Western Reserve University, 1986
- o WANG, YAFEN (2013) Assistant Professor
- WEIL, HEATHER (2012) Lecturer, University of Phoenix, 2012
- WILK, CINDY A. (2003) Associate Lecturer, M.S.N., Kent State University, 2000
- ZWICK, DAWN M. (1986) Associate Lecturer, M.S.N., Kent State University, 2002



Maps Maps

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Advanced Nursing Practice - D.N.P.

Kent State University 2015 Catalog > College of Nursing > Graduate Programs > Advanced Nursing Practice - D.N.P.



College College of Nursing

Department College of Nursing Henderson Hall

Tel: 330-672-7911

Web: www.kent.edu/nursing

Resources

Requirements

College Policies

Academic Policies

Description

The Advanced Nursing Practice major within the Doctor of Nursing Practice (DNP) degree prepares students who have earned a bachelor's of science in nursing degree to become clinical scholars (master's-prepared advanced practice nurses can complete the DNP in the Advanced Practice Nursing major). Students will develop leadership skills to effect health outcomes for individuals and populations by translating scientific evidence into clinical interventions; managing healthcare systems; and collaborating with other health care providers. The curriculum incorporates both clinical and didactic content, Graduates of the DNP program possess the educational requirements for advanced practice nursing (APRN) certification in the following specialties:

- Adult Gerontology Acute Care Nurse Practitioner goursework provides a knowledge base to practice at the highest level in providing advanced nursing care to adults with complex acute and chronic illnesses. Clincal practica occur in a variety of healthcare settings such as specialty clinics, emergency departments, and acute, sub-acute, and intensive/critical care areas.
- Adult Gerontology Clinical Nurse Specialist coursework fosters acquisition of the highest level of clinical nurse specialist role competencies with adult patients and their families. Class and clinical experiences focus on health conditions ranging from wellness to acute care in a variety of settings with adult and gerontological populations. Students develop knowledge and skills in promoting interdisciplinary collaboration and organization effectiveness through competencies in direct care, consultation, education, program planning and evaluation.
- Advanced Practice Registered Nurse: Nurse Practitioner Adult Gerontology Primary Care students learn to function at the highest level of advanced practice in health promotion, risk detection, illness prevention, and management of acute and chronic illnesses in adults and older adults. Clinical experiences involve direct care in collaboration with other health professionals to maximize the effectiveness of community and health care system services. Clinical practical include primary care offices, such as internal medicine and family practice, clinics, managed care offices, emergency departments, free clinics, and occupational health settings.
- Advanced Practice Registered Nurse: Nurse Practitioner Family. Students in this concentration learn to practice at the highest level of advanced practice nursing through collaboration with other health professionals to provide continuity of health care to persons across the life span and to maximize the effectiveness of community and health care system services. Clinical experiences are offered in a variety of ambulatory care settings and specialty clinics in primary care offices including family practice, internal medicine, managed care offices, emergency departments, long-term care facilities, and academic and occupational health settings.
- The Primary Care Pediatric Clinical Nurse Specialist concentration prepares nurses as advanced practice nurses in the care of infants, children and adolescents. Graduates are eligible to sit for national certification as pediatric clinical nurse specialist. Students must complete 630 hours of supervised clinical practice as a part of this program for certification and a total of 1170 hours of supervised clinical practice for the completion of the degree.
- Primary, Care Pediatric Nurse Practitioner. The focus of the Primary Care Pediatric Nurse Practitioner concentration includes health promotion, illness prevention, risk identification and the acute and chronic care of infants, children and adolescents. During clinical experiences, students learn to provide the highest level of advanced practice nursing to children within the context of their families and provide individualized and culturally competent care. Clinical experiences occur in s'ettings such as doctor's offices, hospitals, outpatient clinics, specially clinics, home health care and schools.
- Psychiatric Mental Health Family Nurse Practitioner. This concentration provides knowledge and skills in comprehensive psychiatric mental health assessment and diagnosis, medication management, and the use of advanced psychotherapeutic modalities, such as individual, family, and group psychotherapy. The DNP degree in PMH Family NP prepares the student to function at the highest level of advanced nursing practice, using health policy, leadership, education, case management, and consultation.
- Women's Health Nurse Practitioner. This concentration prepares the student to provide the highest level of primary nursing care for women involving health promotion and disease prevention. Students gain competency in advanced nursing management of common acute and chronic conditions. Students practice in direct care and in collaboration with other health care professionals. Clinical experiences foster development of clinical judgment and primary care skills through faculty mentorship and clinical preceptors in a variety of ambulatory care settings and specialty clinics

Admission Applicants to the Advanced Nursing Practice program must have: Requirements

- o Active, unrestricted RN HEARG iAgenda in 16id November 12015plo Attachment 23 | Page 12 appropriate licensure must be obtained within the first semester of the student's program, or prior lo beginning practicum hours, whichever comes first
- Abaccalaureate and/or graduate degree from an accredited registered nursing program. An RN with a bachelor's degree in a non-nursing field will be considered based on review of a portfolio submitted with the application
- Aminimum cumulative 3.0 GPA on a 4.0 point scale
- The successful completion of an undergraduate level statistics course
- Professional experience in nursing as evidenced by a resume or curriculum vitae and a preadmission interview
- Three letters of reference from a health care professional or academic faculty who can speak to the applicant's professional and academic abilities
- A 300-word essay describing professional goals and reasons for seeking the professional practice doctorate
- International applicants must show evidence of one of the following:
 - a minimum internet TOEFL score of 83
 - o a paper-based TOEFL score of 560
 - a MELAB score of 78
 - a PTE minimum score of 55
 - a minimum IEL TS score of 6.5

Students selected for admission to the pursing program must meet the College of Nursing's Clinical Compliance Policy

For more information about graduate admission, please visit the Graduate Studies website.

Graduation Requirements

Depending on the concentration, the DNR program requires between 70-84 total credit hours.

Grade Point Requirement

The College of Nursing complies with the University standard for Grade Point Average. Please refer to the University Catalog section on Academic Standing Graduate Studies.

Scholarly Paper/Project

A total of 6 credit hours of NURS 76199 Doctor of Nursing Practice Scholarly Project is required culminating in an oral defense and publishable manuscript.

Program Learning Outcomes

Graduates of this program will be able to:

- Develop systems and strategies to promote health and fiscal outcomes across the healthcare continuum.
- 2. Provide expert, advanced nursing care to select populations within a variety of settings based on evidence, ethics, theory, professional standards and models of care.
- 3. Provide leadership and interdisciplinary consultation and collaboration to plan, implement and evaluate programs of care delivery to improve health outcomes.
- 4. Synthesize and translate evidence for implementation and dissemination to improve healthcare outcomes.

Accreditation The College of Nursing is accredited by the Commission on Collegiate Nursing Education













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Advanced Practice Nursing - D.N. PEPC Agenda | 16 November 2015 | Attachment 23 | Page 13 Kent State University 2015 Catalog > College of Nursing > Graduate Programs > Advanced Practice Nursing - D.N.P.

College College of Nursing

Department College of Nursing

Henderson Hall Tel: 330-672-7911

Web: www.kent.edu/nursing

Resources

Program Requirements

College Policies

Academic Policies

Description

The Doctor of Nursing Practice (DNP) degree in Advanced Practice Nursing prepares advanced practice nurses (APRN) to become clinical scholars (bachelor's prepared nurses can complete the DNP in the Advanced Nursing Practice major). Students will develop leadership skills to effect health outcomes for individuals and populations by translating scientific evidence into clinical interventions; managing healthcare systems; and collaborating with other health care providers. The curriculum incorporates both clinical and didactic content.

Admission Requirements Applicants to the Advanced Practice Nursing program must have:

- . An active, unrestricted RN license in the state in which practica will be completed
- A current national APRN certification. Proof of the appropriate licensure must be obtained within
 the first semester of the student's program, or prior to beginning practicum hours, whichever
 comes first
- Amaster's degree from a CCNE or NLNAC accredited advanced practice program with a minimum cumulative 3.0 GPA on a 4.0 point scale
- The successful completion of an undergraduate or graduate level statistics course
- GRE scores
- Professional experience in nursing as evidenced by a resume or curriculum vitae and a preadmission interview
- Three letters of reference from a health care professional or academic faculty who can speak to the applicant's professional and academic abilities
- Completion of a 300-word essay describing professional goals and reasons for seeking the professional practice doctorate
- International applicants must show evidence of one of the following:
 - · a minimum internet TOEFL score of 83
 - o a paper based TOEFL score of 560
 - o a MELAB score of 78
 - a PTE minimum score of 55 or a minimum IELTS score of 6.5 for admission

Students selected for admission to the nursing program must meet the College of Nursing's Clinical Compliance Policy

For more information about graduate admission, please visit the Graduate Studies website.

Graduation Regulrements The Doctor of Nursing Practice (D.N.P.) degree in Advanced Practice Nursing is 71 credit hours, which comprises (a) 37 credits of DNP core courses; (b) 540 dinical practice hours; and (c) transfer from the student's master's degree in nursing a minimum of 34 credits of nursing and advanced practice role-specific course work, including 500 clinical hours (may be taken as a part of the DNP degree). In addition to completion of the appropriate program plan with a grade point average of at least 3.000, the student must complete and successfully defend an evidence-based project to a committee that minimally includes the academic advisor and a preceptor member of the healthcare community. Preferably, the preceptor will hold a doctoral degree. The project must result in a manuscript suitable for publication.

Grade Point Requirement

The College of Nursing complies with the University standard for Grade Point Average. Please refer to the University Catalog section on Academic Standing—Graduate Studies.

Scholarly Paper/Project

A total of 6 credit hours of NURS 76199 Doctor of Nursing Practice Scholarly Project is required culminating in an oral defense and publishable manuscript.

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

- Develop systems and strategies to promote health and fiscal outcomes across the healthcare continuum.
- Provide expert, advanced nursing care to select populations within a variety of settings based on evidence, ethics, theory, professional standards and models of care.
- Provide leadership and interdisciplinary consultation and collaboration to plan, implement and evaluate programs of care delivery to improve health outcomes.
- Synthesize and translate evidence for implementation and dissemination to improve healthcare
 outcomes.

Thesis/Dissertation Atotal of 6 credit hours of NURS 76199 Doctor of Nursing Practice Scholarly Project is required

Accreditation The College of Nursing is accredited by the Commission on Collegiate Nursing Education



Kent State University Catalog 2015 - 2016



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Advanced Practice Nursing - D.N.P. Prog	gram Requirements	
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Practice Nursing - D.N.P. Program Requirements	20/1	525
	30	500

The Doctor of Nursing Practice (DNP) degree in Advanced Practice Nursing comprises 17 credit hours, which include \$40 clinical hours and a scholarly project,

Course		Title		Credits
BSCI	80145	Medical Genomics		3
EPI	73026	Design and Implementation of Health Surveys		3
IAKM	80401	Health Informatics Management	ALLEN DEMONSTRATE OF THE RE	/ 3
NURS /	70600	Clinical Scholar I		/ 3
NURS	70602	Synthesis and Application of Evidence for Advanced Nursing Practice		3
NURS	70605	Program Evaluation in Nursing		3
NURS	70610	Clinical Scholar II	1	4
NURS	70640	Advanced Leadership in Healthcare		3
NURS	70692	Clinical Scholar Practicum		3
NURS	70727	Advanced Health Care Statistics I	Annual Contract of the Contrac	3
NURS	76199	Doctor of Nursing Practice Scholarly Project	Control of the Contro	6
ADVANC	ED PRAC	TICE ROLE-SPECIFIC COURSEWORK (34 credits)		
		Nursing students will have 34 credit hours of nursing and advanced practi include 500 clinical hours, applied toward the degree.	ce role-specific	34
			MINIMUM TOTA	71

NURS 70620 DNP Seminar TOTAL	30
NURS 70685 Healthcare Finance & Economic Policy	3
NURS 70670 Quality &Safety in Healthcare	3
NURS 70650 Organizational Systems	3
NURS 74392 Doctor of Nursing Practice Scholarly Project Practicum 4	1
NURS 73392 Doctor of Nursing Practice Scholarly Project Practicum 3	1
NURS 72392 Doctor of Nursing Practice Scholarly Project Practicum 2	1
NURS 71392 Doctor of Nursing Practice Scholarly Project Practicum 1	2
NURS 70635 Application of EBP	3
NURS 70630 Research Methods for EBP	3
IAKM 80411 Clinical Analytics	3
NURS 70680 Population Health	3
NURS 70640 Advanced Leadership for Advanced Practice Nurses	3



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From: WILLIAMS, DONALD

Sent: Friday, October 23, 2015 3:08 PM

To: Mascolo, Karen < kmascolo@kent.edu >; Dennis, Steven < sdenni14@kent.edu > Cc: Umberger, Wendy < wlewando@kent.edu >; Kellogg, Jennifer < jkellog7@kent.edu >

Subject: RE: College of Nursing Course

Dear Karen,

We're in the middle of a strategic planning retreat at the moment, so it will be a while before I can get a full response. As you may know, however, we offer a course entitled Economics of Health Care at the undergraduate and graduate (4/5) levels, and might be able to develop a course that would be appropriate for your program. I will check with my faculty who teach that course to review your proposal and get back to you as soon as possible.

Regards,

Don

Donald R. Williams
Professor and Chairperson
Department of Economics | Kent State University
Room 480 | College of Business Administration
475 Terrace Drive | Kent, Ohio 44242
Ph: (1) 330 672 2366 | Email: dwilliam@kent.edu

From: Mascolo, Karen

Sent: Friday, October 23, 2015 2:37 PM

To: Dennis, Steven <<u>sdenni14@kent.edu</u>>; WILLIAMS, DONALD <<u>dwilliam@kent.edu</u>> Cc: Umberger, Wendy <<u>wleanndo@kent.edu</u>>; Kellogg, Jennifer <<u>jkellog7@kent.edu</u>>

Subject: College of Nursing Course

Importance: High

Good afternoon,

I am the director of the Doctor of Nursing Practice (DNP) program here at KSU. We are currently engaged in a major curricular revision of the DNP program. As part of the new curriculum we are including a course entitled, "Healthcare Finance and Economic Policy." We are submitting the documents to EPC on Monday. The course syllabus has not yet been created. The new curriculum is scheduled to launch (if approved) in Fall 2016. This course will not be offered until spring 2018 as it is in the last semester of a two year program. In an effort to be transparent, I am providing you with the course description and objectives so that you can review them prior to submission to EPC. I welcome any comments/concerns you may have regarding this course.

The course description and objectives are below:

70685 Healthcare Finance and Economic Policy

Course Description:

Students will gain an understanding of healthcare finance, economics and policy on healthcare delivery systems. The impact of current healthcare laws/policies (Affordable Care Act, HCAHPS,

and other care delivery and reimbursement strategies) will be discussed. The DNP prepared nurses' role in patient advocacy and policy development will be discussed. Students will gain an understanding of cost/benefit analyses and creating budgets to support the design, implementation and sustainability of healthcare delivery initiatives.

Objectives:

- 1. Explore the principles of healthcare finance, economics and policy in the development of healthcare programs at the practice and/or system-wide level.
- 2. Explore and discuss budgeting principles and cost/benefit analyses for healthcare initiatives.
- 3. Create a budget for the DNP Scholarly Project.
- 4. Discuss the impact of current federal economic and healthcare policies on access to care as well as the impact on healthcare organizations.
- 5. Critically analyze healthcare policy and its impact on care delivery systems.
- 6. Explore and discuss the role of the DNP prepared nurse in patient advocacy and influencing healthcare policy at the institutional, local, state and/or federal level.

Thank you, and I appreciate your time in reviewing and commenting this.

Regards,

Karen Mascolo, DNP, RN, NE-BC Asst. Professor and Director DNP Program X28809

Mascolo, Karen

From:

Mascolo, Karen

Sent:

Wednesday, October 07, 2015 3:01 PM

To:

James, Mark

Subject:

RE: Population Health Course Description

Dear Mark,

Thank you very much for your support. We are submitting a new program plan for the entire concentration (Doctor of Nursing Practice) to take effect Fall 2016. Not all courses will be offered every semester. Students will enter as a cohort and travel together through the program. In the future, if enrollment increases as anticipated, we will offer it twice per year. The first cohort will be admitted to the new program (if approved by EPC) in Fall 2016. I hope that helps explain it and I apologize if I was not clear. I will definitely send you the syllabus as soon as it is created. I look forward to working with you in the future.

Thank you again,

Karen

From: James, Mark

Sent: Wednesday, October 07, 2015 2:53 PM

To: Mascolo, Karen

Subject: RE: Population Health Course Description

Dear Karen.

We were under the assumption that you were submitting curricular actions, effective fall 2016. We're fine with what you submitted at this point but it requires further detail. I suggest once the syllabus is created, forward it to me. We will review it and comment; we can then lend you the support that you are seeking.

Best regards, Mark

From: Mascolo, Karen

Sent: Wednesday, October 07, 2015 2:43 PM

To: James, Mark

Subject: RE: Population Health Course Description

Dear Mark,

The problem with that is the syllabus has not yet been created. In the new curriculum plan the Population Health course will not be offered until Fall 2017. I anticipate that it will be created over this next summer or even later. How do you suggest that we proceed?

Regards,

Karen

From: James, Mark

Sent: Wednesday, October 07, 2015 12:09 PM

To: Mascolo, Karen

Subject: RE: Population Health Course Description

Dear Karen,

I discussed your proposed course below with my faculty this morning. They would like to see a syllabus before they provide their approval. Please forward at your earliest convenience.

Best regards, Mark

Mark A. James, Ph.D.
Professor and Chair
Department of Biostatistics, Environmental Health Sciences, and Epidemiology
College of Public Health
Kent State University
P.O. Box 5190
750 Hilltop Drive, 305A Lowry Hall
Kent, Ohio 44242-0001
Tel. (330) 672-6528
Email: mjames22@kent.edu

From: Mascolo, Karen

Sent: Monday, October 05, 2015 3:22 PM

To: James, Mark

Subject: Population Health Course Description

Importance: High

Dear Dr. James,

Please find below the course description and objectives for the proposed Population Health course that we discussed:

NURS 70680 Population Health

Course Description:

Students will explore care delivery models and strategies for health promotion and disease prevention in individuals, aggregates and populations. Gaps in care and healthcare access will be explored, including social, cultural, economic, and policy/political barriers. The role of genomics in healthcare delivery of populations will be discussed. Students will develop skills to design and evaluate health promotion and disease prevention programs.

Objectives:

- 1. Explore and evaluate care delivery models and strategies designed to promote health for individuals and populations.
- 2. Analyze and utilize scientific data to identify health trends of populations.
- 3. Identify and/or design and evaluate programs/strategies for health promotion and/or disease prevention for specific populations or aggregates.
- 4. Identify gaps in care of individuals, aggregates and populations.

- 5. Identify and discuss the role of genomics in the delivery of healthcare to individuals, aggregates and populations.
- 6. Identify cultural, ethical, and policy implications for population health related to access to care and health promotion/disease prevention.

I appreciate you taking the time to evaluate this and let me know your thoughts.

Best,

Karen Mascolo, DNP, RN, NE-BC Director Doctor of Nursing Practice Program Kent State University CON X28809 From: Mascolo, Karen

Sent: Monday, October 5, 2015 3:40 PM

To: PIONTKIVSKA, OLENA

Subject: RE: College of Nursing Genomics Requirement

Dear Dr. Piontkivska,

I am so sorry, I accidently sent this e-mail without a subject.

Have a great day!

Karen

From: Mascolo, Karen

Sent: Monday, October 05, 2015 3:39 PM

To: PIONTKIVSKA, OLENA

Subject:

Dear Dr. Piontkivska,

I am the director of the Doctor of Nursing Practice program in the CON at KSU. We are in the process of redesigning the curriculum for this program and have made the decision that we are no longer going to require our DNP students to take a genomics course (BSCI 80145). This decision is based on the American Association of Colleges of Nursing recommendations for curriculum for DNP programs. I just want to make you aware of the decision and share that we very much appreciate you and your department's willingness to include our nursing students in your courses.

Please let me know if you have any question or concerns. Again, thank you very much for helping with our students.

Best,

Karen Mascolo, DNP, RN, NE-BC Director DNP Program Kent State University College of Nursing From: LEFF, LAURA

Sent: Tuesday, October 06, 2015 12:05 PM

To: Mascolo, Karen Cc: DAMRON, DEREK

Subject: FW: College of Nursing Genomics Requirement

Hi Karen

Will there still be students that need to take this course in Spring 2016? Since the schedule is already on line and students will be registering we need to know if the class should be cancelled. Otherwise, we will not plan on offering it again in AY 16-17.

Thanks and best wishes

LL

From: PIONTKIVSKA, OLENA

Sent: Tuesday, October 06, 2015 11:15 AM

To: LEFF, LAURA < !leff@kent.edu>

Subject: Fw: College of Nursing Genomics Requirement

Hi Laura,

Below is the email from Nursing about our genomics course, in case you didn't hear it from them or someplace else.

I wonder now that we don't have to align it with their goals, if I should revamp it to make it into a slash course that would be attractive for the undergrads as well (pre-meds mostly) to cover what I would call "everyday genomics"? Not informatics, but rather applications and how it impacts everything around us - genetic tests, individualized medicine, 23&me, etc.

In Elements I usually get quite a few people interested in such topics, but there is simply no room for anything such as this in-depth.

I believe as a slash course it would also be attractive to grad students broadly, not just ours.

Thank you, Helen

Mascolo, Karen

From:

Mascolo, Karen

Sent:

Monday, October 05, 2015 4:48 PM

To:

chudak3@kent.edu

Subject:

IAKM Course Change for DNP Students

Importance:

High

Dear Dr. Hudak,

I know that you have been in contact with Jay Hays regarding the changes in the DNP program, but I want to confirm that you are aware that we are currently working on a major revision to the curriculum for DNP students. In the new program plan students will no longer be required to take IAKM 80401, but rather will be enrolling in IAKM 80411, Clinical Analytics. Please let me know if you have any questions or concerns regarding this change. I am preparing documents for EPC that need to be submitted by October 26, so timing is everything!

As always, we are very appreciative of your willingness to work with our students.

Thank you very much,

Karen Mascolo Director DNP Program KSU CON X28809

KENT STATE UNIVERSITY EPC Agenda | 16 November 2015 | Attachment 24 | Page 1 **CERTIFICATION OF CURRICULUM PROPOSAL**

		Preparation Dat	e 12-Oct-15	Curriculum Bulletin
		Effective Date	Fall 2016	Approved by EPC
Department	Psychological Sc	iences		
College	AS - Arts and Scie	ences		
Degree	MA - Mas	ter of Arts		
Program Name	Clinical Psycholog	gy Prog	ram Banner C	ode CPYC
Concentration(s)	Gerontology	Cond	entration(s) B	anner Code(s) GERO
Proposal	Revise program			
Current total credit Describe impact on staffing consideration None		Proposed total concies or procedure prerequisites; tea	redit hours s (e.g., duplica cher educatio	ation issues; enrollment and n licensure):
		REQUIRED END	ORSEMENTS	3
your as	. There			10/14/15
Department Chair /	School Drector			
Campus Dean (for F	Regional Campuses p	roposals)		
Mary O	Inn Hale	ey.		10/16/15
College Dean (or de	esignee))	0		***************************************
Milos	4 Valuese	and the second s		11/2/15
Dean of Graduate S	tugies (for graduate(p	oposals)		
	,	mis.		1 1
Senior Vice Preside	nt for Academic Affair	s or Provost (or o	lesianee)	40040000000000000000000000000000000000

Proposal Summary to Temporarily Suspend Admission MA in Clinical Psychology [MA CPYC]

Full explanation of why the temporary suspension of admission to the program is being proposed:

Students in the PhD in Clinical Psychology program [PhD CPYC] historically earned an MA in Clinical Psychology [MA CPYC] en route to the PhD. In line with how many other PhD in Clinical Psychology programs operate, the Clinical Psychology faculty recently decided offer the MA in Psychological Science as the intermediary degree for graduate students pursuing the PhD in Clinical Psychology, rather than the MA in Clinical Psychology.

Given this change, students admitted to the PhD program in Clinical Psychology will now be pursuing the MA in Psychological Science and admissions to the MA in Clinical Psychology will be suspended.

We are not, at this time, inactivating the MA in Clinical Psychology because it could affect the status of students currently in the program. When all current students in the PhD in Clinical Psychology program have earned their masters degree, we will seek inactivation of this program.

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:

None. This change has no effect on courses that will be taught and, therefore, no impact on other units.

Effect on current students enrolled in the program, faculty, staff and active courses:

None. This change has no effect on courses that will be taught and, therefore, no impact on current students.

Fiscal and staffing impact of suspension, including library, facility, equipment; examples are budgeted expenditures that will be suspended or cancelled, funding that has been committed and now will not be used, and grants that could be jeopardized:

None. This change has no effect on courses that will be taught and, therefore, no impact on these issues.

Term and year when it is anticipated that it will end (<u>no temporary suspension of admission</u> may exceed three years):

Fall 2019

Proposal Summary Inactivate the MA in Clinical Psychology - Gerontology[MA CPYC GERO]

Description of Action, Including Intended Effect

To inactivate the MA in Clinical Psychology – Gerontology concentration. This concentration has not admitted students in the past decade, and the primary faculy contributing to it have retired.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

None

Fiscal, Enrollment, Facilities and Staffing Considerations

None

Evidence of Need and Sustainability if Establishing

NA

Provisions for Phase-Out if Inactivating

NA

Timetable and Actions Required: a chronology of actions required to approve the proposal with an anticipated implementation date for each action

Approval from Department – October 2015 Approval from College of Arts and Sciences – Fall 2015 Approval from EPC – Fall 2015 Approval from Faculty Senate – Fall 2015 Approval from Ohio Board of Regents – Fall 2015 Effective Fall 2016



Kent State University Catalog 2015 - 2016

Clinical Psychology - M.A. and Ph.D.

College College of Arts and Sciences



Resources

Program Requirements

Clinical Psychology - M.A. **Program Requirements**

1/2

Department

Department of Psychological Sciences

144 Kent Hall Tel: 330-672-2166 Fax: 330-672-3786

Web: https://www.kent.edu/psychology

Description

The **Doctor of Philosophy (Ph.D.)** in Clinical Psychology prepares students to conduct research, to serve on college and university faculties, and to provide a range of clinical services. The program adheres to the Clinical Scientist model of education and training, which is founded on the idea that the practice of psychology should be based on the science of psychology, and that practicing psychologists should be able to translate clinical observation into researchable questions and pursue new knowledge on the basis of their observations. Students are expected to develop an area of special expertise in research, and opportunities for specialized clinical training are offered. In addition to general training in clinical psychology, students may receive specialized research and clinical training in one of the following areas: Adult Psychopathology; Assessment; Child; Health; or Neuropsychology.

The Master of Arts (M.A.) in Clinical Psychology is an intermediate degree required of students in the doctoral program.

With the interdisciplinary Master of Arts (M.A.) in Clinical Psychology-Gerontology, students develop a specialty in gerontological studies in preparation for doctoral work.

Applications for admission are accepted only from holders of a baccalaureate who aspire to the doctorate.

at least

The M.A. requires a broad undergraduate preparation; research experience; junior-senior scholastic GPA average of 3.0; and 18 semester hours in psychology, which include a course in statistics and a broad background in psychology. Students also must submit a statement of goals and motivations for pursuing a career in psychology, official transcript(s), scores from the Graduate Record Examination, and three letters of recommendation.

In addition to the requirements above, admission into the Ph.D. program requires an M.A. or M.S. in Psychology.

For more information about graduate admissions, please visit the <u>Graduate Studies</u> website.

Graduation Requirements

M.A.: Requirements for the M.A. degree are at least 32 semester hours, which include a basic core of required courses, elinical practica, and a thesis. Additional courses are selected with the aid of an advisor. A limited number of courses outside the department may be credited toward the degree. No 50000-level psychology courses may be applied toward degree requirements for psychology majors. Students must

complete at least 18 semester hours of course credits with magnatapternio yearber 2015 | Attachment 24 | Page 5

Ph.D.: The doctoral program (with the W.A. as an intermediate degree) requires a minimum of four years of full-time attendance for holders of the baccalaureate degree. All doctoral students in psychology (regardless of area of specialization) complete a program of basic core courses and clinical practica, select additional courses and seminars with the aid of a faculty advisor, and complete a doctoral dissertation. A limited number of graduate courses outside the department may be credited toward graduation. No 50000-level psychology courses may be applied to the degree program for psychology majors.

Masters degree upon starting the program

Doctoral program aspirants who do not hold the M.A. must complete all the requirements for the master's

degree.

Clinical psychology students must complete a supervised traineeship in a faculty-approved mental health facility outside the department, which involves a minimum of 1,000 hours. Additionally, a 2,000-hour internship in a setting approved by the American Psychological Association is required.

The program requires full-time continuous enrollment including summers.

Program Learning Outcomes

Graduates of this program will be able to:

- 1. Demonstrate competencies in research methodologies specific to their area of interest.
- 2. Demonstrate competencies in teaching undergraduate courses.
- Demonstrate competencies in providing psychological assessment and treatment services.

Thesis/ Dissertation

The graduate programs in psychology are strongly research-oriented. Students are encouraged to become engaged in a variety of research projects.

M.A.: Students must complete a master's thesis.

Ph.D.: Students must complete a doctoral dissertation.

Candidacy

Ph.D.: Students who have been admitted into the doctoral program will be considered for Ph.D. candidacy after they have met all requirements for the M.A. and have passed a qualifying examination in a major area of specialization in psychology. In addition, the department reserves the right to separate from the program a student who, in the opinion of a duly constituted departmental committee, is not likely to succeed professionally despite earning acceptable grades. Proficiency in a foreign language is not a requirement for a doctoral degree in psychology.

Accreditation **American Psychological Association**

750 First St. N.E. Washington, DC 20002-4242 202-336-5500 www.apa.org

(Ph.D., Clinical Psychology)

2.3

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	e 3-Sep-15	Curriculum Bulletin
		Effective Date	Fall 2016	Approved by EPC
Department	Health Sciences			
College	EH - Education, I		n Services	
Degree		ster of Science		
Program Name	Athletic Training	Progi	ram Banner C	ode ATTR
Concentration(s)	Conce	ntration(s) Banner	Code(s)	
Proposal	Establish progra	n		
Description of proper		tablich a MC in A	thlatia Traini	ng (Professional) degree
change edict deliv	ered by the Comm	ission on the Acc	creditation of	am that will fulfill the degree Athletic Training Education Athletic Trainer from the BS to
Does proposed revi	sion change prograr	ກ's total credit hoເ	ırs? 🛛 Yes	□ No
Current total credit l		Proposed total cr		
staffing consideration	ons; need; audience;	prerequisites; tea	cher educatio	ation issues; enrollment and n licensure): ill run concurrently as the MS
program builds. It the full transition i Professional MS in duplication as it is new MS will be a P national certification	will become obsols complete to the Market EXPH with a concar Post-Profession rofessional Prepar	ete and will be re IS degree nation entration in ATT al Program (targe ation program (ta	emoved from ally. Kent Sta R which will d eting already argeting stud	the curricular offerings once ate University also has a Post-continue to run. It is not certified practitioners) and the ents who wish to pursue
ATTR, School of H	,	g o	oo anootoa o,	and proposal).
Department Chair /	2 Owen	REQUIRED END	OORSEMENTS	9 1221 15
V				, ,
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College Pean (or de	signed) where			11,2,15
Dean of Graduate S	tudles (for graduate	pr o posals)		
Provost and Senior \	Vice President for A	cademic Affairs (o	r designee)	

Transmittal Memo

Date: October 23, 2015

To: Catherine Hackney, Associate Dean for Administrative Affairs and Graduate Education

From: Kimberly Peer, Athletic Training

Re: Program Development Plan

Proposal: Program Development Plan for establishing M.S. Athletic Training Professional major

Included: ccp form, proposal summary, PDP, course requirements, BOC content outline, Strategic Alliance statement

Curricular/consultative bodies that have approved this action:

Athletic Training faculty: Spring, 2015

EHHS Dean/Associate Dean/School Director: September 10, 2015

HS SCC: September 18, 2015

Proposal Summary Establish Master of Science Athletic Training Professional Major

Description of Action, Including Intended Effect

The purpose of this proposal is to establish a new entry-level Master of Science Athletic Training Professional [MS ATTR] major to be housed within the School of Health Science [HS] in the College of Education, Health and Human Services [EH]. It is intended to create a Professional Degree program in Athletic Training in response to the recent decision by the Commission on Accreditation of Athletic Training Education (CAATE) to transition the Entry-Level Professional Degree program from the BS to the MS level.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)
Kent State University currently has a BS in Athletic Training that will run concurrently as the MS program builds. It will become obsolete and will be removed from the curricular offerings once the full transition is complete to the MS degree nationally. Kent State University also has a Post-Professional MS in EXPH with a concentration in ATTR which will continue to run. It is not duplication as it is a Post-Professional Program (targeting already certified practitioners) and the new MS will be a Professional Preparation program (targeting students who wish to pursue national certification).

Fiscal, Enrollment, Facilities and Staffing Considerations

The faculty has extensive experience in teaching and supervising athletic training education students. Our program currently has 1 tenured faculty, 1 tenure track faculty and 4 non-tenure track faculty of which 3 are pursuing doctoral degrees. The program also employs several adjuncts and teaching assistants to support our multiple lab sessions for the ATTR program and General Education and other departmental requirements that our faculty teach. The facilities, our classroom and competency lab, was renovated within the last few years. As this is an entry-level program and we are currently running this program at the undergraduate level, we do not anticipate an increase in need for faculty or facilities in the short-term as we will be phasing out the undergraduate program as the entry-level master's (ELM) reaches capacity.

Faculty and on-campus facilities were addressed in item number 7 above. However, off-campus facilities and staff will be addressed here. We currently have clinical site relationships with the major hospitals, high schools, emergency care facilities, physician offices, and clinics in the surrounding areas including Akron, Cleveland and Canton. We have expanded our outreach while maintaining a high level of clinical faculty expertise as our UG program has had a long, strong, and positive tradition. As the residency portion of this program is in the summer and the UG's do not complete summer clinicals, there will be no overlap even as the programs transition completely. Currently, during the academic year, we will have some overlap of undergraduates and graduate students but the number and quality of the facilities and clinical faculty with whom we have relationships will support both programs until the undergraduate program has dissolved.

Although nominal in scope, there are a few additional costs projected from this program. First, we will need to market the program aggressively to facilitate enrollment during the first critical years. With the support of existing university mechanisms for marketing programs, this cost should be nominal. An additional cost anticipated with this program change is the addition of adjunct and/or NTT's to support the UG program and/or the General Education requirements in our program as the FT faculty focus on the core courses in the UG and Graduate programs. We currently have a UG and Graduate Coordinator; however, additional duties in the summer for the ELM program may necessitate supervisory load for faculty that will be offset by the tuition generated from the enrollment. Lastly, the program will work collaboratively with CPM to secure cadavers for the Cadaver Anatomy course which will be offset by tuition generated. Ideally, the program would likely function within the financial limits it currently sustains with the exception of potentially NTT and/or adjuncts to support non-ELM courses as they expand.

Evidence of Need and Sustainability if Establishing

The need for a new degree program is quite clear if Kent State University wants to continue to offer athletic training as an academic program. In May 2015, the Strategic Partners governing the athletic training profession declared that the new degree program for the Entry-level professional would be the Masters program only. Following extensive review by various constituents in the profession yielded several reports: Health Care Economist Report, CAATE Open Comment Report, and NATA Focus Group Final Report. The announcement from the Athletic Training Strategic Alliance for the transition in degree level was announced publically May 2015. The deadline for this change has not yet been formalized, but the CAATE has indicated that it will not be any sooner than 7 years.

There are currently 24 Entry-Level Undergraduate Programs in the state of Ohio, including Kent State University. Of these Entry-Level Undergraduate programs, there are none pending transition into the ELM program as of this date as evidenced on the CAATE website. Only two, one in California and one in South Florida, are documented as transitioning at this time on the official CAATE website.

There is currently only one ELM program in the state of Ohio – University of Findlay which is located in NW Ohio. Additionally, there are only 41 ELM programs nationally. As a national organization, the NATA is organized be geographic regions. Ohio is within District IV of the NATA that is comprised of Ohio, Indiana, Illinois, Michigan, Minnesota, and Wisconsin. Within District IV of the NATA, there are only 5 ELM programs (1 each in MI, WI, IN, MN, OH). Of the surrounding states of West Virginia and Pennsylvania, there are only 2 additional ELM programs (2 in PA).

At this current time, KSU is highly competitive in athletic training education at the undergraduate level. As a stellar program in the state and a program that currently has the faculty and staff to pursue the change to the MS level, we would anticipate being one of the first to transition. Since there is only one other program at the ELM level in Ohio, we would be competitive for students in the state as well as in the district. Duplication regionally would be hard to predict as most programs are currently evaluating the feasibility of transitioning (due to the recent announcement), yet few are acting to transition through formal proposals within the state and district/region as of yet. As a doctoral granting university, our program will also likely be attractive to those who would like to pursue a PhD after graduation.

Relative to employment opportunities, athletic training is one of the fastest growing health care fields through 2018 according to Job Outlook 2022. As a profession, we have many expanding opportunities for athletic training professionals including military, surgical, emergency medicine, and industry evolving. Moreover, KSU has had a strong history of nearly 100% employment or post-graduate education following graduation from our UG ATTR program for nearly a decade. We anticipate this trend will continue with the ELM program. Employer surveys generated from the UG program has yielded positive feedback regarding our graduates. According to the NATA Career Center, there were 2193 new job postings in 2014 for athletic training positions.

As a selective admission program, we will admit approximately 20–30 students per year in each cohort. There will be no stipulation regarding admission regarding numbers of students from either route to the ELM – all students will be considered identically. 20–30 students per year will keep the total program number at approximately 40-60 students which is the capacity for our didactic and clinical sites. This will ensure optimal exposure during clinical rotations. This is important as we anticipate smaller classes while we phase out the Entry-Level ATTR UG program as the ultimate date for closing UG programs approaches.

Timetable and Actions Required: The proposal will go through the required curriculum approval process with changes to take effect fall 2016. The following is the anticipated schedule:

ATTR program approval: Spring, 2015 HS SCC approval: September 18, 2015 presented to EHHS for approval: October 23, 2015 presented to EPC for approval: November 16, 2015

New Graduate Degree Program Development Plan Master of Science in Athletic Training (Professional Degree)

This document should be no more than five pages.

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

This program would be designated as an MS in Athletic Training – Professional with the caveat declaring it an Entry-Level Master's (ELM) degree program as specified by the Commission on Accreditation of Athletic Training Education (CAATE). A major shift in athletic training education occurred in May 2015 in which a formal declaration by the strategic alliance partners in the professional organizations governing Athletic Training that specified that the new entry-level degree for Athletic Training will be the Master's degree program. There are three degree designations from the Commission on Accreditation of Athletic Training Education: Professional Programs (prepare students to challenge the Board of Certification (BOC) examination at BS and ELM levels); Post-Professional Programs (post certified, advanced track degrees); and Post-Professional Residency Programs (Advanced training). Kent currently has the BS Professional Degree and we are seeking an Entry-Level Masters' Professional degree.

The focus of the program is to build upon foundational knowledge from undergraduate degree programs to prepare students to fill the many positions available to the certified athletic trainer. There will be a combined BS MS option or direct admission into the two-year MS program. This curriculum will focus on building clinical and didactic knowledge and skills while developing strong research skills. This program will focus on developing the student's skills and knowledge in the domains specified in the Board of Certification's Role Delineation and Practice Analysis (currently in the 6th edition) to allow them to transition directly to practice in the field after successfully challenging the Board of Certification's national credentialing exam. These domains that prepare the student to practice as a safe and competent Entry-Level Athletic Trainer include Injury/Illness Prevention and Wellness Protection; Clinical Evaluation and Diagnosis; Immediate and Emergency Care; Treatment and Rehabilitation; and Organizational and Professional Health and Well-Being (See Appendix 1: Role Delineation Study/ Practice Analysis, Sixth Edition Content Outline Domain Descriptions and Task Statements).

The program will include the CAATE's competencies as based on the development of the current knowledge, skills, and abilities, as determined by the Commission (currently the 5th Edition of the NATA Athletic Training Education Competencies). The knowledge and skills identified in the Competencies consist of 8 Content Areas:

- Evidence-Based Practice
- 2. Prevention and Health Promotion
- 3. Clinical Examination and Diagnosis
- 4. Acute Care of Injury and Illness
- 5. Therapeutic Interventions
- 6. Psychosocial Strategies and Referral
- 7. Healthcare Administration

8. Professional Development and Responsibility

See more at: http://caate.net/professional-programs/#sthash.j9mlxRoS.dpuf

The disciplinary purpose of this degree program is to challenge the students to consider the domains in light of contemporary health care environments to prepare them for the dynamic career they are about to enter. Through a rigorous yet supportive program, the students will be exposed to and actively engage with state-of-the-art equipment and professionals at world-class facilities and highly recognized professionals. The secondary purpose of this program is to encourage inter-professional collaboration to promote professional development for the students who will be practicing in inter-disciplinary teams.

2. Description of the proposed curriculum.

The proposed curriculum is a two-calendar year program with 60 total credit hours. The program of study consists of a series of prerequisite admission content areas (9 content areas) and a 3.0 cumulative grade point average for consideration. The curriculum involves summer academic work for both semesters. The first summer is to prepare the student with intensive content knowledge and cadaver anatomy which will be collaborative with the College of Podiatric Medicine. The second summer is to allow for an "immersion" experience through a clinical residency as recommended by the CAATE. The remaining semesters will involve 9 CH's each semester which will include didactic and clinical courses. (See Appendix 2: Proposed Curriculum for the ELM ATTR Program).

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

Admission into the program is selective. Beginning in September, applications will be accepted. Applications will close on November 15. Students must have completed the prerequisite courses and must have a 3.0 cumulative GPA at the time of application. All prerequisite courses must have a grade of C or better to be considered. Students can apply in two different tracks: 1.) Undergraduate degree completed and applying for consideration into the MS program or 2.) Combined BS MS program where the student has completed 3 years of an undergraduate program including all prerequisite courses and will then continue with the MS program where 12 credit hours will apply towards completion of the UG degree. These courses will be slashed courses (UG/Grad) courses and will be delivered at the graduate level requirement for the student.

Standard admission criteria and processes at the College of Education Health and Human Services level (EHHS) and School of Health Sciences (SHS) will be relevant for the MS applicants and the Combined program applicants. Departmental arrangements will involve the graduate coordinator considering applications for admission as is currently done. There is no change in administrative arrangements with this new program.

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.

The need for a new degree program is quite clear if Kent State University wants to continue to offer athletic training as an academic program. In May 2015, the Strategic Partners governing the athletic training profession declared that the new degree program for the Entry-level professional would be the Masters program only. Following extensive review by various constituents in the profession yielded several reports: Health Care Economist Report, CAATE Open Comment Report, and National Athletic Trainers' Association (NATA) Focus Group Final Report. The announcement from the Athletic Training Strategic Alliance for the transition in degree level was announced publically May 2015. The deadline for this change has not yet been formalized, but the CAATE has indicated that it will not be any sooner than 7 years. (See Appendix 3: Joint Statement from the Strategic Alliance).

There are currently 24 Entry-Level Undergraduate Programs in the state of Ohio, including Kent State University. Of these Entry-Level Undergraduate programs, there are none pending transition into the ELM program as of this date as evidenced on the CAATE website. Only two, one in California and one in South Florida, are documented as transitioning at this time on the official CAATE website.

There is currently only one Entry-Level Masters' (ELM) program in the state of Ohio — University of Findlay which is located in NW Ohio. Additionally, there are only 41 ELM programs nationally. As a national organization, the NATA is organized be geographic regions. Ohio is within District IV of the NATA that is comprised of Ohio, Indiana, Illinois, Michigan, Minnesota, and Wisconsin. Within District IV of the NATA, there are only 5 ELM programs (1 each in MI, WI, IN, MN, OH). Of the surrounding states of West Virginia and Pennsylvania, there are only 2 additional ELM programs (2 in PA).

(See Appendix 4 for the CAATE program statistics for the EL Undergraduate programs in Ohio, ELM Programs in Ohio, and ELM programs nationwide, respectively)

At this current time, KSU is highly competitive in athletic training education at the undergraduate level. As a stellar program in the state and a program that currently has the faculty and staff to pursue the change to the MS level, we would anticipate being one of the first to transition. Since there is only one other program at the ELM level in Ohio, we would be competitive for students in the state as well as in the district. Duplication regionally would be hard to predict as most programs are currently evaluating the feasibility of transitioning (due to the recent announcement), yet few are acting to transition through formal proposals within the state and district/region as of yet. As a doctoral granting university, our program will also likely be attractive to those who would like to pursue a PhD after graduation.

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5. Prospective enrollment.

As a selective admission program, we will admit approximately 20-30 students per year in each cohort. There will be no stipulation regarding admission regarding numbers of students from either route to the ELM – all students will be considered identically. 20-30 students per year will keep the total program number at approximately 40-60 students which is the capacity for our didactic and clinical sites. This will ensure optimal exposure during clinical rotations. This is important as we anticipate smaller classes while we phase out the Entry-Level ATTR UG program as the ultimate date for closing UG programs approaches.

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

The minority representation in the National Athletic Trainers' Association is relatively low despite efforts to promote diversity recruitment and retention in the profession. For the purposes of potential students to recruit and retain, the numbers are encouraging. There was an increase in student membership in 2014 trending upward by 6.5% in national membership to just over 8000 students. When looking at the categories, approximately 1300 of those 8000 are already certified. As an ELM program, we would then have a potential total pool of approximately 6700 students nationwide. Nationally, there are approximately 1500 ethnically diverse students in the national organization. As reflected in the numbers listed below, there is a slight increase in diversity in the student population from the past years. At Kent State University, we have the potential to actively recruit and retain for several reasons. First, we have been awarded two national grants (Ethnic Diversity Enhancement Grants) over the past decade to help support our initiatives to recruit diverse students into our program. Second, the distinguished reputation of the faculty and through many national and international presentations and publications, students of all ethnicities will be intrigued to collaborate with our faculty throughout their educational program. Third, as an undergraduate program, we have maintained a strong tradition in retaining and recruiting ethnically diverse students and boast a current student enrollment of at least 10%.

Total Members by Category

Mambar Tyma	Members (2014)	Change from 2013		
Member Type	Count	%	Count +/-	% Change	
Certified	32651	78.8%	32236	1.3%	
Associate	672	1.6%	618	8.7%	
Student	8057	19.5%	7568	6.5%	
International	40	0.1%	45	-11.1%	
Total	41420	100.0%	40467	2.4%	

Certified Members by Category

	Members (2	2014)	Change from	Change from 2013	
Member Type	Count	%	Count +/-	% Change	
Certified Regular	27714	84.9%	27325	1.4%	
Career Starter	2347	7.2%	2281	2.9%	
Student Certified	1309	4.0%	1428	-8.3%	
Retired Certified	855	2.6%	763	12.1%	

International Certified	426	1.3%	439	-3.0%
Total	32651	100.0%	32236	1.3%

Ethnicity 2011-2014 Membership Trend

	2014		2013		2012	
	# of Minority Members	% of Total	# of Minority Members	% of Tota	# of al Minority Members	% of Total
Student Members*	1571	19.1%	1444	19.1%	1150	17.0%
Certified Members	4063	12.4%	3924	12.2%	3512	11.7%
All Members**	5634	17.2%	5481	13.5%	4771	12.7%

^{*5.0%} of Students do not provide ethnicity data

Accessed at:

http://members.nata.org/members1/documents/membstats/2014EOYstats.htm

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

The faculty has extensive experience in teaching and supervising athletic training education students. Our program currently has 1 tenured faculty, 1 tenure track faculty and 4 non-tenure track faculty of which 3 are pursuing doctoral degrees. The program also employs several adjuncts and teaching assistants to support our multiple lab sessions for the ATTR program and General Education and other departmental requirements that our faculty teach. The facilities, our classroom and competency lab, was renovated within the last few years. As this is an entry-level program and we are currently running this program at the UG level, we do not anticipate an increase in need for faculty or facilities in the short-term as we will be phasing out the UG program as the ELM reaches capacity.

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

Faculty and on-campus facilities were addressed in item number 7 above. However, off-campus facilities and staff will be addressed here. We currently have clinical site relationships with the major hospitals, high schools, emergency care facilities, physician offices, and clinics in the surrounding areas including Akron, Cleveland and Canton. We have expanded our outreach while maintaining a high level of clinical faculty expertise as our UG program has had a long, strong, and positive tradition. As the residency portion of this program is in the summer and the UG's do not complete summer clinicals, there will be no overlap even as the programs transition completely. Currently, during the academic year, we will have some overlap of undergraduates and graduate students but the number and quality of the facilities and clinical faculty with whom we have relationships will support both programs until the undergraduate program has dissolved.

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

Although nominal in scope, there are a few additional costs projected from this program. First, we will need to market the program aggressively to facilitate enrollment during the first critical years. With the support of existing university mechanisms for marketing programs, this cost

^{** 5.6%} of All Members do not provide ethnicity data

should be nominal. An additional cost anticipated with this program change is the addition of adjunct and/or Non-Tenure Track(NTT) faculty to support the UG program and/or the General Education requirements in our program as the Full-Time faculty focus on the core courses in the UG and Graduate programs. We currently have a UG and Graduate Coordinator; however, additional duties in the summer for the ELM program may necessitate supervisory load for faculty that will be offset by the tuition generated from the enrollment. Lastly, the program will work collaboratively with College of Podiatric Medicine to secure cadavers for the Cadaver Anatomy course which will be offset by tuition generated. Ideally, the program would likely function within the financial limits it currently sustains with the exception of potentially NTT and/or adjuncts to support non-ELM courses as they expand.

PROPOSED ENTRY-LEVEL MASTERS' ATHLETIC TRAINING PROGRAM

PREREQUISITES

Analysis of Human Movement/Kinesiology General Exercise Physiology Course Basic Nutritional Components Chemistry | And II with Lab General Physics Minimally Basic Stats/Methods **Basic ATTR Skills** Cellular Bio With Labs Chemistry I and II w Labs Anatomy and Phys I/II Biological Principles **Exercise Physiology** Physics I with Lab Principles of ATTR Human Nutrition Research/Stats Biomechanics

Summer Year One Cadaver Anatomy & Applied Assessment Ther Modalities Acute injury Dx/Tx/Mgmt	ATTR 60000 ATTR 65037 ATTR 61000	New Course 6 hours New Course 3 hours New Course 3 hours	<u>जिस्</u> <u>के</u>	Summer Year 2 Research Ethics For AHCP Clinical Residency	ATTR 63038 ATTR 63018 ATTR 69999	3 hours 3 hours New Course 6 hours
Fall Year One Clinical Pract I - Prevention and Wellness Ther Rehab Clin Inquiry/EBP	ATTR 65001 ATTR 55039 ATTR 62016	New Course 3 hours 3 hours 3 hours	<u>" 0 4 0</u>	Fall Vear 2 Clinical Practice III - Gen Med Adv Ther interventions O and A	ATTR 65003 ATTR 55041 ATTR 55038	New Course 3 hours New Slash 3 hours 3 hours
Spring Year One Clin Practice II - Adv H/N/Ortho Neurological Processes Quant and Research Methods in ATTR/ExPH	ATTR 65002 ATTR 55050 EXPH 65031	New Course 3 hours New Slash 3 hours 3 hours	አቸር ፈር	Spring Year 2 Clinical Practice IV - Advanced Comps ATTR 65004 Path and Pharm ATTR 55040 Contemporary Issues ATTR 62010	ATTR 65004 ATTR 55040 ATTR 62010	New Course 3 hours 3 hours 3 hours

C or Better in All Prereg Courses 60 Credit Hours TOTAL Credit Hours Required Residency Admission Criteria

Letters of Reference* 3.0 Cumulative GPA



Role Delineation Study/Practice Analysis, Sixth Edition Content Outline Domain Descriptions and Task Statements

Be Certain,

Domain	Title	Description
1	Injury/Illness Prevention and Wellness	Educating participants and managing risk for safe
1.	Protection	performance and function.

A key aspect of the athletic trainer's (AT) education and training is in the area of prevention and risk management. The AT is the front-line professional charged with this duty. Many individuals come to activity in less than ideal condition. They may suffer from disorders such as sickle-cell trait, diabetes or have other conditions predisposing them to injury or illness. Pre-participation screenings are critical to identifying risks and putting prevention plans into action. Additional prevention and risk management strategies undertaken by the AT range from on-site reviews for hazards, monitoring environmental conditions and educating participants on nutrition and performance enhancing drugs to monitoring for overtraining, maintenance of clinical and treatment areas, and development of emergency action plans.

Task	Description
0101	Minimize risk of injury and illness of individuals and groups impacted by or involved in a specific activity through awareness, education, and intervention.
0102	Interpret individual and group pre-participation and other relevant screening information (e.g., verbal, observed, written) in accordance with accepted and applicable guidelines to minimize the risk of injury and illness.
0103	Identify and educate individual(s) and groups through appropriate communication methods (e.g., verbal, written) about the appropriate use of personal equipment (e.g., clothing, shoes, protective gear, and braces) by following accepted procedures and guidelines.
0104	Maintain physical activity, clinical treatment, and rehabilitation areas by complying with regulatory standards to minimize the risk of injury and illness.
0105	Monitor environmental conditions (e.g., weather, surfaces, client work-setting) using appropriate methods and guidelines to facilitate individual and group safety.
0106	Maintain or improve physical conditioning for the individual or group by designing and implementing programs (e.g., strength, flexibility, CV fitness) to minimize the risk of injury and illness.
0107	Promote healthy lifestyle behaviors using appropriate education and communication strategies to enhance wellness and minimize the risk of injury and illness.

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Domain	Title	Description
		Implementing standard evaluation techniques and
2	Clinical Evaluation and Diagnosis	formulating a clinical impression for the
		determination of a course of action.

An AT may be asked to perform in one or more distinct evaluation areas: 1) the pre-participation examination which assists in determining the readiness of an individual to participate in physical activities, 2) an on-field evaluation for acute conditions that had occurred during activity using the primary and secondary survey models, 3) a clinical evaluation, often occurring in a clinical or athletic training facility and 4) the ongoing evaluation of progress of an injury or illness assisting the AT in advancing or modifying current care and making return to play decisions. Through the use of a sequential evaluation process and with the understanding of the injury pathology and any comorbidities of the affected individual the AT provides a clinical diagnosis, determine appropriate immediate care, and establish short and long term goals for the affected individual.

Task	Description	
0201	Obtain an individual's history through observation, interview, and/or review of relevant records to assess current or potential injury, illness, or health-related condition.	
0202	Examine by appropriate visual and palpation techniques the involved area(s) of an individual's body to determine the type and extent of the injury, illness, or health related condition.	
0203	Examine by appropriate and specific tests (e.g., ROM, special tests, neurological tests) the involved area(s) of an individual's body to determine the type and extent of the injury, illness, or health-related condition.	
0204	Formulate a clinical diagnosis by interpreting the signs, symptoms, and predisposing factors of the injury, illness, or health-related condition to determine the appropriate course of action.	
0205	Educate the appropriate individual(s) about the clinical evaluation by communicating information about the current or potential injury, illness, or health-related condition to encourage compliance with recommended care.	

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Domain	Title	Description
		Employing standard care procedures and
3	Immediate and Emergency Care	communicating outcomes for efficient and
		appropriate care of the injured.

The profession of athletic training is unique in that the athletic trainer may be present at the time of an injury or emergency. This requires the clinician be prepared and proficient in all aspects of emergency care. Preparation includes writing, rehearsing and executing emergency action plans for every venue for which the AT is responsible. The AT must demonstrate excellent communication skills, both verbal and/or written, in order to transfer vital assessment information to the healthcare provider, parent, supervisors and others that are involved in the healthcare of the individual.

The recognition of signs and symptoms of life-threatening conditions is the cornerstone of effective management of emergencies. ATs have a vast knowledge of medical conditions that can quickly become emergencies and because the AT is often on-site, they are the primary healthcare professional able to intervene. There are times that injuries require care that warrant referrals. It is the ATs who recognizes these conditions and selects the most effective and safest method to transport the individual to the appropriate healthcare professional.

Task	Description
0301	Coordinate care of individual(s) through appropriate communication (e.g., verbal, written, demonstrative) of assessment findings to pertinent individual(s).
0302	Apply the appropriate immediate and emergency care procedures to prevent the exacerbation of non-life-threatening and life-threatening health conditions to reduce the risk factors for morbidity and mortality.
0303	Implement appropriate referral strategies, which stabilize and/or prevent exacerbation of the condition(s), to facilitate the timely transfer of care for conditions beyond the scope of practice of the Athletic Trainer.
0304	Demonstrate how to implement and direct immediate care strategies (e.g., first aid, Emergency Action Plan) using established communication and administrative practices to provide effective care.

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Domain	Title	Description
4	Treatment and Rehabilitation	Reconditioning participants for optimal
		performance and function.

Following injury, the AT serves as the clinician who designs, administers and executes a plan of care. Included within this plan of care is the implementation of appropriate techniques, procedures, practices and methods that are designed to provide the patient with optimal outcomes. Acting under the direction of a physician and within the scope of practice acts and/or BOC Standards of Professional Practice, the athletic trainer provides a plan of care that is realized through the evaluation of the patient.

Protection from additional insult and appropriate steps toward optimal recovery are included in the ATs plan and execution of care. Effective and clear communication to the patient and appropriate individuals concerned with the patient's care is critical to achieving full return to activity. Treatment objectives are outlined using short and long-term goals. These goals are achieved using appropriate treatment/rehabilitation methods available to the AT. Selection of various treatment/rehabilitation modes is based on sound rationale, appropriate standards of health care, reliable clinical judgment and when available, evidence based medicine.

Task	Description	
0401	Administer therapeutic and conditioning exercise(s) using appropriate techniques and procedures in order to aid recovery and restoration of function.	
0402	Administer therapeutic modalities (e.g., electromagnetic, manual, mechanical) using appropriate techniques and procedures based on the individual's phase of recovery to restore functioning.	
0403	Apply braces, splints, or other assistive devices according to appropriate practices in order to facilitate injury protection to achieve optimal functioning for the individual.	
0404	Administer treatment for injury, illness, and/or health-related conditions using appropriate methods to facilitate injury protection, recovery, and/or optimal functioning for individual(s).	
0405	Reassess the status of injuries, illnesses, and/or conditions using appropriate techniques and documentation strategies to determine appropriate treatment, rehabilitation, and/or reconditioning and to evaluate readiness to return to a desired level of activity.	
0406	Provide guidance and/or referral to specialist for individual(s) and groups through appropriate communication strategies (e.g., oral and education materials) to restore an individual(s) optimal functioning.	

Domain	Title	Description
5	Organizational and Professional Health and Well-being	Understanding and adhering to approved organizational and professional practices and guidelines to ensure individual and organizational well-being.

ATs are charged with many responsibilities including: (1) injury/illness prevention and wellness protection, (2) clinical evaluation and diagnosis, (3) immediate and emergency are, and (4) treatment and rehabilitation. However, in order to properly implement any type of comprehensive athletic training services, an organization must demonstrate and support an appropriate level of organizational and professional health and well-being. Together, organizational and professional health and well-being is defined as an organization's or professional association's ability to function effectively, to cope adequately, to change appropriately, and to grow from within. It is also the process by which the AT empowers patients and employees in the improvement of their health-related physical, mental and social well-being as well has physical and professional well-being of the institution and/or organization.

Whether covering a youth soccer tournament, working in one of several hospital satellite clinics, or running a collegiate athletic training program, the AT relies on these practices, standards, and guidelines. Maintenance of records and accurate documentation is mandatory for communication, reimbursement, risk management, and determining best practices. Emergency action plans with consideration for staffing, coordination of resources, liability, and equipment reduce the risk to the individual and organization. When organizing a health care team or making referrals related to injuries, illness and unhealthy lifestyle behaviors, the AT must be knowledgeable of their scope of practice and the state statutes that regulate their profession and the health professionals with whom they work. Additionally the AT engages in ongoing professional education to ensure the care provided by the organization and healthcare professionals adheres to best practices. For organizations and professions to maintain financial health, the AT must demonstrate the ability to utilize basic internal business skills including, strategic planning, human resource management, budgeting, and facility design. They must be able to apply external business skills, such as marketing and public relations to support organizational sustainability, growth, and development.

Task	Description	
0501	Apply basic internal business functions (e.g., business planning, financial operations, staffing) to support individual and organizational growth and development.	
0502	Apply basic external business functions (e.g., marketing and public relations) to support organizational sustainability, growth, and development.	
0503	Maintain records and documentation that comply with organizational, association, and regulatory standards to provide quality of care and to enable internal surveillance for program validation and evidence-based interventions.	
0504	Demonstrate appropriate planning for coordination of resources (e.g., personnel, equipment, liability, scope of service) in event medical management and emergency action plans.	
0505	Demonstrate an understanding of statutory and regulatory provisions and professional standards of the practice of Athletic Training in order to provide for the safety and welfare of individual(s) and groups.	
0506	Develop a support/referral process for interventions to address unhealthy lifestyle behaviors.	

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Address inquiries in writing to Board of Certification, 1415 Harney St. Suite 200, Omaha, NE 68102.

Suggested Citation: Board of Certification. (2010). The 2009 Athletic Trainer Role Delineation Study. Omaha, NE: Stephen B. Johnson.



Joint Statement from the Strategic Alliance BOC, CAATE, NATA and NATA Foundation

After 2.5 Years of Diligent Analysis, Leaders of the Key Athletic Training Organizations Have Decided to Change the AT Degree Level to a Master's

Decision affecting future ATs was made with the best interests of the profession in mind to ensure a vital place for ATs in the evolving health care arena. Work now begins on the next steps.

Over the past two and a half years the AT Strategic Alliance (BOC, CAATE, NATA and NATA Foundation), under the lead of NATA and CAATE, have been actively engaged in a critical examination of what the appropriate professional degree level should be to best prepare athletic trainers for an integral role in the evolving health care system.

This past weekend a special meeting was held to hear final presentations and to deliberate. The NATA Board of Directors and the Commissioners of the CAATE, with the full support of the Board of Certification and the NATA Research & Education Foundation, have agreed to establish the professional degree in athletic training at the master's level.

Among the data considered in this decision was work produced by the NATA Executive Committee for Education (ECE). This included the *Professional Degree White Paper*, focus groups with existing professional programs at the master's degree level, a health care economist's study specific to athletic training education and numerous open-discussion sessions at state, district and national meetings. Among the CAATE's significant contributions included their knowledge of the accreditation landscape, and the changing higher education environment. They presented expert opinions from Commission physician and administrative members and provided an analysis developed from the CAATE's call for open comments.

The CAATE Standards for Accreditation of Professional Athletic Training Programs will be changed to include a requirement that professional programs be at the master's degree level with a specific implementation deadline of no less than seven years. This does not require currently certified ATs to obtain an additional degree. The deadline to require a master's degree to sit for the BOC examination will affect students who are not yet in high school.

next several weeks, the alliance will launch a website that will provide more information on the implementation as well as an opportunity for members of the profession to ask questions. The site will also provide a synopsis of the research that went into this decision and responses to questions raised during the months of gathering feedback. An in-person session will be held at the NATA 2015 convention to address "what's next" questions. The presentation will be recorded and posted online so that all ATs have access to the dialogue. As the process moves forward, there will be several additional opportunities for conversations about next steps. Given the current state of higher education and health care, change is not only inevitable, but necessary. The Strategic Alliance has a responsibility to be the visionaries for the growth of the profession. This decision is not about today. It is about the future and longevity of the AT profession. The decision was not made lightly, and the approach to implementation will be treated with the same seriousness as the decision.

The CAATE anticipates releasing information about the implementation timeline after its August 2015 Commission meeting and looks forward to working with institutions and professional programs as they transition to the master's degree. NATA and the CAATE will provide tools, resources and best practices to assist with the process, as well as ongoing updates on the implementation and timeline. The goal is to make this transition as simple as possible for all involved.

Athletic trainers have historically played a major role in the provision of health care for life and sport. The AT's role and scope of practice continues to evolve in response to the dynamic nature of health care. As a result, ATs are considered by physicians to be integral members of the interprofessional health care team.

A critical link to acceptance in the broader health care arena is the ATs level of professional preparation. This decision to shift the degree level is essential to ensuring our future ability to meet the expectations of the health care team, to continuing to improve patient outcomes, and to keeping our profession sustainable for generations to come.

About the Strategic Alliance

The Strategic Alliance is a group of four leading organizations committed to the athletic training profession and to the delivery of quality healthcare to the public. The four member organizations are the Board of Certification, Inc. (BOC), the Commission on Accreditation of Athletic Training Education (CAATE), the National Athletic Trainers' Association (NATA) and the NATA Research & Education Foundation (NATA Foundation).

Each member of the Strategic Alliance serves a distinct group of stakeholders, yet all members have a shared interest in advancing the athletic training profession. Members collaborate to research and deliberate current topics of interest to the profession; solicit feedback from the public: and communicate findings and positions to all stakeholders. The Strategic Alliance offers its joint statements in an informed manner based upon what is best for students, patients and the profession.

CAATE | 6850 Austin Center Blvd., Suite 100 | Austin, TX 78731-3184

KENT STATE UNIVERSITY EPC Agenda | 16 November 2015 | Attachment 26 | Page 1 **CERTIFICATION OF CURRICULUM PROPOSAL**

	Preparati	on Da	ite 7-Aug-15	Curriculum Bulletin
	Effective	Date	Fall 2016	Approved by EPC
Department	Lifespan Development and	Educ	ational Science	es
College	EH - Education, Health and			
Degree	CER6 - Pe	ost-Ba	accalaureate Ce	ertificate
Program Name	Nursing Home Administrat	ion	Program Bann	er Code C637
Concentration(s)	Concentration(s)	Banne	er Code(s)	
Proposal	Offer program at another ca	ampu	s or off site	
Description of prop This action extend Stark.		stratic	on post-baccala	ureate certificate to Kent State
Does proposed rev Current total credit	ision change program's total cre hours: 18 Proposed		ours?	⊠ No
staffing consideration The proposal will		ites; te nd is i	eacher education	tion issues; enrollment and n licensure): rease enrollments for potential ot require additional faculty or
Human Develome	ner departments, programs or c nt and Family Studies; Geron ork is currently offered	•	•	• • •
	REQUIRE	ED EN	IDORSEMENTS	
P. Dell M. Department Chair /	School Director			10 17 12015
Campus Dean (for I	Regional Campuses proposals)			
Cathui	ertail	·		10 123 115
College Dean (or de Dean of Graduate S	esignee) Studies (for graduate proposals)		<u>.</u>	11,2,15
	Vice President for Academic Af		or designee)	

Proposal Summary Nursing Home Administration Post-Baccalaureate Certificate Revision

Description of Action, Including Intended Effect

The purpose of this proposal is to revise the Nursing Home Administration certificate [C637], housed in the School of Lifespan Development and Educational Sciences [LDES] within the College of Education, Health and Human Services [EH] by extending the program to Kent State Stark.

Currently, students from Stark campus who want to register for the NHA program at the post-baccalaureate level have to enter as Kent campus students. However, the second largest enrollment for this program are Kent State Stark students. These students often spend full-time hours at practicum sites in Stark and surrounding counties. Several partner facilities are located in Stark County, one of whom recently participated in a year-long partner relationship with Kent State Stark students on the Great Lakes Internship Readiness Grant 2014-2015. Additionally, all of the required coursework is already being offered at this campus. Consequently, it makes sense to extend this newly-established post-baccalaureate certificate to Kent State Stark.

Admission, course, and graduation requirements will remain the same. Although catalog information is not changing, Kent State Stark will be able to market the availability of this certificate for their campus.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)
Extending the NHA Certificate Post Bac to Kent State Stark will not impact other programs. Resources are currently in place and will not require additional faculty or staff.

Fiscal, Enrollment, Facilities and Staffing Considerations

The NHA program is a well-established program with growing enrollment. Graduate students from surrounding counties and the Regional System may have a convenient location to complete the program.

Evidence of Need and Sustainability if Establishing N/Λ

Provisions for Phase-Out if Inactivating

N/A

Timetable and Actions Required: The proposal will go through the required curriculum approval process with changes to take effect fall 2016. The following is the anticipated schedule:

HDFS program approval: August 25, 2015 LDES SCC approval: October 7, 2015 presented to EHHS for approval: October 23, 2015 presented to EPC for approval: November 16, 2015

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	Г	eparation Date	3 30-301-13	Curriculum Bulletin
	Ef	fective Date	Fall 2016	Approved by EPC
Department	Lifespan Developme	nt and Educa	tional Science	es
College	EH - Education, Heal			
Degree			calaureate Ce	ertificate
Program Name	3ehavioral Interventio			
Concentration(s)		tion(s) Banner		-,
Proposal	Offer program fully o		(-,	
Description of pro This action reque Program (BISCP	ests authorization to del	iver the Beha	vior Intervent	ion Specialist Certificate in the university catalog.
	vision change program's t		rs? 🗌 Yes	⊠ No
Describe impact o staffing considerat No impact	n other programs, policies tions; need; audience; pre	or procedure requisites; tea	s (e.g., duplica cher educatior	tion issues; enrollment and licensure):
Units consulted (o None	ther departments, progran	ns or campuse	es affected by t	his proposal):
	RE	QUIRED END	ORSEMENTS	а. — житте держинатери буд. — жизтинате да дан гла жизтин зарачтинательную мерендарай ступа в ста выстав
1. Dellman	n-Jankens			9 117 12015
Department Chair	/ School Director		,	
				1 1
Campus Dean (for	Regional Campuses prop	osals)		
Cathuir	EHuck			<u>6,23,05</u>
College Dean (or d	esignee) List Jahranda	A contraction in the second		11,2,15
Dean of Graduate	Studies (for graduate prop	ģsals)		
Provost and Senior	Vice President for Acade	mic Affairs (or	designee)	

Proposal Summary Behavior Intervention Specialist Post-Baccalaureate Certificate Revisions

Description of Action, Including Intended Effect

The purpose of this proposal is to revise the Behavior Intervention Specialist Post-Baccalaureate Certificate [C605] delivered by the Special Education [SPED] program, housed in the School of Lifespan Development and Educational Sciences [LDES] within the College of Education, Health and Human Services [EH] as follows:

- 1. Univeristy-level designation of the Behavior Intervention Specialist Certificate Program (BISCP) as a 100% online graduate certificate program is sought. This will enable the BISCP to be added to the list of 100% online programs on the university website and facilitate student applications to the program. This certificate is already recognized as an online program at the State level but the paperwork had not been submitted internally through Kent State University's curriculum approval process.
- Change the catalog description of the BISCP to remove the requirement that potential applicants be licensed teachers or school psychologists. This will facilitate student applications to the program.
- 3. Through the course catalog update system: change SPED 63031 Program Development and Ethical Application of ABA course title to Program Development in ABA and update prerequisites, content allocation hours, textbook, and instructor information. Ethical content was moved to a stand-alone ethics in ABA course in Spring, 2015.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues) None. There are no new courses or requirements being added to the program. This action will allow the program to be marketed and advertised as fully online.

Fiscal, Enrollment, Facilities and Staffing Considerations

None. There are no new courses or requirements being added to the program.

Evidence of Need and Sustainability if Establishing Not applicable.

Provisions for Phase-Out if Inactivating

Not applicable.

Timetable and Actions Required: The proposal will go through the required curriculum approval process with changes to take effect Fall 2016. The following is the anticipated schedule:

Special Education program approval: August 28, 2015 LDES SCC approval: September 16, 2015 presented to EHHS for approval: October 23, 2015 presented to EPC for approval: November 16, 2015

Search

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Jndergraduate Programs

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Graduate Programs

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College

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Behavioral Intervention Specialist (Post Bachelor's)

Kent State University 2015 Catalog > College of Education, Health and Human Services > Certificates > Behavioral Intervention Specialist (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 E-mail: oss@kent.edu

Web: www.kent.edu/ehhs/ldes

The Behavioral Intervention Specialist certificate is for currently licensed special education teachers and school psychologists or to graduate students currently enrolled in programs that will lead to licensure. Through studies in special education and school psychology, as well as supervised field based experiences, students gain specialized knowledge and skills to collaborate with professional teams and parents to develop, implement and evaluate positive behavior support programs for children and youths with behavioral concerns.

Course		Title
SPED	53030	Applied Behavior Analysis I
SPED	53031	Applied Behavior Analysis II
SPED	63031	Program Development and Ethical Application of in Applied Behavior Analysis
SPED	63032	Advanced Interventions for Addressing Severe Behavior
SPED	63033	Ethical and Professional Conduct in Applied Behavior Analysis
SPED	63301	Single Subject Research Methods
SPED	64892	Advanced Practicum (3-4)

Click here for gainful employment disclosure on this certificate for 2013-2014.

The Behavior Intervention Specialist Certificate Program is a highly specialized sequence that imbues the theoretical orientation and practical application of applied behavior analysis. Through coursework in special education, as well as supervised field-based experiences, students gain specialized knowledge and skills to collaborate with professional teams and parents to develop, implement and evaluate positive-behavior support programs for children and youths with behavioral concerns. Students who have completed a bachelor's degree or master's degree in Special Education or a related field may apply. Students seeking the Board Certified Behavior Analyst (BCBA) credential must meet additional requirements outlined by the Behavior Analyst Certification Board (www.bacb.com).



Home | Emergency Information | Jobs | For the Media | Mobile Site



John R. Kasich, Governor John Carey, Chancellor

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/hybrid¹ delivery model. The 50 percent marker excludes internships, clinical practicum, field experiences and student teaching.

Date of submission:

08-14-15

Name of institution:

Kent State University

Degree/degree program to be offered using online or blended/hybrid delivery:

Behavior Intervention Specialist Certificate Program (BISCP) [C605]

delivered by the Special Education program

Primary institutional contact for the request

Name:

Dr. Melody Tankersley

Title:

Dean, Graduate Studies

Phone number:

330-672-4734*****

E-mail:

mtankers@kent.edu

Proposed start date:

Fall, 2016

Date that the request received final approval from the appropriate institutional committee:

Approved by the Educational Policies Council, a subcommittee of the Faculty Senate on [DATE]

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

delivery: Yes

Educator preparation program that leads to licensure or endorsement: NO

primarily delivered orally or in writing. For this document, on-ground courses include those that are web-facilitated.

¹ For this document, the following definitions will be used:

Online: A course where most (80+ percent) of the content is delivered online and typically requires no face-to-face meetings.

Blended/hybrid: Course that blends online and on-ground/face-to-face delivery. Substantial proportion of the content is delivered online; typically uses online discussion and has a reduced number of face-to-face meetings. Web-facilitated: Course that uses web-based technology to facilitate what is essentially a face-to-face course. Examples of this may be the instructor posting the syllabus or list of assignments on a web page or to a course management system, or requiring some quizzes to be taken via an online method.

On-ground (aka traditional or face-to-face): Course that uses little or no online technology, where content is

3. CURRICULUM

3.1 Will the online or blended/hybrid program be offered <u>instead of or in addition to</u> the onsite program?

No, the BISCP will be offered 100% online.

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.

There is no 100% on-ground offering of the BISCP for comparison. While there are sections of SPED 53030 Applied Behavior Analysis I, SPED 53031 Applied Behavior Analysis II and SPED 63301 Single Subject Research Methods offered on-grounds as a part of a graduate degree in Special Education, there will be dedicated and differentiated online sections of these courses for students enrolled in the BISCP. The remaining three courses and the Advanced Practicum in the BISCP will only be delivered as online courses.

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. For example, each of the course instructors utilizes technology such as discussion boards, threaded discussions, video, Skype, Adobe Connect, Wimba, and Google Hangout to engage students as a class, as well as to offer them ways to interact with each other throughout the courses. While courses are delivered in an asynchronous format, students have deadlines for posting content to increase the interactive nature of the courses.

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.

Instructors are responsive to inquiries from students and are available to students via email, telephone, or in person. Additionally, Blackboard Learn offers discussion boards, threaded discussions, and shared workspace 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.

The quality and effectiveness of the BISCP will be evaluated by using the results of the Student Survey of Instruction that is completed at the end of each course. The Coordinator of Special Education, as well as the School Director of Lifespan Development and Educational Sciences will review the results. Additionally, the number of students who enroll in and complete the program will measure the quality and effectiveness of the BISCP. Finally, the number of students who are able to take the knowledge and skills that they gained in the BISCP and pass the Board Certified Behavior Analyst (BCBA) Examination will measure the quality and effectiveness of the BISCP.

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)
SPED 53030 Applied Behavior Analysis I				Yes	Taught by SPED Faculty
SPED 63031 Program Development/Ethical Application of Applied Behavior Analysis				Yes	Taught by BCBA
SPED 53031 Applied Behavior Analysis II				Yes	Taught by SPED Faculty
SPED 63301 Single Subject Research Methods				Yes	Taught by SPED Faculty
SPED 63033 Ethical and Professional Conduct in Applied Behavior Analysis				Yes	Taught by BCBA
SPED 63032 Advanced Interventions for Addressing Severe Behavior				Yes	Taught by BCBA
SPED 64892 Advanced Practicum				Yes	Taught by BCBA

4. FACULTY AND ADMINISTRATION

4.1 Describe the duties of the individual who has major responsibility for the administration and coordination of the online or blended/hybrid program. Describe the qualifications of this individual for the oversight of a distance education program and provide this individual's CV as an appendix item.

Dr. Christine Balan is the advisor for all students enrolled in the BISCP. Dr. Balan recruits students, advertises the BISCP program, responds to inquiries about the program from prospective students, reviews BISCP applications, advises students about the sequence of coursework in the BISCP, approves students' plan of study, ensures BISCP curriculum is approved under the current requirements of the Behavior Analyst Certification Board (BACB), maintains BACB-qualifications for advising students in the BISCP, monitors student progress through the program, and contributes to national program certification reports. Dr. Balan has taken the initiative to developed the technology skill set necessary to run a certificate program online as a way to remove logistical barriers imposed by having students to come to campus to access coursework.

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.

Faculty members' responsibilities to the online program will not impact their teaching load, advising, research, scholarship, or participation on faculty committees. Faculty involvement in the BISCP will be focused on the three core courses that are also required in the Special Education graduate program (i.e., SPED 53030 Applied Behavior Analysis I, SPED 53031 Applied Behavior Analysis II and SPED 63301 Single Subject Research Methods). As such, the teaching of these three courses will be incorporated into faculty load. The BISCP is fully staffed and no additional faculty 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 to faculty and students in person, via telephone or email, and 24/7 through an online support system. 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	tor title part-		Terminal degree title, discipline on diploma, institution, year	Course instructor will teach in proposed program	Experience teaching distance education courses/professiona l development in DL	Number of courses instructor will teach/year (include traditional & DL)
Dr. Christine Balan	Professor, NTT & BISCP Faculty Advisor	FT	PhD, Special Education, Kent State University, 1994	None	Blackboard Learn training; experience delivering course through distance learning and online	0
Dr. Lyle Barton	Professor Emeritus	FT	Ed.D., Special Education, Northern Illinois University, 1981	SPED 53030 Applied Behavior Analysis I SPED 53031 Applied Behavior Analysis	Experience teaching online courses for numerous years	8
Dr. Sanna Harjusola- Webb	Harjusola- Professor		Ph.D., Special Education, University of Kansas, 2006	SPED 63301 Single Subject Research Methods	Experience teaching online courses for numerous years	4

inne institution, year		Course instructor will teach in proposed program	Experience teaching distance education courses/professiona I development in DL	Number of courses instructor will teach/year (include traditional & DL)		
Dr. Andrew Wiley	Associate Professor	FT	Ph.D., Special Education, University of Virginia, 2008	SPED 63301 Single Subject Research Methods	Experience teaching online courses for numerous years	5
Dr. Pena Bedesem	Associate Professor	FT	Ph.D., Special Education, University of Central Florida, 2010	SPED 63301 Single Subject Research Methods	Experience teaching online courses for numerous years	5
Dr. Jennifer Sweeney	Instructor, Board Certified Behavior Analyst - Doctoral	PT	Ph.D., Special Education, Kent State University, 2010	SPED 63031 Program Development/ Ethical Application of Applied Behavior Analysis SPED 64892 Advanced Practicum	Experience teaching online courses for numerous years	2
Rosemarie Griffith	Instructor, Board Certified Behavior Analyst	РΤ	Ed.S., Administration, Cleveland State University, 2008	SPED 63033 Ethical and Professional Conduct in Applied Behavior Analysis	Experience teaching online courses	1
Carrie Yasinosky	Carrie Instructor, M.A. Yasinosky Board Educa Certified PT State		M.A., Special Education, Kent State University, 2007	Education, Kent Advanced Interventions state University, for Addressing Severe		1
Stacy Cianciolo	Board Psychology, John		SPED 63031 Program Development/ Ethical Application of Applied Behavior Analysis SPED 64892 Advanced Practicum	Experience teaching online courses	1	

APPENDICES

Appendix Description

- A Course Syllabi
- B Christine Balan vita
- C BISCP Faulty vitae

Kent State verifies that the information in this request is truthful and accurate.

Respectfully,

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

KENT STATE UNIVERSITY Ovember 2015 | Attachment 28 | Page 1 CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Da	te 21-Sep-16	Curriculum Bulletin
		Effective Date	Fall 2016	Approved by EPC
Department	Nursing			
College	NU - Nursing			
Degree CER8 - Post-Mast	MSN	- Master of Science	in Nursing	
Program Name	NURSING Pro	gram Banner Code		
Concentration(s)		centration(s) Banne	Code(s)	
Proposal	Offer program			
1. All concentration	eks to offer a 100 ons of the MSN p		n of:	
2. The following p	ost-master's ceri	tificate programs:		
Adult Gerontology Family Nurse Prac Adult Gerontology Nursing and Healt Psychiatric Menta Pediatric Primary Does proposed revi Current total credit I	ctitioner / Primary Care No hcare Manageme I Health Nurse Pr Care Nurse Pract ision change progr	urse Practitioner ent actitioner titioner ram's total credit hou		⊠ No
Current total credit i	nours: varies	Propose	d total credit ho	ours same
Describe impact on staffing consideration	other programs, pons; need; audienc	policies or procedure ce; prerequisites; tea	s (e.g., duplica cher educatior	tion issues; enrollment and i licensure):
meet student mark offered online. The of those remaining	et demand. The period is no new property is no new property is courses that cut	majority of courses ogramming being p rrently do not have	in these prog roposed, only online alterna	exible and attractive options to grams are already being y a change in delivery method atives. Therefore, no changes online course development
Units consulted (other	er departments, pi	rograms or campuse	s affected by t	his proposal):
COLUMN TO THE PARTY OF THE PART		REQUIRED END	ORSEMENTS	
				1 1
Department Chair / S	School Director			***************************************
Barons &	roome			10/13/15
Campus Dean (for R	egional Campuse:	s proposals)		
				1 1

College Dean (or designee)
Curriculum Services | Form last updated June 2015

	Thelode Vartuesly	Page 2 of 2
,	Dean of Graduate Studies (for graduate proposals)	EPC Agenda 16 November 2015 Attachment 28 Page 2
	Senior Vice President for Academic Affairs or Provost (c	or designee)

KENT STATE UNIVERSITY Vovember 2015 | Attachment 28 | Page 3 CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	e 18-Sep-15	Curriculum Bulletin
		Effective Date	Fall 2016	Approved by EPC
Department	College of Nursi	na		
•	NU - Nursing	ng		
College	NO - Nursing	CEDO	Post-Master's	Contificato
Degree	D		Post-Master:	s Certificate
Program Name	•	am Banner Code	- ·	
Concentration(s)		gy Acute Care Nu		·
		Banner Code(s) \	/NU-CER8-C8	40
Proposal	Revise program			
Description of prop	osal;			
IV. Establish comp based on recomm based on a gap an	oletion criteria for e endations from ma alysis.	certificates in the ajor nursing organ	College of Nunizations that	icates in the College of Nursing Irsing. V. Revise program plan certificates in nursing be
Does proposed revi				□No
Current total credit	nours: 12	Proposed total cr	edit nours 10-	19
Describe impact on staffing consideration				tion issues; enrollment and n licensure):
university. Studer with master's nurs same teaching-lea concurrently with additional faculty of	its in each of the c ling students, mee rning strategies. A admissions to each or personnel will b	ertificates will be t the same studer dmission of student master's concer e required.	in the same to the learning out ents into each entration in the	ms in the College of Nursing or heory and practicum courses toomes, and exposed to the certificate will occur College of Nursing. No
Units consulted (oth Not applicable	er departments, pro	grams or campuse	is affected by t	nis proposai):
Not applicable				
	eagure de principal de principal de la companya de principal de princi	REQUIRED END	ORSEMENTS	
Department Chair / S	School Director			
				1 1
Campus Dean (for R	legional Campuses	proposals)		
Burton S	assal			10 , 13 , 15
College Dean (or de	signee) (_		
<u>//h</u>	clody and	proporti		11/6/15
Dean of Graduate St	uuica (itu yraduale	hinhnages)		
				1 1

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

Proposal Summary Revise College of Nursing Certificates and Change Certificate Titles Inactivate Two College of Nursing Certificates

Description of Action, Including Intended Effect

This proposal seeks to:

- I. Inactivate 2 certificates:
 - Psychiatric Mental Health Family Nurse Practitioner for Adult Psychiatric Mental Health Nurse Practitioner or Adult Psychiatric Mental Health Clinical Nurse Specialist
 - b. Psychiatric Mental Health Family Nurse Practitioner for Child/Adolescent Psychiatric Mental Health Clinical Nurse Specialist
- II. Change titles for all certificates in the College of Nursing
- III. Create a catalog description of post-master's certificates in the College of Nursing.
- IV. Establish admission criteria for all certificates in the College of Nursing
- V. Establish completion criteria for all certificates in the College of Nursing
- VI. Revise program plans for all certificates in the College of Nursing based on recommendations from major nursing organizations (e.g., Commission of Collegiate Nursing Education, National Organization of Nurse Practitioner Faculties, and American Nurses Credentialing Center) that certificates in nursing be based on a gap analysis. This means that for post-graduate certificates, student transcripts of prior master's courses are evaluated through a gap analysis and based on that analysis, a program plan is developed that includes the necessary theory and practicum course requirements.
- I. Two certificates will be inactivated: (a) Psychiatric Mental Health Family Nurse Practitioner for Adult Psychiatric Mental Health Nurse Practitioner or Adult Psychiatric Mental Health Clinical Nurse Specialist, and: (b) Psychiatric Mental Health Family Nurse Practitioner for Child/Adolescent Psychiatric Mental Health Clinical Nurse Specialist. Master's prepared adult psychiatric mental health nurse practitioners, adult psychiatric mental health clinical nurse specialist, and child/adolescent psychiatric mental health clinical nurse specialist will be able to apply to the revised certificate, Psychiatric Mental Health Nurse Practitioner Certificate (see sections II V below).
- II. Title changes for certificates in the College of Nursing will be:

Current Title	Proposed Change in Title
Adult Gerontology Acute Care Nurse Practitioner (Post Master's)	Adult Gerontology Acute Care Nurse Practitioner Certificate No CNANGE
Adult-Gerontology Clinical Nurse Specialist (Post Master's)	Adult Gerontology Clinical Nurse Specialist Certificate
Advanced Practice Registered Nurse: Nurse Practitioner Adult Gerontology Primary Care (Post Master's)	Adult Gerontology Primary Care Nurse Practitioner Certificate
Advanced Practice Registered Nurse: Nurse Practitioner Family (Post Master's)	Family Nurse Practitioner Certificate
Nurse Education (Post Master's)	Nurse Educator Certificate
Nursing and Health Care Management (Post- Master's)	Nursing and Health Care Management Certificate NO CNANGE

Pediatric Nurse Practitioner (Post Master's)	Pediatric Primary Care Nurse Practitioner Certificate]
Psychiatric Mental health Family Nurse Practitioner	Psychiatric Mental Health Nurse Practitioner	
for Non-Psychiatric Mental Health Advance	Certificate	_
Practice Nurse		
Women's Health Nurse Practitioner-(Post-Master's)	Women's Health Nurse Practitioner Certificate NO	CHANGE

- III. The description of the post-master's certificate in the College of Nursing will be:

 The College of Nursing offers post-graduate certificates in all master's concentrations to allow graduate-prepared nurses to pursue advanced education and additional specialization, and to prepare students to sit for national certification in selected areas. The following certificates are offered:
 - 1. Advanced Practice Registered Nurse (APRN) Certificates
 - a. Adult Gerontology Acute Care Nurse Practitioner Certificate
 - b. Adult Gerontology Clinical Nurse Specialist Certificate
 - c. Adult Gerontology Primary Care Nurse Practitioner Certificate
 - d. Family Nurse Practitioner Certificate
 - e. Pediatric Primary Care Nurse Practitioner Certificate
 - f. Psychiatric Mental Health Nurse Practitioner Certificate
 - g. Women's Health Nurse Practitioner Certificate
 - 2. Nurse Educator Certificate
 - 3. Nursing and Health Care Management Certificate

The program of study in each post-master's certificate represents concentration-specific coursework related to role and population competencies. A gap analysis will be completed for each applicant, whereby the applicant's transcript will be compared to the certificate program plan. Syllabi of courses to be considered for transfer in the gap analysis will be examined carefully to determine equivalency. A course may be transferred only if the review of the applicant's transcript and course syllabus indicates that the required course on the certificate program plan has already been successfully completed and a "B" or higher was achieved in the course being considered for transfer.

The College of Nursing complies with the University policy related to certificates needing 50% course residence (i.e., at least 50% of courses must be taken at Kent State University). The College of Nursing also complies with National Organization of Nurse Practitioner Faculties (NONPF) standard, which stipulates that post-graduate certificate students who are not already nurse practitioners must complete a minimum of 500 supervised direct patient care clinical hours. An exception to this NONPF standard is for post-graduate certificate students who are already PMH Clinical Nurse Specialists and are seeking the PMH Nurse Practitioner certificate; direct patient care practicum experiences for these students should be sufficient to establish/demonstrate competency in the role and population-focused area.

IV. The following admission requirements will be established for all certificates in the College of Nursing:

Applicants must have:

- 1. An active, unrestricted RN license in the state in which practicum hours will be completed.
- 2. An earned master's in nursing or doctorate in nursing practice from an accredited nursing program.
- 3. A graduate GPA of 3.0 or greater on a 4.0 scale.

- 4. Resume or curriculum vitae.
- 5. Transcripts of all previous graduate coursework.
 - a. For applicants applying to the Advanced Practice Registered Nurse (APRN) certificates and nurse educator certificate, transcripts must indicate completion of graduate level advanced pathophysiology, advanced pharmacology, and advanced health assessment with a grade of B or higher in each course. Applicants who do not meet the grade requirement for advanced pathophysiology, advanced pharmacology, and advanced health assessment may be considered for a conditional admission.
 - i. For applicants applying to any of the APRN certificates and who have not practiced as APRN within the 2-year period preceding application to the certificate, advanced pathophysiology, advanced pharmacology, and advanced health assessment must not be greater than 5 years old at the time of the student's first semester course registration.
- 6. Syllabi of all courses to be considered for transfer in the gap analysis.
- 7. Three letters of reference from health care professionals or faculty members.
- 8. Evidence of one of the following, for international students:
 - a. A minimum internet TOEFL score of 83;
 - b. A minimum paper-based TOEFL score of 560;
 - c. A minimum MELAB score of 78;
 - d. A minimum PTE score of 55, or;
 - e. A minimum IELTS score of 6.5.

For more information about graduate admission, please visit the Graduate Studies website.

- V. The following completion requirement will be established for all certificates in the College of Nursing:
 - The College of Nursing complies with the University standard for Grade Point Average. Please refer to the University Catalog section on Academic Standing Graduate Studies.
- VI. Programs plans for all certificates have been revised to reflect concentration specific theory and practicum courses and to allow for a gap analysis. See Appendices A through I for current and revised program plans for each certificate.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

The items in this proposal will not have any impact on other programs in the College of Nursing or university. Students in each of the certificates will be in the same theory and practicum courses with master's nursing students throughout all concentrations, will meet the same student learning outcomes, and will be exposed to the same teaching-learning strategies.

Fiscal, Enrollment, Facilities and Staffing Considerations

Admission of students into each certificate will occur concurrently with admissions to each master's concentration in the College of Nursing. No additional faculty or personnel will be required.

Evidence of Need and Sustainability if Establishing

Although enrollment into certificates in the College of Nursing has been historically low, they do meet an important need for master's prepared nurses who desire to increase their specialization and scope of practice.

Provisions for Phase-Out if Inactivating

Two certificates will be inactivated: (a) Psychiatric Mental Health Family Nurse Practitioner for Adult Psychiatric Mental Health Nurse Practitioner or Adult Psychiatric Mental Health Clinical Nurse Specialist, and: (b) Psychiatric Mental Health Family Nurse Practitioner for Child/Adolescent Psychiatric Mental Health Clinical Nurse Specialist. Currently there are 3 students in the Psychiatric Mental Health Family Nurse Practitioner for Adult Psychiatric Mental Health Nurse Practitioner or Adult Psychiatric Mental Health Clinical Nurse Specialist certificate; one student will be graduating in spring of 2016 and the other two students will be transferred to the new certificate, Psychiatric Mental Health Nurse Practitioner Certificate. There are no students in the Psychiatric Mental Health Family Nurse Practitioner for Child/Adolescent Psychiatric Mental Health Clinical Nurse Specialist certificate.

Timetable and Actions Required: a chronology of actions required to approve the proposal with an anticipated implementation date for each action

September 28, 2015 GCC will review and vote
October 26, 2015 CAC will review and vote
October 26, 2015 Proposal will be sent to EPC

AY 2016-2017 Certificate revisions will be implemented

Q

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- > College of Education, Health and Human Services
- » College of Podiatric Medicine
- College of Public Health
- College of the Arts
- Honors College
- Regional College
- School of Digital Sciences
- University College

Links to cares y

College of Nursing Kent State University 2015 Catalog > College of Nursing

Undergraduate Academic Advising Offices: 113 and 216 Henderson Hall

330-672-7911

http://www.kent.edu/nursing

Graduate Academic Advising Offices:

214 Henderson Hall

330-672-2234

http://www.kent.edu/nursing

INTRODUCTION

The Kent State University College of Nursing provides courses of study at the baccalaureate, master's and doctoral levels. Graduates of the Bachelor of Science in Nursing are eligible to apply to take the state licensing examination to become professional registered nurses. Studyfor the Master of Science in Nursing degree includes options for clinical focus in acute care, adultgerontology, family, healthcare management, pediatric, psychiatric mental health or women's health areas. As well as role function in administration, clinical specialization or as nurse practitioners. Doctoral course work is available in Doctor of Philosophy and Doctor of Nursing Practice degrees.

Departments and Schools

College of Nursing

Academic Programs

Undergraduate Programs

Nursing

Graduate Programs

Advanced Nursing Practice

Advanced Practice Nursing

Certificates

Graduate Certificates

Create link to Post-Master's Cuitificates

Adult Geromology Açule Cere Nurse Practioner

(POSTMASTERS) Adult Gerentology Heute Cure Nurse
Adult Gerontology ConscarNurse Specialist Dost Practitioner Certificate Master's) Adult Gerontology Clinical Nurse Specialist Certificate
Advanced Practice Registered Nurse Nurse
Practitioner Adult Gerontology Primary Care
(Post-Master's) Adult Gerontology Primary Care Nurse Practitioner
Advanced Practice Registered Nurse; Nurse

Certificate

Description Requirements

(3) Join Pleton Regulations

(3) Links to each certificate

(4) Links to each certificate

Practitioner Family (Post Master's) Family Nuise Practitioner Cortificate Nursing and Health Care Management (Post

Masters) Nursing and Health Case Management Certificate Nursing Education (Past Master's) NUTSE Educator Certificate

Right Master (a)

Primary Care Pediatric Nurse Practitioner (Post Masters Pediatric Primary Care Nurse Practitioner Paychiatric Mengal Health Family Nurse Circle ficate

Princillionar for Adult Psychiatric Mental Health Nurse Precisionekor Adult Psychiatric Mental Health Clinical Nurse Specialist

Psychiatric Mental Health Family Norse Practitioner for Non-Psychiatric Montal Health Sychiatric Mental Advance Practice Nurse

Health Nurse Practitioner Certificate

Psychiatric Mental Health Family, Murga Ptactitioner for Psychiatric Mental Health Child/Adolescent Clipical Murse Specialist

Master's)

Women's Health Nurse Proctitioner Certificate

Policies

Appendix A

Adult Gerontology Acute Care Practitioner Certificate

Current and Revised Certificate Program Plans

Adult Gerontology Acute Care Nurse Practioner (Post Master's) Kent State University 2015 Catalog > Colege of Nursing > Certificates > Adult Gerontology Acute Care Murse Practioner (Post Master's)

College College of Nursing

Department College of Nursing Henderson Hall Tel: 330-672-7911 Web: www.kent.edu/nursing The Adult Gerontology Acute Care Nurse Practitioner certificate provides nurses with a graduate degree in gerontology acute care nurse practitioner certification. The program meets the educational requirements for national certification examination. nursing the additional specialized knowledge and clinical experience that will prepare them for the adult

The Control of the Co		Credits	22.07		47.00 20420		inter anno	Olenia Parine		Georgia		P .	+ × C	7	-	4 6	2
CERTIFICATE REQUIREMENTS (12 credits)	Correct Title	NURS:60007/Advanced Assessment Across the Litespan (2)	NURS 60011 Avanced Assessment Across the Lifespan Laboratory for Advanced Practice Renistered Nurses (1)	NURS 60045 Pathophysiology for the Advanced Practice Registered Nurse (3)	NURS 80120 Primary Care I. Adults Across the Lifespan (3)	NURS 6044 II Pharmacology for Atvanced Practice Nursing (3)	NURS 60506 Clinical Diagnostics for Advanced Practice Nurses (3)	NURS 61292 Primary Care I Practicum; Adulis Across the Lifespan (1) (105 hours)	CERTIFICATE REQUIREMENTS (12 credits)	Course Title	NURS 60130-Adult Gerontology Acute Care Nurse Practitioner Role	NURS 60230/Adult Gerontology Acute Care Nurse Practitioner I	NURS 80330 Adult Gerontology Acide Care Nurse Practitioner II	NURS 51392 Adult Gerontology Acute Care Nurse Practitioner Role Practicum (105 hours)	NURS 62392/Adult Gerontology Acute Care Nurse Practioner Practicum (210 hours)	NURS 53392/Adult Gerontology Acute Care Nurse Practioner II Practicum (210 hours)	TRUMBH LONG TO THE PROPERTY OF

Adult Gerontology Acute Care Practitioner Certificate

Kent State University Catalog 2015 - 2016



- 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 Education, Health end Human Services
- » College of Podiatric Medicine
- College of Public Health
- College of the Arts
- Honors College
- Regional College
- School of Digital Sciences
- University College

Cartificate

Adult Gerontology Acute Care Nurse Practioner (Post Master's)

Kent State University 2015 Catalog > College of Nursing > Certificates > Adult Gerontology Acute Care Nurse Practioner

College College of Nursing

Department College of Nursing Henderson Hall

Tel: 330-672-7911 Web: www.kent.edu/nursing

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The Adult Gerontology Acute Care Nurse Practitioner certificate provides nurses with a graduate degree in nursing the additional specialized knowledge and clinical experience that will prepare them for the adult gerontology acute care nurse practitioner certification. The progress meets the educational requirements for national certification examination. Certificate

	Title Advanced Assessment Across the Lifespen (2)	Credit
	Advanced Assessment Across the Lifespan Laboratory for Advanced Practice Registered Nurses (1)	-
	Pathophysiology for the Advanced Practice Registered Nurse (3)	·/
NURS 60120	Primary Care I: Adults Across the Lifespan (3)	<u></u> _
NURS 60441	Pharmacology for Advanced Practice Nursing (3)	1
IURS 60506	Clinical Diagnostics for Advanced Practice Nilcses (3)	10-year state Sections with
IURS 61292	Primary Care Practicum: Adults Across the Lifespan (1) (105 hours)	
ontee ,	REQUIREMENTS (12 credits) Title Adult Gerontology Acute Care Nurse Practitioner Role	Credite
	Adult Geroniology Acute Care Nurse Practitioner I	4
URS 60330	Adult Gerontology Acute Care Nurse Practitioner II	2
URS 61392	dult Gerontology Acute Care Nurse Practitioner Role Practicum (105 hours)	1
URS 62382	Aduit Gerontology Acute Care Nurse Practisoner I Practicum (210 hours)	2
URS 63392	Adult Gerontology Acute Care Nursa Practitioner II Practicum (210 hours)	2
	MINMUM TOTAL	12



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KENT STATE UNING RSIT November 2015 | Attachment 29 | Page 1 CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Dat	e 21-Sep-16	Curriculum Bulletin
		Effective Date	Fall 2016	Approved by EPC
Department	Nursing			
College	NU - Nursin	g		
Degree CER8 - Post-Mas	MS	N - Master of Science	in Nursing	
Program Name	NURSING P	rogram Banner Code		
Concentration(s)	ALL C	oncentration(s) Banner	Code(s)	
Proposal	Offer progra	m fully online		
1. All concentration	ks to offer a 10	00% fully online option program; and ertificate programs:	ı of:	
Family Nurse Prace Adult Gerontology Nursing and Health Psychiatric Mental Pediatric Primary (Primary Care hcare Manager Health Nurse	nent Practitioner		
Does proposed revis	sion change pro	gram's total credit hour	s? ☐ Yes	⊠ No
Current total credit h			total credit ho	
Describe impact on o	other programs, ns: need: audie	policies or procedures nce; prerequisites; teac	(e.g., duplicati	ion issues; enrollment and
The changes in the meet student marked offered online. The of those remaining	se programs a et demand. The ere is no new p courses that c	re being proposed to a majority of courses in programming being prourently do not have co	offer more fle n these progr oposed, only online alternat	xible and attractive options to rams are already being a change in delivery method tives. Therefore, no changes online course development
Units consulted (othe none	r departments, j	programs or campuses	affected by thi	s proposal):
	And the second s	REQUIRED ENDO	RSEMENTS	
Department Chair / So	chool Director		······································	//
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O-B D / / /				
College Dean (or design	gnee)			

Curriculum Services | Form last updated June 2015

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Dean of Graduate Studies (for graduate proposals)	EPC Agenda 16 November 2015 Attachment 29 Page 2
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	1 1
Senior Vice President for Academic Affairs or Provost (o	or designee)

KENT STATE UNIVERSITY ovember 2015 | Attachment 29 | Page 3 CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Dat	e 18-Sep-15	Curriculum Bulletin
		Effective Date	Fall 2016	Approved by EPC
Department	College of Nursia	ng		
College	NU - Nursing	•		
Degree	J	CER8 -	Post-Master's	s Certificate
Program Name	Progra	m Banner Code		
Concentration(s) Care (Post Master		ce Registered Nu ntration(s) Banner		actitioner Adult Gerontology Primar CER8-C842
Proposal	Revise program			
in the College of N IV. Establish comp	ks to: I. Change tit lursing. III. Establi pletion criteria for c endations from ma	sh admission cri ertificates in the	teria for certif College of Nu	tion of post-master's certificate icates in the College of Nursing ırsing. V. Revise program plan certificates in nursing be
Does proposed revis	sion change program	n's total credit hou	ırs? ⊠Yes	□No
Current total credit h		Proposed total ci		
same teaching-lear	rning strategies. Ac admissions to each or personnel will be	dmission of student master's concent required.	ents into each ntration in the	tcomes, and exposed to the certificate will occur College of Nursing. No his proposal):
		REQUIRED END	ORSEMENTS	
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Department Chair / S	School Director		······································	
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Campus Dean (for R	egional Campuses p	oroposals)		
Berbara L	Sume			10 113 115
College Dean (or des	dy alous	ey .		11/6/15
Dean of Graduate St	udi ės (for graduate p	or opo sals)		1 1

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

Proposal Summary Revise College of Nursing Certificates and Change Certificate Titles Inactivate Two College of Nursing Certificates

Description of Action, Including Intended Effect

This proposal seeks to:

- I. Inactivate 2 certificates:
 - Psychiatric Mental Health Family Nurse Practitioner for Adult Psychiatric Mental Health Nurse Practitioner or Adult Psychiatric Mental Health Clinical Nurse Specialist
 - Psychiatric Mental Health Family Nurse Practitioner for Child/Adolescent Psychiatric Mental Health Clinical Nurse Specialist
- II. Change titles for all certificates in the College of Nursing
- III. Create a catalog description of post-master's certificates in the College of Nursing.
- IV. Establish admission criteria for all certificates in the College of Nursing
- V. Establish completion criteria for all certificates in the College of Nursing
- VI. Revise program plans for all certificates in the College of Nursing based on recommendations from major nursing organizations (e.g., Commission of Collegiate Nursing Education, National Organization of Nurse Practitioner Faculties, and American Nurses Credentialing Center) that certificates in nursing be based on a gap analysis. This means that for post-graduate certificates, student transcripts of prior master's courses are evaluated through a gap analysis and based on that analysis, a program plan is developed that includes the necessary theory and practicum course requirements.
- I. Two certificates will be inactivated: (a) Psychiatric Mental Health Family Nurse Practitioner for Adult Psychiatric Mental Health Nurse Practitioner or Adult Psychiatric Mental Health Clinical Nurse Specialist, and: (b) Psychiatric Mental Health Family Nurse Practitioner for Child/Adolescent Psychiatric Mental Health Clinical Nurse Specialist. Master's prepared adult psychiatric mental health nurse practitioners, adult psychiatric mental health clinical nurse specialist, and child/adolescent psychiatric mental health clinical nurse specialist will be able to apply to the revised certificate, Psychiatric Mental Health Nurse Practitioner Certificate (see sections II V below).
- II. Title changes for certificates in the College of Nursing will be:

Current Title	Ptoposed Change in Title
Adult Gerontology Acute Care Nurse Practitioner (Post Master's)	Adult Gerontology Acute Care Nurse Practitioner Certificate No change
Adult-Gerontology Clinical Nurse Specialist (Post Master's)	Adult Gerontology Clinical Nurse Specialist Certificate
Advanced Practice Registered Nurse: Nurse Practitioner Adult Gerontology Primary Care (Post Master's)	Adult Gerontology Primary Care Nurse Practitioner Certificate
Advanced Practice Registered Nurse: Nurse Practitioner Family (Post Master's)	Family Nurse Practitioner Certificate
Nurse Education (Post Master's)	Nurse Educator Certificate
Nursing and Health Care Management (Post- Master's)	Nursing and Health Care Management Certificate

Pediatric Nurse Practitioner (Post Master's)	Pediatric Primary Care Nurse Practitioner Certificate]
Psychiatric Mental health Family Nurse Practitioner	Psychiatric Mental Health Nurse Practitioner	
for Non-Psychiatric Mental Health Advance	Certificate	
Practice Nurse		
Women's Health Nurse Practitioner-(Post-Master's)	Women's Health Nurse Practitioner Certificate No	CHANGE

- III. The description of the post-master's certificate in the College of Nursing will be: The College of Nursing offers post-graduate certificates in all master's concentrations to allow graduate-prepared nurses to pursue advanced education and additional specialization, and to prepare students to sit for national certification in selected areas. The following certificates are offered:
 - 1. Advanced Practice Registered Nurse (APRN) Certificates
 - a. Adult Gerontology Acute Care Nurse Practitioner Certificate
 - b. Adult Gerontology Clinical Nurse Specialist Certificate
 - c. Adult Gerontology Primary Care Nurse Practitioner Certificate
 - d. Family Nurse Practitioner Certificate
 - e. Pediatric Primary Care Nurse Practitioner Certificate
 - f. Psychiatric Mental Health Nurse Practitioner Certificate
 - g. Women's Health Nurse Practitioner Certificate
 - 2. Nurse Educator Certificate
 - 3. Nursing and Health Care Management Certificate

The program of study in each post-master's certificate represents concentration-specific coursework related to role and population competencies. A gap analysis will be completed for each applicant, whereby the applicant's transcript will be compared to the certificate program plan. Syllabi of courses to be considered for transfer in the gap analysis will be examined carefully to determine equivalency. A course may be transferred only if the review of the applicant's transcript and course syllabus indicates that the required course on the certificate program plan has already been successfully completed and a "B" or higher was achieved in the course being considered for transfer.

The College of Nursing complies with the University policy related to certificates needing 50% course residence (i.e., at least 50% of courses must be taken at Kent State University). The College of Nursing also complies with National Organization of Nurse Practitioner Faculties (NONPF) standard, which stipulates that post-graduate certificate students who are not already nurse practitioners must complete a minimum of 500 supervised direct patient care clinical hours. An exception to this NONPF standard is for post-graduate certificate students who are already PMH Clinical Nurse Specialists and are seeking the PMH Nurse Practitioner certificate; direct patient care practicum experiences for these students should be sufficient to establish/demonstrate competency in the role and population-focused area.

- IV. The following admission requirements will be established for all certificates in the College of Nursing:
 - Applicants must have:
 - 1. An active, unrestricted RN license in the state in which practicum hours will be completed.
 - 2. An earned master's in nursing or doctorate in nursing practice from an accredited nursing program.
 - 3. A graduate GPA of 3.0 or greater on a 4.0 scale.

- 4. Resume or curriculum vitae.
- 5. Transcripts of all previous graduate coursework.
 - a. For applicants applying to the Advanced Practice Registered Nurse (APRN) certificates and nurse educator certificate, transcripts must indicate completion of graduate level advanced pathophysiology, advanced pharmacology, and advanced health assessment with a grade of B or higher in each course. Applicants who do not meet the grade requirement for advanced pathophysiology, advanced pharmacology, and advanced health assessment may be considered for a conditional admission.
 - i. For applicants applying to any of the APRN certificates and who have not practiced as APRN within the 2-year period preceding application to the certificate, advanced pathophysiology, advanced pharmacology, and advanced health assessment must not be greater than 5 years old at the time of the student's first semester course registration.
- 6. Syllabi of all courses to be considered for transfer in the gap analysis.
- 7. Three letters of reference from health care professionals or faculty members.
- 8. Evidence of one of the following, for international students:
 - a. A minimum internet TOEFL score of 83;
 - b. A minimum paper-based TOEFL score of 560;
 - c. A minimum MELAB score of 78;
 - d. A minimum PTE score of 55, or;
 - e. A minimum IELTS score of 6.5.

For more information about graduate admission, please visit the Graduate Studies website.

- V. The following completion requirement will be established for all certificates in the College of Nursing:
 - The College of Nursing complies with the University standard for Grade Point Average. Please refer to the University Catalog section on Academic Standing Graduate Studies.
- VI. Programs plans for all certificates have been revised to reflect concentration specific theory and practicum courses and to allow for a gap analysis. See Appendices A through I for current and revised program plans for each certificate.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

The items in this proposal will not have any impact on other programs in the College of Nursing or university. Students in each of the certificates will be in the same theory and practicum courses with master's nursing students throughout all concentrations, will meet the same student learning outcomes, and will be exposed to the same teaching-learning strategies.

Fiscal, Enrollment, Facilities and Staffing Considerations

Admission of students into each certificate will occur concurrently with admissions to each master's concentration in the College of Nursing. No additional faculty or personnel will be required.

Evidence of Need and Sustainability if Establishing

Although enrollment into certificates in the College of Nursing has been historically low, they do meet an important need for master's prepared nurses who desire to increase their specialization and scope of practice.

Provisions for Phase-Out if Inactivating

Two certificates will be inactivated: (a) Psychiatric Mental Health Family Nurse Practitioner for Adult Psychiatric Mental Health Nurse Practitioner or Adult Psychiatric Mental Health Clinical Nurse Specialist, and: (b) Psychiatric Mental Health Family Nurse Practitioner for Child/Adolescent Psychiatric Mental Health Clinical Nurse Specialist. Currently there are 3 students in the Psychiatric Mental Health Family Nurse Practitioner for Adult Psychiatric Mental Health Nurse Practitioner or Adult Psychiatric Mental Health Clinical Nurse Specialist certificate; one student will be graduating in spring of 2016 and the other two students will be transferred to the new certificate, Psychiatric Mental Health Nurse Practitioner Certificate. There are no students in the Psychiatric Mental Health Family Nurse Practitioner for Child/Adolescent Psychiatric Mental Health Clinical Nurse Specialist certificate.

Timetable and Actions Required: a chronology of actions required to approve the proposal with an anticipated implementation date for each action

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AY 2016-2017 Certificate revisions will be implemented

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INTRODUCTION

The Kent State University College of Nursing provides courses of study at the baccalaureate, master's and doctoral levels. Graduates of the Bachelor of Science in Nursing are eligible to apply to take the state licensing examination to become professional registered nurses. Study for the Master of Science in Nursing degree includes options for clinical focus in acute care, adult-gerontology, family, healthcare management, pediatric, psychiatric mental health or women's health areas. As well as role function in administration, clinical specialization or as nurse practitioners. Doctoral course work is available in Doctor of Philosophy and Doctor of Nursing Practice degrees.

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Advanced Practice Nursing

Nursing

Certificates

Graduate Certificates

Create link to Post-Master's Cartificates

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Masters Pediatric Primary Care Nurse Practitioner
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Certificate
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Women's Health Nurse Practitioner (Post Warmen's Health Nurse Practitioner Certificate

Policies

Master's)

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Description Requirements

Admission Requirements

(3) Links to each

Certificate

(4)

Appendix C

Adult Gerontology Primary Care Nurse Practitioner Certificate

Current and Revised Certificate Program Plans

Advanced Practice Registered Nurse: Nurse Practitioner Adult Gerontology Primary Care (Post Master's)

Kent State University 2015 Catalog > College of Nursing > Certificates > Advanced Practice Registered Nurse: Nurse Practitioner Adult Gerontology Primary Care (Post Muster's)

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focuses on clinical decision-making for clients with common acute and chronic problems in adulthood. A clinical component provides for development of skills in advanced health assessment, the diagnostic The Advanced Practice Registered Nurse: Nurse Practitioner Adult Gerontology Primary Care certificate process, treatment and ongoing management of clients.

The program meets the educational requirements for the national certification examination.

Credit		And the second section of the second section s			- C. W.	3	-	- 7	V 15
Course Title NURS 60007 Advanced Assessment Across the Lifespan (2) NURS 60011 Advanced Assessment Across the Lifespan (2) NURS 60011 Advanced Assessment Across the Lifespan Laboratory for Advanced Practice Registered Nurse (1)	NURS 60045 Pathophysiology for the Advanced Practice Registered Nurse (3) NURS 60205 Introduction to Applied Epidemiology (1)	NURS 6044 i Pharmacology for Advanced Practice Nursing (3) NURS 60506 Clinical Diagnostics for Advanced Practice Nurses (3)	GERIIHOATE REGUREMENTS (15 credits) Course The	NURS 60120 Primary Care I. Adults Across The Lifespan NURS 60125 Advanced Practice Registered Nurse Role	NURS 60220 Primary Care II: Chronically III Adults Across the Lifespan All IDS 60320 Care III Chronically III Adults Across the Lifespan All IDS 60320 Care III Chronically III Adults Across the Lifespan All IDS 60320 Care III Chronically III Adults Across the Lifespan	NURS 61292 Primary Care I Practicum: Adults Across the Lifespan NURS 61292 Primary Care I Practicum: Adults Across the Lifespan (105 hours)	NURS 61892 Advanced Practice Registered Nurse Role Practicum (105 hours) NURS 62292 Primary Care II Practicum: Chmnically III Adulte Account 15.	NURS 63692 Comprehensive Primary Care III Practicum: Adults Across the Lifespan (210 hours)	

Adult Gerontology Primary Care Nurse Practitioner Certificate

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Total	4		
Spring Semester	CHRS		
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Comprehensive Primary Care III: Adults Practicum (210 hours)	2		
Total	5		
Total Certificate Credit Hours BEFORE Gap Analysis	18		
Lotal Certificate Credit Hours AFTER Gap Analysis (Must be at least 9 CHRS to meet 50% residence criterion)			

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College of the Arts

Honors College

Regional College

School of Digital Sciences

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Adult Gerontology Primary Core Nurse Practitioner Certificate

Advanced Practice Registered Nurse: Nurse Practitioner Adult Gerontology Primary Care (Post Master's)

Kent State University 2015 Catalog > College of Nursing > Certificates > Advanced Practice Registered Nurse: Nurse Practitioner Adult Gerontology Primary Care (Post Master's)

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Adult Gerontology Primary Care Nurse Practitioner The Advanced Practice Registered Nurse: Nurse Practioner Adult Caronislogy Primary Cara certificate focuses on clinical decision-making for clients with common acute and chropic problems in adulthood A clinical component provides for development of skills in advanced health assessment, the diagnostic process, weatment and ongoing management of clients.

The program meets the educational requirements for the national certification examination.

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KENT STATE UNIVERSITY November 2015 | Attachment 30 | Page 1 CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	e 21-Sep-16	Curriculum Bulletin			
		Effective Date	Fall 2016	Approved by EPC			
Department	Nursing						
College	NU - Nursing						
Degree CER8 - Post-Mast	MSN -	Master of Science	in Nursing				
Program Name	NURSING Prog	ram Banner Code					
Concentration(s)	"	centration(s) Banner	Code(s)				
Proposal	oosal Offer program fully online						
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Adult Gerontology Family Nurse Prac Adult Gerontology Nursing and Healtl Psychiatric Mental Pediatric Primary C	titioner Primary Care Nu hcare Managemer Health Nurse Pra Care Nurse Practif	rse Practitioner nt actitioner tioner	s? ∐Yes	⊠ No			
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Units consulted (othe none	r departments, pro	grams or campuses	affected by thi	s proposal);			
		REQUIRED ENDO	RSEMENTS				
Department Chair / So	chool Director						
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Subara 51 Campus Dean (for Re	gional Campuses r	proposals)		10/13/15			
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College Dean (or designee)
Curriculum Services | Form last updated June 2015

Thelody ankersly	Page 2 of 2 EPC Agenda 16 November 2015 Attachment 30 Page 2
Dean of Graduate Studies (for graduate proposals)	EPC Agenda 16 November 2015 Attachment 30 Page 2
Senior Vice President for Academic Affairs or Provost (or	designee)

KENT STATE UNIVERSITY Ovember 2015 | Attachment 30 | Page 3 CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Dat	e 18-Sep-15	Curriculum Bulletin	
		Effective Date	Fall 2016	Approved by EPC	
Department	College of Nurs	na			
College	NU - Nursing	.			
Degree		CER8 -	Post-Master's	s Certificate	
Program Name	Progr	am Banner Code			
Concentration(s)	Advanced Pract			ractitioner Family (Post Master's 1	
Proposal	Revise program				
Description of prop	osat:				
in the College of I IV. Establish com	Nursing. III. Establ pletion criteria for lendations from m	ish admission cri certificates in the	teria for certif College of Nu	ition of post-master's certificate icates in the College of Nursing ursing. V. Revise program plan certificates in nursing be	
Does proposed rev	ision change progra	m's total credit hou	urs? ⊠ Yes	□No	
Current total credit hours: 8 Proposed total credit hours 13-25					
	other programs, po ons; need; audience			ation issues; enrollment and	
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Department Chair /	School Director				
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Senior Vice Presider	nt for Academic Affa	irs or Provost (or c	lesignee)	······································	

Proposal Summary Revise College of Nursing Certificates and Change Certificate Titles Inactivate Two College of Nursing Certificates

Description of Action, Including Intended Effect

This proposal seeks to:

- I. Inactivate 2 certificates:
 - a. Psychiatric Mental Health Family Nurse Practitioner for Adult Psychiatric Mental Health Nurse Practitioner or Adult Psychiatric Mental Health Clinical Nurse Specialist
 - Psychiatric Mental Health Family Nurse Practitioner for Child/Adolescent Psychiatric Mental Health Clinical Nurse Specialist
- II. Change titles for all certificates in the College of Nursing
- III. Create a catalog description of post-master's certificates in the College of Nursing.
- IV. Establish admission criteria for all certificates in the College of Nursing
- V. Establish completion criteria for all certificates in the College of Nursing
- VI. Revise program plans for all certificates in the College of Nursing based on recommendations from major nursing organizations (e.g., Commission of Collegiate Nursing Education, National Organization of Nurse Practitioner Faculties, and American Nurses Credentialing Center) that certificates in nursing be based on a gap analysis. This means that for post-graduate certificates, student transcripts of prior master's courses are evaluated through a gap analysis and based on that analysis, a program plan is developed that includes the necessary theory and practicum course requirements.
- I. Two certificates will be inactivated: (a) Psychiatric Mental Health Family Nurse Practitioner for Adult Psychiatric Mental Health Nurse Practitioner or Adult Psychiatric Mental Health Clinical Nurse Specialist, and: (b) Psychiatric Mental Health Family Nurse Practitioner for Child/Adolescent Psychiatric Mental Health Clinical Nurse Specialist. Master's prepared adult psychiatric mental health nurse practitioners, adult psychiatric mental health clinical nurse specialist, and child/adolescent psychiatric mental health clinical nurse specialist will be able to apply to the revised certificate, Psychiatric Mental Health Nurse Practitioner Certificate (see sections II V below).
- II. Title changes for certificates in the College of Nursing will be:

Current Title	Proposed Change in Title
Adult Gerontology Acute Care Nurse Practitioner (Post Master's)	Adult Gerontology Acute Care Nurse Practitioner Certificate No change
Adult-Gerontology Clinical Nurse Specialist (Post Master's)	Adult Gerontology Clinical Nurse Specialist Certificate
Advanced Practice Registered Nurse: Nurse Practitioner Adult Gerontology Primary Care (Post Master's)	Adult Gerontology Primary Care Nurse Practitioner Certificate
Advanced Practice Registered Nurse: Nurse Practitioner Family (Post Master's)	Family Nurse Practitioner Certificate
Nurse Education (Post Master's)	Nurse Educator Certificate
Nursing and Health Care Management (Post- Master's)	Nursing and Health Care Management Certificate NO CNANGE

Pediatric Nurse Practitioner (Post Master's)	Pediatric Primary Care Nurse Practitioner Certificate	7
Psychiatric Mental health Family Nurse Practitioner	Psychiatric Mental Health Nurse Practitioner	
for Non-Psychiatric Mental Health Advance	Certificate	
Practice Nurse		
Women's Health Nurse Practitioner (Post-Master's)	Women's Health Nurse Practitioner Certificate No	CHANG

- III. The description of the post-master's certificate in the College of Nursing will be: The College of Nursing offers post-graduate certificates in all master's concentrations to allow graduate-prepared nurses to pursue advanced education and additional specialization, and to prepare students to sit for national certification in selected areas. The following certificates are offered:
 - 1. Advanced Practice Registered Nurse (APRN) Certificates
 - a. Adult Gerontology Acute Care Nurse Practitioner Certificate
 - b. Adult Gerontology Clinical Nurse Specialist Certificate
 - c. Adult Gerontology Primary Care Nurse Practitioner Certificate
 - d. Family Nurse Practitioner Certificate
 - e. Pediatric Primary Care Nurse Practitioner Certificate
 - f. Psychiatric Mental Health Nurse Practitioner Certificate
 - g. Women's Health Nurse Practitioner Certificate
 - 2. Nurse Educator Certificate
 - 3. Nursing and Health Care Management Certificate

The program of study in each post-master's certificate represents concentration-specific coursework related to role and population competencies. A gap analysis will be completed for each applicant, whereby the applicant's transcript will be compared to the certificate program plan. Syllabi of courses to be considered for transfer in the gap analysis will be examined carefully to determine equivalency. A course may be transferred only if the review of the applicant's transcript and course syllabus indicates that the required course on the certificate program plan has already been successfully completed and a "B" or higher was achieved in the course being considered for transfer.

The College of Nursing complies with the University policy related to certificates needing 50% course residence (i.e., at least 50% of courses must be taken at Kent State University). The College of Nursing also complies with National Organization of Nurse Practitioner Faculties (NONPF) standard, which stipulates that post-graduate certificate students who are not already nurse practitioners must complete a minimum of 500 supervised direct patient care clinical hours. An exception to this NONPF standard is for post-graduate certificate students who are already PMH Clinical Nurse Specialists and are seeking the PMH Nurse Practitioner certificate; direct patient care practicum experiences for these students should be sufficient to establish/demonstrate competency in the role and population-focused area.

IV. The following admission requirements will be established for all certificates in the College of Nursing:

Applicants must have:

- 1. An active, unrestricted RN license in the state in which practicum hours will be completed.
- 2. An earned master's in nursing or doctorate in nursing practice from an accredited nursing program.
- 3. A graduate GPA of 3.0 or greater on a 4.0 scale.

- 4. Resume or curriculum vitae.
- 5. Transcripts of all previous graduate coursework.
 - a. For applicants applying to the Advanced Practice Registered Nurse (APRN) certificates and nurse educator certificate, transcripts must indicate completion of graduate level advanced pathophysiology, advanced pharmacology, and advanced health assessment with a grade of B or higher in each course. Applicants who do not meet the grade requirement for advanced pathophysiology, advanced pharmacology, and advanced health assessment may be considered for a conditional admission.
 - i. For applicants applying to any of the APRN certificates and who have not practiced as APRN within the 2-year period preceding application to the certificate, advanced pathophysiology, advanced pharmacology, and advanced health assessment must not be greater than 5 years old at the time of the student's first semester course registration.
- 6. Syllabi of all courses to be considered for transfer in the gap analysis.
- 7. Three letters of reference from health care professionals or faculty members.
- 8. Evidence of one of the following, for international students:
 - a. A minimum internet TOEFL score of 83;
 - b. A minimum paper-based TOEFL score of 560;
 - c. A minimum MELAB score of 78;
 - d. A minimum PTE score of 55, or;
 - e. A minimum IELTS score of 6.5.

For more information about graduate admission, please visit the Graduate Studies website.

- V. The following completion requirement will be established for all certificates in the College of Nursing:
 - The College of Nursing complies with the University standard for Grade Point Average. Please refer to the University Catalog section on Academic Standing Graduate Studies.
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Evidence of Need and Sustainability if Establishing

Although enrollment into certificates in the College of Nursing has been historically low, they do meet an important need for master's prepared nurses who desire to increase their specialization and scope of practice.

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Create link to Post-Master's Cartificates

Adult Gerontology Acute Care Nurse

Masters Adult Gerontology Heute Care Nurse

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Description Requirements

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Nursing Education (Post Master's) Nurse Educator Certificate

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Health Clinical Nurse Specialist

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Health Nurse Prochitianer Certificate

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Women's Health Nurse Practitioner Certificate

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Appendix D

Family Nurse Practitioner Certificate

Current and Revised Certificate Program Plans

Advanced Practice Registered Nurse: Nurse Practitioner Family (Post Master's)

Fractitioner Family (Post Master's)

Fractitioner Family (Post Master's)

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Department College of Nursing Henderson Hall Tel: 330-672-7911 Web: www.kent.eduhursing The Athanced Practice Registered Nurse: FamilyNurse Practifoner certificate prepares nurses who alreadyhave a graduate degree in rursing to acquire the additional specialized knowledge and clinical experience that will prepare them for the familynurse practitioner examination.

The program meets the educational requirements for the national certification examination,

PHENCOUNTIES Course The NURS 60000 Advanced Assessment Across the Lifespan (2) NURS 600013 Registered Nurse (1) NURS 60013 Registered Nurse (1) NURS 60013 Registered Nurse (1) NURS 6013 Registered Nurse (1) NURS 60120 Primary Care I: Adults Across the Lifespan (3) NURS 60120 Primary Care E: Adults Across the Lifespan (3) NURS 60120 Primary Care Pediatrics (3)** NURS 60120 Primary Care Pediatrics (3)** NURS 60120 Primary Care II: Chronically III Adults Across the Lifespan (3) NURS 60120 Primary Care II: Chronically III Adults Across the Lifespan (3) NURS 60220 Primary Care II: Chronically III Adults Across the Lifespan (3) NURS 60320 Primary Care II Practicum: Adults Across the Lifespan (1) (105 hours) NURS 60320 Primary Care II Practicum: Chronically III Adults Across The Lifespan (1) (105 hours) NURS 60320 Primary Care II Practicum: Chronically III Adults Across The Lifespan (1) (105 hours) NURS 60320 Primary Care II Practicum: Chronically III Adults Across The Lifespan (1) (105 hours) NURS 60320 Primary Care II Practicum: Chronically III Adults Across The Lifespan (1) (105 hours) NURS 60320 Primary Care: Family Health and Chronic III heas Across the Lifespan Practicum (210 hours) NURS 60320 Primary Care: Family Health and Chronic III heas Across the Lifespan Practicum (210 hours) NURS 60320 Primary Care: Family Health and Chronic III heas Across the Lifespan Practicum (210 hours)

Family Nurse Practitioner Certificate

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Family Nurse Practitioner Certificate

Advanced Practice Registered Nurse: Nurse Practitioner Family (Post Master's)

Kent State University 2015 Catalog > Codege of Nursing > Certificates > Advanced Practice Registered Nurse: Nurse

Practitioner Family (Post Master's)

College College of Nursing

Department College of Nursing Henderson Hall Tel: 330-672-7911 Web: www.kent.edu/nursing

Family Nurse Practi honer
The Advanced Practice Registered Nurse: Eamily Nurse Practioner certificate prepares nurses who already have a graduale degree in nursing to sequire the additional specialized knowledge and clinical experience that will prepare them for the family nurse practitioner examination.

The program meets the educational requirements for the national certification examination.

Course Title	MM
NURS 60007 Advanced Assessment Across the Lifespan (2)	Credit
NURS 60013 Advanced Health and Physical Assessment Across the Lifespan Laboratory for Family Advanced Practice Registered Nurse (1)	
NURS 60030 Health Promotion Across the Lifespan for Family Practice (1)	-
NURS 60045 Pathophysiology for the Advanced Practice Registered Nurse (3)	wijeros nesember
NURS 60120 Primary Care I: Adults Across the Lifespan (3)*	
NURS 60125 Advenced Practice Registered Nurse Role (1)	
NURS:60160 Primary Care Pediatrics (3)**	·
VURS 60220 Primary Care II: Chronically III Adulta Across the Lifespan (3)	-
IURS 60441 Pharmacology for Advanced Practice Nursing (3)	
(URS 60506 Clinical Diagnostics for Advanced Practice Nutses (3)	i i
IURS 61292 Primary Care I Practicum: Adults Across the Lifespan* (1) (105 hours)	
IURS 61692 Primary Care Pediatrics Practicum** (1) (105 hours)	A mannenness
IURS 61892 Advanced Practice Registered Mrse Role Practicum (1) (105 hours)	Lawrence State Street
IURS 62292 Primary Care II Practicum; Enronically III Adults Across The Lifespan (1) (105 hours)	1
ERTIFICATE REQUIREMENTS (8 credits)	
ourse Trile	Credits
URS 60006 Introduction to Family Assessment and Counseling in Nursing	3
URS 60325 Primary Care: Family Health and Chronic litness Across the Lifespan	3
URS 63292 Primary Care: Family Health and Chronic fliness Across the Lifespan Practicum (210 hours)	2
LATOT MUMILIA	8

and NURS 61692, then must eproll in NURS 83292 for 3 credit hours

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Change Request: 100 Percent Online Delivery of Master of Science in Nursing Program

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/hybrid¹ delivery model. The 50 percent marker excludes internships, clinical practicum, field experiences and student teaching.

Date of submission: October 1, 2015

Name of institution: Kent State University

Degree/degree program to be offered using 100% online delivery:

- 1. Master of Nursing Science Nursing (NURS)
 - a. Adult Gerontology Clinical Nurse Specialist concentration
 - **b.** Adult Gerontology Acute Care Nurse Practitioner concentration
 - c. Family Nurse Practitioner concentration
 - d. Adult Gerontology Primary Care Nurse Practitioner concentration
 - e. Nursing and Healthcare Management concentration
 - **f.** Nurse Educator concentration
 - g. Psychiatric Mental Health Nurse Practitioner concentration
 - h. Pediatric Primary Care Nurse Practitioner concentration
 - i. Women's Health Nurse Practitioner concentration

Primary institutional contact for the request

Name: Melody Tankersley

Title: Senior Associate Provost & Interim Dean, Graduate Studies

Phone number: 330-672-2220 E-mail: mtankers@kent.edu

Proposed start date: FALL 2016

Date that the request received final approval from the appropriate institutional committee:

Approved by the Educational Policies Council, a subcommittee of the Faculty Senate on [DATE]

Online: A course where most (80+ percent) of the content is delivered online and typically requires no face-to-face meetings.

Blended/hybrid: Course that blends online and on-ground/face-to-face delivery. Substantial proportion of the content is delivered online; typically uses online discussion and has a reduced number of face-to-face meetings. Web-facilitated: Course that uses web-based technology to facilitate what is essentially a face-to-face course. Examples of this may be the instructor posting the syllabus or list of assignments on a web page or to a course management system, or requiring some quizzes to be taken via an online method.

On-ground (aka traditional or face-to-face): Course that uses little or no online technology, where content is primarily delivered orally or in writing. For this document, on-ground courses include those that are web-facilitated.

¹ For this document, the following definitions will be used:

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

Educator preparation program that leads to licensure or endorsement: No

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.

Kent State University has a contract with Blackboard Learn, a virtual learning environment and course management system which features course management, customizable open architecture, and scalable design that allows integration with student information systems and authentication protocols.

1.2 Describe the institution's options and processes for students and faculty in need of ADA accommodations for online teaching and learning.

The course delivery tool of Blackboard meets accessibility standards defined in Web Content Accessibility Guidelines 2.0. Additionally, Kent State University's Student Accessibility Services provides detailed instructions for making a course accessible on its website. These instructions include items such as: Including alternative text; using descriptive names for file uploads; maintaining high contrast; providing text equivalents for audio and video files, and so on. A complete list of items and directions can be found at http://www.kent.edu/sas/blackboard-learn-quick-guide.

1.3 Describe the technical and help desk support services available to students and faculty (hardware and software systems).

The College of Nursing enjoys a very robust network of support services, both from within the College and at the University level.

University Support for Faculty and Students:

- Help Desk Support 24/7
 - 330.672.HELP (4357), 24 hours a day, 7 days a week.
 - Visit http://support.kent.edu and open a support ticket
- Blackboard Support Course Management http://www.kent.edu/blackboard group provides phone and email support for faculty using Blackboard 8-5 M-F. The Educational Technology application support group develops and supports solutions that help with your integration of education technologies and applications into all aspects of teaching and learning. In addition to working with departments to develop specific course applications, they also create applications that assist in creating and delivering educational materials. They also develop and support applications such as support KSUtube (ksutube.kent.edu) for delivering streaming video and the KSU Presenter (presenter.kent.edu) to create Power Point type presentations with audio.

• University Customer Support

Customer Support provides all of Kent State's campuses with 24/7 technology support and communication, including phone support, online support, and multiple in person walk-up technology support locations. They also update knowledge articles, resolve tickets, monitor quality of tickets, conduct training and also advertise and create division

communications. A listing of the broad array of services provided by Information Services is available at http://www2.kent.edu/is/services/catalog.cfm.

College of Nursing Support

- Senior Instructional Designer provides one-on-one consultation to faculty who wish to design and facilitate their Blackboard course. Provide support/pedagogy for course content development for the College of Nursing. Also conducts group/department training for faculty to meet their specific needs.
- Manager, Information Technology provides in person and remote desktop access support with hardware and software issues to students and faculty.
- 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 has policies and resources to support student integrity in academic work. All students are made aware of these policies and resources and are expected to adhere to them. Access to the Blackboard portal is via the student and faculty's Kent State login and password. Policies related specifically to online resources are located at http://www.kent.edu/is/policies-and-procedures.

Security & Access Management is responsible for protecting digital assets through: Network and Systems Security, Encryption, Application Security, Identity and Access Management, Security Awareness Training, Copyright Infringement Handling, Cloud Security, Vendor Security Reviews, Standards and Compliance.

Exam security is accomplished by a variety of methods. Two third-party vendors are used by faculty for exam security: Respondus Lockdown Browser is a custom browser that locks down the testing environment within Blackboard Learn. ProctorU is an online proctoring system that uses a webcam to monitor student activity during an exam.

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.

We do not have an agreement with a third party to support this program.

1.6 Have the appropriate accreditation agencies been informed of the proposed change?

A Substantive Change report is being prepared by the Office of the Dean to send to the MSN Program's accrediting body, the Commission on Collegiate Nursing Education.

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 of the University are available online, with many having online-only access. Students are provided access to services through the University website, or through the password-protected multi-purpose student portal, Flashline.
- Advising regarding program planning and progress Student advising is a shared responsibility among faculty and the College of Nursing's Department of Student Services. The College maintains a website on Blackboard that houses graduate-student specific forms, clinical practicum information, and news such as graduation deadlines and procedures. Faculty and Student Services advisors are available by phone and email. The University uses a program planning portal for students to check their progress toward degree, GPA, upcoming courses, etc.
- Library resources
 The library has a robust collection of online resources, and will copy and deliver print materials on request. Library resources are available to distance students via a secure VPN connection. The Library has compiled numerous resources for online students at http://libguides.library.kent.edu/dl.
- Psycho-social counseling

Kent State University offers counseling and psychosocial supportive services through University Health Services Psychological Services and through the Counseling and Human Development Center. Distance students are eligible to receive these services, which currently are offered only in face-to-face formats.

Career advising and placement services

Each concentration/component of the program has a faculty coordinator who is a specialist in the respective field. All coordinators are actively engaged in the specialty, and most hold practice positions to maintain their knowledge. This specialty practice and knowledge supports the coordinators' ability to be informed about market trends for positions our program prepares the graduate to secure. The program includes role practicum experiences that students complete locally to prepare them for transitioning to a position following program completion. Kent State also serves students through the Career Services Center, http://www.kent.edu/career.

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.

The admission requirements for the 100% online program will be identical to that of the current hybrid program. The requirements are listed below.

MSN Admission Criteria Admission Requirements

Applicants to the master's program must have:

- An active, unrestricted RN license in the state in which clinical coursework will be completed. A baccalaureate and/or graduate degree from an accredited registered nursing program. An RN with a bachelor's degree in a non-nursing field will be considered based on review of a portfolio submitted with the application.
- A minimum cumulative undergraduate grade point average (GPA) of 3.0 on a 4.0 point scale
- Completion of a 3-credit hour undergraduate level statistics course in the past 5 years with a grade of B or better
- Resume or curriculum vitae
- Three letters of reference from a health care professional or academic faculty who can speak to the applicant's professional and academic abilities
- Completion of a two- to three-page admissions essay describing reasons for seeking the master's degree in the identified specialty and demonstrating clarity of professional goals..
- International applicants must show evidence of one of the following:
 - o a minimum internet TOEFL score of 83
 - o a paper based TOEFL score of 560
 - o a MELAB score of 78
 - o a PTE minimum score of 55, or a minimum IELTS score of 6.5 for admission

The MSN/MBA concentration requires applicants to complete the GMAT or GRE. Students selected for admission to the nursing program must meet the College of Nursing's Clinical Compliance Policy.

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?

Currently, all the listed concentrations in the MSN program are more than 50% online. For the courses that are now offered onsite, we plan to open an online section as an option for those students wishing to complete their program 100% online, while continuing to offer onsite sections of the courses.

3.2 Indicate whether the online or blended/hybrid program is equivalent to the on-ground program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain.

The online and on-ground programs are equivalent.

3.3 Describe how interaction (synchronous or asynchronous) between the instructor and the students and among the students is reflected in the design of the program and its courses.

Our course delivery software supports both synchronous and asynchronous teaching. The course design is primarily asynchronous, using course communication tools such as discussion boards and blogs for student/faculty interaction. The program also uses synchronous experiences in some courses as an option for informal discussion and socialization. For example,

some faculty have instituted online office hours using Webex, which allows all participants with webcams to see and interact with each other in real time.

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.

Applicants to the MSN program typically are contacted for a one-on-one discussion with concentration coordinators as part of the admissions process. During this encounter, as well as during the formal student orientation (offered both on site and online), students are advised of the online nature of the program and provided with information about College and University resources to support their online learning experience. Additionally, the Blackboard Learning System includes embedded tutorials to assist students to successfully complete their online coursework.

3.5 Describe the evaluation systems used to measure the quality and effectiveness of the program delivered in an online or blended/hybrid format.

Online students use the regular Kent State course/instructor evaluation system as on ground students. These evaluations are deployed to every student every semester for every course. In addition, The College of Nursing subscribes to Educational Benchmarking, Inc., a survey firm that deploys an extensive questionnaire to all graduating students. Most of the concentrations in the MSN program prepare graduates to sit for national certification exams, and the aggregated results of these exams are reported to the Dean annually.

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.

The courses for each concentration are listed below by concentration. There are no new courses being proposed as a result of this proposal, although through our regular curriculum review and revision process, we are simultaneously proposing some new courses to our Educational Policies Council.

Adult Gerontology Clinical Nurse Specialist (AGCN)	Online	On-ground (including web facilitated)	Blended/ hybrid	Course currently required in approved program	Comments (as needed)
NURS60015: Advanced Health Assessment				Yes	
NURS60101: Theoretical Basis for Nursing Practice				Yes	
NURS60045: Pathophysiology for Advanced Practice Nurses				Yes	
NURS60441: Pharmacology for Advanced Practice Nursing				Yes	
NURS60403: Methods of Inquiry				Yes	
NURS60506: Clinical Diagnostics for Advanced Practice Nurses				Yes	
NURS60010: Advanced Nursing Informatics				Yes	
NURS60025: Health Policy and Advanced Nursing Practice				Yes	
NURS60110: Adult Gerontology CNS I				Yes	
NURS61192: Adult Gerontology CNS I Practicum				Yes	Clinical Course
NURS60210: Adult Gerontology CNS II				Yes	
NURS62192: Adult Gerontology CNS II Practicum				Yes	Clinical Course
NURS60310: Adult Gerontology CNS III				Yes	
NURS63192: Adult Gerontology CNS III Practicum				Yes	Clinical Course

NURSE EDUCATOR (NUED)	Online	On-ground (including web facilitated)	Blended/ hybrid	Course currently required in approved program	Comments (as needed)
NURS60015: Advanced Health Assessment				Yes	
NURS60101: Theoretical Basis				Yes	
for Nursing Practice					
NURS60045: Pathophysiology for Advanced Practice Nurses				Yes	
NURS60441: Pharmacology for Advanced Practice Nursing 3cr				Yes	
NURS60403: Methods of Inquiry				Yes	
NURS60010: Advanced Nursing Informatics				Yes	
NURS60025: Health Policy and Advanced Nursing Practice				Yes	
NURS60592: Nursing Education Practicum				Yes	Includes a local practicum experience
NURS 60601: Nursing Curriculum and Instruction in Higher Education				Yes	
NURS 60602: Roles and Evaluation for Nursing Curriculums in Higher Education				Yes	
NURS 60604: Nursing Health Care Clinical Issues in a Specialty Area				Yes	
NURS 60605 Nursing Education with Technology				Yes	

Adult Gerontology Acute Care Nurse Practitioner (AGPN)	Online	On-ground (including web facilitated)	Blended/ hybrid	Course currently required in approved program	Comments (as needed)
NURS60015: Advanced Health				Yes	
Assessment					
NURS60101: Theoretical Basis				Yes	
for Nursing Practice					
NURS60045: Pathophysiology				Yes	
for Advanced Practice Nurses					
NURS60441: Pharmacology for				Yes	
Advanced Practice Nursing 3cr					
NURS60403: Methods of				Yes	
Inquiry					
NURS60506: Clinical				Yes	
Diagnostics for Advanced					
Practice Nurses					
NURS60010: Advanced				Yes	
Nursing Informatics					
NURS60025: Health Policy and				Yes	
Advanced Nursing Practice					
NURS 60120 Primary Care I:				Yes	
Adults Across the Lifespan					
NURS60130: Adult				Yes	
Gerontology ACNP Role					
NURS61392: Adult Gerontology ACNP Role				Yes	Clinical Course
Practicum				Yes	Clinical Course
NURS 61292 Primary Care I				ies	Chincal Course
Adults Across the Lifespan Practicum					
NURS60130 Adult		•		Yes	
		-		ies	
Gerontology ACNP I NURS62392 Adult				Yes	Clinical Course
	=			1 es	Cimical Course
Gerontology ACNP I Practicum NURS60330 Adult		•		Yes	
Gerontology ACNP II		_		168	
NURS63392 Adult				Yes	Clinical Course
Gerontology ACNP II				168	Chincal Course
Practicum					
FIACUCUIII			l	1	

Pediatric Primary Care Nurse Practitioner (PNPR)	Online	On-ground (including web facilitated)	Blended/ hybrid	Course currently required in approved program	Comments (as needed)
NURS60015: Advanced Health				Yes	
Assessment	_			37	
NURS60101: Theoretical Basis				Yes	
for Nursing Practice NURS60045: Pathophysiology				Yes	
for Advanced Practice Nurses	_			103	
NURS60441: Pharmacology for				Yes	
Advanced Practice Nursing	_			100	
NURS60403: Methods of				Yes	
Inquiry					
NURS60006: Introduction to				Yes	
Family Assessment and					
Counseling in Nursing					
NURS60010: Advanced Nursing				Yes	
Informatics	_			X7	
NURS60025: Health Policy and				Yes	
Advanced Nursing Practice NURS 60170 Pediatric				Yes	
Assessment for Advanced	_	_		165	
Practice Nurses					
NURS 61792 Pediatric				Yes	Clinical course
Assessment for Advanced					
Practice Nurses Practicum					
NURS60270: Pediatric Nurse				Yes	
Practitioner I					
NURS62792: Pediatric Nurse				Yes	Clinical Course
Practitioner I Practicum					
NURS 60370 Pediatric Nurse				Yes	
Practitioner II					
NURS 63792 Pediatric Nurse				Yes	Clinical Course
Practitioner II Practicum					
NURS60372 Care of the				Yes	
Chronically Ill Child for					
Advanced Practice Nurses	_			X7	CI: : 1.C
NURS 63992 Care of the				Yes	Clinical Course
Chronically Ill Child for Advanced					
Practice Nurses Practicum					
NURS 60470 Pediatric Nurse				Yes	
Practitioner III		_		- 50	
NURS64792 Pediatric Nurse				Yes	Clinical Course
Practitioner III Practicum					

NURS60101: Advanced Health Assessment NURS60101: Theoretical Basis for Nursing Practice NURS60045: Pathophysiology for Advanced Practice Nurses NURS60441: Pharmacology for Advanced Practice Nursing NURS60403: Methods of Inquiry NURS60403: Methods of Inquiry NURS60506: Clinical Diagnostics for Advanced Nursing Practice NURS60010: Advanced Nursing Informatics NURS60010: Advanced Nursing Informatics NURS60025: Health Policy and Advanced Nursing Practice NURS60120 Adult Gerontology Primary Care I NURS61292 Adult Gerontology Primary Care I Practicum NURS60125 Advanced Practice Registered Nurse Role NURS60220 Adult Gerontology Primary Care II racticum NURS603020 Comprehensive Primary Care III NURS636020 Comprehensive Primary Care Partice III NURS63602 Comprehensive Primary Care Partice III	Adult-Gerontology Primary Care Nurse Practitioner (APNG)	Online	On-ground (including web facilitated)	Blended/ hybrid	Course currently required in approved program	Comments (as needed)
NURS60101: Theoretical Basis for Nursing Practice NURS60045: Pathophysiology for Advanced Practice Nurses NURS60441: Pharmacology for Advanced Practice Nursing NURS60403: Methods of Inquiry NURS60403: Methods of Inquiry NURS6056: Clinical Diagnostics for Advanced Nursing Practice NURS60010: Advanced Nursing Informatics NURS60025: Health Policy and Advanced Nursing Practice NURS60120 Adult Gerontology Primary Care I Practicum NURS61292 Advanced Practice Registered Nurse Role Practicum NURS61292 Adult Gerontology Primary Care II NURS60220 Adult Gerontology Primary Care II Practicum NURS60292 Adult Gerontology Primary Care II Practicum NURS63292 Comprehensive Primary Care III Practicum NURS6392 Comprehensive Primary Care III NURS6392 Comprehensive Primary Care III NURS6392 Comprehensive Primary Care III NURS6392 Comprehensive Uses Clinical Course Clinical Course					Yes	
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Advanced Nursing Practice NURS60120 Adult Gerontology Primary Care I NURS61292 Adult Gerontology Primary Care I Practicum NURS60125 Advanced Practice Registered Nurse Role NURS61892 Advanced Practice Registered Nurse Role Practicum NURS60220 Adult Gerontology Primary Care II NURS62292 Adult Gerontology Primary Care II Practicum NURS60320 Comprehensive Primary Care III NURS63692 Comprehensive yes Clinical Course Clinical Course Yes Clinical Course					Yes	
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Registered Nurse Role NURS61892 Advanced Practice Registered Nurse Role Practicum NURS60220 Adult Gerontology Primary Care II NURS62292 Adult Gerontology Primary Care II Practicum NURS60320 Comprehensive Primary Care III NURS63692 Comprehensive Primary Care III NURS63692 Comprehensive yes Clinical Course yes Clinical Course						
NURS61892 Advanced Practice Registered Nurse Role Practicum NURS60220 Adult Gerontology Primary Care II NURS62292 Adult Gerontology Primary Care II Practicum NURS60320 Comprehensive Primary Care III NURS63692 Comprehensive Primary Care III NURS63692 Comprehensive yes Clinical Course yes Clinical Course yes Clinical Course			■		yes	
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NURS62292 Adult Gerontology Primary Care II Practicum NURS60320 Comprehensive Primary Care III NURS63692 Comprehensive yes Clinical Course yes Clinical Course					yes	
Primary Care II Practicum NURS60320 Comprehensive Primary Care III NURS63692 Comprehensive yes Clinical Course		_				01: 1.0
NURS60320 Comprehensive Primary Care III NURS63692 Comprehensive yes Clinical Course					yes	Clinical Course
Primary Care III NURS63692 Comprehensive yes Clinical Course		-	_	1		
NURS63692 Comprehensive ■ yes Clinical Course		_	-		yes	
		-			NOC	Clinical Course
	Primary Care Practicum III	_			yes	Cimical Course

Family Nurse Practitioner (APNF)	Online	On-ground (including web facilitated)	Blended/ hybrid	Course currently required in approved program	Comments (as needed)
NURS60015: Advanced Health				Yes	
Assessment					
NURS60101: Theoretical Basis for				Yes	
Nursing Practice					
NURS60045: Pathophysiology for				Yes	
Advanced Practice Nurses					
NURS60441: Pharmacology for				Yes	
Advanced Practice Nursing					
NURS60403: Methods of Inquiry				Yes	
NURS60506: Clinical Diagnostics for				Yes	
Advanced Nursing Practice					
NURS60010: Advanced Nursing				Yes	
Informatics					
NURS60025: Health Policy and				Yes	
Advanced Nursing Practice					
NURS 60120 Primary Care I: Adults				Yes	
Across the Lifespan					
NURS 61292 Primary Care I Adults				Yes	Clinical
Across the Lifespan Practicum					course
NURS 60160 Primary Care Pediatrics				Yes	
NURS 61692 Primary Care Pediatrics				Yes	Clinical
Practicum					course
NURS 60125 Advanced Practice				Yes	
Registered Nurse Role					
NURS 61892 Advanced Practice				Yes	Clinical
Registerd Nurse Role Practicum					course
NURS 60220 Primary Care II:				Yes	
Chronically Ill Adults Across the					
Lifespan					
NURS 62292 Primary Care II:				Yes	Clinical
Chronically Ill Adults Across the					course
Lifespan					
NURS 60325 Primary Care: Family				Yes	
Health & Chronic Illness Across the					
Lifespan					
NURS 63292 Primary Care: Family				Yes	Clinical
Health & Chronic Illness Across the					course
Lifespan Practicum					
NURS 60006 Intro to Family				Yes	
Assessment & Counseling in Nursing					

Psychiatric Mental Health Nurse Practitioner (PMNF)	Online	On-ground (including web facilitated)	Blended/ hybrid	Course currently required in approved program	Comments (as needed)
NURS60015: Advanced Health				Yes	
Assessment					
NURS60101: Theoretical Basis for				Yes	
Nursing Practice					
NURS60441: Pharmacology for				Yes	
Advanced Practice Nursing					
NURS60403: Methods of Inquiry				Yes	
NURS60010: Advanced Nursing				Yes	
Informatics					
NURS60025: Health Policy and				Yes	
Advanced Nursing Practice					
NURS60045: Pathophysiology for				Yes	
Advanced Practice Nurses					
NURS 60051: Neurobiology and				Yes	
Psychopharmacology of Major				103	
Psychiatric Disorders Across the					
Lifespan					
NURS 60012: Advanced Mental				Yes	
Health Assessment and	_	_		100	
Psychopathology Across the Lifespan					
NURS 60151: PMH APN I:				Yes	
Individual Psychotherapy Across the		_		100	
Lifespan					
NURS 61592: PMH APN I Practicum				Yes	Clinical
					course
NURS60251: PMH APN II (Family				Yes	
and Group Psychotherapy across the				103	
Lifespan)					
NURS 62592: PMH APN II				Yes	Clinical
Practicum					course
NURS 60353: PMH APN III:				Yes	
Organization and Community					
Assessment and Consultation					
NURS 63592: PMH APN III				Yes	Clinical
Practicum					course
NURS 60355: Primary Health Care				Yes	
Concepts for the PMH APN					
NURS60452: PMH Family Role			1	Yes	
NURS64592: PMH Family Role				Yes	Clinical
Practicum					course

Women's Health Nurse Practitioner	Online	On-ground (including web facilitated)	Blended/ hybrid	Course currently required in approved program	Comments (as needed)
NURS60015: Advanced Health		Í		Yes	
Assessment Across the Lifespan					
NURS60140: Women's Health Care				Yes	
NP I					
NURS61492: Women's Health Care				Yes	Clinical
NP Practicum I					course
NURS60101: Theoretical Basis for				Yes	
Nursing Practice					
NURS60045: Pathophysiology for				Yes	
Advanced Practice Nurses					
NURS60240: Women's Health Care				Yes	
NP II 2					
NURS62492: Women's Health Care				Yes	Clinical
NP Practicum II					Course
NURS60441: Pharmacology for				Yes	
Advanced Practice Nursing					
NURS60403: Methods of Inquiry				Yes	
NURS60506: Clinical Diagnostics for				Yes	
Advanced Nursing Practice					
NURS60340: Women's Health Care				Yes	
NP III					
NURS63492: Women's Health Care				Yes	Clinical
NP Practicum III					Course
NURS60440: Women's Health Care				Yes	
NP IV					
NURS64892: Women's Health Care				Yes	Clinical
NP Practicum IV					Course
NURS60050: Pharmacology for				Yes	
Women's Health Nurse Practitioner					
NURS60010: Advanced Nursing				Yes	
Informatics					
NURS60025: Health Policy and				Yes	
Advanced Nursing Practice					
NURS60540: Women's Health Care				Yes	
NP V					
NURS65892: Women's Health Care				Yes	Clinical
NP Practicum V					Course

Nursing Healthcare Management (NHCM)	Online	On-ground (including web facilitated)	Blended/ hybrid	Course currently required in approved program	Comments (as needed)
NURS60101: Theoretical Basis for				Yes	
Nursing Practice					
NURS60403: Methods of Inquiry				Yes	
NURS60010: Advanced Nursing Informatics				Yes	
NURS60025: Health Policy and Advanced Nursing Practice				Yes	
N60315 Budgetary and Fiscal Management for Nurses				Yes	
NURS 60014 Leadership in Nursing and Health Care Management				Yes	
NURS 60020 Legal and Regulatory Management for Nurses				Yes	
NURS 60024 Health Care Organization Structure and Behavior				Yes	
N64202 Nursing & Health Care Management I Seminar				Yes	
N64292 Nursing & Health Care Management I Practicum				Yes	Clinical course
N64002 Program Development and Evaluation for Nurse Administrators				Yes	
N64302 Nursing & Health Care Management II Seminar				Yes	
N64392 Nursing & Health Care Management II Practicum				Yes	Clinical course

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 Associate Dean, Graduate Programs has major responsibility for the MSN program. The individual in this position, Dr. Wendy Umberger, is an ex officio member of the College of Nursing Graduate Curriculum Committee, the University Graduate Studies Administrative Advisory Council, and advises the dean on course scheduling and graduate faculty assignments. Dr. Umberger is the chair of the College of Nursing Graduate Faculty Committee. Qualifications for this position include tenured faculty member with extensive teaching experience in nursing.

4.2 Describe faculty members' responsibilities to the online or blended/hybrid program. In your response, indicate how faculty members' responsibilities to the online or blended/hybrid program affect their responsibilities to the on-ground program, including teaching load, advising, research/scholarship, and participation in faculty committees/governance. Are additional faculty members going to be hired to implement the online or blended/hybrid program? Will these faculty members participate in only the online or blended/hybrid program or will they participate in the on-ground program as well.

Teaching load is determined by the university's collective bargaining agreement. Tenure-track faculty are assigned 24 workload equivalents (1 workload equivalent = 1 credit hour) per academic year; non-tenure-track faculty are assigned 30 workload equivalents per academic year. Faculty assignments are made to align with individuals' interests, experience, and expertise. No additional faculty will be hired to implement the MSN degree program in an online format. Full-time faculty who teach in the MSN program will have those instructional responsibilities as part of their standard load. Teaching online courses will not be considered as an additional load but as part of faculty's regular workload. Faculty will teach both on-ground and online courses in their area of expertise.

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.

On-ground and virtual training sessions regarding online teaching/learning strategies and technology are regularly provided to faculty requesting technical assistance. Instructional technology and design assistance is provided by the Kent Campus. Support is available in various forms: network support staff, instructional/ educational technology coordinators and faculty resources. Course staffing is conducted to ensure optimal mixes of experienced and technically adept faculty with newer or technology-naïve faculty.

The College of Nursing has a full-time instructional technologist who is prepared to serve as a consultant for instructional design. Further, there are university resources available to assist with both the substantive and technical needs of the faculty. For example, the Office of Continuing and Distance Education and the Educational Technology Services units provide support for the design and delivery of online courses. Kent State's online Help Desk, available 24/7, assists faculty and students with technical support to trouble shoot challenges that arise.

4.4 Using the form below, provide the information requested for each member of the instructional staff. A faculty member must be identified for each course to be taught during the first two years of program delivery. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below). A copy of each faculty member's CV must be included as an appendix item.

Name of instructor	Rank or title	Full- time / part- time	Terminal degree title, discipline on diploma, institution, year	Course instructor will teach in proposed program	Experience teaching distance education courses/ professional development in DL	Number of courses instructor will teach/year (include traditional and DL)
Ann Ancona	Lecturer	FT	MS, Nursing, Akron University, 2000	NURS 60170/ 61792 Pediatric Assessment for Advanced Practice Nurses & Practicum NURS 60270/ 62792 PNP II & Practicum 60370/63792 PNP II &Practicum 60372/ 63992 Care of the Chronically Ill Child & Practicum 60470/ 64792 PNP III & Practicum NURS 60601 Curriculum and Instruction in Nursing Education NURS 60605 Nursing Education with Technology N60604 Nursing Health Care Clinical Issues in a Specialty Area	Certified nurse educator, has taken graduate-level coursework on educational technologies Developed a 100% online course, NURS 60605 Nursing Education with Technology, with Tina Saunders. Has taught online coursework for 4 years	8
Patricia Baller	Associate Lecturer	FT	MSN - Nurse- Midwife, University of Kentucky, 1982	N60015 Advanced Health Assessment NURS60220 Primary Care II NURS 62292 Primary Care II Practicum N60320 Comprehensive Primary Care III	Extensive experience with graduate program teaching, including online.	8

	1	1	NICOTO CON TO		
			N60506 Clinical Diagnostics for Advanced Nursing Practice		
			N60050 Pharmacology for Women's Health Nurse Practitioner		
			NURS64892 Women's Health Care NP Practicum IV		
Instructor	FT	MSN, Yale University	N60601 Nsg Curriculum and Instruction N60602 Roles and Evaluation for Nursing Curriculums in Higher Education N60604 Nursing Health Care Clinical Issues in a Specialty Area N60592 Nursing Education Practicum	Certified Nurse Educator Teaching online in RN/BSN program since 2001 Mentor to faculty new to teaching online Served on University on University Council on Technology	5
Assistant Professor	FT	PhD, Case Western Reserve University 2005	N60403 Methods of Inquiry N60101 Theoretical Basis for Nursing Practice	Two years of experience teaching online synchronous and asynchronous courses as well as classroom face-to-face instruction; attended workshops/symposium about online teaching, learning and Quality Matters training for course design	3
Assistant Professor	FT	PhD, University of North Carolina; post-doctoral fellowships, Duke University; the Ohio State University	60025 Health Policy for Advanced Nursing Practice	Two years' experience with online teaching at University of North Carolina	2
Associate Professor	FT	PhD Nursing Case Western Reserve University	NURS 60012 Advanced Mental Health Assessment & Psychopathology Across the Lifespan NURS 60353 PMIL ADM HE	14 years' experience with synchronous and asynchronous on-line teaching; completed Quality Matters course in 2011.	4
	Assistant Professor Assistant Professor	Assistant Professor Assistant Professor FT Associate FT	Assistant Professor Assistant Professor FT PhD, Case Western Reserve University 2005 PhD, University of North Carolina; post-doctoral fellowships, Duke University; the Ohio State University Associate Professor FT PhD Nursing Case Western	Assistant Professor Assistant Professor Associate Professor Associate Professor Professor Associate Professor Associate Professor Associate Professor Professor Professor Professor Associate Professor Associate Professor Diagnostics for Advanced Nursing Practice N60050 Pharmacology for Women's Health Nurse Practitioner NURS64892 Women's Health Care NP Practicum IV	

				Organization & Community Assessment & Consultation NURS 60006 Introduction to Family Assessment and Counseling in Nursing NURS64592: PMH Family Role		
Lisa Echeverry	Lecturer	FT	DNP, Rush University, December, 2013	Practicum N60506 Clinical Diagnostics for the Advanced Practice Nurse N60015 Advanced Health Assessment N60120/61292 Primary Care I/Practicum N60220/62292 Primary Care II/Practicum N60220 Primary Care II N60320/63692 Comprehensive Primary Care III/Practicum N60092 Summer Practicum	Six years of teaching experience; led faculty team in converting on-ground courses in MSN program to online	7
Joseph D. Fisher	Assistant Lecturer	FT	MSN, Family Nurse Practitioner, Kent State University, 1999	NURS60025 Health Policy for Advanced Nursing Practice NURS60441Phar macology for Advanced Practice Nurses NURS60325/6329 2 Primary Care Family & Practicum NURS 60045 Pathophysiology for APN	Four years' experience teaching in class and on line courses	5

				NURS 62292 Primary Care II Practicum		
Tracy Gidden	Associate Lecturer	FT	MSN, Parent Child Nursing, Kent State University, 1996	N60170 Pediatric Assessment for APN N61792 Pediatric Assessment for APN Practicum	Certified Nurse Educator Two years' experience in online teaching. Online task force, KSU Second author of article on online class size.	2
Dana Hansen	Assistant Professor	FT	PhD, Case Western Reserve University, 2013	N60101 Theoretical Basis for Nursing Practice	2 years of teaching experience with online courses; received KSU teaching grant to develop online course (NURS 60101) according to Quality Matters criteria	3
Shellie Hawk	Instructor	PT	MSN, Certificate in Nurse-Midwifery, CWRU, 1985	60140/ 61492 Women's Healthcare Nurse Practitioner I & Practicum NURS62492: Women's Health Care NP Practicum II 60440 WHNP IV NURS65892: Women's Health Care NP Practicum V	7 years teaching experience with online courses	4
Jeremy Jarzembak	Associate Lecturer	FT	MA, Exercise Physiology	NURS 60010 Advanced Nursing Informatics	PhD courses in nursing informatics Presentations and participation in nursing educational technology conferences	5
Kellie Jarzembak	Lecturer	FT	MSN, ACNP	N60015 Advanced Health Assessment N60130 Adult Gerontology Acute Care Nurse Practitioner Role N60230, 60330, Adult Gerontology Acute Care Nurse Practitioner I & 2 N61392, 62392 Adult Gerontology Acute Care Practitioner Role Practitioner Role Practicum 1 & 2	New hire as non-tenure-track faculty Fall 2015; assigned to teach sections of courses with experienced faculty to mentor	7

			NURS63392 Adult Gerontology ACNP II Practicum		
Instructor	РТ	MSN, Kent State University, 2008	NURS 60355: Primary Health Care Concepts for the PMH APN	Has taught on ground for CON for 3 years	1
Instructor	РТ	MSN, Kent State University, 1994	Psychiatric Mental Health Advanced Practice Nurse III Practicum	Has taught on-ground PMH MSN courses for 3 years	3
			NURS 61592: PMH APN I Practicum		
Assistant Professor	FT	DNP, Case Western Reserve University, 2010	N60015 Advanced Assessment, N61692 Pediatric Primary Care Practicum, 62292 APRN N60352 & 63292, Primary Care III	3 years' experience in online teaching. Completed a 4-week professional development course "Maximizing Success in the Online Classroom" summer 2015.	5
			NURS 60325 Primary Care: Family Health & Chronic Illness Across the Lifespan		
Assistant Professor	FT	PhD, Nursing KSU 2014	NURS60010: Advanced Nursing Informatics NURS60045: Pathophysiology for Advanced Practice Nurses	New hire as tenure-track faculty Fall 2015; assigned to teach sections of courses with experienced faculty to mentor. Has completed Quality Matters/online teaching workshops at KSU	2
Instructor	PT	MBA, Case Western Reserve University, 1987	NURS 60010 Advanced Nursing Informatics	Has taught online courses for KSU since 2013; developed and taught an online course for Ashland University in 2015	1
Lecturer	FT	University of Akron MSN Nursing Adult Health CNP 2000	N60506 Clinical Diagnostics N60015 Advanced Health Assessment Primary Care I, II, and III (N60120, N60220, N60320) and the	Six years of teaching and development of the online course Clinical Diagnostics	7
	Assistant Professor Assistant Professor	Assistant Professor FT Assistant Professor FT Instructor PT	Instructor PT MSN, Kent State University, 1994 Assistant Professor FT DNP, Case Western Reserve University, 2010 Assistant Professor PT PhD, Nursing KSU 2014 Instructor PT MBA, Case Western Reserve University, 1987 Lecturer FT University of Akron MSN Nursing Adult Health	Instructor PT MSN, Kent State University, 2008 Primary Health Care Concepts for the PMH APN Instructor PT MSN, Kent State University, 1994 Psychiatric Mental Health Advanced Practice Nurse III Practicum Assistant Professor PT DNP, Case Western Reserve University, 2010 Phylogenya Primary Care III Nurs 60322, Primary Care III Nurs 60325, Primary Care III Nurs 60326, Primary Care III Nurs 60	Instructor

				2, N62292,		
				2, N62292, N63692)		
				NP Role and Practicum in summer (N60125 and N61892)		
Cyndi Roller	Associate Professor	FT	PhD, Case Western Reserve University, 2000	NURS 60540 /65892 Women's Health Care Nurse Practitioner V and Practicum	10 years' experience teaching online courses.	5
				NURS 60440 / 64892 Women's Health Care Nurse Practitioner IV and Practicum		
				NURS 60240 Women's Health Care Nurse Practitioner II		
				NURS60340 / 63492 Women's Health Care NP III & Practicum		
Tina Saunders	Senior Lecturer	FT	MSN Kent State University	NURS60602 Roles and Evaluation for Nursing Education Curricula	7 years' experience; Certified Nurse Educator; Completed Applying the Quality Matters certificate course	7
				NURS60601 Curriculum and Instruction in Nursing Education		
				NURS60592 Nursing Education Practicum		
				NURS60604 Nursing Health Care Clinical Issues in a Specialty Area		
				NURS60015 Advanced Health Assessment		
				NURS 60605 Nursing Education with Technology		
				NURS 60310 Adult Gerontology		

				Clinical Nurse Specialist III		
Denice Sheehan	Associate Professor	FT	PhD, Nursing, University of Akron, 2007	N60101 Theoretical Basis for Nursing Practice	Seven years' experience teaching online courses; attended presentations about teaching on Blackboard at KSU; received KSU teaching grant to develop online course (NURS 60101) according to Quality Matters criteria	2
Yvonne Smith	Assistant professor	FT	PhD, education, Kent State University	N60025 Health Policy and Advanced Nursing Practice N64002 Program Development and Evaluation for Nurse Administrators NURS 60024 Health Care Organization Structure and Behavior N64202 Nursing & Health Care Management I Seminar N64292 Nursing & Health Care Management I Seminar N64292 Nursing & Health Care Management I Practicum NURS63192: Adult Gerontology CNS III Practicum	Experience with synchronous and asynchronous distance technology since 1999. Has both attended and conducted professional development sessions on effective teaching using DL technologies and methods.	6
Pamela Stephenson	Assistant professor	FT	PhD, nursing, Kent State University, 2011	NURS60025 Health Policy for Advanced Nursing Practice N60101 Theoretical Basis for Nursing Practice	Has taught three online courses in past and been a guest lecturer for courses; received KSU teaching grant to develop online course (NURS 60101) according to Quality Matters criteria	3
Connie Tezie	Instructor	PT'	DNP, Case Western Reserve University, 2010	NURS 60160 Primary Care Pediatrics NURS 61692 Primary Care Pediatrics Practicum	Developed KSU DNP 100% online curriculum & taught 3 DNP courses Professional Development for online CE: OCDE 1001 Maximizing Success in the Online Classroom 2014; Interprofessional Lifestyle	2

					Medicine Task Force 2014; KSU-CoN: Driving the Future '14: Meeting the Expectations of Tomorrow with the Educational Tools of Today; AACN: Motivational Teaching Strategies: Enhancing Student Learning	
Kimberley Thomas	Lecturer	FT	MSN, CWRU 2001 JD, Marshall College of Law, Cleveland State University	N64302 Nursing & Health Care Management II Seminar N64392 Nursing & Health Care Management II Practicum NURS 60020 Legal and Regulatory Management for Nurses NURS 60014 Leadership in Nursing and Health Care Management N60315 Budgetary and Fiscal Management for Nurses	2 years' experience online teaching at KSU	5
James Tudhope	Instructor	PT	MSN, KSU 2013	NURS 60251 Psychiatric Mental Health APN Adult II NURS 62592 PMH APN II Practicum NURS 63592 Psychiatric Mental Health Advanced Practice Nurse III Practicum NURS 60151 Psychiatric Mental Health Advanced Practice Nurse I: Individual Psychotherapy NURS60452: PMH Family Role	New in faculty role 2015-16	5

Patricia Vermeersch	Associate Professor	FT	PhD, Clinical Nursing Research, Case Western Reserve University, 1986	NURS 60045 Pathophysiology for APN NURS 60403 Methods of Inquiry NURS60015 Advanced Health Assessment NURS 62292 Primary Care II Practicum NURS 61592: PMH APN I Practicum	Over 15 years' experience teaching online courses; completed first Quality Matters training at another university, taken Faculty Development courses at Kent State since hire.	5
Sandra Wagner	Instructor	PT	MSN, Kent State University, 2009	NURS60015 Advanced Health Assessment	Currently teaching online course with mentorship from experienced faculty	1
Sheila Webster	Lecturer Emeritus, instructor	PT	MA, Psychiatric Mental Health Nursing, NYU, 1972	NURS 60051 Neurobiology and Psychopharmacolo gy of Major Psychiatric Disorders Across the Lifespan	3 years experience teaching online courses at KSU	1
Cindy Wilk	Lecturer	FT	MSN, Kent State University 2000	N60110 CNSI N61192 CNSI Practicum N60210 CNS2 N62192 CNS2 Practicum N60310 CNS3 N63192 CNS3 Practicum	Certified Nurse Educator 6 years of experience teaching online courses as well as classroom instruction.	4
Dawn Zwick	Assistant Lecturer	FT	MSN, Kent State University, 2002	NURS60015 Advanced Health Assessment	Completion of online teaching seminars at KSU; 5 years experience teaching online	4

APPENDICES

AppendixDescription

- CV of Program Administrator, Associate Dean Wendy Umberger Α
- CVs of Faculty Teaching in Program Syllabi of Courses to Be Taught В
- C

Kent State verifies that the information in this request is truthful and accurate.

Respectfully,

signed after EPC

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

KENT STATE UNIVERSITY Ovember 2015 | Attachment 31 | Page 1 CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Da	e 21-Sep-16	Curriculum Bulletin
		Effective Date	Fall 2016	Approved by EPC
Department	Nursing			
College	NU - Nursing			
Degree CER8 - Post-Mas		- Master of Science	in Nursing	
Program Name	NURSING Pro	gram Banner Code		
Concentration(s)	ALL Con	ncentration(s) Banne	Code(s)	
Proposal	Offer program	fully online		
Description of proposal seconds. 1. All concentrations	eks to offer a 100	% fully online optio	n of:	
		tificate programs:		
Current total credit	ctitioner y Primary Care No thcare Manageme al Health Nurse Pr Care Nurse Pract rision change progra hours: varies	urse Practitioner ent ractitioner titioner ram's total credit hou Proposed	d total credit ho	☑ No ours same ition issues; enrollment and
The changes in the meet student mark offered online. The of those remaining	ons; need; audiencese programs are ket demand. The interesis no new progress that cult	ce; prerequisites; tea being proposed to majority of courses ogramming being p rrently do not have	cher education offer more fl in these prog proposed, only online alterna	exible and attractive options to grams are already being y a change in delivery method atives. Therefore, no changes online course development
Units consulted (oth none	er departments, p	rograms or campuse	s affected by t	his proposal):
		REQUIRED END	ORSEMENTS	
Department Chair /	School Director			
				M 1 13 1 -
Campus Dean (for F	Regional Campuse	s proposals)		10 13 15
,	•	• •		
College Dean (or de	signee)			

Curriculum Services | Form last updated June 2015

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EPC Agenda | 16 November 20 6 | Attachment 31 | Page 2

Dean of Graduate Studies (for graduate proposals)

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

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Da	te 24-Sep-15	Curriculum Bulletin
		Effective Date	Fall 2016	Approved by EPC
Department	NURSING			
College	NU - Nursing			
Degree		Master of Science	in Muraina	
SSU-COLOR CONTROL CONT			in Nursing	
Program Name	100 miles	ram Banner Code		
Nurse Practition Nurse: Nurse Pra	Adult Gerontology er Family, Primary actitioner Adult - G	Acute Care Nurse Care Pediatric Nu erontology Prima	Practitioner, rse Practition y Care, Psych	rse Specialist, Concentration(s) Advanced Practice Registered Nurse: er,Advanced Practice Registered niatric Mental Health Family Nurse th Care Management
Proposal	Revise program			
Description of pro	posal:			
This proposal se various program new names. It als	eks to revise the all plans and substitu	iting with new cou ing the names of	rses, as well a	liminating certain courses from as replacing courses that have trations for clarity. The proposal log requirements.
Does proposed rev	vision change progra	am's total credit hou	ırs? ⊠ Yes	□No
Current total credit	hours: 32-47	Proposed total c	redit hours 34-	49
staffing considerat	ions; need; audience	e; prerequisites; tea ontent to better p	cher education repare studen	ts for graduate nursing roles.
Units consulted (ot IAKM and College	her departments, presone of Public Health	ograms or campuse	es affected by t	this proposal):
\$200 gave the second	aled to Annia in ventionissensiale konstanti 1944 kinin paer in crimente varian en vention en vention en venti	REQUIRED END	ORSEMENTS	
				1 1
Department Chair /	School Director			
Campus Dean (for	Regional Campuses	proposals)		
Darbara	Frome.			10 1 13 115
College Dean (or de	esignee) Clock and Studies (for graduate	proposals)		11,6,15
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Senior Vice Preside	nt for Academic Affa	airs or Provost (or d	esignee)	

KENT STATE UNIVERSITY Ovember 2015 | Attachment 31 | Page 4 CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Dat	e 14-Sep-15	Curriculum Bulletin
		Effective Date	Fall 2016	Approved by EPC
Department				
College	NU - Nursing			
Degree	MSN - I	Vlaster of Science	in Nursing	
Program Name	Nursing Progr	am Banner Code	NURS	
Concentration(s)	all			
Concentration(s) Ba	anner Code(s)			
Proposal				
Description of propo	osal:			
No changes Revise curre	ent Admission Rec to Admission Req ent Progression Rec o Progression Rec	uirements equirements		
		REQUIRED END	ORSEMENTS	i
Department Chair /	School Director			
Campus Dean (for R	Regional Campuses	proposals)		//
Burara J	voore			10 / 13 /15
Dean of Graduate St	lody Janku	proposals)		11,6,15
Provost and Senior V	/ice President for A	cademic Affairs (or	designee)	

Proposal Summary [Changes to Admission Requirements]

Please review the information below for your program and make any necessary changes in preparation for Kent State University's new catalog software implementation during the 2016-2017 academic year. If there is no current language in a section it may be added at this time.

Please direct any questions to the Curriculum Services representative for your college.

Current Admission Requirements

Applicants to the master's program must have:

- An active, unrestricted RN license in the state in which practice will be completed. Proof of the appropriate licensure must be obtained within the first semester of the student's program or prior to beginning practicum hours, whichever comes first
- A baccalaureate and/or graduate degree from an accredited registered nursing program. An RN with a bachelor's degree in a non-nursing field will be considered based on review of a portfolio submitted with the application
- A minimum cumulative 3.0 GPA on a 4.0 point scale
- The successful completion of an undergraduate level statistics course
- Professional experience in nursing as evidenced by: a resume or curriculum vitae and a preadmission interview
- Three letters of reference from a health care professional or academic faculty who can speak to the applicant's professional and academic abilities; and completion of an admissions essay, describing professional goals and reasons for seeking the master's degree in the identified specialty
- International applicants must show evidence of one of the following:
 - o a minimum internet TOEFL score of 83
 - o a paper based TOEFL score of 560
 - o a MELAB score of 78
 - o a PTE minimum score of 55, or a minimum IELTS score of 6.5 for admission

The MSN/MBA concentration requires applicants to complete the GMAT or GRE. Students selected for admission to the nursing program must meet the College of Nursing's Clinical Compliance Policy.

For more information about graduate admission, please visit the Graduate Studies website.

New Admission Requirements

Applicants to the master's program must have:

 An active, unrestricted RN license in the state in which clinical coursework will be completed.

- A baccalaureate and/or graduate degree from an accredited registered nursing program. An RN with a bachelor's degree in a non-nursing field will be considered based on review of a portfolio submitted with the application
- A minimum cumulative undergraduate grade point average (GPA) of 3.0 on a 4.0 point scale. Applicants with a lower GPA may be considered for conditional admission according to the University graduate admission policy (http://www2.kent.edu/catalog/2015/info/policies?policy=ad-gr)
- Completion of an undergraduate level statistics course in the past 5 years with a grade of "C" or better
- A resume or curriculum vitae
- Completion of a two- to three-page admissions essay describing reasons for seeking the
 master's degree in the identified specialty and demonstrating clarity of professional goals.
- Three letters of reference from a health care professional or academic faculty who can speak
 to the applicant's professional and academic abilities; and completion of an admissions essay,
 describing professional goals and reasons for seeking the master's degree in the identified
 specialty
- International applicants must show evidence of one of the following:
 - o a minimum internet TOEFL score of 83
 - o a paper based TOEFL score of 560
 - o a MELAB score of 78
 - o a PTE minimum score of 55, or a minimum IELTS score of 6.5 for admission

The MSN/MBA concentration requires applicants to complete the GMAT or GRE. Students selected for admission to the nursing program must meet the College of Nursing's Clinical Compliance Policy.

For more information about graduate admission, please visit the Graduate Studies website.

Description of Action, Including Intended Effect

This revision requires students to demonstrate licensure as an RN prior to admission, which solves a problem created with the current policy, in which students who were not licensed were required to acquire the license after matriculating. In some cases, the student's attempt at licensure has not been successful, and blocked progress in the program. It also streamlines the application and admissions process by removing barriers to seamless transition to graduate school, by not requiring work experience nor an interview to be admitted. Finally, it clarifies that conditional admission is possible per University policy.

Timetable and Actions Required: a chronology of actions required to approve the proposal with an anticipated implementation date for each action

Sept. 14 2015: Approved by GCC

October 12 2015: Presented to CON Faculty

October 26 2015: Presented to CON CAC

October 26 2015: Presented to Dept of Graduate Studies/Educational Policies Council

Fall 2016: Implementation

Proposal Summary Revise Master's of Science in Nursing (MSN) Program

Description of Action, Including Intended Effect

This proposal seeks to:

- 1. Revise program plans for <u>all concentrations of the MSN program</u> in the College of Nursing by:
 - Deleting two 2-credit hour core courses (NURS 60451 Health Policy and Delivery Systems for Health Care Professionals, and NURS 60450 Ethical and Cultural Issues for Health Professionals); and
 - b. Adding two proposed new 3-credit hour courses, NURS 60025 Health Policy and Advanced Nursing Practice and NURS 60010 Advanced Nursing Informatics.
- 2. Revise the titles of some concentrations to reduce wordiness and enhance clarity. The proposed revised titles are in the table in item #3 below.
- 3. Revise program plans for select concentrations by deactivating and deleting our former Advanced Assessment courses, listed in the table below, and replacing them with our new NURS 60015 Advanced Health Assessment course in the following MSN concentrations:

Concentration:	Concentration:	Number and Name of Courses to be
Current Title	Proposed Title	Deactivated & Deleted
Nurse Educator	[no change]	NURS 60007 Advanced Assessment Across the Lifespan NURS 60008 Advanced Assessment Across the Lifespan Laboratory
Adult Gerontology Clinical Nurse Specialist	[no change]	NURS 60007 Advanced Assessment Across the Lifespan NURS 60008 Advanced Assessment Across the Lifespan Laboratory
Adult Gerontology Acute Care Nurse Practitioner	[no change]	NURS 60007 Advanced Assessment Across the Lifespan NURS 60011 Advanced Assessment Across the Lifespan Laboratory for Advanced Practice Registered Nurse
Advanced Practice Registered Nurse: Nurse Practitioner Family	Family Nurse Practitioner	NURS 60007 Advanced Assessment Across the Lifespan NURS 60013 Advanced Health and Physical Assessment Across the Lifespan Laboratory for Family Advanced Practice Registered Nurses
Primary Care Pediatric Nurse Practitioner	Pediatric Primary Care Nurse Practitioner	NURS 60007 Advanced Assessment Across the Lifespan
Advanced Practice Registered Nurse: Nurse Practitioner Adult - Gerontology Primary Care	Adult Gerontology Primary Care Nurse Practitioner	NURS 60007 Advanced Assessment Across the Lifespan NURS 60011 Advanced Assessment Across the Lifespan Laboratory for Advanced Practice Registered Nurse
Psychiatric Mental Health Family Nurse Practitioner	Psychiatric Mental Health Nurse Practitioner	NURS 60007 Advanced Assessment Across the Lifespan NURS 60013 Advanced Health and Physical

Concentration: Current Title	Concentration: Proposed Title	Number and Name of Courses to be Deactivated & Deleted
		Assessment Across the Lifespan Laboratory for Family Advanced Practice Registered Nurses
	[no change]	NURS 60007 Advanced Assessment Across the Lifespan NURS 60008 Advanced Assessment Across the Lifespan Laboratory

4. Further revise program plans for two concentrations by deactivating and deleting two courses:

Concentration	Number and Name of Course to be Deactivated & Deleted
Advanced Practice	NURS 60030 Health Promotion Across the Lifespan for Family Practice
Registered Nurse:	
Nurse Practitioner	
Family	
Advanced Practice	NURS 60205 Introduction to Applied Epidemiology
Registered Nurse:	
Nurse Practitioner	
Adult - Gerontology	
Primary Care	

5. Revise program plans for select concentrations to reflect course titles being changed effective Fall 2016. See attachment with mark-up of current catalog copy.

The contents of this proposal reflect ongoing discussion in the CON Graduate Curriculum Committee during AY 2014-15 and Fall 2015, and is the result of:

- The addition of the NURS 60015 course to the MSN curriculum last year;
- Content mapping of course content throughout all concentrations of the MSN program; and
- Review of:
 - o the guiding document for professional accreditation, the American Association of Colleges of Nursing's (AACN) Essentials of Master's Education in Nursing, and
 - O Guidelines from recognized national nursing education and practice groups representing master's-level nursing specialties (see references).
- 6. Finally, to permit current students the opportunity to take advantage of the updated curricula these changes will be made retroactive to previous catalog requirements.

Intended Effects of Course Additions:

The intended effects of adding two courses are as follows:

NURS 60010 Advanced Nursing Informatics -3 credit hours

Virtually every major professional and educational organization in nursing has proclaimed the essential role of informatics competencies in nursing and advanced nursing (e.g., the American Nurses Association; Quality and Safety Education for Nurses; the Institute of Medicine, to name a few). Moreover, informatics is listed as one of nine essential competencies in the AACN's Essentials

document, which is required by our national accrediting body, Commission on Collegiate Nursing Education. Currently, we have no informatics content in the MSN curriculum. By adding this course, we will be positioning graduates with knowledge and skills necessary to function at an advanced level in the current and future healthcare environment.

NURS 60025 Health Policy and Advanced Nursing Practice – 3 credit hourss

The need for health policy education in nursing is widely acknowledged by the profession (e.g., the American Association of Colleges of Nursing, the American Nurses Association, the Institute of Medicine and the National League for Nursing). Further, the American Association of Colleges of Nursing identifies health policy and advocacy as an essential component of masters-level nursing education. The scope and significance of health policy has expanded in recent years, resulting in the need to expand the content and number of credit hours beyond that of the former course to best prepare graduates to practice nursing at an advanced level.

Intended Effects of Course Deletions:

The intended effects of the proposed course deactivations/deletions are as follows:

Course to Be Deleted	Intended Effect
NURS 60451 Health Policy and Delivery Systems for Health Care Professionals	Replace with NURS 60025 for updated and expanded content
NURS 60450 Ethical and Cultural Issues for Health Professionals	Remove redundant content from curriculum; culture is covered in concentration-specific courses and ethical content has been incorporated into the new health policy course.
NURS 60030 Health Promotion Across the Lifespan for Family Practice	Remove redundant content from curriculum that duplicates content in clinical courses in the concentration
NURS 60205 Introduction to Applied Epidemiology	Remove redundant content is redundant that duplicates content in N60120 Primary Care I: Adults Across the Lifespan

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

- 1. Addition of NURS 60010 Advanced Nursing Informatics: This course will provide the necessary foundation for our students who go on to complete our doctor of nursing practice (DNP) program, by providing competencies for synthesizing and analyzing health-related data for patient quality and safety and evaluating informatics systems. The DNP program includes the IAKM Health Informatics course 80401, Health Informatics Management, which will advance and apply the knowledge gained from the proposed MSN Nursing Informatics course. An email from Athena Salaba in the School of Library and Information Science (attached) attests that the proposed nursing informatics course does not duplicate content in courses offered by that department.
- 2. Addition of NURS 60025 Health Policy and Advanced Nursing Practice: Since the proposed course is a revision of the current health policy course, the impact on the Master's program will be to better prepare graduates for nursing practice at the advanced level and will provide a solid foundation for student who pursue doctoral level education in nursing. The expansion of content includes topics related to ethics that will be removed with the deletion of NURS 60450. An email from Dr. Jonathan vanGeest in the Health Policy department in the College of Public

- Health (attached) attests that the proposed nursing informatics course does not duplicate content in courses offered by that department.
- 3. Deletion of NURS 60450 Ethical and Cultural Issues for Health Professionals: This course has been taken by a few graduate students in the College of Architecture. We informed Prof. Douglas Steidl and William Willoughby of our suspension of this course and intent to deactivate it on 7/20/2015.

Fiscal, Enrollment, Facilities and Staffing Considerations

- 1. The Advanced Nursing Informatics course will replace NURS 60450 Ethical and Cultural Issues as a required course in the MSN program. The CON has two full-time and one part-time faculty on staff who possess the background and expertise to teach this content. In addition, Dr. Chris Hudak from IAKM is an accomplished nursing informaticist who is available to provide consultation on health informatics curriculum if needed. We have also received inquiries from master's prepared nursing informaticists in Ohio expressing interest in teaching sections of the course on a part-time basis.
- 2. <u>Health Policy course:</u> The increase of one credit hour created by removing the current 2-credit hour course can be accommodated with our current faculty and no additional personnel or other resources are needed.

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

Sept. 14, 2015: Consideration by CON Graduate Curriculum Committee September 28, 2015: Consideration by CON College Advisory Committee

October 26: Proposal to EPC

AY 2015-2016: Implement revised program plans for incoming students, work with currently enrolled for course substitutions.

References

- American Association of Colleges of Nursing (September 24, 2012). Graduate-level QSEN competencies. Retrieved September 1, 2015 from http://www.aacn.nche.edu/faculty/qsen/competencies.pdf.
- American Association of Colleges of Nursing (2011). The Essentials of Master's Education in Nursing. Washington, DC: Author.
- Cronenwett, L., Sherwood G., Pohl, J., Barnsteiner, J., Moore, S., Sullivan, D., Ward, D., & Warren, J., (2009). Quality and safety education for advanced nursing practice. Nursing Outlook, 57, 338-348.
- Institute of Medicine. (2010). Robert Wood Johnson Foundation initiative on the future of nursing, at the Institute of Medicine. Retrieved on September 1, 2015, from http://www.iom.edu/Activities/Workforce/Nursing.aspx

A-Zindex Search CATALOG

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Kent State University Catalog 2015 - 2016

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- » College of Public Health
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- » Honors College
- » Regional College
- » School of Digital Sciences
- » University College

Nursing - M.S.N. Program Requirements

Kent State University 2015 Catalog > College of Nursing > Graduate Programs > Nursing - M.S.N., and Ph.D. > Nursing - M.S.N. Program Requirements



The Master of Science in Nursing degree, Nursing major, comprises 10 concentrations. All programs are four to five semesters (two full-time academic years) except the MSN/MBA dual-degree programs. Part-time students typically take three to four years of study to complete their program; the University mandates a six-year time limit in obtaining a master's degree. Under selected circumstances and upon the consent of the advisor, petitions for extensions of an additional one year to completion may be submitted to the program director. A thesis is optional.

- Nurse Educator concentration
- Nursing and Healthcare Management concentration
- Clinical Nurse Specialist concentrations
 - Adult Gerontology Clinical Nurse Specialist concentration
 - Primary Care Pediatric Clinical Nurse Specialist concentration
- Nurse Practitioner concentrations

 - Adult Gerontology Acute Care Nurse Practitioner concentration
 Advanced Practice Registered Nurse: Nurse Practitioner Family concentration
 - Primary Care Pediatric Nurse Practitioner concentration
 - Advanced Practice Registered Nurse: Nurse Practitioner Adult Gerontology Primary Care concentration Psychiatric Mental Health Family Nurse Practitioner concentration

 - Women's Health Nurse Practitioner concentration

NURSE EDUCATOR

Cours		Title Commence of the Commence	Credits
Transfer of the last	60007	Advanced Assessment Across the Lifespan NURS 60015	2
NURS	60008	Advanced Health Assessment Across the Lifespan Laboratory	-4-
NURS	60045	Pathophysiology for the Advanced Practice Registered Nurse	3
NURS	60101	Theoretical Basis for Nursing Practice	3
NURS	60403	Methods of Inquiry	3
NURS	60441	Pharmacology for Advanced Practice Nurses	3
NURS	60450	Ethical and Cultural Issues for Health Professionals 1/1/R 5 6000 10	2
NURS	60451	Health Policy and Delivery Systems for Health Care Professionals NURS 60025	2
NURS	60592	Nursing Education Practicum (180 hours)	3
NURS	60601	Curriculum and Instruction in Nursing Education	3
NURS	60602	Roles and Evaluation for Nursing Education Curricula	3
NURS	60604	Clinical Nursing and Education Issues in a Specialty Area	2
URS	60605	Nursing Education with Technology	2
	der e cena	MINIMUM TOTAL	

NURSING AND HEALTHCARE MANAGEMENT

(i)		ND HEALTHCARE MAN	25 1 had. T
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1. Charles	Course	Title	
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a Ki		NURS 60014	Leadership in Nursing and H
Les on)		NURS 60020	Legal and Regulatory Manag
and nist		NURS 60403	Methods of Inquiry
0000		NURS 60024	Health Care Organization St
		NURS 60010	Advanced Nursing Informat
12 No		NURS 60315	Budgetary and Fiscal Manag
Kon W		NURS 60025	Health Policy and Advanced
h pu		NURS 64202	Nursing & Health Care Mana
SW		NURS 64292	Nursing & Health Care Mana
		NURS 64002 ¹	Program Development and

	MINIMUM TOTAL	35
NURS 64392	Nursing & Health Care Management II Practicum	2
NURS 64302	Nursing & Health Care Management II Seminar	2
NURS 640021	Program Development and Evaluation for Nurse Administrators	3
NURS 64292	Nursing & Health Care Management I Practicum	2
NURS 64202	Nursing & Health Care Management I Seminar	2
NURS 60025	Health Policy and Advanced Nursing Practice	3
NURS 60315	Budgetary and Fiscal Management for Nurses	3
NURS 60010	Advanced Nursing Informatics	3
NURS 60024	Health Care Organization Structure and Behavior	3
NURS 60403	Methods of Inquiry	3
NURS 60020	Legal and Regulatory Management for Nurse Administrators	3
NURS 60014	Leadership in Nursing and Health Care Management	3
NURS 60101	Theoretical Basis for Nursing Practice	3

Adult Gerontology Clinical Nurse Specialist concentration

previously deachivated) Primary Care Pediatric Clinical Nurse Specialist concentration 2015 | Attachment 31 | Page 13 I. PROGRAM REQUIREMENTS (16 credits) Course Credits NURS 60045 Pathophysiology for the Advanced Practice Registered Nurse 3 NURS 60101 Theoretical Basis for Nursing Practice 3 NURS 60403 Methods of Inquiry 3 **NURS** 60441 Pharmacology for Advanced Practice Nurses 3 NURS 60450 Ethical and Cultural Issues for Health Professionals NURS 60010 2 Health Policy and Delivery Systems for Health Care Professionals 1/1/25 60025 NURS 2 II. CONCENTRATION REQUIREMENTS (20-22credits) Course Title Credits Adult Gerontology Clinical Nurse Specialist (20) Primary Care Pediatric Clinical Nurse Specialist (22) MINIMUM TOTAL Adult Gerontology Clinical Nurse Specialist Concentration L CONCENTRATION REQUIREMENTS (20 credits) Course Title Credite NURS 60007 Advanced Assessment Across the Lifespan NURS 60015 -2 NURS 60008 Advanced Health Assessment Across the Lifespan Laboratory 1 NURS 60506 Clinical Diagnostics for Advanced Practice Nurses 3. NURS 60110 Adult Gerontology Clinical Nurse Specialist I 3 NURS 60210 Adult Gerontology Clinical Nurse Specialist II 3 NURS 60310 Adult Gerontology Clinical Nurse Specialist III 3 NURS 61192 Adult Gerontology Clinical Nurse Specialist I Practicum in Nursing (210 hours) 2 NURS 62192 Adult Gerontology Clinical Nurse Specialist II Practicum in Nursing (210 hours) 2 NURS 63192 Adult Gerontology Clinical Nurse Specialist III Practicum in Nursing (105 hours) 1 MINIMUM SUBTOTAL TOTAL Primary Care Pediatric Clinical Nurse Specialist Concentration 38 I. CONCENTRATION REQUIREMENTS (22 credits) Course Title Credits NURS 60006 Introduction to Family Assessment and Counseling in Nursing 3 NURS 60007 Advanced Assessment Across the Lifespan 2 NURS 60170 Pediatric Assessment for Advanced Practice Nurses 3 NURS 60272 Pediatric Clinical Nurse Specialist I 3 **NURS** 60372 Care of the Chronically III Child for Advanced Practice Nurses 3 NURS 60472 Pediatric Clinical Nurse Specialist II 2 **NURS** 61792 Pediatric Assessment for Advanced Practice Nurse Practicum (105 hours) NURS 62992 Pediatric Clinical Nurse Specialist | Practicum (210 hours) 2 Care of the Chronically III Child for Advanced Practice Nurse Practicum NURS 63992 (105 hours) 1 NURS 64992 Pediatric Clinical Nurse Specialist II Practicum (210 hours) 2 MINIMUM SUBTOTAL 22 NURSE PRACTITIONER Adult Gerontology Acute Care Nurse Practitioner concentration Advanced Practice Registered Nurse: Nurse Practitioner Family concentration Advanced Practice Registered Nurse: Nurse Practitioner Adult - Gerontology Primary Care concentration
 Psychiatric Mental Health Family Nurse Practitioner concentration Primary Care Pediatric Nurse Practitioner concentration Women's Health Nurse Practitioner concentration 18 cred I. PROGRAM REQUIREMENTS (1) Course Title NURS 60045 Pathophysiology for the Advanced Practice Registered Nurse 3 NURS 60101 Theoretical Basis for Nursing Practice 3 NURS 60403 Methods of Inquiry 3 NURS 60441 Pharmacology for Advanced Practice Nurses 3 NURS 60450 Ethical and Cultural Issues for Health Professionals NURS 60010 2 Health Policy and Delivery Systems for Health Care Professionals DURS 600025 II. CONCENTRATION REQUIREMENTS (22-35 credits) Course **Credits** Adult Gerontology Acute Care Nurse Practitioner (22) Advanced Practice Registered Nurse: Nurse Practitioner Family (29) (28) Primary Care Pediatric Nurse Practitioner (23) Advanced Practice Registered Nurse: Nurse Practitioner Adult - Gerontology Primary Care (22) (21) Psychiatric Mental Health Family Nurse Practitioner (32) Women's Health Nurse Practitioner (24) MINIMUM TOTAL 36-48 Adult Gerontology Acute Care Nurse Practitioner Concentration 39-50 I.CONCENTRATION REQUIREMENTS (22 credits)

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NURS 60007 Advanced Assessment Ac	ross the Lifespan NURS 600 15	2 2
NURS 60013 Advanced Health and Phys Registered Nurses	sical Assessment Across the Lifespan Laboratory for Family Advanced Practice	1
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URS 60012 Advanced Mental Health Assessment and Psychopathology Across the Lifespen	11.5 F Page 13
IURS 60019 Advanced Health and Physical Assessment Across the Lifespan Laboratory for Femily Advanced Practico Registered Nurses	1
IURS 60051 Neurobiology and Psychopharmacology of Major Psychiatric Disorders Across the Lifespan	4
IURS 60151 Psychiatric Mental Health Advance Practice Nurse I: Individual Psychotherapy Across the Lifespan	3
IURS 60251 Psychiatric Mental Health Advance Practice Nurse II: Family and Group Psychotherapy Across the Lifespan	3
URS 60353 Psychiatric Mental Health Advance Practice Nurse III: Organization and Community Assessment and Consultation Individual () Foundation and Community Consultation and Community Assessment and Consultation and Community Assessment and Consultation and Community Assessment and Consultation and Community Assessment and Consultation and Community Assessment and Community Assessment and Community Assessment and Consultation and Con	3
URS 60355 Primary Health Care Concepts for the Psychiatric Mental Health Advance Practice Nurse	3
URS 60452 Psychiatric Mental Health Family Nurse Practitioner Role	2
URS 61592 Psychiatric Mental Health Advance Practice Nurse I Practicum in Nursing (210 hours) The Capt Proctice	2
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Practicum IV: MINIMUM SUBTOTAL	31

Women's Health Nurse Practitioner Concentration

Course		Title	Credits
NURS	60007	Advanced Assessment Across the Lifespan NURS 600/5	-2-
NURS	60008	Advanced Health Assessment Across the Lifespan Laboratory	_1
NURS	60050	Pharmacology for Women's Health Nurse Practitioners	3
NURS	60140	Women's Health Care Nurse Practitioner I	2
NURS	60240	Women's Health Care Nurse Practitioner II	2
NURS	60340	Women's Health Care Nurse Practitioner III	1
NURS	60440	Women's Health Care Nurse Practitioner IV	2
NURS	60506	Clinical Diagnostics for Advanced Practice Nurses	3
NURS	60540	Women's Health Care Nurse Practitioner V	2
NURS	61492	Women's Health Care Nurse Practitioner Practicum (105 hours)	1
NURS	62492	Women's Health Care Nurse Practitioner II Practicum (105 hours)	1
NURS	63492	Women's Health Care Nurse Practitioner III Practicum (105 hours)	1
NURS	64892	Women's Health Care Nurse Practitioner IV Practicum (105 hours)	1
IURS	65892	Women's Health Care Nurse Practitioner V Practicum (210 hours)	2
	The state of the s	MINIMUM SUBTOTAL	24



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From: SALABA, ATHENA

Sent: Friday, September 11, 2015 11:46 AM

To: JACOBSON, ANN; Christine Hudak (chudak3@kent.edu)

Cc: FRUIT, JEFFREY

Subject: Re: EPC proposal for advanced nursing informatics course

Importance: High

Ann,

The SLIS Curriculum Committee met on September 2, 2015 and discussed the proposal for a new Advanced Nursing Informatics graduate course. Jeff Fruit, Interim Director, has reviewed and concurs with the committee's recommendation.

Our recommendation is as follows:

- The course is distinct enough from the IAKM Health Informatics courses, focusing on nursing informatics. Not seeing any major overlap, we support the new course.
- We recommend that the course does not get slashed at the 8xxxx level. Our recommendation is to continue to work with SLIS to allow nursing doctoral students complete the IAKM 8xxxx courses.
- We recommend the following revision on page 1-2 of the draft program proposal summary (underline is added to indicate change):
 - Where it says "In addition, Dr. Chris Hudak from IAKM is an accomplished nursing informaticist who is available to <u>teach sections of the course</u> if needed" to state "In addition, Dr. Chris Hudak from IAKM is an accomplished nursing informaticist who is available to <u>provide consultation on health informatics curriculum</u> if needed."

Best regards,

Athena Athena Salaba, Ph.D. Associate Professor & Associate Director

School of Library & Information Science, Kent State University

330-672-0023 | 330-672-2782 (SLIS)

www.kent.edu/slis

From: "JACOBSON, ANN" <a jacobso@kent.edu>
Date: Friday, September 11, 2015 at 10:01 AM

To: Christine Hudak <chudak3@KENT.EDU>, "SALABA, ATHENA" <a salaba@kent.edu>

Cc: Jeff Fruit < ifruit@kent.edu>

Subject: FW: EPC proposal for advanced nursing informatics course

Dear Chris and Athena:

Our nursing informatics course proposal will be considered for adoption at our graduate curriculum meeting this Monday, Sept 14. Please let me know as soon as possible if you have had a chance to review it and your thoughts on the items I identified in my earlier email.

Thank you, Ann From: JACOBSON, ANN

Sent: Wednesday, August 26, 2015 12:41 PM

To: Christine Hudak (chudak3@kent.edu); SALABA, ATHENA

Cc: FRUIT, JEFFREY; Umberger, Wendy; Broome, Barbara; JARZEMBAK, JEREMY M

Subject: EPC proposal for advanced nursing informatics course

Dear Chris and Athena:

We are preparing the EPC proposal to revise our MSN program to include a course in advanced nursing informatics. Based on meetings with Chris, Ted McAllen, Jeremy Jarzembak and myself and with the Ohio Nursing Informatics Organization, I have prepared the first draft of the curriculum proposal and the course data sheet. The curriculum proposal form is only partially completed because we are proposing to make other, unrelated changes to our MSN program at the same time. However, I have included the information that addresses the addition of the NI course.

These documents are still in draft form but I don't anticipate major changes related to the NI course.

Would you please review the attached documents and reply with an email addressing whether: 1). You support the proposal; and 2). It represents duplication of IAKM coursework? I am particularly interested in hearing your thoughts on the items highlighted in yellow in the proposal summary draft. I would be happy to meet with you in person or by phone to discuss if you would like.

Thank you very much, Ann

Ann Jacobson, PhD, RN, AGCNS-BC
Professor and Associate Dean
Kent State University College of Nursing
113 Henderson Hall
PO Box 5190
Kent, OH 44242
330-672-8815
ajacobso@kent.edu

From: SMITH, YVONNE

Sent: Monday, September 21, 2015 9:03 AM

To: JACOBSON, ANN

Subject: FW: New nursing health policy course

Ann,

Thanks for intervening on this issue. See Jonathan's message below. ~Yvonne

Yvonne Smith PhD RN CNS
Coordinator, MSN-MBA Dual Degree and MSN in Nursing and Healthcare
Management Programs
Kent State University College of Nursing
301 Henderson Hall
P.O. Box 5190
Kent, OH 44242-0001
ysmith@kent.edu
330-672-7796

From: "VanGeest, Jonathan" <jvangees@kent.edu> Date: Friday, September 18, 2015 at 2:35 PM

To: Yvonne Smith <ysmith@kent.edu>

Subject: RE: New nursing health policy course

Yvonne,

Please forgive the delay. We have no problems with the course proposal.

-Jonathan

From: SMITH, YVONNE

Sent: Monday, September 14, 2015 11:52 AM

To: VanGeest, Jonathan

Subject: New nursing health policy course

Hello Dr. Vangeest,

I am resending my original message for you convenience. Please see my

message from September 1

below. Please let me know if you have questions.

~Yvonne

Yvonne Smith PhD RN CNS
Coordinator, MSN-MBA Dual Degree and MSN inNursing and Healthcare
Management Programs
Kent State UniversityCollege of Nursing
301 Henderson Hall
P.O. Box 5190
Kent, OH 44242-0001
ysmith@kent.edu
330-672-7796

From: Yvonne Smith <ysmith@kent.edu>

Date: Tuesday, September 1, 2015 at 12:57 PM To: "VanGeest, Jonathan" <jvangees@kent.edu> Subject: New nursing health policy course

Hello Dr. Vangeest,

The College of Nursing is proposing a new health policy course to replace a course that has been in existence

for over 20 years. In brief, the new 3 credit course (NURS 60025 Health Policy and Advanced Nursing

Practice) will replace a 2 credit course (NURS 60451 Health Care Policy and Delivery Systems for Healthcare

Professionals) and will expand the content in several areas of health policy as they relate to nursing practicing

at the advanced level. The purpose of this change is to prepare graduates for advanced nursing practice as

 $\ensuremath{\mathsf{APRNs}}\xspace,\,\ensuremath{\mathsf{Nurse}}\xspace$ Educators and $\ensuremath{\mathsf{Nurse}}\xspace$ Managers and to enhance compliance with program accreditation

standards. I have attached a copy of the CCP for your review. This course will go forward to EPC this fall for

implementation in Fall 2016. I am seeking verification that this course does not encroach upon offerings in your department.

Please let me know if you have questions or concerns.

Regards, ~Yvonne

Yvonne Smith PhD RN CNS
Coordinator, MSN-MBA Dual Degree and MSN inNursing and Healthcare
Management Programs
Kent State UniversityCollege of Nursing
301 Henderson Hall
P.O. Box 5190
Kent, OH 44242-0001
ysmith@kent.edu
330-672-7796

Catalog Markup for CCP

Legend for course numbers on attached program plans:

NURS 60015: Advanced Health Assessment

NURS 60025: Health Policy and Advanced Nursing Practice

NURS 60010: Advanced Nursing Informatics

Hi Ann and Wendy,

I have changed the Course Catalog Update workflow approver. Wendy you should now be receiving graduate courses in your workflow to approve.

will start submitting workflows to revise the titles and credit hours (if needed) for the following courses below. Wendy when you receive these workflows please make sure to pay attention to the short title and long title as well as repeat status, description and prerequisites. I will only be revising the titles and credit hours (if needed) everything else will be pulled from banner as is. If you see an error or want to change the title, please fix before you approve the workflow.

Advanced Mental Health Assessment and Psychopathology Across the Lifespan (4) to: Advanced Mental Health Assessment and Psychopathology	Neurobiology and Psychopharmacology of Major Psychiatric Disorders Across the Lifespan (4) to: Neurobiology and Psychopharmacology of Major Psychiatric Disorders Revise	cross the Lifespan (3) to: hary Care I	-	Psychiatric Mental Health Advanced Practice Nurse I: Individual Psychotherapy Across the Lifespan (3) to: Individual Psychotherapy		Comprehensive Primary Care III: Adults Across the Lifespan (3) to: Adult/Gerontology Primary Care III	Primary Care: Family Health and Chronic Illness Across the Lifespan (3) to: Primary Care: Family Health and Chronic Illness	Mental Health Advanced Practice Nurse III: Organization and Community Assessment and Consultation (3) to Organization and Community Consultation	Chronically III Child for Advanced Practice Nurses (3) to: Nursing Care of the Chronically III Child	n (1) to:	ntology Acute Care Nurse Practitioner Role (1-2) to: (1)	Mental Health Advanced Practice Nurse I Practicum in Nursing (2) to: Therapy PracticumRevise	cticum
Advanced Mental Health Assessment Advanced Mental Health Assessment	Neurobiology and Psychopharmacolo Neurobiology and Psychopharmacolo	Primary Care I: Adults Across the Lifespan (3) to: Adult Gerontology Primary Care I	Advanced Practice Registered Nurse Role (1) to: Family and Adult Gerontology Nurse Practitione	Psychiatric Mental Health Advanced F Individual Psychotherapy	Primary Care II: Chronically III Adults / Primary Care II: Chronically III Adults.	Comprehensive Primary Care III: Adults Across the Lifes Adult/Gerontology Primary Care III	Primary Care: Family Health and Chro Primary Care: Family Health and Chro	Psychiatric Mental Health Advanced F Individual, Organization and Commur	Care of the Chronically III Child for Advanced Practice Nur Advanced Nursing Care of the Chronically III Child	Primary Care I Practicum: Adults Across the Lifespal Adult/Gerontology Primary Care I Practicum	Adult Gerontology Acute Care Nurse Practitioner Role Practicum (1-2) to: (1)	Psychiatric Mental Health Advanced Practice Nurse Individual Therapy Practicum	Advanced Practice Registered Nurse Role Practicum (1) to: Family and Adult/Gerontology Nurse Practitioner Role Prac
60012	60051	60120	60125	60151	60220	60320	60325	60353	60372	61292	61392	61592	61892
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· II Practicum: Chronically III Adults Across the Lifespan (1) to: re II Practicum: Chronically III Adults	Adult Gerontology Acute Care Nurse Practitioner I Practicum (1-2) to: (2)	Psychiatric Mental Health Advanced Practice Nurse II Practicum in Nursing (1) to: Medication Management and Individual Therapy	Family Health and Chronic Illness Across the Lifespan Practicum (2) to: Family health and Chronic Illness Practicum	Adult Gerontology Acute Care Nurse Practitioner II Practicum (1-2) to: (2)	Psychiatric Mental Health Advanced Practice Nurse III Practicum in Nursing (1) to: Family and Group Therapy	Comprehensive Primary Care III Practicum: Adults Across the Lifespan (2) to: Adult Gerontology Comprehensive Primary Care III Practicum	Care of the Chronically III Child for Advance Practice Nurse Practicum (1) to: Advanced Nursing Care of the Chronically III Child Practicum	Psychiatric Mental Health Family Nurse Practitioner Role Practicum (2) to: Psychiatric Mental Health Practicum IV: Nurse Practitioner Role	Advanced Mental Health Assessment and Psychopathology Across the Lifespan (4) to: Advanced Mental Health Assessment and Psychopathology	Neurobiology and Psychopharmacology of Major Psychiatric Disorders Across the Lifespan (4) to: Neurobiology and Psychopharmacology of Major Psychiatric Disorders	Primary Care I: Adults Across the Lifespan (3) to: Adult/Gerontology Primary Care I	Advanced Practice Registered Nurse Role (1) to: Family and Adult/Gerontology Nurse Practitioner Role	Psychiatric Mental Health Advanced Practice Nurse I: Individual Psychotherapy Across the Lifespan (3) to: Individual PsychotherapyRevise	e II: Chronically III Adults Across the Lifespan (3) to: e II: Chronically III Adults		Family Health and Chronic Illness Across the Lifespan (3) Family Health and Chronic Illness	Psychiatric Mental Health Advanced Practice Nurse III: Organization and Community Assessment and Consultation (3) to Individual, Organization and Community Consultation
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Care of the Chronically III Child for Advanced Practice Nurses (3) to: Advanced Nursing Care of the Chronically III Child	Primary Care I Practicum: Adults Across the Lifespan (1) to: Adult/Gerontology Primary Care I Practicum	Adult Gerontology Acute Care Nurse Practitioner Role Practicum (1-2) to: (1)	Psychiatric Mental Health Advanced Practice Nurse I Practicum in Nursing (2) to: Individual Therapy Practicum	Advanced Practice Registered Nurse Role Practicum (1) to: Family and Adult/Gerontology Nurse Practitioner Role Practicum	Adult Gerontology Acute Care Nurse Practitioner Practicum (1-2) to: (2)	Psychiatric Mental Health Advanced Practice Nurse II Practicum in Nursing (1) to: Medication Management and Individual Therapy	Primary Care: Family Health and Chronic Illness Across the Lifespan Practicum (2) to: Primary Care: Family Health and Chronic Illness Practicum	Adult Gerontology Acute Care Nurse Practitioner II Practicum (1-2) to: (2)	Psychiatric Mental Health Advanced Practice Nurse III Practicum in Nursing (1) to: Family and Group TherapyRevise		Care of the Chronically III Child for Advance Practice Nurse Practicum (1) to: Advanced Nursing Care of the Chronically III Child Practicum	Psychiatric Mental Health Family Nurse Practitioner Role Practicum (2) to: Psychiatric Mental Health Practicum IV: Nurse Practitioner Role
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Please let me know if you have any questions or concerns.

Jennifer

Jennifer S. Kellogg | Academic Program Coordinator | Curriculum Services Kent State University | 208] Schwartz Center | 800 E. Summit St. | Kent, Ohio 44242 |kellog7@kent.edu | 330.672.1885 | www.kent.edu

Catalog Markup for CCP

Legend for course numbers on attached program plans:

NURS 60015: Advanced Health Assessment

NURS 60025: Health Policy and Advanced Nursing Practice

NURS 60010: Advanced Nursing Informatics

KENT STATE UNIVERSATION OF CURRICULUM PROPOSAL

		r reparation Dat	e x 1-9eh-10	Curriculum Bulletin
		Effective Date	Fall 2016	Approved by EPC
Department	Nursing			
College	NU - Nursing			
Degree CER8 - Post-Mas	MSN	- Master of Science	in Nursing	
Program Name	NURSING Pro	gram Banner Code		
Concentration(s)	ALL Con	- icentration(s) Banner	Code(s)	
Proposal	Offer program	, ,	, ,	
Description of prop This proposal see 1. All concentrations. The following p	eks to offer a 100° ons of the MSN p		n of:	
Adult Gerontology Family Nurse Prace Adult Gerontology Nursing and Healt Psychiatric Menta Pediatric Primary	ctitioner / Primary Care Ni hcare Manageme I Health Nurse Pr Care Nurse Pract	urse Practitioner ent actitioner	o2 [] Voo	™ Na
Current total credit I			s?	⊠ No urs same
Describe impact on staffing consideration	other programs, pons; need; audience		(e.g., duplicat	ion issues: enrollment and
The changes in the meet student mark offered online. The of those remaining	ese programs are et demand. The n ere is no new pro courses that cur	being proposed to najority of courses i gramming being pr rently do not have o	offer more fle in these prog oposed, only online alterna	exible and attractive options to rams are already being a change in delivery method tives. Therefore, no changes online course development
Units consulted (other none	er departments, pro	ograms or campuses	affected by th	ìs proposal):
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Department Chair / S	chool Director			***************************************
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Burara B Campus Dean (for Re	egional Campuses	proposals)		
				1 1

College Dean (or designee)
Curriculum Services | Form last updated June 2015

Dean of Graduate Studies (for graduate proposals)	Page 2 of 2 EPC Agenda 16 November 2015 Attachment 32 Page 2
Senior Vice President for Academic Affairs or Provost (or o	/

KENT STATE UNIVERSITY Vovember 2015 | Attachment 32 | Page 3 CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Dat	e 18-Sep-15	Curriculum Bulletin
		Effective Date	Fall 2016	Approved by EPC
Department	College of Nursi	ng		
College	NU - Nursing	J		
Degree		CER8 -	Post-Master's	s Certificate
Program Name	Progra	am Banner Code		
Concentration(s)	•	ilth Care Manage		
Proposal	Revise program			
in the College of I	ks to: I. Change til Nursing. III. Establi pletion criteria for d endations from ma	sh admission cri certificates in the	teria for certif College of Nu	tion of post-master's certificate icates in the College of Nursing ırsing. V. Revise program plan certificates in nursing be
Does proposed rev	ision change progra	m's total credit hou	ırs? ⊠ Yes	□No
Current total credit		Proposed total ci		10-20
Staffing consideration. The items in this puniversity. Studen with master's nurse same teaching-lead concurrently with additional faculty of the staff of the st	ons; need; audience proposal will not ha nts in each of the c sing students, meet rning strategies. A	; prerequisites; tea ave any impact or ertificates will be t the same studer dmission of studer in master's conce the required.	cher education to other progra in the same to tearning out ents into each ntration in the	ms in the College of Nursing or heory and practicum courses tcomes, and exposed to the certificate will occur College of Nursing. No
		REQUIRED END	ORSEMENTS	
			_ ,	,
Department Chair /	School Director			

Campus Dean (for F	Regional Campuses	proposals)		
Derbara of	roome			10/13/15
College Deanylor de	signee) Jahr	roly		11,6,15
Dean of Graduate S	tudies (\fbr graduate	proposalis)		
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Senior Vice President for Academic Affairs or Provost (or designee)

Proposal Summary Revise College of Nursing Certificates and Change Certificate Titles Inactivate Two College of Nursing Certificates

Description of Action, Including Intended Effect

This proposal seeks to:

- I. Inactivate 2 certificates:
 - a. Psychiatric Mental Health Family Nurse Practitioner for Adult Psychiatric Mental Health Nurse Practitioner or Adult Psychiatric Mental Health Clinical Nurse Specialist
 - b. Psychiatric Mental Health Family Nurse Practitioner for Child/Adolescent Psychiatric Mental Health Clinical Nurse Specialist
- II. Change titles for all certificates in the College of Nursing
- III. Create a catalog description of post-master's certificates in the College of Nursing.
- IV. Establish admission criteria for all certificates in the College of Nursing
- V. Establish completion criteria for all certificates in the College of Nursing
- VI. Revise program plans for all certificates in the College of Nursing based on recommendations from major nursing organizations (e.g., Commission of Collegiate Nursing Education, National Organization of Nurse Practitioner Faculties, and American Nurses Credentialing Center) that certificates in nursing be based on a gap analysis. This means that for post-graduate certificates, student transcripts of prior master's courses are evaluated through a gap analysis and based on that analysis, a program plan is developed that includes the necessary theory and practicum course requirements.
- I. Two certificates will be inactivated: (a) Psychiatric Mental Health Family Nurse Practitioner for Adult Psychiatric Mental Health Nurse Practitioner or Adult Psychiatric Mental Health Clinical Nurse Specialist, and: (b) Psychiatric Mental Health Family Nurse Practitioner for Child/Adolescent Psychiatric Mental Health Clinical Nurse Specialist. Master's prepared adult psychiatric mental health nurse practitioners, adult psychiatric mental health clinical nurse specialist, and child/adolescent psychiatric mental health clinical nurse specialist will be able to apply to the revised certificate, Psychiatric Mental Health Nurse Practitioner Certificate (see sections II V below).
- II. Title changes for certificates in the College of Nursing will be:

Current Title	Proposed Change in Title
Adult Gerontology Acute Care Nurse Practitioner (Post Master's)	Adult Gerontology Acute Care Nurse Practitioner Certificate No CNANGE
Adult-Gerontology Clinical Nurse Specialist (Post Master's)	Adult Gerontology Clinical Nurse Specialist Certificate
Advanced Practice Registered Nurse: Nurse Practitioner Adult Gerontology Primary Care (Post Master's)	Adult Gerontology Primary Care Nurse Practitioner Certificate
Advanced Practice Registered Nurse: Nurse Practitioner Family (Post Master's)	Family Nurse Practitioner Certificate
Nurse Education (Post Master's)	Nurse Educator Certificate
Nursing and Health Care Management (Post- Master's)	Nursing and Health Care Management Certificate NO CNANGE

Pediatric Primary Care Nurse Practitioner Certificate]
Certificate	
Women's Health Nurse Practitioner Certificate NO	CHANGE
-	,

- III. The description of the post-master's certificate in the College of Nursing will be:

 The College of Nursing offers post-graduate certificates in all master's concentrations to allow graduate-prepared nurses to pursue advanced education and additional specialization, and to prepare students to sit for national certification in selected areas. The following certificates are offered:
 - 1. Advanced Practice Registered Nurse (APRN) Certificates
 - a. Adult Gerontology Acute Care Nurse Practitioner Certificate
 - b. Adult Gerontology Clinical Nurse Specialist Certificate
 - c. Adult Gerontology Primary Care Nurse Practitioner Certificate
 - d. Family Nurse Practitioner Certificate
 - e. Pediatric Primary Care Nurse Practitioner Certificate
 - f. Psychiatric Mental Health Nurse Practitioner Certificate
 - g. Women's Health Nurse Practitioner Certificate
 - 2. Nurse Educator Certificate
 - 3. Nursing and Health Care Management Certificate

The program of study in each post-master's certificate represents concentration-specific coursework related to role and population competencies. A gap analysis will be completed for each applicant, whereby the applicant's transcript will be compared to the certificate program plan. Syllabi of courses to be considered for transfer in the gap analysis will be examined carefully to determine equivalency. A course may be transferred only if the review of the applicant's transcript and course syllabus indicates that the required course on the certificate program plan has already been successfully completed and a "B" or higher was achieved in the course being considered for transfer.

The College of Nursing complies with the University policy related to certificates needing 50% course residence (i.e., at least 50% of courses must be taken at Kent State University). The College of Nursing also complies with National Organization of Nurse Practitioner Faculties (NONPF) standard, which stipulates that post-graduate certificate students who are not already nurse practitioners must complete a minimum of 500 supervised direct patient care clinical hours. An exception to this NONPF standard is for post-graduate certificate students who are already PMH Clinical Nurse Specialists and are seeking the PMH Nurse Practitioner certificate; direct patient care practicum experiences for these students should be sufficient to establish/demonstrate competency in the role and population-focused area.

IV. The following admission requirements will be established for all certificates in the College of Nursing:

Applicants must have:

- 1. An active, unrestricted RN license in the state in which practicum hours will be completed.
- 2. An earned master's in nursing or doctorate in nursing practice from an accredited nursing program.
- 3. A graduate GPA of 3.0 or greater on a 4.0 scale.

- 4. Resume or curriculum vitae.
- 5. Transcripts of all previous graduate coursework.
 - a. For applicants applying to the Advanced Practice Registered Nurse (APRN) certificates and nurse educator certificate, transcripts must indicate completion of graduate level advanced pathophysiology, advanced pharmacology, and advanced health assessment with a grade of B or higher in each course. Applicants who do not meet the grade requirement for advanced pathophysiology, advanced pharmacology, and advanced health assessment may be considered for a conditional admission.
 - i. For applicants applying to any of the APRN certificates and who have not practiced as APRN within the 2-year period preceding application to the certificate, advanced pathophysiology, advanced pharmacology, and advanced health assessment must not be greater than 5 years old at the time of the student's first semester course registration.
- 6. Syllabi of all courses to be considered for transfer in the gap analysis.
- 7. Three letters of reference from health care professionals or faculty members.
- 8. Evidence of one of the following, for international students:
 - a. A minimum internet TOEFL score of 83;
 - b. A minimum paper-based TOEFL score of 560;
 - c. A minimum MELAB score of 78;
 - d. A minimum PTE score of 55, or;
 - e. A minimum IELTS score of 6.5.

For more information about graduate admission, please visit the Graduate Studies website.

- V. The following completion requirement will be established for all certificates in the College of Nursing:
 - The College of Nursing complies with the University standard for Grade Point Average. Please refer to the University Catalog section on Academic Standing Graduate Studies.
- VI. Programs plans for all certificates have been revised to reflect concentration specific theory and practicum courses and to allow for a gap analysis. See Appendices A through I for current and revised program plans for each certificate.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

The items in this proposal will not have any impact on other programs in the College of Nursing or university. Students in each of the certificates will be in the same theory and practicum courses with master's nursing students throughout all concentrations, will meet the same student learning outcomes, and will be exposed to the same teaching-learning strategies.

Fiscal, Enrollment, Facilities and Staffing Considerations

Admission of students into each certificate will occur concurrently with admissions to each master's concentration in the College of Nursing. No additional faculty or personnel will be required.

Evidence of Need and Sustainability if Establishing

Although enrollment into certificates in the College of Nursing has been historically low, they do meet an important need for master's prepared nurses who desire to increase their specialization and scope of practice.

Provisions for Phase-Out if Inactivating

Two certificates will be inactivated: (a) Psychiatric Mental Health Family Nurse Practitioner for Adult Psychiatric Mental Health Nurse Practitioner or Adult Psychiatric Mental Health Clinical Nurse Specialist, and: (b) Psychiatric Mental Health Family Nurse Practitioner for Child/Adolescent Psychiatric Mental Health Clinical Nurse Specialist. Currently there are 3 students in the Psychiatric Mental Health Family Nurse Practitioner for Adult Psychiatric Mental Health Nurse Practitioner or Adult Psychiatric Mental Health Clinical Nurse Specialist certificate; one student will be graduating in spring of 2016 and the other two students will be transferred to the new certificate, Psychiatric Mental Health Nurse Practitioner Certificate. There are no students in the Psychiatric Mental Health Family Nurse Practitioner for Child/Adolescent Psychiatric Mental Health Clinical Nurse Specialist certificate.

Timetable and Actions Required: a chronology of actions required to approve the proposal with an anticipated implementation date for each action

September 28, 2015 GCC will review and vote
October 26, 2015 CAC will review and vote
October 26, 2015 Proposal will be sent to EPC

AY 2016-2017 Certificate revisions will be implemented

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Kent State University Catalog 2015 - 2016

Search માસિયાના માના માના મિલ્લા

- " View Undergraduate Programs
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- College of Applied Engineering, Sustainability and Technology
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- College of Arts and Sciences
- College of Business Administration
- College of Communication and Information
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- College of Podiatric Medicine
- College of Public Health
- College of the Arts
- Honors Callege
- » Regional College
- School of Digital Sciences
- * University College

College of Nursing Kent State University 2015 Catalog > College of Nursing

Undergraduate Academic Advising Offices: 113 and 216 Henderson Hall 330-672-7911

http://www.kent.edu/nursing

Graduate Academic Advising Offices:

214 Henderson Hall

330-672-2234

http://www.kent.edu/nursing

INTRODUCTION

The Kent State University College of Nursing provides courses of study at the baccalaureate, master's and doctoral levels. Graduates of the Bachelor of Science in Nursing are eligible to apply to take the state licensing examination to become professional registered nurses. Study for the Master of Science in Nursing degree includes opsons for clinical focus in acute care, adultgerontology, family, healthcare management, pediatric, psychiatric mental health or women's health areas. As well as role function in administration, clinical specialization or as nurse practitioners. Doctoral course work is available in Doctor of Philosophy and Doctor of Nursing Practice degrees.

Departments and Schools

College of Nursing

Academic Programs

Undergraduate Programs

Nursing

Graduate Programs

Advanced Nursing Practice

Advanced Practice Nursing

Nursing

Certificates

Graduate Certificates

Create link to Post-Master's Cartificates

Adult Gerontology Açute Care Nurse Practioner

dult Gerondogy Connear Nurse Specialist Post Pract thowr Certificate Master's) Adult Gerontology Clinical Nurse Specialist Certificate
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O Nurse Postatowar

(Post Masters) Adult Gerontology Primary Care Nuise Practitioner

Advanced Practice Registered Nurse: Nurse
Practitioner Family (Post Master's) Family Nurse Practitioner Cortificate

Nursing and Health Care Management (Post Manter's Nursing and Health Care Management Certificate

Nursing Education (Part Master's) NUTSE Educator Certificate

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Primary Care Pediatric Nurse Practitioner (Post

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Psychiatric Mental Health Family Norse Practitioner for Non-Psychiatric Mental Health Sychiatric Mental Advance Practice Nurse

Health Nurse Practitioner Certificato

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Women's Health Nurse Practitioner (Post Master's)

Nomen's Health Nurse Prostitioner Certificate

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Pegarements

Admission Requirements

(3) Links to each

Certificate

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pdfcrowd.com

Appendix F

Nursing and Healthcare Management Certificate

Current and Revised Certificate Program Plans

Kent State University 2015 Catalog > College of Nursing > Certificates > Nursing and Health Care Management (Post Nursing and Health Care Management (Post Master's) Master's)

Download to print

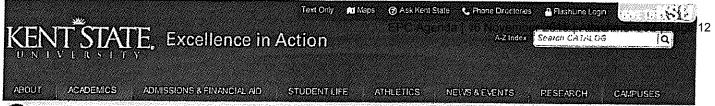
College College of Nursing

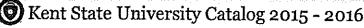
Department College of Nursing Henderson Hall Tel: 330-672-7911 Web: <u>www.kent.edufnursing</u> The Nursing and Health Care Management certificate focuses on management knowledge, skills and organizational change; and practice or mentoring practicum experiences with selected health care functions. Course foci include the following: budgeting; human resource management; managing organizational politics and conflict; interpersonal relationships, group dynamics and leadership; understanding organizational structures, processes, and design, including strategy formulation, organizational theory and culture, inter-organizational relationships, technology and managing leaders.

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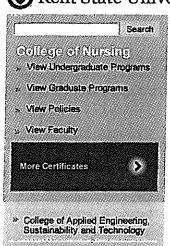
Nursing and Health Care Management Certificate

CHRS Gap Analysis	Transfer Course Grade	,	3	9		3	3	3	 7	7		CHRS	3	2	2	7	23	
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College of Architecture and Environmental Design

College of Arts and Sciences

 College of Business Administration

College of Communication and Information

College of Education, Health and Human Services

College of Podiatric Medicine

College of Public Health

College of the Arts

» Honors College

» Regional College

School of Digital Sciences

University College

Nursing and Health Care Management (Post/Master's) Kent State University 2015 Catalog > College of Nursing > Certificates > Nursing and Health Care Management (Master's)	Post
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College College of Nursing

Department

College of Nursing Henderson Hall Tel: 330-672-7911 Web: <u>www.kent.edu/nursing</u> confides already make districtions, then is

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NURS	65192	Practisum: Nursing and Realth Care Management !-				3-5
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Clicit fiere for gainful employment disclosure on this certificate for 2013-2014.



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KENT STATE UNIVERSITY Ovember 2015 | Attachment 33 | Page 1 CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Dat	e 21-Sep-16	Curriculum Bulletin
		Effective Date	Fall 2016	Approved by EPC
Department	Nursing			
College	NU - Nursing	1		
Degree CER8 - Post-Mast	MSI	N - Master of Science	in Nursing	
Program Name	NURSING Pr	ogram Banner Code		
Concentration(s)	ALL Co	oncentration(s) Banner	Code(s)	
Proposal	Offer program	n fully online		
1. All concentration	ks to offer a 10	0% fully online option program; and	n of:	
z. The following p	ost-master s ce	rtificate programs:		
Adult Gerontology Family Nurse Prac Adult Gerontology Nursing and Healtl Psychiatric Mental Pediatric Primary (titioner Primary Care N Icare Managem Health Nurse P	Nurse Practitioner nent Practitioner		
		gram's total credit hour	_	⊠ No
Current total credit h	ours: varies	Proposed	total credit hou	urs same
Describe impact on o staffing consideration	other programs, ns; need; audien	policies or procedures ce; prerequisites; teac	(e.g., duplicati her education	on issues; enrollment and licensure):
meet student marke offered online. The of those remaining	et demand. The ere is no new pr courses that cu	majority of courses i rogramming being pr urrently do not have c	n these progr oposed, only online alternat	xible and attractive options to rams are already being a change in delivery method ives. Therefore, no changes online course development
Units consulted (othe none	r departments, p	programs or campuses	affected by thi	s proposal):
Arching gapyaman and annihila addishib da harri Maka Alifa da Alifa da anni		REQUIRED ENDO	RSEMENTS	
				1 1
Department Chair / So	hool Director			**************************************
Barbara St	some			10/13/15
Campus Dean (for Re	gional Campuse	s proposals)		
				1 1

College Dean (or designee)
Curriculum Services | Form last updated June 2015

I helody Vanhersly	Page 2 of 2 EPG Agenda 16 November 2015 Attachment 33 Page 2
Dean of Graduate Studies (for graduate proposals)	EPG Agenda 16 November 2015 Attachment 33 Page 2
	, ,
Senior Vice President for Academic Affairs or Provost (or designee)

KENT STATE UNIVERSITY ovember 2015 | Attachment 33 | Page 3 CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Dat	e 18-Sep-15	Curriculum Bulletin
		Effective Date	Fall 2016	Approved by EPC
Department	College of Nursi	ina		
College	NU - Nursing	5		
Degree	, to , taloning	CER8 -	Post-Master's	s Certificate
Program Name	Progr	am Banner Code	1 001 11100101	
Concentration(s)	_	Practitioner (Post	Master's)	
Concentiation(s)		Banner Code(s)	•	æ
Proposi		• •	10-0EN0-004	V
Proposal	Revise program			
Description of prop	osal:			
IV. Establish com	pletion criteria for endations from ma	certificates in the	College of No	icates in the College of Nursing ursing. V. Revise program plan certificates in nursing be
Does proposed rev	ision change progra	m's total credit hou	ırs? ⊠ Yes	□No
Current total credit	hours: 18	Proposed total co	edit hours 11-	21
staffing consideration The items in this puniversity. Studen with master's nurs same teaching-leaconcurrently with	ons; need; audience proposal will not ha nts in each of the c sing students, mee rning strategies. A	e; prerequisites; tea ave any impact or certificates will be at the same studer admission of stud- h master's conce- e required.	cher education other progra in the same to t learning ou ents into each ntration in the	ms in the College of Nursing or heory and practicum courses tcomes, and exposed to the n certificate will occur e College of Nursing. No
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Department Chair /	School Director			
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Campus Dean (for F	Regional Campuses	proposals)		
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College Dean for de	chody Vanle	usly		11/6/15
Jean of Graduate S	tudies (tø r graduate	proposais)		1 1

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

Proposal Summary Revise College of Nursing Certificates and Change Certificate Titles Inactivate Two College of Nursing Certificates

Description of Action, Including Intended Effect

This proposal seeks to:

- I. Inactivate 2 certificates:
 - a. Psychiatric Mental Health Family Nurse Practitioner for Adult Psychiatric Mental Health Nurse Practitioner or Adult Psychiatric Mental Health Clinical Nurse Specialist
 - b. Psychiatric Mental Health Family Nurse Practitioner for Child/Adolescent Psychiatric Mental Health Clinical Nurse Specialist
- II. Change titles for all certificates in the College of Nursing
- III. Create a catalog description of post-master's certificates in the College of Nursing.
- IV. Establish admission criteria for all certificates in the College of Nursing
- V. Establish completion criteria for all certificates in the College of Nursing
- VI. Revise program plans for all certificates in the College of Nursing based on recommendations from major nursing organizations (e.g., Commission of Collegiate Nursing Education, National Organization of Nurse Practitioner Faculties, and American Nurses Credentialing Center) that certificates in nursing be based on a gap analysis. This means that for post-graduate certificates, student transcripts of prior master's courses are evaluated through a gap analysis and based on that analysis, a program plan is developed that includes the necessary theory and practicum course requirements.
- I. Two certificates will be inactivated: (a) Psychiatric Mental Health Family Nurse Practitioner for Adult Psychiatric Mental Health Nurse Practitioner or Adult Psychiatric Mental Health Clinical Nurse Specialist, and: (b) Psychiatric Mental Health Family Nurse Practitioner for Child/Adolescent Psychiatric Mental Health Clinical Nurse Specialist. Master's prepared adult psychiatric mental health nurse practitioners, adult psychiatric mental health clinical nurse specialist, and child/adolescent psychiatric mental health clinical nurse specialist will be able to apply to the revised certificate, Psychiatric Mental Health Nurse Practitioner Certificate (see sections II V below).
- II. Title changes for certificates in the College of Nursing will be:

Current Title	Proposed Change in Title
Adult Gerontology Acute Care Nurse Practitioner (Post Master's)	Adult Gerontology Acute Care Nurse Practitioner Certificate No CARNGE
Adult-Gerontology Clinical Nurse Specialist (Post Master's)	Adult Gerontology Clinical Nurse Specialist Certificate
Advanced Practice Registered Nurse: Nurse Practitioner Adult Gerontology Primary Care (Post Master's)	Adult Gerontology Primary Care Nurse Practitioner Certificate
Advanced Practice Registered Nurse: Nurse Practitioner Family (Post Master's)	Family Nurse Practitioner Certificate
Nurse Education (Post Master's)	Nurse Educator Certificate
Nursing and Health Care Management (Post-Master's)	Nursing and Health Care Management Certificate NO CNANGE

Pediatric Nurse Practitioner (Post Master's)	Pediatric Primary Care Nurse Practitioner Certificate	
Psychiatric Mental health Family Nurse Practitioner	Psychiatric Mental Health Nurse Practitioner	
for Non-Psychiatric Mental Health Advance	Certificate	
Practice Nurse		
Women's Health Nurse Practitioner-(Post-Master's)	Women's Health Nurse Practitioner Certificate NO C	NAN

- III. The description of the post-master's certificate in the College of Nursing will be: The College of Nursing offers post-graduate certificates in all master's concentrations to allow graduate-prepared nurses to pursue advanced education and additional specialization, and to prepare students to sit for national certification in selected areas. The following certificates are offered:
 - 1. Advanced Practice Registered Nurse (APRN) Certificates
 - a. Adult Gerontology Acute Care Nurse Practitioner Certificate
 - b. Adult Gerontology Clinical Nurse Specialist Certificate
 - c. Adult Gerontology Primary Care Nurse Practitioner Certificate
 - d. Family Nurse Practitioner Certificate
 - e. Pediatric Primary Care Nurse Practitioner Certificate
 - f. Psychiatric Mental Health Nurse Practitioner Certificate
 - g. Women's Health Nurse Practitioner Certificate
 - 2. Nurse Educator Certificate
 - 3. Nursing and Health Care Management Certificate

The program of study in each post-master's certificate represents concentration-specific coursework related to role and population competencies. A gap analysis will be completed for each applicant, whereby the applicant's transcript will be compared to the certificate program plan. Syllabi of courses to be considered for transfer in the gap analysis will be examined carefully to determine equivalency. A course may be transferred only if the review of the applicant's transcript and course syllabus indicates that the required course on the certificate program plan has already been successfully completed and a "B" or higher was achieved in the course being considered for transfer.

The College of Nursing complies with the University policy related to certificates needing 50% course residence (i.e., at least 50% of courses must be taken at Kent State University). The College of Nursing also complies with National Organization of Nurse Practitioner Faculties (NONPF) standard, which stipulates that post-graduate certificate students who are not already nurse practitioners must complete a minimum of 500 supervised direct patient care clinical hours. An exception to this NONPF standard is for post-graduate certificate students who are already PMH Clinical Nurse Specialists and are seeking the PMH Nurse Practitioner certificate; direct patient care practicum experiences for these students should be sufficient to establish/demonstrate competency in the role and population-focused area.

- IV. The following admission requirements will be established for all certificates in the College of Nursing:
 - Applicants must have:
 - 1. An active, unrestricted RN license in the state in which practicum hours will be completed.
 - 2. An earned master's in nursing or doctorate in nursing practice from an accredited nursing program.
 - 3. A graduate GPA of 3.0 or greater on a 4.0 scale.

- 4. Resume or curriculum vitae.
- 5. Transcripts of all previous graduate coursework.
 - a. For applicants applying to the Advanced Practice Registered Nurse (APRN) certificates and nurse educator certificate, transcripts must indicate completion of graduate level advanced pathophysiology, advanced pharmacology, and advanced health assessment with a grade of B or higher in each course. Applicants who do not meet the grade requirement for advanced pathophysiology, advanced pharmacology, and advanced health assessment may be considered for a conditional admission.
 - i. For applicants applying to any of the APRN certificates and who have not practiced as APRN within the 2-year period preceding application to the certificate, advanced pathophysiology, advanced pharmacology, and advanced health assessment must not be greater than 5 years old at the time of the student's first semester course registration.
- 6. Syllabi of all courses to be considered for transfer in the gap analysis.
- 7. Three letters of reference from health care professionals or faculty members.
- 8. Evidence of one of the following, for international students:
 - a. A minimum internet TOEFL score of 83;
 - b. A minimum paper-based TOEFL score of 560;
 - c. A minimum MELAB score of 78;
 - d. A minimum PTE score of 55, or;
 - e. A minimum IELTS score of 6.5.

For more information about graduate admission, please visit the Graduate Studies website.

- V. The following completion requirement will be established for all certificates in the College of Nursing:
 - The College of Nursing complies with the University standard for Grade Point Average. Please refer to the University Catalog section on Academic Standing Graduate Studies.
- VI. Programs plans for all certificates have been revised to reflect concentration specific theory and practicum courses and to allow for a gap analysis. See Appendices A through I for current and revised program plans for each certificate.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

The items in this proposal will not have any impact on other programs in the College of Nursing or university. Students in each of the certificates will be in the same theory and practicum courses with master's nursing students throughout all concentrations, will meet the same student learning outcomes, and will be exposed to the same teaching-learning strategies.

Fiscal, Enrollment, Facilities and Staffing Considerations

Admission of students into each certificate will occur concurrently with admissions to each master's concentration in the College of Nursing. No additional faculty or personnel will be required.

Evidence of Need and Sustainability if Establishing

Although enrollment into certificates in the College of Nursing has been historically low, they do meet an important need for master's prepared nurses who desire to increase their specialization and scope of practice.

Provisions for Phase-Out if Inactivating

Two certificates will be inactivated: (a) Psychiatric Mental Health Family Nurse Practitioner for Adult Psychiatric Mental Health Nurse Practitioner or Adult Psychiatric Mental Health Clinical Nurse Specialist, and: (b) Psychiatric Mental Health Family Nurse Practitioner for Child/Adolescent Psychiatric Mental Health Clinical Nurse Specialist. Currently there are 3 students in the Psychiatric Mental Health Family Nurse Practitioner for Adult Psychiatric Mental Health Nurse Practitioner or Adult Psychiatric Mental Health Clinical Nurse Specialist certificate; one student will be graduating in spring of 2016 and the other two students will be transferred to the new certificate, Psychiatric Mental Health Nurse Practitioner Certificate. There are no students in the Psychiatric Mental Health Family Nurse Practitioner for Child/Adolescent Psychiatric Mental Health Clinical Nurse Specialist certificate.

Timetable and Actions Required: a chronology of actions required to approve the proposal with an anticipated implementation date for each action

September 28, 2015 GCC will review and vote
October 26, 2015 CAC will review and vote
October 26, 2015 Proposal will be sent to EPC

AY 2016-2017 Certificate revisions will be implemented

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- School of Digital Sciences
- * University College

College of Nursing Kent State University 2015 Catalog > College of Nursing

Undergraduate Academic Advising Offices: 113 and 216 Henderson Hall

330-672-7911

http://www.kent.edu/nursing

Graduate Academic Advising Offices:

214 Henderson Hall

330-672-2234

http://www.kent.edu/nursing

INTRODUCTION

The Kent State University College of Nursing provides courses of study at the baccalaureate, master's and doctoral levels.

Graduates of the Bachelor of Science in Nursing are eligible to apply to take the state licensing examination to become professional registered nurses. Study for the Master of Science in Nursing degree includes options for clinical focus in acute care, adultgerontology, family, healthcare management, pediatric, psychiatric mental health or women's health areas. As well as role function in administration, clinical specialization or as nurse practitioners. Doctoral course work is available in Doctor of Philosophy and Doctor of Nursing Practice degrees.

Departments and Schools

... College of Nursing

Academic Programs

Undergraduate Programs

Nursing

Graduate Programs

. Advanced Nursing Practice

. Advanced Practice Nursing

Nursina

Certificates

Graduate Certificates

Create link to Post-Master's Cortificates

Adult Gerontology Acute Care Nurse

(Post Masters) Adult Greentology Heute Cure Nurse
Adult Greentology content nurse specialist Boss Pract thour Certificate

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Description Requirements

Admission Requirement

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Certificate

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Advanced Practice Registered Nurse Nurse
Practitioner Adult Gerondology Primary Care
(Post-Master's) Adult Gerondology Primary Care Nurse Pactitioner
(Certificate

Advanced Practice Registered Nurser Aluxse
Practitioner Family (Post Master's) Family Nurse Practitioner Carteficate

Mursing and Health Care Management (Post Mactor's) Nursing and Health Care Minagement Certificate

Nursing Education (Post Master's) Nurse Educator Certificate

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Primary Care Pediatric Nurse Practitioner (Post

Master of Pediatric Primary Care Nurse I ractitioner Paychiatric Mental Health Family Nurse Certificate Certificate

Principles for Adult Psychiatric Mental Health Nurse Practition Exer Adult Psychiatric Mental Health Clinical Nurse Specialist

Psychiatric Mental Flealth Family Norse Practitioner for Non-Psychiatric Mental Health 154 Childtic Michael Advance Practice Nurse

Health Nurse Prachtmaner Certificate

Psychiatric Wental Health Eamily Nurse, Practitioner for Psychiatric Mental Health Child/Abolescent Olipical Nurse Specialist

Women's Health Nurse Practitioner (Post

Women's Health Nurse Proct homer Certificate

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Appendix G

Pediatric Primary Care Nurse Practitioner Certificate

Current and Revised Certificate Program Plans

Primary Care Pediatric Nurse Practitioner (Post Master's) Kent State University 2015 Catalog > College of Nursing > Certificates > Primary Care Pediatric Nurse Practitioner (Post Master's)

Gan Download to print

College College of Nursing

Department College of Nursing Henderson Hall Tel: 330-672-7911 Web: <u>www.kent.edu/n</u>ursing The Pediatric Nurse Practitioner certificate prepares nurses who already have a graduate degree in nursing to be an advanced practice nurse in the sub-specially of pediatric nurse practitioner for the professional role in the care of infants, children and adolescents.

The program meets the educational requirements for application to the national certification examination.

Pediatric Primary Care Nurse Practitioner Certificate

	CHRS Gap Analysis	Transfer Course Grade	3		4			3						2				A. A. C.			2	2	3	A second	The state of the s	77	
Fall Semester		Pediatric Assessment for Advanced Dennica Mission	Pediatric Assessment for Admond D At	(105 hours)	Total	Spring Semester	Pediatric Nurse Practitioner I	Pediatric Nurse Practitioner I Brackies 406 Land	Total for a state of the state	Total	Summer Semester	Pediatric Nurse Practitioner II	Pediatric Nutse Practitioner II Practicum (105 houns)	Total		Care of the Chronically III Child for Advanced Practice Nurses	Care of the Chronically Ill Child Practicum for Advanced Practice Nurses (105 hours)	Total	Spring Semester	Pediatric Nurse Practitioner III	Pediatric Nires Practitions III Barel	Tending translation (210 nours)	Introduction to Family Assessment and Counseling in Nursing	Total	Total Certificate BEFORE Can Analasis	THE STATE OF THE S	1 Otal Certificate AFTER Gap Analysis (Must be at least 11 CHRS to meet 50% residence criterion)
Year 1		NURS60170	NURS61792		V 1	T CAL T	NUKS60270	NURS62792		Vent 1	T COT T	NUK20U3/U	NURS63792	Vear 2	NITIBOROATA	ATTOOM THE	NUKS63992		Year 2	NURS60470	NURS64792	NITIDSKOOK	ממממממים	200 C C C C C C C C C C C C C C C C C C			

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College of Architecture and Environmental Design

College of Arts and Sciences

College of Communication and

College of Education, Health and Human Services

» College of Podiatric Medicine

College of Public Health

School of Digital Sciences

College of the Arts

Honors College

» Regional College

University College

College of Business Administration

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Pediatric Primary Case Nuise Practitioner Certificate Primary Care Pediatric Nurse Practitioner (Post Master's)
Kent State University 2015 Catalog > College of Nursing > Certificates > Primary Care Pediatric Nurse Practitioner (Post

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College College of Nursing

Department College of Nursing

Henderson Hall Tel: 330-672-7911

Web: www.kent.edu/nursing

provides

The Pediatric Nurse Practitioner certificate prepares nurses who already have a graduate degree in nursing to be an advanced practice nurse in the sub-specialty of pediatric nurse practitioner for the professional role in the care of infants, children and adolescents. The additional specialized

The program meets the educational requirements for application to the national certification examination. certificate

knowleage that will prepare them for the pediatric priniary carc

PRERE	QUISITES			priniary
Course	All the Control of the Control of the Control	Title	Grødite	CATE NUISE
NURS	60007	Advanced Assessment Across the Lifespan (2)		practition
NURS	80006	Introduction to Family Assessment and Counseling In Nursing (3)	-1010101010101010.	Γο
NURS	60045	Pathophysiology for the Advanced Practice Registered Nurse (3)		
NURS	60441	Pharmacology for Advanced Practice Nursing (3)		
	CATE RE	QUIREMENTS (18 credits)		
Course NURS	60170	Title Pediatric Assessment for Advanced Practice Nurse	Credits 3	
NURS	60270	Pediatric Nurse Practitioner I	3	
NURS	60370	Pediatric Nurse Practitioner II	1	
NURS	60372	Care of the Chronically III Child for Advanced Practice Nurse	3	
NURS	60470	Pediatric Nurse Practitioner III	2	
VURS	61792	Pediatric Assessment for Advanced Practice Nurse Practicion	1	
NURS	62792	Pediatric Nurse Practitioner Practicum	1	A.C.
NURS	,63792	Pediatric Nurse Practitioner II Practicum	1	
VURS	63992	Care of the Chronically III Child for Advanced Practice Nurse Practitioner	1 1	مالان
NURS	64792	Pediatric Nurse Practitioner III Practicum	2	W.
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		Preparation Dat	e 21-Sep-16	Curriculum Bulletin
		Effective Date	Fall 2016	Approved by EPC
Department	Nursing			
College	NU - Nursing			
Degree CER8 - Post-Mast	MSN	I - Master of Science	in Nursing	
Program Name	NURSING Pro	ogram Banner Code		
Concentration(s)	ALL Co	ncentration(s) Banner	Code(s)	
Proposal	Offer progran	n fully online		
	ks to offer a 100	0% fully online option	n of:	
1. All concentration 2. The following persons and the following persons are the following persons and the following persons are the following person		orogram; and rtificate programs:		
Adult Gerontology Nursing and Health Psychiatric Mental Pediatric Primary C Does proposed revis Current total credit h	ncare Managem Health Nurse P Care Nurse Prac sion change prog	ent ractitioner titioner ram's total credit hour	s? ☐ Yes total credit ho	⊠ No urs same
Describe impact on a staffing consideration	other programs, p	policies or procedures ce; prerequisites; tead	(e.g., duplicati	ion issues; enrollment and licensure):
meet student marke offered online. The of those remaining	et demand. The ere is no new pr courses that cu	majority of courses i ogramming being pr rrently do not have o	in these progr oposed, only online alternat	xible and attractive options to rams are already being a change in delivery method tives. Therefore, no changes online course development
Units consulted (othe	r departments, p	rograms or campuses	affected by th	is proposal):
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Department Chair / So	chool Director			-
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College Dean (or designee)
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Dean of Graduate Studies (for graduate proposals)	EPC Age nda 16 Nove mber 2015 Attachi ment 34 Page 2
Senior Vice President for Academic Affairs or Provost (or de	/

KENT STATE UNIVERSITY Vovember 2015 | Attachment 34 | Page 3 CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Dat	te 18-Sep-15	Curriculum Bulletin
		Effective Date	Fall 2016	Approved by EPC
Department	College of Nurs	ing		
College	NU - Nursing	_		
Degree	_	CER8	- Post-Master'	s Certificate
Program Name	Progr	ram Banner Code		
Concentration(s) Advance Practic		ntal health Family entration(s) Banne		ioner for Non-Psychiatric Mental Health -CER8-C839
Proposal	Revise program	1		
in the College of IV. Establish con	eks to: I. Change t Nursing. III. Estab apletion criteria for nendations from m	lish admission cri certificates in the	teria for certil College of N	otion of post-master's certificate ficates in the College of Nursing ursing. V. Revise program plan certificates in nursing be
Does proposed re	vision change progra	am's total credit ho	urs? 🛛 Yes	□No
Current total credi	t hours: 20	Proposed total c	redit hours 13-	25
The items in this university. Stude with master's nur same teaching-le concurrently with additional faculty	ents in each of the or rsing students, med arning strategies. A	ave any impact or certificates will be et the same stude Admission of stud ch master's conce be required.	n other progra in the same t nt learning ou lents into eacl entration in the	nms in the College of Nursing or theory and practicum courses itcomes, and exposed to the h certificate will occur e College of Nursing. No
		REQUIRED END	OORSEMENTS	3
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Dean of Graduate	StudiesJ(for graduate	: brobesais)		/ /

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

Proposal Summary Revise College of Nursing Certificates and Change Certificate Titles Inactivate Two College of Nursing Certificates

Description of Action, Including Intended Effect

This proposal seeks to:

- I. Inactivate 2 certificates:
 - a. Psychiatric Mental Health Family Nurse Practitioner for Adult Psychiatric Mental Health Nurse Practitioner or Adult Psychiatric Mental Health Clinical Nurse Specialist
 - b. Psychiatric Mental Health Family Nurse Practitioner for Child/Adolescent Psychiatric Mental Health Clinical Nurse Specialist
- II. Change titles for all certificates in the College of Nursing
- III. Create a catalog description of post-master's certificates in the College of Nursing.
- IV. Establish admission criteria for all certificates in the College of Nursing
- V. Establish completion criteria for all certificates in the College of Nursing
- VI. Revise program plans for all certificates in the College of Nursing based on recommendations from major nursing organizations (e.g., Commission of Collegiate Nursing Education, National Organization of Nurse Practitioner Faculties, and American Nurses Credentialing Center) that certificates in nursing be based on a gap analysis. This means that for post-graduate certificates, student transcripts of prior master's courses are evaluated through a gap analysis and based on that analysis, a program plan is developed that includes the necessary theory and practicum course requirements.
- I. Two certificates will be inactivated: (a) Psychiatric Mental Health Family Nurse Practitioner for Adult Psychiatric Mental Health Nurse Practitioner or Adult Psychiatric Mental Health Clinical Nurse Specialist, and: (b) Psychiatric Mental Health Family Nurse Practitioner for Child/Adolescent Psychiatric Mental Health Clinical Nurse Specialist. Master's prepared adult psychiatric mental health nurse practitioners, adult psychiatric mental health clinical nurse specialist, and child/adolescent psychiatric mental health clinical nurse specialist will be able to apply to the revised certificate, Psychiatric Mental Health Nurse Practitioner Certificate (see sections II V below).
- II. Title changes for certificates in the College of Nursing will be:

Current Title	Proposed Change in Title
Adult Gerontology Acute Care Nurse Practitioner (Post Master's)	Adult Gerontology Acute Care Nurse Practitioner Certificate No CNANGE
Adult-Gerontology Clinical Nurse Specialist (Post Master's)	Adult Gerontology Clinical Nurse Specialist Certificate
Advanced Practice Registered Nurse: Nurse Practitioner Adult Gerontology Primary Care (Post Master's)	Adult Gerontology Primary Care Nurse Practitioner Certificate
Advanced Practice Registered Nurse: Nurse Practitioner Family (Post Master's)	Family Nurse Practitioner Certificate
Nurse Education (Post Master's)	Nurse Educator Certificate
Nursing and Health Care Management (Post-Master's)	Nursing and Health Care Management Certificate NO CNANGE

Pediatric Nurse Practitioner (Post Master's)	Pediatric Primary Care Nurse Practitioner Certificate	1
Psychiatric Mental health Family Nurse Practitioner	Psychiatric Mental Health Nurse Practitioner	
for Non-Psychiatric Mental Health Advance	Certificate	
Practice Nurse		
Women's Health Nurse Practitioner-(Post-Master's)	Women's Health Nurse Practitioner Certificate NO	c٧

- III. The description of the post-master's certificate in the College of Nursing will be:

 The College of Nursing offers post-graduate certificates in all master's concentrations to allow graduate-prepared nurses to pursue advanced education and additional specialization, and to prepare students to sit for national certification in selected areas. The following certificates are offered:
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 - e. Pediatric Primary Care Nurse Practitioner Certificate
 - f. Psychiatric Mental Health Nurse Practitioner Certificate
 - g. Women's Health Nurse Practitioner Certificate
 - 2. Nurse Educator Certificate
 - 3. Nursing and Health Care Management Certificate

The program of study in each post-master's certificate represents concentration-specific coursework related to role and population competencies. A gap analysis will be completed for each applicant, whereby the applicant's transcript will be compared to the certificate program plan. Syllabi of courses to be considered for transfer in the gap analysis will be examined carefully to determine equivalency. A course may be transferred only if the review of the applicant's transcript and course syllabus indicates that the required course on the certificate program plan has already been successfully completed and a "B" or higher was achieved in the course being considered for transfer.

The College of Nursing complies with the University policy related to certificates needing 50% course residence (i.e., at least 50% of courses must be taken at Kent State University). The College of Nursing also complies with National Organization of Nurse Practitioner Faculties (NONPF) standard, which stipulates that post-graduate certificate students who are not already nurse practitioners must complete a minimum of 500 supervised direct patient care clinical hours. An exception to this NONPF standard is for post-graduate certificate students who are already PMH Clinical Nurse Specialists and are seeking the PMH Nurse Practitioner certificate; direct patient care practicum experiences for these students should be sufficient to establish/demonstrate competency in the role and population-focused area.

- IV. The following admission requirements will be established for all certificates in the College of Nursing:
 - Applicants must have:
 - 1. An active, unrestricted RN license in the state in which practicum hours will be completed.
 - 2. An earned master's in nursing or doctorate in nursing practice from an accredited nursing program.
 - 3. A graduate GPA of 3.0 or greater on a 4.0 scale.

- 4. Resume or curriculum vitae.
- 5. Transcripts of all previous graduate coursework.
 - a. For applicants applying to the Advanced Practice Registered Nurse (APRN) certificates and nurse educator certificate, transcripts must indicate completion of graduate level advanced pathophysiology, advanced pharmacology, and advanced health assessment with a grade of B or higher in each course. Applicants who do not meet the grade requirement for advanced pathophysiology, advanced pharmacology, and advanced health assessment may be considered for a conditional admission.
 - i. For applicants applying to any of the APRN certificates and who have not practiced as APRN within the 2-year period preceding application to the certificate, advanced pathophysiology, advanced pharmacology, and advanced health assessment must not be greater than 5 years old at the time of the student's first semester course registration.
- 6. Syllabi of all courses to be considered for transfer in the gap analysis.
- 7. Three letters of reference from health care professionals or faculty members.
- 8. Evidence of one of the following, for international students:
 - a. A minimum internet TOEFL score of 83;
 - b. A minimum paper-based TOEFL score of 560;
 - c. A minimum MELAB score of 78;
 - d. A minimum PTE score of 55, or;
 - e. A minimum IELTS score of 6.5.

For more information about graduate admission, please visit the Graduate Studies website.

- V. The following completion requirement will be established for all certificates in the College of Nursing:
 - The College of Nursing complies with the University standard for Grade Point Average. Please refer to the University Catalog section on Academic Standing Graduate Studies.
- VI. Programs plans for all certificates have been revised to reflect concentration specific theory and practicum courses and to allow for a gap analysis. See Appendices A through I for current and revised program plans for each certificate.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

The items in this proposal will not have any impact on other programs in the College of Nursing or university. Students in each of the certificates will be in the same theory and practicum courses with master's nursing students throughout all concentrations, will meet the same student learning outcomes, and will be exposed to the same teaching-learning strategies.

Fiscal, Enrollment, Facilities and Staffing Considerations

Admission of students into each certificate will occur concurrently with admissions to each master's concentration in the College of Nursing. No additional faculty or personnel will be required.

Evidence of Need and Sustainability if Establishing

Although enrollment into certificates in the College of Nursing has been historically low, they do meet an important need for master's prepared nurses who desire to increase their specialization and scope of practice.

Provisions for Phase-Out if Inactivating

Two certificates will be inactivated: (a) Psychiatric Mental Health Family Nurse Practitioner for Adult Psychiatric Mental Health Nurse Practitioner or Adult Psychiatric Mental Health Clinical Nurse Specialist, and: (b) Psychiatric Mental Health Family Nurse Practitioner for Child/Adolescent Psychiatric Mental Health Clinical Nurse Specialist. Currently there are 3 students in the Psychiatric Mental Health Family Nurse Practitioner for Adult Psychiatric Mental Health Nurse Practitioner or Adult Psychiatric Mental Health Clinical Nurse Specialist certificate; one student will be graduating in spring of 2016 and the other two students will be transferred to the new certificate, Psychiatric Mental Health Nurse Practitioner Certificate. There are no students in the Psychiatric Mental Health Family Nurse Practitioner for Child/Adolescent Psychiatric Mental Health Clinical Nurse Specialist certificate.

Timetable and Actions Required: a chronology of actions required to approve the proposal with an anticipated implementation date for each action

September 28, 2015 GCC will review and vote
October 26, 2015 CAC will review and vote
October 26, 2015 Proposal will be sent to EPC

AY 2016-2017 Certificate revisions will be implemented

Agenda Noware wise, 20 5, Attachment

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College of Nursing Kent State University 2015 Catalog > College of Nursing

Undergraduate Academic Advising Offices: 113 and 216 Henderson Hall

330-672-7911

http://www.kent.edu/nursing

Graduate Academic Advising Offices:

214 Henderson Hall

330-672-2234

http://www.kent.edu/nursing

INTRODUCTION

The Kent State University College of Nursing provides courses of study at the baccalaureate, master's and doctoral levels.

Graduates of the Bachelor of Science in Nursing are eligible to apply to take the state licensing examination to become professional registered nurses. Study for the Master of Science in Nursing degree includes options for clinical focus in acute care, adultgerontology, family, healthcare management, pediatric, psychiatric mental health or women's health areas. As well as role function in administration, clinical specialization or as nurse practitioners. Doctoral course work is available in Doctor of Philosophy and Doctor of Nursing Practice degrees.

Departments and Schools

... College of Nursing

Academic Programs

Undergraduate Programs

Nursino

Graduate Programs

. Advanced Nursing Practice

. Advanced Practice Nursing

Nursing

Certificates

Graduate Certificates

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Master's Adult Geron tology Clinical Nurse Specialist Certificate
Advanced Practica Registered Nurse Nurse
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(Post-Master's) Adult Geron tology Primary Care Nurse Practitioner
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Advanced Practice Registered Nurser Nurse
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Nursing and Health Care Management (Post Mactor's) Nursing and Health Case Management Certificate

Nursing Education (Post Master's) Nurse Educator Certificate

Primery Care Rediatric Cinical Nitres Specialist (Bost Master's)

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Masters Pediatric Primary Care Nurse Tractitioner
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Certificate

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Women's Health Nurse Practitioner (Post

Women's Health Nurse Practitioner Certificate

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Description Requirements

Admission Requirements

(a) Admission Requirements

(b) Links to each

Certificate

Certificate

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Appendix H

Psychiatric Mental Health Nurse Practitioner Certificate

Current and Revised Certificate Program Plans

Psychiatric Mental Health Family Nurse Practitioner for Non-Psychiatric Mental Health Advance Practice Nurse

Kent State University 2015 Catalog > College of Nursing > Certificates > Psychiatric Mental Health Family Murse Practitioner for Non-Psychiatric Mental Health Advance Practice Nurse

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College College of Nursing

Department College of Nursing Henderson Hall Tel: 330-672-7911 Web: <u>www.kent.edu/</u>nursing The Psychiatric Mental Health FamilyNurse Practitioner for Non-Psychiatric Mental Health Advance Practice Nurse certificate prepares nurses who have a graduate degree in advanced practice nursing to be an advanced practice nurse in the sub-specialty of PMH Family NP.

The program meets the educational requirements for the national certification examination.

	Credita	And the state of t		Credits	4	n	0 6	,	1 N	Total Control	7		20
PREREQUISITES (Master of Science in Narsing in PMH Chikt/Molescent CNS) CDL RE	NURS 60007. Advanced Assessment Across the Lifespan (2) NURS 60045 Pathophysiology for the Advanced Practice Registered Nurse (3)	NURS 60355 Primary Health Care Concepts for the Psychiatric Mental Health Advanced Practice Nurse (3) NURS 60441 Pharmacology for Advanced Province Nurse (3)	CERTIFICATE REQUIREMENTS (20 credits)	<u> </u>	NURSEO151 Psychiatric Mental Health Advanced Practice Nurse Findhichtel Perkharman American Landon Communication C	NURS 5025 I Psychiatric Mental Health APN Adult II: Family and Group Psychotherany Arms the Litespan	NURS 60353 Psychiatric Mental Health Advanced Practice Nurse III; Organization and Comm Assess And Consultation	NURS 60452 Psychiatric Mental Health Family Nurse Practitioner Role	Wental Health Advanced Practice Nurse Practicum in N	NI IPS64590 Devisiting Mental Beauth Advanced Practice Nurse III Practicum Nursing (105 hours)	Optional	NURS 6005 1 Neurobiology and Psychopharmacology of Major Psychiatric Disorders Across the Lifespan (4)	

Psychiatric Mental Health Nurse Practitioner Certificate

Gap Attalysis	Transfer Course Grade																		
CHRS		1 4	8		3	1 rc		****	+		1 3	4		3	2	2	7	25	
Fall Semester	Advanced Mental Health Assessment and Psychopathologya	Neurobiology and Psychopharmacology of Major Psychiatric Disorders	Total	PMH APN I: Individual Psychotheranub	PMH APN I Practicum (210 hours)	Total	PMH APN 11 December 1	THE TALL THE TRUCKING (102 NOURS)	Total	PMH APN II: Family and Group Psychotherens	PMH APN III Practicum (105 hours)	Total		PMH Family Role	Practicum (2101	The Time time (10 Hours)	Total	1 otal Certificate Credit Hours BEFORE Gap Analysis	Total Certificate Credit Hours AFTER Gap Analysis (Must be at least 13 CHRS to meet 50% residence critical cut
Vear1	NURS60012	NURS60051	Year 1	NURS60151	NURS61592	V	NURS62592		Year 2	NURS60251	NURS63592	2.53	NURS60353	NURS60452	NURS64592				

b = For applicants who are PMH Adult APRNs, may substitute PSYC60376 Child Psychotherapy or an equivalent course; for applicants who are PMII Child/Adolescent APRNs, may a = For applicants who are PMH Adult APRNs, may substitute PSYC60110 Introduction to Psychopathology: Child (3 CHRS) or an equivalent course; for applicants who are PMH b = For applicants who are pMH to an equivalent course. substitute PSYC60375 Cognitive Behavioral Psychotherapy (3 CHRS) or an equivalent centre

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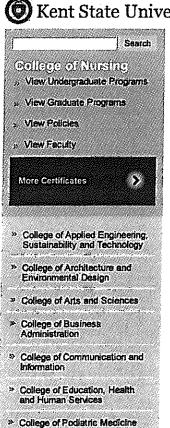
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NEWS & EVENTS

Certificate

Kent State University Catalog 2015 - 2016



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Psychiatric Mental Health Family Nurse Practitioner for Non-Psychiatric Mental Health Advance Practice Nurse

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College College of Nursing

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Web: www.kenleduhursing who already have a graduate degree in provides nurses who already have a graduate degree in nursing the additional specialized knowledge that

The Psychiatric Mental Health Reportly Nurse Practitioner for Non-Psychiatric Mental Health Advance Practice Nurse certificate prepares nurses who have a graduate degree in advanced practice nurse in the sub-specialty of PMH Family NP.

The program meets the educational requirements for the national certification examination.

certificate

Optional

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1) ACT THE PIPELL

MINIMUM TOTAL

	ميرب
PREREQUISITES (Master of Science in Nursing in PMH Child/Adolescent CNS)	
Course Title NURS 60007 ¹ Advanced Assessment Across the Lifespan (2)	Credits
NURS 60045 Pathophysiology for the Advanced Practice Registered Nurse (3)	
NURS 60355 Primary Health Care Concepts for the Psychiatric Mental Health Advanced Practice Nurse (3)	And processing the state of the
NURS 60441 Pharmacology for Advanced Practice Nursing (3)	-
CERTIFICATE REQUIREMENTS (20 credits)	
Course Title	Credite
NURS 60012 Advanced Mental Health Assessment and Psychopathology Across the Lifespan	4
NURS 60151 Psychiatric Mental Health Advanced Practice Nurse I: Individual Psychotherapy Across the Lifespan	3
NURS 60251 Psychiatric Mental Health APN Adult II: Family and Group Psychotherapy Across the Lifespan	3
NURS 60353 Psychiatric Mental Health Advanced Practice Nurse III. Organization and Comm Assess And Consultation	3
NURS 60452 Psychiatric Mental Health Family Nurse Practitioner Role	2
NURS 61592 Psychiatric Menial Health Advanced Practice Nurse Practicum in Nursing (210 hours)	2
VURS 63592 Psychiatric Mental Health Advanced Practice Nurse (II Practicum Nursing (105 hours)	1
NURS 64592 Psychiatric Mental Health Family Nurse Practitioner Role Practicum (210 hours)	2

Click here for gainful employment disclosure on this certificate for 2013-2014

NURS 60051 Neurobiology and Psychopharmacology of Major Psychiatric Disorders Across the Lifespan (4)

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To: Educational Policies Council

FROM: Senior Vice President and Provost Todd A. Diacon

SUBJECT: Agenda for January 2016 Meeting and Vote by E-Mail Listserv

DATE: 19 January 2016

The January EPC meeting will be conducted electronical via the EPC listserv. All motions, discussion and votes will be recorded in the minutes.

UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEM

College of Business Administration

Department of Management and Information Systems

1. Re-activation of the Human Resource Management [HRM] major within the Bachelor of Business Administration [BBA] degree. The major was offered previously from 1980 until 1995. Included in the proposal is establishment of seven courses. Minimum total credit hours to program completion are 120.

Effective Fall 2016 (pending final approvals) | Attachment 1: Proposal; Needs Assessment, Support Letters and Catalog Copy

INFORMATION ITEM

College of Arts and Sciences

Department of Geography

1. Initial inquiry to establish an Environmental Studies major within the Bachelor of Arts degree. (A full proposal will come for a vote at a future EPC meeting.)

Attachment 2

LESSER ACTION ITEMS

Course Revisions Effective Fall 2016

MIS 34187 International Experience in Human Resource Management (3)	New
MIS 44185 Staffing Human Resources (3)	New
MIS 44445 Global Human Resource Management (3)	New
MIS 44492 Business Experience and Internship in Human Resource Management (3)	New
MIS 44499 Human Resource Business Consulting and Project (3)	New
MIS 44660 Performance Management and Compensation Systems (3)	New
MIS 44763 Human Resource Analytics and ERP Systems (3)	New



John R. Kasich, Governor John Carey, Chancellor

Request for Approval

Submitted by Kent State University

Reactivation of the Bachelor of Business Administration Degree in Human Resource Management

Date to Come



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REQUEST

Date of submission: date pending

Name of institution: Kent State University

Degree/degree program title: Bachelor of Business Administration degree in Human

Resource Management

Delivery sites: Kent Campus

Primary institutional contact for the request

Name: Therese E. Tillett

Title: Executive Director, Curriculum Services

Office of the Provost

Phone number: 330-672-8558 E-mail: ttillet1@kent.edu

Date that the request was approved by the institution's governing board:

Approved by the Kent State University Faculty Senate on date

pending and the Board of Trustees on date pending

Proposed start date: Fall 2016

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 326 majors in 44 degrees and

67 certificates as of fall 2015)

Educator Preparation Programs:

Leads to licensure/endorsement No

SECTION 1: INTRODUCTION

1.1 Summary

Kent State University proposes reactivating the Human Resource Management major within the Bachelor of Business Administration degree. The human resource management program of study has been a fixture at Kent State for more than 30 years. The undergraduate major was offered 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 continued as a concentration within the undergraduate Business Management major from 1996 to 2002. Since 2002, it has been an undergraduate minor available to all students and has steadily increased in enrollment, from 19 students in fall 2003 to 72 students in fall 2015 (15th day census).

In addition, a human resource management concentration is offered within the MBA and PhD degrees in 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 in human resource management. Further, the college has hired 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. These individuals also participate in the College's HR Forum where panels of human resource practitioners discuss current issues and practices in human resource management to audiences of students, faculty and professionals.

In addition, the college hosts a student chapter of the Society for Human Resource Management (SHRM). As part of program development, Kent State requested that the national office of SHRM perform an accreditation analysis of the university's proposed curriculum. SHRM offers an accreditation process (see section 2.3, Notification of appropriate agencies) that establishes rigorous curriculum requirements, has an international emphasis and includes an assurance of learning process that improves the value of a major in human resource management before and after graduation.

Also included in the proposed curriculum is a course dedicated to the study of human resource management analytics (the application of data mining and business analytics techniques to human resources data) and enterprise resource planning (ERP) systems. Corporations spend millions on programs concerning recruiting, staffing, sourcing, wellness, training and development, performance management, succession planning, employee relations, legal compliance and workforce diversity. Because the management of human capital is crucial to organizational success, it is not surprising that 95 percent of Fortune 500 human resource executives plan to invest in human resource analytics in the next two years. Hence, students with a background in human resources analytics and ERP systems will have a competitive advantage when entering the job market.

The College of Business Administration has memberships in the SAP University Alliance program and Oracle Academy², providing access to premier enterprise resource planning systems that include "real world" simulations. These systems educate students in various methods of data visualization, developing and performing cost analyses for human resource management initiatives and the mining of "big data" to solve various human resource management problems. Knowledge of human resource management analytics coupled with exposure to a fully functional enterprise resource planning system will provide students with a slice of real world experience in contemporary human resource management departments and functions.

As indicated in the guidelines established by SHRM, the proposed curriculum will include a global component, consisting of a course in global human resource management and an optional international human resource management experience. The rigorous program requirements and the inclusion of SHRM accreditation, a global component and a course in human resource management analytics and ERP systems produces a robust curriculum, empowering students with the necessary knowledge, skills and abilities for successful transitions from the university to the workplace.

¹ West, M. (July 2015). The problem of HR analytics. *Linkedin.com Pulse*. Retrieved from www.linkedin.com/pulse/problem-hr-analytics-mike-west.

² SAP is the fourth largest software company in the world.

SECTION 2: ACCREDITATION

2.1 Regional accreditation

Original date of accreditation: 1915
Date of last review: 2014-2015
Date of next review: 2021-2022

2.2 Results of the last accreditation review

Kent State University's accreditation was reaffirmed by the Higher Learning Commission on 26-27 January 2015³.

2.3 Notification of appropriate agencies

Notification to the Higher Learning Commission will occur after the Ohio Department of Higher Education has approved the program.

The proposed Human Resource Management major aligns with the standards of the Association to Advance Collegiate Schools of Business (AACSB) International, the College of Business Administration's accreditation body. The college was first accredited by the AACSB in 1964. Since then, accreditation has been reaffirmed continuously; the most recent reaffirmation occurred in 2013. The next review will include the proposed major and is scheduled for 2018.

Notification of Kent State's request to reactivate the Human Resource Management major was submitted to the Society for Human Resource Management (SHRM). SHRM has allied with AACSB to provide congruence with AACSB standards across human resource-related degree programs.

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. (Source: www.kent.edu/kent/mission)

3.2 Organizational structure

The Kent State academic leadership organizational structure and the administrative leadership and divisions organizational structure can be found at www.kent.edu/administration.

³ Correspondence from HLC President Barbara Gellman-Danley (4 February 2015). Retrieved from http://hlcommission.org/download/ ActionLetters/Kent%20State%20University%20AQIP%20Reaffirmation%20Action%20Letter%201-27-15.pdf.

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure

Describe the organizational structure of the proposed program. In your response, indicate the unit that the program will be housed within and how that unit fits within the context of the overall institutional structure. Further, describe the reporting hierarchy of the administration, faculty and staff for the proposed program.

The proposed degree program will be administered by the Department of Management and Information Systems in the College of Business Administration and offered at the Kent Campus.

Kent State's College of Business Administration comprises five distinct disciplines, each housed in separate departments: Accounting, Economics, Finance, Marketing and Entrepreneurship and Management and Information Systems. 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 includes approximately 28 full-time faculty members and administers three undergraduate majors—General Business, Business Management and Computer Information Systems. The department also administers four minors: Management, Computer Information Systems, Healthcare Systems Management and Human Resource Management.

Additionally, the department administers three concentrations within the Master of Business Administration (MBA) and degree: Information Systems, Human Resource Management and Supply Chain Management. The department also administers three concentrations within the PhD degree in Business Administration: Information Systems, Operations Management and Human Resource Management. (The department will also administer a new master's degree in business analytics, which is pending Higher Learning Commission approval for fall 2016.)

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

The lead administrator for the proposed program is O. Felix Offodile, PhD, professor and chair of the Department of Management and Information Systems. Dr. Offodile is responsible for the day-to-day operation 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 can be found in Appendix A.

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 comprises four department tenured and tenure-track faculty and is chaired by a coordinator. The term of office is two years, with terms staggered so that in each academic year two members continue and two new members are elected. Elections are conducted at the end of the spring semester and new 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 dean of undergraduate programs and assessment and comprises tenured and tenure-track faculty from each of the five departments and the assistant director for undergraduate advising in the college. The term of office is two years, with terms staggered so that in each academic year two members continue and two new members are elected. Elections are conducted at the end of the spring semester and new 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 mission of Kent State University is to discover, create, apply and share knowledge, as well as to foster ethical and humanitarian values in the service of Ohio and the global community. As an eight-campus educational system, Kent State offers a broad array of academic programs to engage students in diverse learning environments that educate them to think critically and to expand their intellectual horizons while attaining the knowledge and skills necessary for responsible citizenship and productive careers.

The proposed curriculum for the Human Resource Management major builds a bridge between theory and practice, enabling program graduates to "discover, create, apply and share knowledge" and to think critically when applying the skills and abilities acquired through program participation. Additionally, the program has a global orientation offering students the opportunity to develop a cross-culture orientation and to interact with international human resource professionals.

Moreover, the local student chapter of the Society for Human Resource Management in Kent State's College of Business Administration emphasizes responsible citizenship and the maintenance of relationships with human resource professionals, contributing to the attainment of productive careers.

Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings. If completed, submit the full analysis as an appendix item.

According to the U.S. Bureau of Labor Statistics, employment of human resource managers is projected to grow nine percent from 2014 to 2024, "faster than average for all occupations"; employment of human resource specialists is expected to grow five percent, employment of training and development managers is expected to grow seven percent, and employment of training and development specialists is expected to grow seven percent. Moreover, Ohio is fifth in the nation with the highest employment level in human resource manager jobs, and seventh in the nation with the highest employment level in human resource specialist jobs. In Ohio, human resource managers and specialists are occupations with high employment prospects, with manager employment projected to grow 10.3 percent and human resource specialist employment projected to grow 11.2 percent between 2010 and 2020.

Industry Survey of Job Market Potential and Proposed Curriculum

As part of the needs assessment of the proposed program, an industry survey was developed and distributed via e-mail to 1,000 human resource management professionals (respondents were randomly selected from a dataset of 9,628 human resource professionals provided by the College of Business Administration's Career Services Office). Of the 1,000 surveys sent, 212 were opened and 36 were completed for a response rate of approximately 17 percent of all opened surveys. A summary of survey questions is presented in Table 1.

	Survey Question	Assessed Dimension
1.	What is your position or title within the organization?	Sample validity
2.	In what primary industries does your organization participate?	Sample validity
3.	Where is your organization located?	Sample validity
4.	What is your best estimate of the number of people your	Sample validity
	organization employs in Northeast Ohio?	
5.	What is your best estimate of the number of people your	Sample validity
	organization employs in total (nationally or internationally)?	

Table 1: Survey Questions and Assessed Dimensions

⁴ U.S. Bureau of Labor Statistics. *Occupational Outlook Handbook, 2016-17 Edition: Human Resource Managers.* Retrieved from www.bls.gov/ooh/management/human-resources-managers.htm.

⁵ U.S. Bureau of Labor Statistics. Occupational Outlook Handbook, 2016-17 Edition: Human Resources Specialists and Labor Relations Specialists. Retrieved from www.bls.gov/ooh/business-and-financial/human-resources-specialists-and-labor-relations-specialists.htm.

⁶ U.S. Bureau of Labor Statistics. *Occupational Outlook Handbook, 2016-17 Edition: Training and Development Managers.* Retrieved from www.bls.gov/ooh/management/training-and-development-managers.htm.

⁷ U.S. Bureau of Labor Statistics. Occupational Outlook Handbook, 2016-17 Edition: Training and Development Specialists. Retrieved from www.bls.gov/ooh/business-and-financial/training-and-development-specialists.htm

⁸ U.S. Bureau of Labor Statistics (May 2014). *Occupational Employment and Wages – Human Resources Managers*. Retrieved from www.bls.gov/OES/current/oes113121.htm.

⁹ U.S. Bureau of Labor Statistics (May 2014). Occupational Employment and Wages – Human Resources Specialists. Retrieved from www.bls.gov/oes/current/oes131071.htm.

¹⁰ 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

	Survey Question	Assessed Dimension
6. What is your l	pest estimate of the number of people your entire	Sample validity
organization (nationally or internationally) currently employs in	
human resour	ce management?	
7. Please provide	e your opinion as to the importance of each	Respondent evaluation of
course in the	curriculum as a whole:	proposed curriculum
a. Human Re	source Management (HR Basics)	
\sim	d Development	
\cup \setminus	lection and recruitment)	
1	ion and Benefits	
	cs and ERP Systems (using business analytics	
	rise Resource Planning systems to solve HR-	
related pro		
f. Dynamics	1	
0 0	onal Behavior (managing employee behavior in	
organizatio	,	
	(international experience in human resource	
manageme:	·	
	ce Management (managing employee	
performan	,	
	ship or HR Practicum (real-world application of	
HR function	/	
	ef description of the proposed program, how	Respondent evaluation of
	tive is your opinion concerning the program?	proposed curriculum
	sponsible for hiring an entry-level employee for a	Respondent evaluation of
	ce management position in your organization,	proposed curriculum
	d would you be in interviewing graduates of the	
proposed pro		
	e any feedback that you have, positive or negative,	Respondent evaluation of
	e curriculum or any other aspect of the proposal.	proposed curriculum
	ployment opportunities in human resource	Respondent evaluation of
management	,	job market potential
	of any advice, suggestions, or comments of you	Respondent evaluation of
may have.		proposal

Please see Appendix B for an analysis of survey responses.

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). In developing the Human Resource Management major, faculty members solicited the opinions of many human resource professionals, local SHRM chapters (Portage, Summit and Cuyahoga counties) and the Career Services Center of the College of Business Administration to ensure alignment of the program with stakeholder needs. Please see Appendix C 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.

As indicated in section 2.3 (Notification of appropriate agencies), notification of the request to reactivate the Human Resource Management major was submitted to the Society for Human Resource Management (SHRM). As part of its academic initiative, SHRM provided an assessment of the proposed curriculum and notified Kent State that it aligns with SHRM's curriculum guidelines. The benefits of alignment include: (1) standardization of what knowledge students should possess upon graduation; (2) students' preparedness to enter the human resources profession; (3) guidance concerning those human resource topics that are important to include; (4) a conduit to the practitioner domain; and (5) inclusion in SHRM's human resource management program directory.

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.

The University of Akron is the only public institution within a 30-mile radius of Kent State's Kent Campus that offers a Human Resource Management major. Differences between Kent State's proposed major and the University of Akron's major include:

- 1. Overall credit hours (120 KSU versus 128 Akron);
- 2. GPA requirements for graduation (2.5 major/overall KSU versus 2.3 major/2.0 overall Akron);
- 3. Kent State will offer a course dedicated to the study of human resource management analytics and ERP systems; and
- 4. Kent State will offer a course dedicated to global human resource management and an optional human resource management international experience.

While outside the 30-mile radius, Cleveland State University (38 miles from the Kent Campus) and Youngstown State University (42 miles from the Kent Campus) both offer an undergraduate human resource management program. Cleveland State offers a Bachelor of Business Administration (BBA) degree in Management major with an optional Human Resource Management track (akin to a minor). Youngstown State offers a Bachelor of Business Science (BBS) degree in Human Resource Management.

¹¹ N.R. Lockwood, Society for Human Resource Management, personal communication, October 19, 2015.

Differences between Kent State's proposed major and Cleveland State's human resource management program include (credit hour requirements are the same as Kent State's):

- 1. GPA requirements for graduation (2.5 major/overall KSU versus 2.0 major/overall CSU);
- 2. Cleveland State does not offer a human resource management major, but a track within the management major that requires students to select two courses from a list of six offerings.
- 3. Kent State will offer a course dedicated to the study of human resource management analytics and ERP systems; and
- 4. Kent State will offer a course dedicated to global human resource management and an optional human resource management international experience.

Differences between Kent State's proposed major and Youngstown State University's program include (major/overall GPA requirements are the same as Kent State's):

- 1. Overall credit hours (120 KSU versus 124 YSU);
- 2. Kent State will offer a course dedicated to the study of human resource management analytics and ERP systems; and
- 3. Kent State will offer a course dedicated to global human resource management and an optional human resource management international experience.

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

The program was not developed in collaboration with another institution.

SECTION 5: STUDENT SERVICES

5.1 Admissions policies and procedures

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: The freshman admission policy at the Kent Campus is selective. Admission decisions are based upon the following: overall 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. More information is available at the Admissions website for new freshmen: www.kent.edu/admissions/apply/undergraduate/freshman

Transfer Student: A minimum 2.500 overall 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 Requirements: Minimum 2.500 overall GPA; minimum C (2.000) grade in required courses COMM 15000, ENG 21011, MATH 11010 and MIS 34180.

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 (CT²) 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, among others, is awarded for general education requirements and electives.

Business core courses (required in all the majors in the College of Business Administration) 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 (CT²) 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 Kent State University are adequate to support the Human Resource Management major. 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 Human Resource Management major. No new services are necessary.

Students in the proposed major will have the same access as other students to all Kent State University and College of Business Administration 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 Bachelor of Business Administration in Human Resource Management prepares students for leadership positions in human resource departments, including the ability to establish and advance organizational policies and guidelines and to utilize the tools and techniques for developing transformational work environments. Graduates are prepared to become influential business leaders equipped with the ability to identify, analyze and solve complex human resource and management issues. Students will learn about strategic human resource management, compensation and benefits, human resource planning, training and development, performance management, staffing, analyzing and designing jobs, human resource management analytics and enterprise resource planning (ERP) systems, global human resource management and employee relations.

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.

<u>Goals.</u> Graduates of the Human Resource Management major will be prepared to:

- 1. Demonstrate an understanding of all facets of the business enterprise.
- 2. Demonstrate an understanding of the functional areas of human resource management and interconnections between those functional areas.
- 3. Demonstrate understanding of the relationships between human resource management and other functions of the business enterprise.
- 4. Demonstrate an understanding of the different roles of stakeholders.
- 5. Demonstrate and be able to articulate how successful human resource management creates a competitive advantage for the organization.

Objectives. Graduates of the Human Resource Management major will be able to:

- 1. Demonstrate effective human resource management and leadership ability when presented with a human-resource-related dilemma or opportunity.
- 2. Use human resource analytics and/or ERP systems to create budgets, ensure equal employment opportunity compliance by preparing required reports to local, state and federal agencies; prepare cost/benefit analyses of human resource management initiatives; forecast need for additional human resources; analyze compensation systems; and administer benefits.
- 3. Identify and analyze global human resource concerns that affect business decisions;
- 4. Analyze, interpret and use data to solve problems and make decisions.
- 5. Create and communicate value for all stakeholders in the organization.

The department curriculum committee has the general oversight of the curriculum in the major and reviews syllabi to ensure conformance with curriculum standards. Further, these learning outcomes are part of the assessment rubric established to fulfill the requirements of accrediting agencies. When assessment results fall below established benchmarks, steps are taken to review instructors' coverage of materials to ensure that students are adequately prepared to learn 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/technical, general education, elective) and indicate if they are new or existing courses.

Course (number/name)	Cr hrs	Major Core	General Education (Kent Core)	Elect ive	OTM TAG CTAG	New/ Existing Course
BBA DEGREE CORE REQUIREMENTS (51 cre			T		I	
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 Sciences/ Additional	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 fulfills Kent Core Mathematics and Critical Reasoning	3				OTM	Existing
MATH 11012 Intuitive Calculus (3) <i>or</i> MATH 12002 Analytic Geometry and Calculus I (5)	3-5				OTM OTM	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					Existing
MAJOR REQUIREMENTS (30 credit hours)			ı			0
MIS 34180 Human Resource Management	3					Existing
MIS 34185 Individual and Group Behavior in Organizations	3					Existing
MIS 44183 Developing and Training Human Resources in Organizations	3					Existing
MIS 44185 Staffing Human Resources	3					New
Č	3	-				New
MIS 44445 Global Human Resource Management MIS 44492 Business Experience and Internship in	3	-				INEW
Human Resource Management	3					New
MIS 44499 Human Resource Business Consulting and Project	3	•				New
MIS 44660 Performance Management and Compensation Systems	3	•				New
MIS 44763 Human Resources Analytics and Enterprise Resource Planning (ERP) Systems	3	•				New

Major Elective, chose one from the following: MIS 34092 Practicum in Career Development MIS 34165 Dynamics of Leadership MIS 34175 Learning to Lead MIS 34187 International Experience in Human Resource Management	3	•			=		Existing Existing Existing New
MIS 44091 Seminar in Human Resource Management							Existing
KENT CORE/ADDITIONAL REQUIREMENTS (39 credit hours)							
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 credits required depends on meeting minimum overall 120 hours and 39 upper-division hours	14					ОТМ	Existing

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

BBA DEGREE CORE REQUIREMENTS (51 credit hours)

ACCT 23020 INTRODUCTION TO FINANCIAL ACCOUNTING (3)

Introduction to principles of accounting as they relate to financial accounting and the preparation of financial statements.

ACCT 23021 INTRODUCTION TO MANAGERIAL ACCOUNTING (3)

Introduction to principles of accounting as they relate to managerial accounting, including cost relationships.

BUS 10123 EXPLORING BUSINESS (3)

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.

BUS 30061 BUSINESS PROFESSIONAL PRACTICES (1)

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 (3)

An inquiry into the nature and function of human communication in interpersonal, group and public contexts.

ECON 22060 PRINCIPLES OF MICROECONOMICS (3)

Principles and policies affecting prices, including factor incomes, under alternative market structures. Tools developed to examine social problems, including poverty, crime, pollution and international relations.

ECON 22061 PRINCIPLES OF MACROECONOMICS (3)

Principles and policies affecting aggregate production, consumption, investment and government expenditures. Includes role of money, the banking system, inflation, unemployment and economic growth.

ENG 30061 WRITING IN BUSINESS (2)

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.

FIN 26074 LEGAL ENVIRONMENT OF BUSINESS (3)

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 (Equivalent to BMRT 21000).

MATH 11010 ALGEBRA FOR CALCULUS (3)

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 (3)

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 (5)

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 (3)

Develop competency in the operation of contemporary software and hardware applications. To develop an appreciation for the contribution of computers, software and the Internet to society.

MIS 24056 FUNDAMENTALS OF BUSINESS STATISTICS (3)

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 24163 PRINCIPLES OF MANAGEMENT (3)

Introductory course in management and organizational design. The leading contributions in the area are reviewed and practical implications are developed. 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 34060 OPERATIONS MANAGEMENT (3)

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 44285 INTEGRATED BUSINESS POLICY AND STRATEGY (3)

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 (3)

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.

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.

MAJOR COURSE REQUIREMENTS (30 credit hours)

Please see Appendix D for course syllabi for courses marked "NEW."

MIS 34092 PRACTICUM IN CAREER DEVELOPMENT (3)

In-depth training and development course designed to prepare students for resume presentation, job search, interviewing, participation in the internship and career launching. Prerequisites: Human Resource Management major or minor; minimum 2.500 overall GPA; and junior standing.

MIS 34165 DYNAMICS OF LEADERSHIP (3)

This course discusses management and leadership concepts and does so by blending theory and practice. Cases studies, practical application approaches, personal assessment and opportunities to develop individual and group leadership skills are possible. In addition, many organizational behavior concepts are blended throughout the course. Students that have already passed MIS 34175 will not receive graduation credit for MIS 34165. Prerequisite: MIS 24163 or BMRT 11009.

MIS 34175 LEARNING TO LEAD (3)

This is a hands-on learning and leadership course. Classroom time occurs over 4 days at a residential camp before the semester begins. Students learn about leadership from professors, experts in the field and each other through interactive discussions and activities. During the semester students continue their leadership development working with a personal mentor and practice their skills through community service projects. Students that have already passed MIS 34165 will not receive graduation credit for MIS 34175. Prerequisite: special approval.

MIS 34180 HUMAN RESOURCE MANAGEMENT (3)

Focuses on the importance of the management of human resources for an 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. Prerequisites: minimum overall 2.500 GPA; and MIS 24163 or BMRT 11009.

MIS 34185 INDIVIDUAL AND GROUP BEHAVIOR IN ORGANIZATIONS (3)

Determinants of individual and group behavior within work organizations. Topics covered include, motivation, job design, learning, decision making, leadership and group behavior as they relate to performance and other outcomes in work organizations. Prerequisite: MIS 24163 or BMRT 11009.

MIS 34187 INTERNATIONAL EXPERIENCE IN HUMAN RESOURCE MANAGEMENT [NEW] Students travel abroad to gain exposure to human resource management as it is practiced in different cultures. Through study and interaction with human resource professionals in foreign cultures, students learn about the globalization of business and how it influences various human resource management functions and initiatives. Prerequisites: Human Resource Management major or minor; and MIS 24163 or BMRT 11009.

MIS 44091 SEMINAR IN HUMAN RESOURCE MANAGEMENT (3) [repeatable for credit] In depth readings, discussion projects and presentations in a specialized area of human resource management. Prerequisites: Human Resource Management major or minor; minimum 2.50 overall GPA; and MIS 34180 or BMRT 31006.

MIS 44183 DEVELOPING AND TRAINING HUMAN RESOURCES IN ORGANIZATIONS (3) Course focus is quality training design, based upon theory and empirical research. Implications for practice and current challenges in employee training and development are also highlighted. Prerequisites: Human Resource Management major or minor; minimum 2.500 overall GPA; and MIS 34180 or BMRT 31006.

MIS 44185 STAFFING HUMAN RESOURCES (3)

[NEW]

Staffing is a core human resource activity in organizations. It involves the development of systems to select, place, promote and retain employees to enhance organizational effectiveness and maintain legal compliance This course will provide students with an understanding of the technical components of selection, including how to determine which applicant characteristics should be examined, what procedures should be used to gather information and how that information should be combined to identify qualified job applicants. Prerequisites: Human Resource Management major or minor; minimum 2.500 overall GPA; and MIS 34180 or BMRT 31006.

MIS 44445 GLOBAL HUMAN RESOURCE MANAGEMENT (3)

NEW

Provides an overview of contemporary issues and theoretical frameworks in the field of international human resource management using traditional lecture and practical application cases. Prerequisites: Human Resource Management major or minor; minimum 2.50 overall GPA; and MIS 34180 or BMRT 31006.

MIS 44492 BUSINESS EXPERIENCE AND INTERNSHIP IN HUMAN RESOURCE MANAGEMENT (3) [NEW]

(Repeatable for credit) Learning by experience by performing activities related to the human resource management profession in a cooperating organization. Prerequisites: Human Resource Management major or minor; minimum 2.500 overall GPA; and MIS 34180.

MIS 44499 HUMAN RESOURCE BUSINESS CONSULTING AND PROJECT (3) (Currently taught as MIS 44195 Advanced Topics in Human Resource Management)

Provides decision-making tools for solving real-world problems by building synergies in prior knowledge to

Provides decision-making tools for solving real-world problems by building synergies in prior knowledge to create real-life solutions and apply them to problems of the local community. The project component includes consulting experience with both for profit and not-for-profit business clients. Prerequisites: Human Resource Management major or minor; minimum 2.500 overall GPA; MIS 34180; and junior standing.

MIS 44660 PERFORMANCE MANAGEMENT AND COMPENSATION SYSTEMS (3) [NEW] Provides an overview of the performance management process, examines various approaches to performance management and discusses sources of performance management information. Also considers the nature of the compensation systems and pay system mechanics, as well as methods for recognizing employee contributions through compensation. Prerequisites: Human Resource Management major or minor; minimum 2.50 overall GPA; and MIS 34180 or BMRT 31006.

MIS 44763 HUMAN RESOURCE ANALYTICS AND ERP SYSTEMS (3)

[NEW]

Examines use of human resource data, metrics, analytics and ERP systems to guide decision making and support the strategic goals of the organization. Explains the characteristics of high quality data, introduces common analysis techniques, data interpretation and visualization and report assessment. Prerequisites: Human Resource Management major or minor; minimum 2.50 overall GPA; and MIS 34180 or BMRT 31006.

6.4 Program sequence

Please see Appendix E for catalog copy and suggested program sequence (roadmap).

6.5 Alternative delivery options:

The proposed major will not be offered online or with an accelerated delivery model.

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

\boxtimes	Co-op/Internship/Externship	Student Teaching	Other
	Field Placement	Clinical Practicum	

Students will learn through experience by performing activities related to the human resource management profession in a cooperating organization. Students will be required to complete MIS 44499 Human Resources Business Consulting and Project to provide a bridge between coursework and practice. In addition to course work, student groups will work with a local organization to develop and implement a human-resource-related initiative based on assessed needs and, hence, acquire knowledge and practical experience in preparation for a career in the human resource management profession.

Students will also be required to complete an internship in human resource management (MIS 44492), obtaining real-world experience in the functions and initiatives related to human resource management while developing skills and abilities necessary to function successfully in a human resource department.

Students will also have the option of completing a practicum in career development (MIS 34092). Upon completion of this course, students should be able to design and implement an individualized career development plan that will be used for securing internships, permanent employment and continued professional growth. These goals will be met by strengthening skills and knowledge in the following competencies:

- 1. Self-assessment and awareness: understand the relation of values, interests, personality and skills to career planning
- 2. Written communication: develop tangible self-marketing pieces: resumes and career portfolios
- 3. Verbal communication: develop professional interviewing and networking skills
- 4. Practical experience: make the most of the internship experience

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

Describe the policies and procedures in place to assess the program. In your response, include the following: Include 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. Students are examined in the capstone course (MIS 44285 Integrated Business Policy and Strategy) using metrics developed for this process. The Department of Management and Information Systems is responsible for directing assessment efforts for the proposed Human Resource Management major. Assisting in this effort are the department's Undergraduate Curriculum Committee and Faculty Advisory Committee, the assistant dean of undergraduate programs and assessment and the college's Undergraduate Curriculum Committee.

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 semester to assess how well students perform 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 whether this standard is being met or surpassed.

Data from the program assessment will be shared with faculty members teaching the assessed subject area immediately after it is collected so that corrective action may be taken prior to the next assessment period. Data will also be shared with the college-wide Curriculum Committee during the yearly reporting cycle.

Results from the program assessment will be benchmarked against established metrics. While results below established metrics provide opportunities for improvements in course syllabi, coverage and delivery methods, those results that are regularly above the metrics 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; initiatives used to track student success after program completion.

Student success in the proposed Human Resource Management major will be assessed through the College of Business Administration's assurance of learning process. The Department of Management and Information Systems is responsible for directing assessment efforts for the proposed Human Resource Management major. Assisting in this effort are the department's Undergraduate Curriculum Committee and Faculty Advisory Committee, the assistant dean of undergraduate programs and assessment and the college's Undergraduate Curriculum Committee.

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 semester to assess how well students perform against 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 if this standard is being met.

Data from the program assessment will be shared with all faculty members teaching the assessed subject area immediately after it is collected so that corrective action may be taken prior to 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. While results below established metrics provide opportunities for improvements in the course syllabi, coverage and delivery methods, those that are continuously above the metrics 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 Human Resource Management 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 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, a non-tenure-track faculty member may hold the rank of lecturer, associate lecturer, or senior lecturer. However, if they have earned a terminal degree, they are hired as an 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 Human Resource Management major and fall into one of the categories described above. At a minimum, the faculty members teaching in the program will have a master's level degree. Special consideration will be given to candidates with industry experience and certifications in the field of human resource management.

Faculty members are required to follow university guidelines for appointment.

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

Overload assignment is not a regular expectation, right or obligation of employment. However, programmatic need is a primary consideration in the assignment of courses and the expertise of an instructor relevant to programmatic need will often be a factor in determining the assignment of specific courses to be offered. Overload assignments may be made if the department chair or college dean determines such an assignment is warranted as a result of programmatic need. Overload occurs when a faculty member exceeds the number of hours that are listed as his/her load in his/her current contract. Payment for such assignments is made based on the appropriate percentage of the faculty member's base annual contract salary (1/24 of base annual contract salary for each workload credit hour).

In instances when the department chair or college dean authorizes an overload assignment, the assignment ordinarily may not exceed one additional course for a semester, nor may overload compensation for an academic year exceed 25 percent of a faculty member's base academic year salary.

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.

For the first year of the program offering, the four 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 the program grows, additional tenure-track or non-tenure-track faculty resources will be provided as necessary to support the program.

8.2 Program faculty

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

Full-time: 8* 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: 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 fulltime 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 remain 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.

^{*} These numbers are faculty dedicated to the major coursework. There are 18 full-time and five part-time faculty members teaching all college and major courses in the program.

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.

Please see Appendix F for the department faculty handbook.

8.4 Faculty matrix

Complete a faculty matrix for the proposed program. A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix.

The faculty listed below and on the next page are teaching courses in the major only. See Appendix G for a copy of their curriculum vitae.

* Number of courses taught each year at all Kent State campuses

Instructor name	Rank or title	Full part time	Degree title, discipline, institution, year	Yrs teach. or exp.	Additional experience	Courses(s) will teach	Load *
Diane DeRubertis	Lecturer	FT	MEd, Kent State University, 1983	3	talent management consultant; HR talent acquisition senior project consultant, PNCC Financial Services Group	MIS 34180 MIS 44492	8
Mary Hogue	Associate Professor	FT	PhD, University of Akron	16		MIS 34165 MIS 34185	4
Marlo Kibler	Lecturer	РТ	MBA, Tiffin University, 2005	2	HR benefits coordinator, Kent State	MIS 34180	3
Debbie Knapp	Associate Professor	FΤ	PhD, Micro Organization Theory and Personnel, Kent State University, 1994	21	consultant with various organizations; management experience with AT&T	MIS 34180 MIS 34185 MIS 34187 MIS 44091 MIS 44183 MIS 44445	6
Julia Levashina	Associate Professor	FT	PhD, Organizational Behavior and Human Resource Management, Purdue University, 2005	9		MIS 34180 MIS 34092 MIS 44660 MIS 44763	4
Dean Porr	Assistant Professor	FΤ	PhD, Organizational Leadership, Regent University, 2004	29	consultant with various organizations	MIS 34175	8
James Smas	Associate Lecturer	FT	MBA, Business, Pepperdine University, 1982	16	consultant with various organizations	MIS 44492	8

Instructor name	Rank or title	Full part time	Degree title, discipline, institution, year	Yrs teach. or exp.	Additional experience	Courses(s) will teach	Load *
Mark Whitmore	Assistant Professor	FΤ	PhD, Industrial and Organizational Psychology, The Ohio State University, 1985.	5	consultant with various organizations	MIS 34165 MIS 34180 MIS 34187 MIS 44183 MIS 44185 MIS 44499	8
Open Position	Assistant Professor	FT	PhD required			MIS 44185 MIS 44445 MIS 44499 MIS 44763	4

SECTION 9: LIBRARY RESOURCES AND INFORMATION LITERACY

9.1 Library resources

The information resources and services of the University Library adequately support the research and curricular requirements of the proposed BBA degree in Human Resource Management. No additional library resources will be needed in support of this program.

The College of Business Administration's subject librarian works with the department chair and a library representative for each department in the college 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 college'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.
- 3. Provide instructional support by collaborating with teaching faculty to articulate information literacy-based learning objectives in the curriculum.

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 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 programs 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 human resource management is an interdisciplinary process. students and faculty in the College of Business Administration benefit from additional library collection development in the areas of

technology, education, psychology, communications, sociology, political science, computer science, public health and nutrition and government documents. Resources recommended specifically for human resource management research are highlighted on a Library Research Guide. 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.

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 over 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).

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.

The business subject librarian will commit to presenting a basic orientation to the library resources and services in every section of BUS 10123 Exploring Business. This orientation helps students locate reference materials, scholarly books and journals, business trade journals and appropriate web sites. Techniques for evaluating information quality will also be presented. In addition, at the invitation of course instructors, the business and entrepreneurship outreach librarian will conduct classroom instruction where content is tailored to course or project-specific research.

SECTION 10: BUDGET, RESOURCES and FACILITIES

10.1 Resources and facilities

No additional resources will be needed to support the proposed program as the faculty and curriculum for the Human Resource Management 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: fiscal impact statement

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Headcount full time	21	25	30	36
Headcount part time	9	10	12	14
Full-time equivalent (FTE) enrollment	25.5	30	36	43
II. Projected Program Income				
Tuition (paid by student or sponsor)	\$296,601	\$348,942	\$418,730	\$500,150
Expected state subsidy	\$0	\$51,825	\$62,190	\$74,283
Externally funded stipends or other income	\$0	\$0	\$0	\$0

	Year 1	Year 2	Year 3	Year 4
Total Projected Program Income	\$296,601	\$400,767	\$480,920	\$574,433
III. Program Expenses				
New personnel instruction				
New full time tenure-track faculty	\$120,000	\$123,600	\$128,544	\$134,971
Courses to be taught by adjunct faculty	\$8,000	\$8,240	\$8,570	\$8,998
New personnel non-instruction				
Full: 0	\$0	\$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 Expenses	\$128,000	\$131,840	\$137,114	\$143,969
Net Projected Program Income	\$168,601	\$268,927	\$343,806	\$430,464

Budget Narrative:

- Enrollment in the program is assumed to start at 30 students (21 full-time and 9 part-time) in year one and modestly increase by approximately 20 percentage points in each of the subsequent years.
- The initial enrollment of 30 was conservatively estimated based on projections from college marketing efforts, enrollment in the minor and percentage of students who are undecided.
- The number of part-time students for year one is 10 percent of the students who stop out.
- An 80-percent retention rate was used to compute freshman to sophomore year numbers, a 72-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 years two, three and four based on marketing efforts.
- 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).
- It is assumed that the full-time one-year tuition and general fees rate of \$12,271.40 (Ohio resident) for all students. Any change due to non-residency will only increase the projected income.
- Tuition and general fees are assumed to be flat during the first four years of the program.
- State subsidy is based on the SSI undergraduate FTE charge of \$3,445 for BES-3. It is assumed to be zero for year one, 50 percent for each of years two and three and 100 percent for year four.
- In order to account for inflation and other factors, faculty salaries and benefits are estimated to increase by three percentage points in the second year, four percent in the third and five percent in the fourth. The full-time faculty person is expected to teach two courses in the program each year. The rest of this person's workload will be in other programs within the department where other faculty members will be redeployed from to cover courses in the proposed program

APPENDICES

Appendix Description

- A Curriculum vitae for O. Felix Offodile, PhD, program lead administrator
- B Analysis of needs assessment survey
- C Letters of support
- D Major course syllabi
- E Proposed catalog copy and program sequence (roadmap)
- F Department faculty handbook
- G Human resource management faculty curriculum vitae

Kent State University is committed to continual support of the delivery of the Bachelor of Business Administration degree in Human Resource Management. 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

Kent State University Reactivation of the BBA Degree in Human Resource Management

APPENDIX B

Analysis of needs assessment survey

Question: What is your position or title within the organization?

Text Response

Administrative Assistant

Administrative Services Office Manager

Assistant Dean of Administration

Business Office Assistant/HR

Co-Owner, Senior Vice President, Chief Compliance Officer, Portfolio Manager

College Recruiter

Director

Director of Talent Acquisition

Exec. Dir. Of Human Redources

Executive Director

Executive Director of Human Resources

HR Generalist

HR Generalist

HR Manager

HR Manager - senior HR professional at the company.

Human Resource Manager

Human Resources Generalist

Human Resources Manager

Human Resources Representative

Internal Recruitment Manger/Talent Acquisition Manager

IT Systems Engineer Sr.

Manager - Administration

North American Recruiting Coordinator

Office Manager & Event Coordinator

Owner

President

Principal

Program manager

Recruiter

Recruiting Manager

Senior Tax Accountant

Special Education Coordinator

Sr. Recruiter

Talent Acquisition Manager

Vice President of Sales

Workforce Planning Manager

Fifty percent of respondents hold positions in human resource management that vary from Executive Director of Human Resource Management to Recruiter. Remaining respondents represent a diverse group of positions, including executive officers, owners, tax accountants, sales managers, IT managers, and general management.

Question: In what primary industries does your organization participate (e.g. financial services, telecommunications, equipment manufacturing, shipping and logistics)?

Tovt	$R_{\Delta c}$	ponse
ICAL	IVC2	pullac

Gift Baskets

Logistic and Transportation

Public Education

Heavy Manufacturing

Education

Non Profit Economic Development

Education

We are an executive recruiting firm and recruit across all of those industries.

education

Medical Device Manufacturing

Insurance

Human resources (benefits, recruiting, etc.), IT, accounting, staff development

Public Accounting

Financial Services - Registered Investment Advisor

Financial Services/Credit Union

Library

Scientific testing labatory

Shipping and Logistics

Retail

Wholesale Distribution

Financial Services

Manufacturing - 3537

Steel Manufacturing

aviation / airlines

8211 - Secondary Education

Manufacturing of Wood Products

telecommunications

Education

Federal Government

Employment advertising, job fairs

Education

Financial Services, Telecommunications, manufacturing

Wholesale Distribution

human resources

Elementary Ed

As expected, respondents are employed in a diverse group of industries, including manufacturing, financial services, education, government agencies, wholesale distribution, and logistics/transportation.

Question: Where is your organization located (the particular branch/division/etc. where you report for work, not the headquarters if they are different)? Please enter City, State, and/or Zip code.

Text Response

Westlake, OH 44145

North Canton, OH 44720

Wooster, Ohio 44691

Solon, OH

Grand Rapids, MI 49512

Salem, Ohio 44460

We have 11 schools; mostly Cleveland area, plus Akron, Canton, Cincinnati. All urban, high poverty areas

Ciudad Autonoma de Buenos Aires, Buenos Aires, Argentina C1429 BZJ

85365

The corporate headquarters is in Akron, Ohio (44310).

Mayfield Village, Ohio, 44124

Brecksville, OH 44141

Medina, Ohio 44256

Broadview Hts, OH 44147

Cleveland OH 44115

Lorain, Ohio 44052

Cleveland OH 44128

Irvine, California, 92602

Columbus, OH 43054

Medina, OH 44256

Cleveland, OH, Detroit, MI, Scottsdale, AZ

Tallmadge, OH 44278

Cleveland, OH 44125

44070

South Boston, VA 24592

Norwalk, Ohio 44857

Toledo, OH 43615

44114

Northern District of Ohio HQ in Cleveland, Ohio 44113

Canton, Ohio 44718

Ravenna, OH 44266

Farmington, NM 87401

Twinsburg, OH 44087

Twinsburg, Ohio 44087

44143

Eighty-one percent of respondents are employed in Ohio, with 69 percent in Northeast Ohio. The remaining respondents work in Michigan, Arizona, California, Virginia, and Argentina.

Question: What is your best estimate of the number of people your organization employs in Northeast Ohio?

#	Answer	Response	%
1	0-50	12	34%
2	51-250	12	34%
3	251-500	8	23%
4	501-1000	1	3%
5	1001-2000	0	0%
6	2001-5000	1	3%
7	5001-10000	1	3%
8	10001-20000	0	0%
9	20001-50000	0	0%
10	> 50000	0	0%
	Total	35	100%

Sixty-eight percent of respondents indicated that their organizations employ fewer than 250 individuals in Northeast Ohio, 26 percent employ 251 to 1,000, and only two organizations employee more than 2,000 people in the area.

Question: What is your best estimate of the number of people your organization employs in total (nationally or internationally)?

#	Answer	Response	%
1	0-50	10	29%
2	51-250	5	14%
3	251-500	6	17%
4	501-1000	1	3%
5	1001-2000	3	9%
6	2001-5000	2	6%
7	5001-10000	4	11%
8	10001-20000	2	6%
9	20001-50000	2	6%
10	> 50000	0	0%
	Total	35	100%

Respondents' estimates for the number employed by their organizations world-wide was more varied: 43 percent employ fewer than 250 people, 20 percent employee from 251 to 1,000, 15 percent employ from 1,001-5,000, and 23 percent employ more than 5,001 people world-wide.

Question: What is your best estimate of the number of people your entire organization (nationally or internationally) currently employs in human resource management?

#	Answer	Response	%
1	0-20	25	74%
2	21-40	5	15%
3	41-60	1	3%
4	61-80	1	3%
5	81-100	0	0%
6	> 100	2	6%
	Total	34	100%

Consistent with the fact that 60 percent survey respondents work for organizations with 500 or fewer employees, seventy-four percent of respondents indicated that their organizations employ fewer than 20 people in human resource management, 21 percent estimated that their organizations employ 21 to 80 people in such positions, and two respondents (6%) estimated that their organizations employ more than 100 people in human resource management.

Question: What is your best estimate of how many additional human resource management employees you think will be needed by your entire organization over the next three years?

#	Answer	Response	%
1	0	14	41%
2	1-5	11	32%
3	6-10	4	12%
4	11-20	4	12%
5	21-30	1	3%
6	> 30	0	0%
	Total	34	100%

Fifty-nine percent of survey respondents estimated that their organizations would hire additional human resource management employees in the next three years, while 41 percent estimated that their organizations would not employ any additional human resource management employees in the next three years.

Question: What is your best estimate of the percentage of human resource management activities that are currently outsourced by your organization?

#	Answer	Response	%
1	0-10%	27	77%
2	11-20%	6	17%
3	21-30%	0	0%
4	31-40%	0	0%
5	41-50%	0	0%
6	51-75%	1	3%
7	> 75%	1	3%
	Total	35	100%

Survey respondents answers indicate that most of their organizations outsource very little of their human-resource-related activities. Hence, most organizations represented in the survey tend to perform the majority of these activities in-house.

Question: The College of Business at Kent State University is proposing the reactivation of the Human Resource Management major within the Bachelor of Business Administration degree program. 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	Total Responses	Mean
1	Human Resource Management	0	0	12	21	33	3.64
2	Training and Development	0	2	18	13	33	3.33
3	Staffing	0	1	12	19	32	3.56
4	Compensation and Benefits	0	2	14	17	33	3.45
5	HR Analytics and ERP Systems	0	8	16	9	33	3.03
6	Dynamics of Leadership	0	5	15	13	33	3.24
7	Organizational Behavior	0	6	16	11	33	3.15
8	Global HR	4	12	11	4	31	2.48
9	Performance Management	0	0	17	16	33	3.48
10	HR Internship /Practicum	1	4	8	20	33	3.42

With one exception (Global HR), most survey respondents indicated that the courses to be offered in the curriculum represent important elements of a degree in Human Resource Management. Global HR was seen as "somewhat important" to "important." However, further examination of data outcomes (see the table below) indicate that 48 percent of respondents surveyed believed a course in Global HR was "important" to "very important." Only 13% of respondents indicated that it was "not important." Moreover, these respondents worked in organizations with fewer than 500 employees.

		What is your best estimate of the number of people your entire organization (nationally or nternationally) currently employs in human resource management?									
Please provide your opinion of the importance of each course	0- 50	51- 250	251- 500	501- 1000	1001- 2000	2001- 5000	5001- 10000	10001- 20000	20001- 50000	> 50000	Total
Not Important	1	1	2	0	0	0	0	0	0	0	4
Somewhat Important	3	2	2	0	0	1	3	1	0	0	12
Important	3	2	0	0	3	0	1	1	1	0	11
Very Important	2	0	0	0	0	1	0	0	1	0	4
Total	9	5	4	0	3	2	4	2	2	0	31

Question: Given the brief description of the proposed program, how positive/negative is your opinion concerning the program?

#	Answer	Response	%
1	Very negative (needs major overhaul or should be abandoned)	0	0%
2	Negative (major aspects need to be revised)	0	0%
3	Neutral (the positives and negatives concerning the program are equal)	3	9%
4	Positive (some changes may be necessary but overall the program seems comprehensive and beneficial)	18	56%
5	Very positive (only minor changes, if any, need to be made; program implementation should proceed)	11	34%
	Total	32	100%

Ninety percent of survey respondents indicated "positive" to "very positive" opinions regarding the proposed program and no respondents had negative opinions about the program.

Question: If you were responsible for hiring an entry-level employee for a human resource management position in your organization, how interested would you be in interviewing graduates of the proposed program?

#	Answer	Response	%
1	Not interested	2	6%
2	Somewhat interested	11	32%
3	Very interested	21	62%
	Total	34	100%

Most survey respondents (94 percent) indicated that they would be "somewhat" to "very interested" in interviewing graduates from the proposed program, with only two respondents indicating that they would not be interested.

Question: Please provide any feedback that you have, positive or negative, concerning the curriculum or any other aspect of the proposal.

Text Response

No addition comments

While we are in the HR industry (specifically recruitment), our employees deal less with things like training ar development and are focused on building solid pipelines of strong candidates for our client's executive positions. Therefore, we target recent graduates with degrees in any people-oriented aspect of business who are interested in sales. Sometimes an HR background is less relevant than, for example, a business management one because of the particular recruiting aspects of this role. I think the proposed program wou be excellent for a student interested in an HR generalist position but only certain aspects of the program are relevant to the positions that we offer. We would be very interested in speaking with graduates from this program, but it would be quite clear in the screening whether they'd be a good fit or not.

Don have need.

Sounds like a solid idea. HR isn't my specialty, however I recognize it's importance.

I probably would offer Global HR as an elective/minor and not as a required component of the program....there is so much that is specific to the country/company.

N/A

The PHR certification is critical and in some ways equal in value to a bachelor's degree. I suggest you include a preparation part of the curriculum to gear them towards taking and passing that certification test.

Focus on big picture business issues such as strategic planning and finance. Anyone with hope of getting into management of HR will need to be a business partner and truly understand how HR impacts the business. Good luck with the new program!

I am neutral. Even though I feel a person with an HR degree should be essential, my experience shows that this is basically only done at the corporate/regional levels. As a Business Office (accounting) assistant, I have handled the HR function in 3 businesses over the last 40 years, with no HR degree. The HR position, at this location was eliminated with cutbacks around 20 years ago and the HR (degreed person) was made Business Office assistant while continuing to handle the local HR.

Acquiring A-grade talent is essential to having a high- performing workforce and strong office culture. As much as you can emphasize staffing and performance-driven culture, the better.

Question: In general, employment opportunities in human resource management will ______ over the next 5-10 years.

#	Answer	Response	%
1	Increase dramatically	3	9%
2	Increase moderately	18	53%
3	Neither increase nor decrease	10	29%
4	Decrease moderately	3	9%
5	Decrease dramatically	0	0%
	Total	34	100%

Consistent with Bureau of Labor Statistics and Ohio Department of Job and Family Services estimates, 62 percent of survey respondents indicated that employment opportunities in human resource management will increase "moderately" to "dramatically" over the next five to ten years. None of the survey respondents indicated that employment opportunities would decrease dramatically and nine percent believed they would decrease moderately.

Question: Please tell us of any advice, suggestions, or comments of you may have.

Text Response

Combining the degree with an internship would be a plus.

I think the program is well-planned and a good choice for students interested in HR. I filled out the survey based on the particular positions we offer and not on my opinions of the program. While I think the program is relevant to the positions here at TXT, our strongest candidates tend to have backgrounds in other areas business and not HR.

Make sure the expectations of the graduates are accurate. Chances are they will begin with a very entry level position dealing in only one aspect of HR. Also, the PHR certification is critical and expected. Internship or coop experience would be invaluable. Be sure to prepare students for how much administrative workload there is in HR. It's the nature of the function to do a lot of administrative work. Employee relations would be a good add to the course curriculum, including corrective action, effective conversations, coaching.

In an earlier question, you asked my location. I entered my full address in Virginia. In the following question, it asked about my location in Ohio. Your survey is not correctly connecting my zip code with the correct state.

N/A

My husband has a Business Management degree, with a minor in HR. I feel that was a plus with his dealing with people, but it may have been harder to find a lucrative position if it was his major. Would love to explore opportunities to have interns or an intern-partnership program once this program is kicked off!

I've found that coursework which covered dealing with staff/candidates/managerment was most valuable. Listening skills, dealing with conflicts, keeping conversations/discussions/meetings on track, etc. I also found some coursework in behavior/psychology extremely valuable, since this profession deals with people (including their personalities, communication styles, behaviors, development, etc). That courseswork/training as been among the most beneficial in this field.

Kent State University Reactivation of the BBA Degree in Human Resource Management

APPENDIX C

Letters of Support



Suite 400 Woodmere, OH 44122 T: 440.354.3230 www.MarshBerry.com

November 6, 2015

Deborah Erdos Knapp, PhD
Department of Management & Information Systems
College of Business Administration
Kent State University
Kent, OH 44242-0001

Dear Dr. Knapp,

It has come to my attention that Kent State University is considering reactivating the Human Resources major for its students. I think that is excellent idea; enclosed within this letter are the reasons why that is.

Firstly, as an Industrial/Organizational Psychologist, researcher, and practitioner, I can attest that there is a need for human resources professionals who are ready to step into the field upon graduation and make a considerable impact. In times of economic prosperity, talent acquisition needs are particularly glaring for organizations, though based on the proposed major requirements you have set forth your graduates will be poised to contribute to more than screening resumes and matching job openings with qualified candidates. The breadth of exposure students would get as human resources majors at KSU would serve them well to step directly into an HR Coordinator or HR Generalist position, from which they can advance to HR Manager, HR Director, and then ultimately the C-suite. That is a distinct advantage of the proposed program at KSU versus what others might see as similar programs at other universities.

Secondly, the incorporation of not only coursework on what it means to be a good leader and the theory behind that, but also coursework related to helping students develop their own leadership style is invaluable. I have seen time and time again the accelerated progression of individuals to higher levels of organizations who have a defined leadership style and know what they represent. The importance of helping students identify who they are as leaders and the values they will exhibit cannot be overstated. Neither can the importance of providing students with an opportunity to broaden their knowledge beyond common practices in the U.S.--giving them the opportunity to study international HR and to apply that coursework while abroad is incredibly admirable.

Overall, I would be pleased with the reinstatement of the HR major on many levels. As a practitioner, I would appreciate the opportunity to work with HR professionals right out of KSU who are ready to think strategically about how HR can be a partner to a business's vision. I also value an HR professional who has spent time studying the foundational concepts of HR versus learning only one way of doing things that he/she has been exposed to on the job. As a supporter of higher education and the many positive outcomes it has at both the macro and micro levels, offering this major to those interested in the field can enable your students to be more engaged in their education and prepared to step into the career for which they have diligently prepared. I hope you will reinstate the HR major at Kent State University and support the vision toward all of these objectives, ultimately resulting in an even more effective HR community in northeast Ohio for many years to come.

Sincerely,

Christina M. Moran, Ph.D.

Licensed Industrial/Organizational Psychologist

Business Unit Manager, Networks



Authentic Focus Consulting LLC The Stone Cottage Retreat Center

Catherine Geib
1383 Seven Mile Drive, New Philadelphia, OH 44663
cathy@authenticfocus.com
www.authenticfocus.com
(cell) 216.548.5049

November 21, 2015

Deborah Erdos Knapp, PhD
Department of Management & Information Systems
College of Business Administration
Kent State University
P.O. Box 5190
Kent, Ohio 44242-0001

Dear Dr. Knapp:

Please accept my support for the reactivation of the Human Resource Management major within the Bachelor of Business Administration degree program at Kent State University. I have been a human resources professional for over 25 years and can attest to the credibility given to a major specific to the discipline of human resources. It is an ever-changing, increasingly complex discipline requiring a mastery of the behavioral competencies and knowledge most important to effective job performance.

The HR components of the proposed curriculum appear to provide a solid generalist foundation. However, I recommend consideration be given to adding material on positive psychology and systems theory, helping the students see how they could better empower themselves and their people. Conventional HR practices base leadership on control, problem solving, and efficiency. Today's constantly changing work environments require a more complex, adaptive mindset, focused on continuous learning and a language of possibility.

I look forward to continuing my support of Kent State University in building future leaders. I currently design and facilitate the Leadership Tuscarawas community leader curriculum, which is now affiliated with KSU Tuscarawas.

Best of luck with your reactivation effort, and please let me know if there is anything further I can do to support you and your team.

Sincerely,

Cathy Geib, MPOD, SPHR, GPCC, ACC



November 13, 2015

Dr. Deborah Knapp

Management and Information Systems, College of Business Administration A4242

475 Terrance Drive

Kent, OH 44242-001

Dear Dr. Knapp:

I am writing to you in support of the HR Major at Kent State University. As both an undergraduate and graduate alumni I know firsthand the value of a degree from Kent State. As the owner and founder of a global management development and assessment firm, scitrain ltd., I appreciate the value of a comprehensive education in human resources can bring to a company.

Specific to your program I particularly like the fact that you have designed this program along the principles outlined by the Society of Human Resources Management. The balance between formal classroom education and practical experience will help your graduates make a successful transition from education to the world of work. The emphasis on metrics and analytics will give your graduates a competitive edge in the labor market. I have found and our own research supports the fact that companies are required to operate in an increasing complex and ambiguous world, which will call upon HR professionals who have critical thinking and complex problem solving skills that can be developed through these courses.

Finally as the owner of a global business with operations in four continents, I really appreciate the international focus included in this program. Increasingly HR professionals are confronted with global HR issues are asked to manage diverse, multinational HR organizations. The international exposure will help prepare them for the challenges of a global economy and workforce of the 21^a Century.

In summary, I am very supportive of the re-establishing the HR major at Kent State University and I look forward to meeting and perhaps hiring some of these future graduates.

Sincerely,

Chad Luxenburg, CEO



An Equal Opportunity Employer Human Resources Department 50 Public Square Suite 1300 Cleveland, OH 44113-2204 216.621.6060 phone 216.563.4808 fax

www.forestcity.net

October 20, 2015

Deborah Erdos Knapp, PhD
Department of Management & Information Systems
College of Business Administration
Kent State University
Kent, OH 44242-0001

Dear Dr. Knapp:

I am writing this letter in support of the proposed reactivation of the Human Resource Management major within the Bachelor of Business Administration degree program. As you are aware, for the past ten years I have been Executive Vice President of Human Resources at Forest City Enterprises. During this time, I have had the opportunity to interact with a good number of HR practitioners from not only my own company but from other organizations as well. While acknowledging some "academic bias" on my part (having been trained as an organizational psychologist), I have been largely disappointed by what I perceive to be a lack of professionalism on the part of many of my colleagues. Clearly, this has nothing to do with motivation, character or good intentions. Rather, broadly speaking I have observed that despite being well meaning, many in our discipline appear to lack a solid grounding in business fundamentals. Even in those areas specific to human resources such as workforce planning, talent management, leadership development, and organizational change, the absence of a solid theoretical underpinning and an awareness of current thinking and methodology serve to limit their contribution and effectiveness.

Again, I acknowledge the generalities in my observations. Nonetheless, I was truly pleased to learn that Kent State is seeking to once again offer a business oriented concentration in Human Resource Management. Moreover, in reviewing the proposed curriculum I believe the program as outlined includes the content areas vital to HR professionals in today's business environment. Noting the ongoing controversy concerning the state of the discipline and its value to organizations (as headlined in a recent issue of the Harvard Business Review), I am convinced that the need for the kind of program the Business School is considering could not be greater or come at a more opportune time.

Please feel free to contact me if you would like any additional input or comments from me.

Sincerely,

Forest City Enterprises, Inc.

Andrew J. Passen, Ph.D.

Executive Vice President of Human Resources

Office: 216-416-3248 Cellular: 216-233-3534



Stark County Human Resource Association









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JULIE BLAND Certification Chair Kent State University-Stark 330.244.3535 jbland2@kent.edu Lisa Gould
Director of Human Resources
Quest Recovery & Prevention Services
1341 Market Ave N.
Canton, OH 44714
Lisag@questrs.org
330-453-8252 x350

December 9, 2014

Diane DeRubertis, MEd, SPHR, HCS Professor, College of Business Kent State University dderuber@kent.edu

Dear Diane,

Stark County Human Resource Association is excited about the potential opportunity to have a local Human Resources program available to students. Many of our student members seek online out-of-state resources to achieve a degree in Human Resources. Our Board would like to fully welcome the idea of a formal degree program being reinstated at Kent State University.

If you have further questions, please do not hesitate to contact me.

Best Regards,

Lisa Gould President

Stark County Human Resource Association

Kent State University Reactivation of the BBA Degree in Human Resource Management

APPENDIX E

Proposed Catalog Copy Program Sequence (Roadmap)

Human Resource Management - B.B.A.

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 Human Resource Management prepares students for positions in human resource department leadership, including the ability to establish and advance organizational policies and guidelines and to utilize the tools and techniques for developing transformational work environments. Graduates are prepared to become influential business leaders equipped with the ability to identify, analyze and solve complex human resource and management issues. Students will learn about strategic human resource management, compensation and benefits, human resource planning, training and development, performance management, staffing, analyzing and designing jobs, human resource management analytics and enterprise resource planning (ERP) systems, global human resource management and employee relations.

Career Opportunities

As new companies form and organizations expand their operations, they will need human resources staff to oversee and administer their programs. The following are some career opportunities for graduates of the BBA degree in Human Resource Management:

Human resources managers plan, direct, and coordinate the administrative functions of an organization. They oversee the recruiting, interviewing and hiring of new staff; consult with top executives on strategic planning; and serve as a link between an organization's management and its employees.

Human resources specialists recruit, screen, interview and place workers. They often handle other human resources work, such as those related to employee relations, payroll and benefits, and training.

Compensation managers plan, direct and coordinate how much an organization pays its employees and how employees are paid. Benefits managers plan, direct and coordinate retirement plans, health insurance and other benefits that an organization offers its employees. Training and development managers plan, direct and coordinate programs to enhance the knowledge and skills of an organization's employees. They also oversee a staff of training and development specialists. Training and development specialists help plan, conduct and administer programs that train employees and improve their skills and knowledge. (Source: 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 <u>Admissions website for new freshmen</u> 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: Minimum 2.500 overall GPA; minimum C (2.000) grade in required courses COMM 15000, ENG 21011, MATH 11010 and MIS 34180.

Graduation Requirements

Minimum 120 total credit hours, 39 upper-division hours, 2.500 overall GPA and 2.500 major GPA required. Minimum C (2.000) grade in COMM 15000, ENG 21011 and MATH 11010 (or placement out of MATH 11010).

Program Learning Outcomes

Graduates of the program will be able to:

- 1. Demonstrate effective human resource management and leadership ability when presented with a human resource-related dilemma or opportunity
- Use human resource analytics and/or ERP systems to create budgets, ensure equal employment opportunity
 compliance by preparing required reports to local, state and federal agencies, prepare cost/benefit analyses of
 human resource management initiatives, forecast need for additional human resources, analyze compensation
 systems and administer benefits
- 3. Identify and analyze global human resource concerns that affect business decisions
- 4. Analyze, interpret and use data to solve problems and make decisions
- 5. Create and communicate value for all stakeholders in the organization

Accreditation

The Association to Advance Collegiate Schools of Business International (AACSB)

Human Resource Management - 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

Type	Cour		REQUIREMENTS (36 credits) Courses count in major GPA Title	Credits	Min. Grade
. , , ,			Human Resources Management ¹	3	Oraco
			Individual and Group Behavior in Organizations	3	
			Developing and Training Human Resources in Organizations	3	
			Staffing Human Resources	3	
WIC			Global Human Resource Management	3	C ²
ELR			Business Experience and Internship in Human Resource Management (3)	3	J
、			Human Resources Business Consulting and Project	3	
			Performance Management and Compensation Systems	3	
			Human Resources Analytics and Enterprise Resource Planning Systems	3	
			s – choose from the following:	3	
ELR			Practicum in Career Development (3)		
			Dynamics of Leadership (3)		
			Learning to Lead (3)		
	MIS	34187	International Experience in Human Resource Management (3)		
			Seminar in Human Resource Management (3)		
الالا	TIONAL	PROG	GRAM REQUIREMENTS (84 credits)		
	Course		Title	Cradite	Min. Grade
ı ype			Introduction to Financial Accounting	3	Willi. Grade
			Introduction to Financial Accounting Introduction to Managerial Accounting	3	
			Exploring Business ⁴		
				3	
IZA D			Business Professional Practices 5	1	
			Introduction to Human Communication	3	С
			Principles of Microeconomics	3	
KSS			Principles of Macroeconomics	3	
			Writing in Business ⁵	2	
			Legal Environment of Business	3	
			Business Finance	3	
			Algebra for Calculus	3	С
			Intuitive Calculus (3) or	3-5	
KMC	MATH	12002	Analytic Geometry and Calculus I (5)		
			Introduction to Computer Applications	3	
			Fundamentals of Business Statistics ⁶	3	
			Principles of Management	3	
			Operations Management	3	
			Integrated Business Policy and Strategy	3	
	MKTG :	25010	Principles of Marketing	3	
	US	10097	Destination Kent State: First Year Experience 7	1	
	Kent Co	re Con	nposition (minimum C grade in ENG 21011 or HONR 20197)	6	С
			nanities and Fine Arts (minimum one course from each)	9	
			ial Sciences	3	
			ic Sciences (must include one laboratory)	6-7	
	General			14	
			MINIMUM TOTAL	120	

Program Notes:

- 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.
- 2. A minimum C grade is required in MIS 44445 to fulfill the writing intensive requirement.
- Students who register for MIS 34187 may use it as a college elective. However, they will still need to complete the 3-credit major elective.
- 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.
- 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 (not including credit earn through College Credit Plus) 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.

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.

Roadmap: Human Resource Management - Bachelor of Business Administration

BU-BBA-HRM

College of Business Administration Department of Management Information Systems
Catalog Year: 2016-2017

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 (!) must be completed in the semester listed to ensure a timely graduation.						
Critical	Course Subject and Title	Credit Hours	Min. Grade	Major GPA	Attribute	Notes	
Semeste	One [16 Credits]		0.440	<u> </u>			
!	BUS 10123 Exploring Business ¹	3					
!	COMM 15000 Introduction to Human Communication	3	С		KAD		
	MATH 11010 Algebra for Calculus	3	С		KMC		
	US 10097 Destination Kent State: First Year Experience ²	1					
	Kent Core Composition	3					
	Kent Core Humanities or Fine Arts	3					
Semeste	Two [15 Credits]						
	ECON 22060 Principles of Microeconomics	3			KSS		
	MATH 11012 Intuitive Calculus (3)	3-5			KMC		
	or MATH 12002 Analytic Geometry and Calculus I (5)				Turio		
	MIS 24053 Introduction to Computer Applications	3	-				
	Kent Core Composition	3	С				
Camaata	Kent Core Fine Arts	3					
	Three [15 Credits]	2					
!	ACCT 23020 Introduction to Financial Accounting	3			KCC		
	ECON 22061 Principles of Macroeconomics	3			KSS		
	FIN 26074 Legal Environment of Business	3					
	MIS 24163 Principles of Management	3					
Compoto	Kent Core Basic Sciences	3					
! !	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					
	Kent Core Humanities	3					
Somosto	Five [15 Credits]	3					
!	BUS 30061 Business Professional Practices ⁴	1					
•	ENG 30061 Writing in Business ⁴	2					
	FIN 36053 Business Finance	3					
	MIS 34060 Operations Management	3					
	MIS 34180 Human Resource Management ⁵	3		-			
	Kent Core Social Sciences	3		-			
Semeste	Six [15 Credits]	U					
Comeste	MIS 34185 Individual and Group Behavior in Organizations	3					
	MIS 44185 Staffing Human Resources	3		-			
	Major Elective ⁶	3					
	General Electives ⁷	6					
Semester	Seven [15 Credits]	Ü					
	MIS 44183 Development and Training Human Resources in						
	Organizations	3		•			
	MIS 44499 Human Resources Business Consulting and Project	3					
	MIS 44660 Performance Management and Compensation Systems	3					
	MIS 44763 Human Resources Analytics and Enterprise Resource	3					
	Planning (ERP) Systems			_			
Camacata	General Elective 8	3					
	Eight [14 Credits] for graduation: minimum cumulative 2.500 GPA and completion of	of the Assu	ranco of I	parning	Accocomon	t given in MIS 44295	
nequirea	MIS 44285 Integrated Business Policy and Strategy	3	nance of L	_earning	Assessmen	L GIVEII III WIIO 44200	
	MIS 44445 Global Human Resource Management	3	C ⁹	-	WIC		
	MIS 44492 Business Experience and Internship in Human Resource			-			
	Management	3		-	ELR		
	General Electives ⁷	5					

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Minimum Kent Core Hours	Minimum	
Willing Total Flours	30000 - 40000 level course	Williman Rent Core Hours	Major GPA	Overall GPA
120	39	36	2.500	2.500

- 1.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 successfully 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 (not including credit earned through College Credit Plus) 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.
- 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. Major Electives (3 credit hours). Choose from the following:

34092 Practicum in Career Development (3)
34187 International Experience in Human Resource Management (3)
34165 Dynamics of Leadership (3)
44091 Seminar in Human Resource Management (3)

34175 Learning to Lead (3)

7. Number of general elective credits required depends on meeting minimum 120 credit hours and minimum 39 upper-division credit hour An experiential learning requirement course is required for graduation; the student should contact their academic advisor for assistance meeting the requirement. 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 (PEI courses and maximum 4 credit hours for courses in applied 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 I 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.

9.A minimum C grade must be earned to fulfill the university's writing-intensive requirement.

University Requirements: Bachelor's degree-seeking students must meet Kent Core (general education requirements), diversity, writing-intensive and experiential learning requirements. For more information about these requirements, please read the following sections in the University Catalog: Kent Core – www.kent.edu/catalog/kent-core; Diversity Course Requirement – www.kent.edu/catalog/kent-core; Diversity Course Requirement – www.kent.edu/catalog/kent-core; Diversity Course Requirement – www.kent.edu/catalog/kent-core; Experiential Learning Requirement – www.kent.edu/catalog/kent-core; Experiential Learning Requirement – www.kent.edu/catalog/kent-core; Experiential Learning Requirement – www.kent.edu/catalog/kent-core; Experiential Learning Requirement – www.kent.edu/catalog/kent-core; Experiential Learning Requirement – www.kent.edu/catalog/kent-core; Experiential Learning Requirement – www.kent.edu/catalog/kent-core; Experiential Learning Requirement – www.kent.edu/catalog/kent-core; Experiential Learning Requirement – www.kent.edu/catalog/kent-core; Experiential Learning Requirement – www.kent.edu/catalog/kent.edu/catalog/kent.edu/catalog/kent.edu/catalog/kent.edu/catalog/kent.edu/catalog/kent.edu/catalog/kent.edu/catalog/kent.edu/catalog/kent.edu/catalog/kent.edu/catalog/kent.edu/catalog/kent.edu/catalog/kent.edu/catalog/kent.edu/cat



John R. Kasich, Governor John Carey, Chancellor

INITIAL INQUIRY REQUEST TO OFFER A NEW PROGRAM

Date of submission:	Date to come					
Name of institution:	Kent State University					
Primary institutional co	ntact for this request:					
Name:	Therese E. Tillett					
Title:	Executive Director of Curriculum Services					
	Office of the Provost					
Phone:	330-672-8558					
E-mail:	ttillet1@kent.edu					
Name of new program:	Environmental Studies major within the Bachelor of Arts degree					
Delivery options (check	ement area (educator preparation) all that apply):					
Online/hybrid delivery	<i>y</i>					
Flexible or accelerated	delivery					
	at a new offsite location					
	at an existing offsite location					
Program contains off-	campus experiences (e.g., internship, clinical, practicum, student teaching)					
The institution will be s ☑ No ☐ Yes	eeking specialized accreditation for the program:					
Provide a brief descripti	on of the request.					
Kent State University prop	poses to create a Bachelor of Arts degree in Environmental Studies.					
The Environmental Studie	es major will be interdisciplinary, involving the areas of biology, geology					

Explain the academic unit's rationale for making the request.

human-natural systems and sustainability science.

The Environmental Studies major will appeal to undergraduate students who want to make a difference in the environment; take on environmental challenges that face every business, agency and institution; and seek to be stewards of the earth's natural resources.

sociology, geography, economics, anthropology and, political science, among others. Students in the major will develop a set of key competencies in earth systems science, environmental social science,

Between 2008 and 2012, the number of undergraduate environmental and sustainability programs grew by 57 percent at colleges and universities across the country. Data showed that specifically environmental *studies* programs have been growing faster than interdisciplinary environmental programs (which would include programs in environmental *sciences*) as a whole. This growth expresses a popular demand for such a major among the student body as a whole. Anecdotal evidence suggests that many Kent State students would also like to have such a major offered. The full proposal will provide more substantive evidence of this prospective demand.

The increase in demand for interdisciplinary environmental and sustainability education is aligned with strong job opportunities for graduates. A 2008 study² identified the size of the environmental protection industry corresponded to 2.9 to 4.9 percent of total jobs nationwide. The study estimated that environmental jobs in the state of Ohio at between 170,000 and 287,000 by the year 2020. To put this in perspective, employment occupations by the year 2020 in the Ohio health care industry (practitioners, technical and support) is projected to be at 680,000, and in Ohio's protective services (e.g., fire, police) to be at 120,000.³ The study also found that the environmental sector is more resilient or "recession-proof" in economic downturns.

Kent State presently offers discipline-specific environmental-focus concentrations at the baccalaureate level in biology, geology, geography and public health. The proposed Environmental Studies major will be distinct from those programs in three specific ways:

- (1) Environmental Studies will involve a strong natural scientific base, but will be primarily anchored within the social sciences and the human dimensions of environmental problem domains.
- (2) Environmental Studies will be a true interdisciplinary major, drawing from several existing academic disciplines.
- (3) Environmental Studies, itself, is a brand name, well recognized by students who enter college interested in studying different aspects of the environment and working towards a degree that will provide curricular flexibility and strong job prospects as environmental planners, analysts and policy-makers in conservation, corporations or the public sector, as well as preparation for graduate studies in such areas as business, education or law.

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

The Environmental Studies will be administered by the Department of Geography in the College of Arts and Sciences with collaboration with faculty across the university. The proposed curriculum will comprise three new courses dedicated to the major (and will satisfy writing and experiential requirement, as well as a culminating senior project) and existing courses offered from departments across the university and used for other degree programs.

As such, it is anticipated that the major can be supported with existing faculty and staff.

¹ Information provided by the Center for Environmental Education Research. Retrieved from www.ncseonline.org/education-research-program-0.

² Bezdek, R. H.; Wendling, R. M.; DiPerna, P. (January 2008). Environmental protection, the economy, and jobs: National and regional analyses. *Journal of Environmental Management*, 86(1) 63-79. Retrieved from www.sciencedirect.com/science/article/pii/S030147970600380X.

³ Ohio Department of Job and Family Services (December 2012). Ohio Occupational Employment Projections Report, 2010-2020. Retrieved from http://ohiolmi.com/proj/projections/ohio/Ohio2020.pdf.



To: Educational Policies Council

FROM: Senior Vice President and Provost Todd A. Diacon

SUBJECT: Agenda for Monday, 18 April 2016

3:20 p.m., Governance Chambers, 2nd floor of Kent Student Center

DATE: 12 April 2016

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 Curriculum Services <u>before</u> 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 15 April 2016, to ensure that the materials are available at the meeting for review.

JOINT EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

1. Approval of minutes of 16 November 2015. Attachment 1

2. Approval of minutes of January 2016. Attachment 2

College of Communication and Information (presented by Dean Amy L Reynolds)

School of Library and Information Science

3. Inactivation of the Center for the Study of Information and Religion. The subject area is not a strategic curricular or program priority for the School of Library and Information Science, and the center's activities are not linked to any Kent State University curriculum. Effective Fall 2016 | Attachment 3

UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

Associate and Assistant Deans Committee (presented by Assistant Dean Elizabeth A. Sinclair)

 Revision of the Pass/Fail Grade policy to update language, clarify practice and bring consistency with other policies.
 Effective Fall 2016 | Attachment 4

College of Applied Engineering, Sustainability and Technology (presented by Dean Robert G. Sines)

 Establishment of the Aeronautical Systems Engineering Technology [AESE] major within the Bachelor of Science [BS] degree. Minimum total credit hours to completion is 121.
 Effective Fall 2017 | Attachment 5

EPC UNDERGRADUATE AGENDA continued

ACTION ITEMS continued

College of Education, Health and Human Services (presented by Dean Mark A. Kretovics)

School of Lifespan Development and Educational Sciences

3. Establishment of the American Sign Language/English Interpreting [ASEI] major within the Bachelor of Science [BS] degree. In addition, 13 SPED courses will be revised to ASEI courses. Minimum total credit hours to completion is 121.

Effective Fall 2017 | Attachment 6: Proposal | Letters of Support | Needs Assessment

INFORMATION ITEM

College of the Arts

School of Music

1. Extension of the Music [MUS] major within the Bachelor of Arts [BA] degree to be offered at the Stark Campus. Admission, course and graduation requirements for the program are unchanged. Effective Fall 2016 | Attachment 7

LESSER ACTION ITEMS

College of the Arts

School of Theatre and Dance

1. Establishment of tech prep articulation agreement for the Theatre Studies [THEA] major within the Bachelor of Fine Arts [BFA] degree. Eligible graduates of the Performing Arts program at Buckeye Career Center (New Philadelphia) will earn credit for 10 courses (THEA 11100, 11303, 11722, 11723, 11724, 11732, 11733, 11734, 21700, 22192) applicable toward the degree program. Effective Fall 2015

College of Education, Health and Human Services

School of Health Sciences

2. 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 Timken High School (Canton) will earn credit for ATTR 25036, applicable toward the degree program. Effective Fall 2015

Regional College

- Establishment of tech prep articulation agreement for the Business Management [BMRT] major within the Associate of Applied Business [AAB] degree. Eligible graduates of the Business Management program at Auburn Career Center (Concord Township) will earn credit for BMRT 11000 and BMRT 11006, applicable toward the degree program. Effective Fall 2015
- 4. Establishment of tech prep articulation agreement for the Horticulture Technology [HORT] major within the Associate of Applied Science [AAS] degree. Eligible graduates of the Agribusiness program at United Local High School (Hanoverton) and Southern Local High School (Salineville) and will earn credit for HORT 16001, HORT 26020 and HORT 26021, applicable toward the degree program. Effective Fall 2015

GRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEM

Division of Graduate Studies (presented by Director Lana K. Whitehead)

 Revision of Admission—Graduate Student policy to allow applicants to submit unofficial transcripts (e.g., photocopy, scanned copy) at the time of application; after being admitted, students will be required to submit official transcripts.
 Effective Fall 2016 | Attachment 8

INFORMATION ITEMS

College of Business Administration

1. Temporary suspension of admission for four concentrations in the Business Administration [BAD] major within the Master of Business Administration [MBA] degree. The concentrations are Marketing [MKTG], Entrepreneurship [ENTR], Human Resource Management [HRM] and Fashion Design and Merchandising [FDM]. The suspension is for a maximum of three years, at which point admission will resume or concentrations will be inactivated. Effective Fall 2016 | Attachment 9

College of Education, Health and Human Services

School of Foundations, Leadership and Administration

2. Program development plan to establish a fully online Interprofessional Leadership major within the Doctor of Education degree. (A full proposal will come to EPC for a vote at a later date.)

Attachment 10

School of Lifespan Development and Educational Sciences

 Temporary suspension of admission for the ASL/English Interpreting [ASEI] concentration in the Special Education [SPED] major within the Master of Education [MED] degree. The suspension is for a maximum of three years, at which point admission will resume or concentration will be inactivated. Effective Fall 2016 | Attachment 11

LESSER ACTION ITEM

College of the Arts

School of Art

 Inactivation of optional Fashion [FASH] concentration in the Fine Arts [ARTS] major within the Master of Arts [MA] degree. Admission to the concentration has been suspended since fall 2015. Effective Fall 2016

COURSE REVISIONS

Course Revisions Effective Fall 2017					
SPED	43092	Deaf Residential School Field Experience (1)			
SPED ASEI	43100	Survey of the Interpreting Profession (3) to: Revise			
SPED ASEI	43102	Interpreting Processes I (3) to:			
SPED ASEI	43103	Interpreting Processes II (3) to: Revise			
SPED ASEI	43104	Interpreting Process III (3) to:			
SPED ASEI	43105	Transliterating (3) to:			
SPED ASEI	43106	School Setting Interpreting (3) to:			
SPED ASEI	43107	Community Setting Interpreting (3) to:			
SPED ASEI	43110	Discourse Analysis for Interpreters (3) to:			
SPED ASEI	43111	The Professional Interpreter (3) to:			
SPED ASEI	43112	Interactive Interpreting (3) to: Revise			
SPED ASEI	43113	ASL to English Interpreting Processes (3) to:			
SPED ASEI	43192	Advanced Practicum: ASL English Interpreting (9) to: Revise			
SPED	43310	Language Development for Deaf and Hard-Of-Hearing Students (3) Revise			
SPED ASEI	49625	Inquiry Seminar for ASL-English Interpreters (3) to:			



Educational Policies Council Minutes of the Meeting Monday, 16 November 2015

Ex-Officio Members present (or represented): Senior Vice President and Provost Todd A. Diacon; Faculty Senate Chair Linda L. Williams; Deans Sonia A. Alemagno, James L. Blank, James K. Bracken, Barbara A. Broome, John R. Crawford-Spinelli, Mark A. Kretovics, Donald F. Palmer, Amy L. Reynolds, Robert G. Sines, Deborah F. Spake, Douglas L. Steidl, Susan J. Stocker, Melody J. Tankersley, Wendy A. Umberger; Senior Associate Dean Vincent J. Hetherington; Associate Deans Janis H. Crowther, Catherine E. Hackney, LuEtt J. Hanson, Robert D. Hisrich, I. Richmond Nettey, Cynthia R. Stillings, William T. Willoughby; Director Robert A. Walker

Ex-officio Members not present (or represented): Dean Eboni J. Pringle; Assistant Dean Thomas E. Klingler

Faculty Senate-Appointed Representatives present (or represented): Professors Edward Dauterich, Jay Lee, Donald L. White; Associate Professors Soumitra Basu, Willie H. Oglesby III, Zhiqiang M. Wang; Assistant Professors Amy Fritsche, Terrence L. Uber

Faculty Senate-Appointed Representatives not present (or represented): Professors Jay M. Jahangiri, Kathyrn A. Kearns; Assistant Professor James E. Seelye

Council Representatives present (or represented): Professors Michael W. Chunn, Nichole L. Egbert-Scheibelhoffer; Associate Professors Thomas W. Brewer, Jessie Carduner, Robert E. Cimera, Pamela K. Evans, Jayaram (Jay) Muthuswamy, Stacy R. Rose, Athena Salaba, Timothy L. Scarnecchia, Jonathan F. Swoboda; Assistant Professors Lindsay C. Baran, Sheryl. L. Chatfield, Mary A. Mooney, Debra S. Shelestak, Pamela L. Stephenson, David (Blake) B. Stringer, Belinda S. Zimmerman

Council Representatives not present (or represented): Assistant Professors John C. Duncan, Jonathan P. Fleming

Observers present: Director of Academic Affairs James Flanagan; Vice Executive Chair Andrea Meluch

Observers not present: None

Consultants and Guests present: Susan M. Augustine, James R. Campbell, Fashaad Crawford, Alicia R. Crowe, Jacqueline W. Curtis, Louise M. Ditchey, Ellen L. Glickman, Mary Ann Haley, William E. Hauck, Jennifer S. Kellogg, Ralph Lorenz, John G. Majernik, Karen L. Mascolo, Jamie L. McCartney, Molly B. Merryman, Stephen G. Nameth, O. Felix Offodile, Darice M. Polo, Curtis Reynolds, Scott C. Sheridan, Elizabeth A. Sinclair, Kenneth Slenkovich, Katherine (Katie) J. Smith, Yvonne M. Smith, Kathleen J. Spicer, Therese E. Tillett, John A. Updegraff, Laurie S. Walker, Donald R. Williams, Maria S. Zaragoza

Provost Todd A. Diacon called the meeting to order at 3:20 p.m., on Monday, 16 November 2015, in the Governance Chambers of the Kent Student Center.

He announced a correction to the agenda: The title of the proposed new concentration in the Public Health major is "clinical trials research," and not "clinical research," as is listed in item 96 on page 17 of the agenda.

Joint EPC Action Item 1: Approval of minutes of 19 October 2015.

Associate Dean William T. Willoughby moved for approval of the minutes, and the motion was seconded by Dean Donald F. Palmer. No changes, corrections or clarifications were requested. Provost Diacon called for a vote, and the minutes were unanimously approved.

Joint EPC Action Item 2: Establishment of a Center for the Study of Gender and Sexuality [CSGS]. The proposed center will provide faculty and students with a structure to pursue individual and collaborative multidisciplinary research and creative projects in the study of gender and sexuality. The center will administer the existing minors in Women Studies [WMST] and Lesbian, Gay, Bisexual and Transgendered Studies [LGBT] and related courses (10 WMST courses)—presently administered by the Center for Comparative and Integrative Programs.

Dean James L. Blank moved for approval of the item, and the motion was seconded by Associate Professor Pamela K. Evans. Dean Blank briefly summarized the proposal, which would establish a Center of the Study of Gender and Sexuality to provide administrative structure to support existing minors and, in the future, a multidisciplinary bachelor's degree program in gender and sexuality studies. With no questions or discussion, members passed the item unanimously.

Undergraduate EPC Action Item I: Designation of Kent Core status for PH 10002 Introduction to Global Health (3) in the basic sciences category. Title is revised, to Introduction to Global Health Science / Undergraduate EPC Action Item 1: Designation of Kent Core status for new PH 10003 Global Health Science Laboratory (1) in the basic sciences category.

These items were added to the agenda pending approval by the University Requirements Curriculum Committee (URCC). The URCC did not approve the items, and they were withdrawn from the agenda.

Undergraduate EPC Action Item 3: Revision of name for the Crafts or Fine Arts [CFA] major—to Studio Arts [STAR]—within the Bachelor of Arts [BA] degree. The change consolidates the two concentrations in the present major to one program of study in the proposed major (with no concentrations). Minimum total credit hours to program completion are unchanged at 120.

Dean John R. Crawford-Spinelli moved for approval of the item, and the motion was seconded. Dean Crawford-Spinelli summarized the proposal and explained to members that this streamlining of programs permits greater choice among students and affords them multiple opportunities to explore a range of media and materials as undergraduates. The consolidation of the two concentrations into one major also reduces duplication and brings the programs into alignment with suggested guidelines provided by the national accreditation agency, the National Association of Schools of Art and Design (NASAD).

An EPC member asked about the difference between the Bachelor of Arts (BA) degree and the Bachelor of Fine Arts (BFA) degree. A representative from the College of the Arts explained that the BA is a liberal arts degree, and students pursuing that degree have more flexibility in coursework and options from which to choose. Students pursuing a BFA degree have a more focused curriculum that prepares them to present a senior project in their area of specialization. With no further questions or discussion, members passed the item unanimously.

Undergraduate EPC Action Item 4: Consolidation of Crafts [CRFT] and Fine Arts [ARTS] majors into one major—renamed Studio Arts [STAR]—within the Bachelor of Fine Arts [BFA] degree. The Studio Arts major will have eight concentrations: Glass [GLSS]; Textiles [TEXT]; Painting [PNTG]; Drawing [DRWG]; Ceramics [CERM]; Sculpture [SCLP]; Print Media and Photography [PMP]; and Jewelry, Metals and Enameling [JME]. Minimum total credit hours to program completion are unchanged at 120.

Dean Crawford-Spinelli's motion for approval of the item was seconded by Dean Donald F. Palmer. With no questions or discussion, the item went forward for a vote and was passed unanimously.

Undergraduate EPC Action Item 5: Revision of administrative oversight for the Bachelor of Applied Horticulture [BAH] degree, the Horticulture Technology [HORT] major within the Associate of Applied Science [AAS] degree and their associated HORT courses, from their present home in the Department of Biological Sciences within the College of Arts and Sciences to their proposed home in the Regional College.

Dean James L. Blank briefly summarized the proposal, which would move administrative oversight of the two horticulture programs, which are offered fully and exclusively at the Salem Campus, from the College of Arts and Sciences to Regional College. Dean Susan J. Stocker made a motion for approval of the item, seconded by Dean Blank. With no questions or discussion, the item was passed unanimously.

Undergraduate EPC Action Item 6: Establishment of Data Analytics [DAAN] minor to be offered at the Kent Campus. Minimum total credit hours to program completion are 18.

Dean Deborah F. Spake moved for approval of the item, and the motion was seconded by Associate Dean I. Richmond Nettey. Members had no questions and passed the item unanimously.

Undergraduate EPC Action Item 7: Establishment of Environmental Health Sciences [EHS] minor to be offered at the Kent Campus. Minimum total credit hours to program completion are 18.

Associate Professor Thomas W. Brewer moved for approval of the item, and the motion was seconded by Dean James L. Blank. Associate Professor Brewer summarized the proposal, which would enable students from a variety of curricular areas to augment their degree programs and have the opportunity to pursue licensure as Registered Sanitarians, a position he stated is in high demand in the workforce.

A member asked Associate Professor Brewer why the program was proposed as a minor rather than a certificate. Associate Professor Brewer explained that the decision to establish the program as a minor was made within the College of Public Health. With further no questions or discussion, EPC members passed the item unanimously.

Undergraduate EPC Action Item 8: Establishment of Health Services Administration [HSVA] minor to be offered at the Kent Campus. Minimum total credit hours to program completion are 18.

Associate Professor Thomas W. Brewer's motion for approval of the item was seconded by Professor Michael W. Chunn. Associate Professor Brewer briefly summarized the item, explaining that the College of Public Health has identified high student interest in this field based on enrollment in the existing concentration within the Public Health major. The proposed minor would enable students with a strong interest in concepts related to the management, ethics and practice of the administration of health services to augment their degree programs with courses in this area. EPC members had no questions and passed the item unanimously.

Undergraduate EPC Action Item 9: Inactivation of Aviation Maintenance Technology [AMRT] major within the Associate of Applied Science [AAS] degree. The degree program was established on the Ashtabula Campus and has never been offered. All AMRT courses were inactivated Spring 2015.

Dean Susan J. Stocker moved for approval of the item, and the motion was seconded by Dean Donald F. Palmer. Dean Stocker explained that program has never been offered due to the significant resources required to upgrade and maintain airport facilities at which to offer the courses. With no questions or discussion, members passed the item unanimously.

Undergraduate EPC Action Item 10: Establishment of Floriculture post-secondary [C150] certificate to be offered at the Geauga and Salem campuses. Minimum total credit hours to program completion are 19.

Dean Susan J. Stocker's motion for approval of the item was seconded by Dean James L. Blank. Dean Stocker shared that Geauga and Salem campus faculty and administration have identified an interest and a need for the two proposed certificate programs. With no questions or discussion, the item went for a vote and passed unanimously.

Undergraduate EPC Action Item 11: Establishment of Greenhouse Production post-secondary [C151] certificate to be offered at the Geauga and Salem campuses. Minimum total credit hours to program completion are 19.

Dean Susan J. Stocker moved for approval of the item, and the motion was seconded by Dean James L. Blank. Dean Stocker reiterated that the faculty and administration at the Geauga and Salem campuses have identified an interest and a need for the new certificate programs. With no questions or discussion, members passed the item unanimously.

Undergraduate EPC Action Item 12: Inactivation of Systems/Industrial Engineering Technology [IERT] major within the Associate of Applied Science [AAS] degree. Student enrollment in the program, offered on the Trumbull and Tuscarawas campuses, has been low, graduation rate even lower, and there are no full-time faculty. The last student enrolled was in Fall 2014.

Dean Susan J. Stocker's motion for approval was seconded by Dean Mark A. Kretovics. Dean Stocker briefly summarized the proposal, highlighting low enrollment in the program and the dearth of full-time faculty. With no questions or discussion, members passed the item unanimously.

Concluding the undergraduate action items, Provost Todd A. Diacon asked for any question, comments, concerns or clarifications necessary for the undergraduate information and lesser action items on the agenda.

An EPC member raised a question about EPC undergraduate information item number 2, an initial inquiry from the College of Education, Health and Human Services to establish an American Sign Language/English Interpreting major. The member asked why the proposed program of study cannot be managed through the Department of Modern and Classical Language Studies in the College of Arts in Sciences, or through the program's existing major (Special Education) where it currently exists as a concentration.

Assistant Professor Jamie L. McCartney, who serves as the program coordinator for the existing ASL/English Interpreting concentration within the Special Education major, explained that conversations between the College of Education, Health and Human Services and the College of Arts and Sciences resulted in the College of Education, Health and Human Services retaining ownership of the program. Assistant Professor McCartney also explained that state and national interpreter certification and licensure are different from teacher education licensure, and the different goals driving the two areas make the Special Education major an inappropriate home for the American Sign Language/English Interpreting program.

Another member raised a question about EPC undergraduate lesser-action item number 23, a revision of course requirements for the Music Technology major. Dean Deborah F. Spake responded that she was contacted by a faculty member from the Stark Campus about the request to add ENTR 27056 as an elective option within the program, but that the Stark Campus does not have any entrepreneurship faculty. After some discussion, Dean Spake indicated that the College of Business Administration currently offers ENTR 27056 online, and that students at the Stark Campus who are interested in taking the course could do so online through the Kent Campus.

Dean Amy L. Reynolds raised a question about a course establishment, AHS 12010 Communication and Professionalism in Healthcare. Dean Reynolds explained that faculty from the School of Communication Studies request to hold the establishment of the course so that they have adequate time to consult with Regional College faculty, due to the central role of communication in the course content. Dean Reynolds stated that the College of Communication and Information was not informed of the course establishment by Regional College faculty, and she moved to table the item pending consultation. The motion was seconded by Professor Michael W. Chunn.

Dean Susan J. Stocker explained that the proposed AHS courses were an attempt by the nursing and allied health programs at the regional campuses to offer shared courses in core areas, rather than separate courses offered by each individual area, in order to reduce duplication of effort. Dean Stocker noted that these programs are already offering this content in a number of different courses. Dean Reynolds indicated that the School of Communication Studies faculty members are not strongly opposed to the creation of the course, but that they request time to consult and possibly collaborate with Regional College because of the similar content already offered by that school.

Dean Stocker also explained that the proposed AHS courses, including the 1-credit hour AHS 12010 Communication and Professionalism in Healthcare course, were part of the effort to reduce overall credit hours for a number of the allied health associate degree programs.

With no additional questions or discussion, Provost Diacon called for a vote on the motion to table establishment of course AHS 12010. After votes of both approval and opposition were voiced by members, Provost Diacon concluded that the majority of votes were in approval of the motion to table. With no request to hold another vote by voice or raise of hand, the item was tabled.

Dean Deborah F. Spake raised a question about EPC lesser-action item number 97, specifically the revision to include BUS 30061 and ENG 30061 as business communications electives in specific concentrations in the Business Management Technology major. Dean Spake asked why courses that are not delivered on the regional campuses were added to the concentrations. Executive Director of Curriculum Services Therese E. Tillett asked if the College of Business Administration would be agreeable to appending a note to the concentration requirements indicating that the courses would be acceptable substitutions for the business communication elective options for students who have already successfully completed the courses on the Kent Campus, rather than list the courses specifically within the requirements.

Dean Spake responded that the College of Business Administration would agree to such a note, and Associate Dean Mary Ann Haley responded that that the College of Arts and Sciences would agree as well. Dean Spake moved to list ENG 30061 and ENG 30061 as approved substitutions to the business communication elective options, if taken on the Kent Campus. The motion was seconded by Dean James L. Blank. With no further questions or discussion, members passed the item unanimously.

Graduate EPC Action Item 1: Inactivation of Musicology [MSCL] major within the Master of Arts [MA] degree. Admission to this program has been suspended since fall 2012.

Dean John R. Crawford-Spinelli made a motion for approval of the item, which was seconded by Associate Dean Robert D. Hisrich. There were no questions or discussion, and EPC members passed the item unanimously.

Graduate EPC Action Item 2: Establishment of Cyber Geographic Information Science [C638] post-baccalaureate certificate to be offered 100 percent online only. Minimum total credit hours to program completion are 15.

Dean James L. Blank moved for approval of the item, and the motion was seconded by Associate Dean I. Richmond Nettey. Geography Department Chair Scott C. Sheridan briefly described the purpose and goals of the certificates in items 2 and 3. With no questions or discussion, members passed the item unanimously.

Graduate EPC Action Item 3: Establishment of Environmental Geographic Information Science [C639] post-baccalaureate certificate to be offered 100 percent online only. Minimum total credit hours to program completion are 15.

Dean James L. Blank's motion for approval of the item was seconded by Professor Michael W. Chunn. After no request for questions or discussion, the item went to a vote passed unanimously.

Graduate EPC Action Item 4: Revision of name for the Experimental Psychology [EPYC] major within the Master of Arts [MA] degree. Name changes to Psychological Science [PYSC]. In addition, a lesser action item, the optional Gerontology [GERO] concentration is inactivated, and course requirements are revised to include adding a thesis requirement, PSYC 61199 as required; adding PSYC 61685 (or PSYC 62685) as required; removing minimum 9 credit hours from four groups of specific program electives and reducing additional program electives from 17 to 15. Minimum total credit hours to program completion decrease, from 32 to 30.

Dean James L. Blank moved for approval of the item, and the motion was seconded by Associate Professor Timothy L. Scarnecchia. EPC members had no questions and passed the item unanimously.

Graduate EPC Action Item 5: Revision of name for the Experimental Psychology [EPYC] major within the Doctor of Philosophy [PHD] degree. Name changes to Psychological Science [PYSC]. In addition, a lesser action item, admission and course requirements are revised to include removing MA or MS degree in psychology from admission criteria, and adding PSYC 71651, 71654, 72685, 71894, 81199 and additional electives as required. Minimum total credit hours to program completion are 60 (post-master's) and 90 (post-bachelor's).

Dean James L. Blank moved for approval of the item, seconded by Associate Dean LuEtt J. Hanson. An EPC member asked why a master's degree was being removed from the admission criteria. Professor John A. Updegraff explained there is no longer a need as students are admitted to both the master's and doctoral programs concurrently. With no further questions or discussion, members passed the item unanimously.

Graduate EPC Action Item 6: Inactivation of Curriculum and Instruction—Mathematics Specialization [CIMT] major within the Master of Arts [MA] and Master of Education [MED] degrees. The curriculum for the program is duplicated in the Mathematics Education concentration in the Curriculum and Instruction major; there is no need for two majors with the same curriculum.

Associate Dean Catherine E. Hackney moved for approval of the item, which was seconded by Associate Dean I. Richmond Nettey. Members had no questions and passed the item unanimously.

Graduate EPC Action Item 7: Inactivation of the Early Childhood Education [ECDE] major within the Master of Arts [MA] degree. The major within the Master of Education [MED] degree will continue to be offered.

Associate Dean Catherine E. Hackney's motion for approval of the item was seconded by Associate Dean LuEtt J. Hanson. With no questions or discussion, members passed the item unanimously.

Graduate EPC Action Item 8: Inactivation of the Advanced Nursing Practice [ANP] major within the Doctor of Nursing Practice [DNP] degree. This major functioned as a post-baccalaureate doctorate; post-BSN degree students will earn the MSN degree before matriculating to the DNP degree.

Dean Barbara A. Broome moved for approval of the item, and the motion was seconded by Associate Dean Cynthia R. Stillings. Dean Broome shared that enrollment has been poor, as students have not opted to go directly from the BSN degree to the DNP degree. The item went to a vote with no questions or discussion and passed unanimously.

Graduate EPC Action Item 9: Substantial revision of course requirements for the Advanced Practice Nursing [APN] major within the Doctor of Nursing Practice [DNP] degree. Revision includes replacing all required courses and removing 34 credits of master's coursework from total hours required for graduation. Minimum total credit hours to program completion decrease, from 37 to 30 (doctoral credits).

Dean Barbara A. Broome's motion for approval of the item was seconded by Dean James L. Blank. Members passed the item unanimously with no questions or discussion.

Provost Diacon adjourned the meeting at 4:04 p.m.

Respectfully submitted,

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



Educational Policies Council Minutes of the Meeting January 2016

The in-person 25 January 2016 meeting of the Educational Policies Council (EPC) was conducted electronically instead, due to the inclement weather and the agenda containing only one undergraduate action item (with seven related course items) and one undergraduate information item.

Curriculum Services Director Therese E. Tillett informed EPC members about the meeting change via the EPC listserv on Tuesday, 19 January 2016, at 3:45 p.m. In the e-mail message, members were given a link to the agenda posted online with all relevant attachments. Members were asked to submit motions, questions, comments and concerns to the EPC listserv. Department chairs and program developers of the two items were copied on the e-mail message to give them opportunity to respond to any questions put forth by members on the listserv.

All voting and non-voting members of EPC (undergraduate and graduate) were able to participate in the review and discussion via the listsery until Monday, 25 January 2016, at 5 p.m.

Subscribed to the EPC listserv are all voting and non-voting EPC members, non-voting observers and other members of the Kent State community who attend EPC meetings and/or need to be informed of EPC actions due to their job responsibilities. Listserv subscribers in January 2016 are listed on page 2 of these minutes.

Action Item 1: Re-activation of the Human Resource Management [HRM] major within the Bachelor of Business Administration [BBA] degree. The major was offered previously from 1980 until 1995. Included in the proposal is establishment of seven courses. Minimum total credit hours to program completion are 120.

On Thursday, 21 January 2016, at 1:18 p.m., Dean Deborah F. Spake sent a message to the EPC listserv that she was making a motion to move this item to a vote. Dean Donald F. Palmer seconded the motion via the listserv on the same day at 2:23 p.m.

No questions, comments or other motions were received via the listserv regarding the one action item, the one information item or the lesser actions (the seven course items).

On Monday, 25 January 2016, at 3:35 p.m., Director Tillett sent an electronic vote survey to Undergraduate EPC voting members only, with a deadline of Tuesday, 26 January 2016, at 5 p.m., to vote on the action item. Of the 31 eligible EPC voters, 20 submitted a vote in favor of the motion. There were no votes against. See page 3 for the vote results.

Director Tillett announced the vote to Undergraduate EPC voting members on 27 January 2016, at 8:25 p.m. See pages 4-7 for the e-mail messages from Director Tillett regarding the vote.

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Liz Colombo Lorna Herdina Deborah Terrill CAEST Sonia Alemagno Gloria Tilenni **Emily Myers** Marcia Kibler Susan Augustine Lindsay Baran Soumitra Basu Salma Benhaida Jim Blank Vicki Bocchicchio James Braken Tom Brewer Barbara Broome Mickey McGregor Jessie Carduner Sheryl Chatfield Michael Chunn Robert Cimera Monica Teamer dean Fashaad Crawford John R. Crawford Alicia Crowe Jan Crowther **Edward Dauterich** Nancy Dellavecchia Todd Diacon John Duncan Erica Eckert Nichole Egbert-Scheibelhoffer Hilda Pettit Luci Wymer Pam Evans Jonathan Fleming Amy Fritsche Julie Gabella Cathy Hackney Mary Ann Haley LuEtt Hanson Vince Hetherington Robert Hisrich Jav Jahangiri Lynette Johnson Teresa Kail Karen Keenan Jennifer Kellogg

ecolombo@kent.edu Iherdina@kent.edu dterrill@kent.edu salemagn@kent.edu qtilenni@kent.edu emyers6@kent.edu mkibler1@kent.edu saugusti@kent.edu lbaran@kent.edu sbasu@kent.edu sbenhaid@kent.edu jblank@kent.edu vbocchic@kent.edu jbracke1@kent.edu twbrewer@kent.edu bbroome1@kent.edu mmcgrego@kent.edu jcardune@kent.edu schatfi1@kent.edu mchunn@kent.edu rcimera@kent.edu mteamer@kent.edu fcrawfo1@kent.edu jcrawfo1@kent.edu acrowe@kent.edu jcrowthe@kent.edu edauteri@kent.edu ndellave@kent.edu tdiacon@kent.edu iduncan@kent.edu eeckert@kent.edu negbert@kent.edu hapettit@kent.edu awymer@kent.edu pevans@kent.edu jpflemi1@kent.edu afritsch@kent.edu igabella@kent.edu chackne1@kent.edu mhaley@kent.edu lhanson@kent.edu vhetheri@kent.edu rhisric1@kent.edu jjahangi@kent.edu ljohnson@kent.edu tkail1@kent.edu kmkeenan@kent.edu jkellog7@kent.edu kkerns@kent.edu

Thomas Klingler Mark Kretovics Cheryl Laubacher Jay Lee Mary Lovin Yza Melvin Mary Mooney Jay Muthuswamy Isaac Nettey Dixie Williams Gyngy Stypa Willie Oglesby **Donald Palmer** Jason Piatt Eboni Pringle Gail Rebeta Patty Schiffhauer Amy Reynolds Stacy Rose Athena Salaba James Seelve Debra Shelestak Liz Sinclair-Colando **Bob Sines** Katie Smith Deborah Spake Kathy Spicer Linnea Stafford Doug Steidl Pamela Stephenson Cynthia Stillings Sue Stocker **David Stringer** Andrea Meluch James Flanagan Jonathan Swoboda Melody Tankersley John Thornton Therese Tillett Terry Uber Wendy Umberger **Bob Walker** Zhiqiang Wang Whitney Wenger Don White Linda Williams Bill Willoughby

Belinda Zimmerman

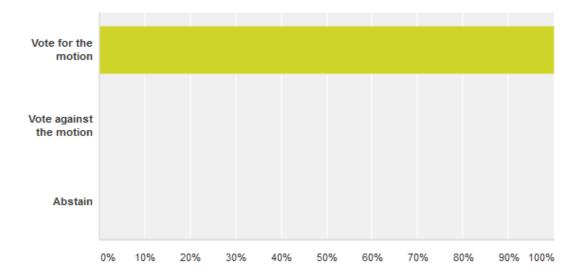
tk@kent.edu mkretov1@kent.edu claubac1@kent.edu ilee@kent.edu mlovin@kent.edu ymelvin@kent.edu mmooney9@kent.edu jmuthusw@kent.edu inettey@kent.edu dwilli10@kent.edu gstypa@kent.edu woglesby@kent.edu dpalmer@kent.edu jpiatt@kent.edu epringle@kent.edu grebeta@kent.edu pschiff1@kent.edu areyno24@kent.edu srrose@kent.edu asalaba@kent.edu iseelye@kent.edu dshelest@kent.edu easincla@kent.edu rsines@kent.edu ksmit154@kent.edu dspake@kent.edu kspicer@kent.edu lcarlson@kent.edu dsteidl@kent.edu pstephe2@kent.edu cstillin@kent.edu sjstocke@kent.edu dstring1@kent.edu ameluch1@kent.edu jflanag5@kent.edu jswoboda@kent.edu mtankers@kent.edu jthornt5@kent.edu ttillet1@kent.edu tuber@kent.edu wlewando@kent.edu rawalke1@kent.edu zwang3@kent.edu wwenger@kent.edu dlwhite@kent.edu lwilliam@kent.edu wwilloug@kent.edu bzimmerm@kent.edu

Kathy Kerns

RESULTS OF THE ELECTRONIC SURVEY

Motion from Dean Deborah F. Spake,
College of Business Administration;
seconded by Dean Donald F. Palmer:Reactivation of the Human Resource
Management major within the Bachelor of
Business Administration degree. The major
was offered previously from 1980 until 1995.
Included in the proposal is establishment of
seven courses. Minimum total credit hours
to program completion are 120. Effective for
fall 2016 (pending final approvals).





Answer Choices	Responses	~
─ Vote for the motion	100.00%	20
Vote against the motion	0.00%	0
- Abstain	0.00%	0
Total		20

TILLETT, THERESE

From: TILLETT, THERESE

Sent: Wednesday, January 27, 2016 8:26 PM

To: ROSE, STACY; Fritsche, Amy; SHELESTAK, DEBRA; CARDUNER, JESSIE; Stringer, David;

> Swoboda, Jonathan; Diacon, Todd; WILLIAMS, LINDA; Alemagno, Sonia; BLANK, JAMES; Bracken, James; Broome, Barbara; Crawford-Spinelli, John; KRETOVICS, MARK; Palmer, Donald; PRINGLE, EBONI; Reynolds, Amy; Sines, Robert; Spake, Deborah; STOCKER, SUSAN; WALKER, ROBERT; Seelye, James; UBER, TERRENCE; WHITE, DONALD; Baran, Lindsay; BREWER, THOMAS; CIMERA, ROBERT; EGBERT, NICHOLE; EVANS, PAMELA;

WANG, ZHIQIANG; Steidl, Douglas

Cc: OFFODILE, O. FELIX; KNAPP, DEBORAH; Sinclair, Elizabeth; Kellogg, Jennifer; Smith,

Katherine

Subject: RE: EPC Agenda - January 2016

Out of the 31 eligible EPC voters, 20 voted in favor of the motion to reactivate the Human Resource Management major. There were no votes against and no abstainers. The motion carries.

A big thank you!

Therese E. Tillett | Executive 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

From: TILLETT, THERESE

Sent: Monday, January 25, 2016 3:36 PM

To: ROSE, STACY; Fritsche, Amy; SHELESTAK, DEBRA; CARDUNER, JESSIE; Stringer, David; Swoboda, Jonathan; Diacon, Todd; WILLIAMS, LINDA; Alemagno, Sonia; BLANK, JAMES; Bracken, James; Broome, Barbara; Crawford-Spinelli, John; KRETOVICS, MARK; Palmer, Donald; PRINGLE, EBONI; Reynolds, Amy; Sines, Robert; Spake, Deborah; STOCKER, SUSAN; WALKER, ROBERT; Seelye, James; UBER, TERRENCE; WHITE, DONALD; Baran, Lindsay; BREWER, THOMAS;

CIMERA, ROBERT; EGBERT, NICHOLE; EVANS, PAMELA; WANG, ZHIQIANG; Steidl, Douglas

Subject: RE: EPC Agenda - January 2016

Hello, EPC Undergraduate members,

Below is a link to the voting survey on the one action item. Please click on the link and cast your vote.

www.surveymonkey.com/r/F56BZWW

You will have until 5 p.m. on Tuesday, 26-Jan-16, to vote.

Thank you! Therese

Therese E. Tillett | Executive 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

From: TILLETT, THERESE

Sent: Tuesday, January 19, 2016 3:42 PM

To: EPC-L@LISTSERV.KENT.EDU

Cc: Chairs_Directors; RC Deans; RC Assistant Deans; KAPLAN, DAVID; KNAPP, DEBORAH

Subject: EPC Agenda - January 2016

Hello, EPC members,

For the January 2016 meeting, we have only one action item (with seven related course items) and one information item on the Undergraduate EPC agenda. Both items are time sensitive.

Rather than have everyone attend in person for what will be a very short meeting, we are going to try something new and conduct the meeting electronically. Therefore, there will be **no in-person EPC meeting on Monday, 25 January**.

Following is the link to the agenda and all the materials for the two items (the agenda is also pasted at the end of this e-mail):

http://provostdata.kent.edu/roadmapweb/02/16jan_agenda.pdf

Please review and send motions, questions, comments and concerns you have to the listserv (<u>EPC-L@LISTSERV.KENT.EDU</u>). I've copied the department chairs and program developers of the two items so they and their deans may respond. All discussion should happen via the listserv.

All voting and non-voting members of EPC (undergraduate and graduate) are able to participate in the review and discussion. You will have until next Monday evening (5 p.m.) to do this.

Next Monday evening (5 p.m. on 25 January), I will send a vote survey to Undergraduate EPC voting members only. They will have one day (deadline 5 p.m., Tuesday, 26 January) to vote on the action item. A list of all eligible voting members is below.

After the deadline, I will announce the vote to the listserv. Motions, discussion and votes on the items will be recorded in the minutes.

I know this situation is not ideal for such important items, and I promise it will not become a regular habit! If you do feel any of the items warrant an in-person meeting, please let me know.

This e-mail is also being sent to department chairs, school directors and regional campus deans and assistant deans so they are aware of what will be discussed.

Best, Therese

Therese E. Tillett

Executive Director of Curriculum Services | Office of the Provost KENT STATE UNIVERSITY

NENT STATE UNIVERSITY

208 Schwartz Center | 800 East Summit Street | Kent, Ohio 44242 T: 330-672-8558 | F: 330-672-2645 | tillet1@kent.edu | www.kent.edu

Curriculum Services: www.kent.edu/provost/curriculum

EPC GUIDELINES

- Proposals listed under "Action Items" on the agenda will be discussed and voted upon by EPC members.
- Proposals listed under "Information Items" on the agenda are considered notification to the EPC and may be
 discussed if so requested by an EPC member. These items are not voted upon unless a motion to do so is made by
 an EPC member.
- Proposals listed under "Lesser Action Items" on the agenda are not discussed or voted upon unless a motion is made by an EPC member to do so; they considered approved once the meeting is adjourned. These proposals are curricular changes delegated to each college to approve. Proposals for courses may be searched in the Course Catalog Update workflow in FlashLine.

JANUARY 2016 AGENDA FOR UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEM

College of Business Administration

Department of Management and Information Systems

Re-activation of the Human Resource Management [HRM] major within the Bachelor of Business Administration
[BBA] degree. The major was offered previously from 1980 until 1995. Included in the proposal is establishment of
seven courses. Minimum total credit hours to program completion are 120.
Effective Fall 2016 (pending final approvals) | Attachment 1: Proposal; Needs Assessment, Support Letters and
Catalog Copy

INFORMATION ITEM

College of Arts and Sciences

Department of Geography

 Initial inquiry to establish an Environmental Studies major within the Bachelor of Arts degree. (A full proposal will come for a vote at a future EPC meeting.) Attachment 2

LESSER ACTION ITEMS

Course Revisions Effective Fall 2016

MIS 34187 International Experience in Human Resource Management (3)	New
MIS 44185 Staffing Human Resources (3)	. New
MIS 44445 Global Human Resource Management (3)	New
MIS 44492 Business Experience and Internship in Human Resource Management (3)	New
MIS 44499 Human Resource Business Consulting and Project (3)	New
MIS 44660 Performance Management and Compensation Systems (3)	New
MIS 44763 Human Resource Analytics and ERP Systems (3)	New

VOTING MEMBERS OF THE UNDERGRADUATE EPC

Ex-Officio Members

Todd A. Diacon, Co-Chair

Linda L. Williams, Co-Chair

Sonia A. Alemagno, Dean, Public Health

James L. Blank, Dean, Arts and Sciences

James K. Bracken, Dean, University Libraries

Barbara A. Broome, Dean, Nursing

John R. Crawford-Spinelli, Dean, The Arts

Mark A. Kretovics, Dean (Interim), Education, Health and Human Services

Donald F. Palmer. Dean (Interim), Honors

Eboni J. Pringle, Dean, University College

Amy L. Reynolds, Dean, Communication and Information

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

Susan J. Stocker, Dean (Interim), Regional College

Robert A. Walker, Director, Digital Sciences

Faculty Senate-Appointed Representatives

Amy Fritsche, Assistant Professor, Theatre and Dance, The Arts (term 2015-2016)

James E. Seelye, Assistant Professor, History, Arts and Sciences (term 2015-2017)

Terrence L. Uber, Assistant Professor, Architecture (term 2014-2016)

Zhiqiang M. Wang, Associate Professor, Chemistry and Biochemistry, Arts and Sciences (term 2015-2017)

Donald L. White, Professor, Mathematical Science, Arts and Sciences (term 2015-2016)

College Curriculum Committee Representatives

Lindsay C. Baran, Assistant Professor, Finance, Business Administration

Thomas W. Brewer, Associate Professor, Health Policy and Management, Public Health

Jessie Carduner, Associate Professor, Modern and Classical Languages Studies, Arts and Sciences

Robert E. Cimera, Associate Professor, Lifespan Development and Educational Sciences, Education, Health and Human Services

Nichole L. Egbert-Scheibelhoffer, Professor, Communication Studies, Communication and Information

Pamela K. Evans, Associate Professor, Architecture and Environmental Design

Stacy R. Rose, Associate Professor, Regional

Debra S. Shelestak, Assistant Professor, Nursing

David (Blake) B. Stringer, Assistant Professor, Applied Engineering, Sustainability and Technology

Jonathan F. Swoboda, Associate Professor, Theatre, The Arts

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date Jan 16, 2016 Curriculum Bulletin

		Effective Date	Fall 2016	Approved by EPC
Department	SLIS			
College	CI - Communicat	ion and Information	on	
Proposal	Inactivate Center			
Proposal Name	Inactivation of Co	enter for the Stud	y of Informati	on and Religion
Description of propo	sal:			
Inactivation of the		dy of Information	and Religion	(CSIR)
			s (e.g., duplica	tion issues; enrollment and
staffing consideration				
				The subject area is not a of this Center will impact an
annual conference	and related open	access publication	n. We are exp	oloring options for another
university or organ	ization to pick up	the conference a	nd publication	1.
Units consulted (other	er departments, pro	grams or campuse	es affected by t	his proposal):
N/A				
4 9 . W 44	· · · · · · · · · · · · · · · · · · ·		· ·	
-		REQUIRED END	ORSEMENTS	
1117	7)			w
Department Chair / S	School Director	Andrew the same and the same an	- 41-4	21/1/6
Department Chair / S	ichool bliector			
Campus Dean (for Re	egional Campuses	proposals)		
Tleath		•		2/11/2016
College Dean (or des	ignee)			
				/ /
Dean of Graduate Stu	udies (for graduate	proposals)	general communicación de la communicación de l	
Senior Vice President	for Academic Affai	irs and Provost (or	designee)	and a second second
			- /	

Proposal Summary Inactivation of Center for the Study of Information and Religion

Description of Action, Including Intended Effect

This is a proposal to inactivate the School of Library and Information Science Center for the Study of Information and Religion (CSIR). The subject area is not a strategic curricular or program priority for the School. While the Center's programs have generated modest external interest, they have not generated significant external funding and have relied on School funding for support.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

The subject area is not a strategic curricular or program priority for the School. While the Center's programs have generated modest external interest, they have not generated significant external funding and have relied on School funding for support. Inactivation of this Center will impact an annual conference and related open access publication. We are exploring options for another university or organization to pick up the conference and publication.

We are not aware of any other departments, programs, or campuses affected by this proposal other than University Libraries, whose Digital Commons hosts ASIR: Advances in the Study of Information and Religion, an open access publication edited by the Center.

Fiscal, Enrollment, Facilities and Staffing Considerations

There is not enrollment considerations because CISR activities were not linked to any curriculum. The two SLIS faculty members responsible for its operation are no longer at the university. The space used by the Center was a shared space within the School and it has been allocated to the general use within the School.

Provisions for Phase-Out if Inactivating

There have been no activities this past year that relate to the Center. Arrangements are being made for the continuation of the conference and the publication.

Timetable and Actions Required: a chronology of actions required to approve the proposal with an anticipated implementation date for each action

September 2015:

SLIS FAC voted on approval of inactivation

February 2016:

Proposal voted on by the College Curriculum Committee

March 2016:

Proposal submitted to EPC for vote

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Da	ate 5-Mar-16	Curriculum Bulletin
Effective Date	Fall 2016	Approved by EPC
Associate and Assistant Deans	Committee	
Revise Policy		
Revision of the Pass/Fail Grade	Policy	
ons; need, audience)		
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REQUIRED E	NDORSEMENT	-s
	· · · · · · · · · · · · · · · · · · ·	
School Director		
Regional Campuses proposals)		
		/ /
esignee)		/
esignee)		/
esignee) Studies (for graduate proposals)		/
	Associate and Assistant Deans Revise Policy Revision of the Pass/Fail Grade psal: revise the pass/fail grade policy actarify practice and bring consiste other programs, policies or procedures; need, audience) y Registrar has agreed to take on repass/fail request form. Per departments, programs or campare Provost's Office, Faculty Senate REQUIRED E	Revise Policy Revision of the Pass/Fail Grade Policy sal: revise the pass/fail grade policy as published in clarify practice and bring consistency with other other programs, policies or procedures (e.g., duplicons; need, audience) y Registrar has agreed to take on reponsibility or pass/fail request form. ser departments, programs or campuses affected by Provost's Office, Faculty Senate chair, represer REQUIRED ENDORSEMENT

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

Proposal Summary Revision of the Pass/Fail Grade Policy

SUBJECT SPECIFICATION

This proposal seeks to revise the pass/fail grade policy as published in the University Catalog to update language, clarify practice and bring consistency with other policies.

BACKGROUND INFORMATION

The pass/fail grade option was implemented for undergraduate courses in 1969. While much discussion on its usage has occurred since then (read its history at Kent State on pages 9-10), the policy governing the pass/fail grade option has not undergone a significant review for content and practicality in the past four decades of existence. As a result, the policy contains outdated language, poor organization and requirements that are not monitored or enforced.

In addition, with the implementation of the Banner registration system in spring 2008, all students became able to self-select the pass/fail grade online after enrolling in an undergraduate course. That ease of selection led to a spike in students choosing pass/fail for courses required in their program of study—a violation of the policy, which led to numerous requests for exceptions to the policy. Concentrated reporting, advising and communication efforts achieved a decrease in those numbers, but issues with students inappropriately selecting the pass/fail grade remained. In fall 2015, the pass/fail option was moved from self-service registration to a paper approval process. Students now need to sign and submit a pass/fail grade request to the Office of the University Registrar.

Please refer to the data sheet on page 11 for information on number and frequency of students selecting pass/fail—as well as popular courses selected for pass/fail—over a five-year period since the implementation of the Banner registration system.

In fall 2015, the Associate and Assistant (A&A) Deans Committee charged a subcommittee to review the existing policy and recommend changes where needed. The subcommittee comprised the following members:

- Steven Antalvari, director, university advising, University College
- Mary Ann Haley, assistant professor, associate dean, College of Arts and Sciences
- Lynette Johnson, associate university registrar
- Darci Kracht, associate professor, Department of Mathematical Sciences
- Joanna Liedel, director, Graduation Planning System
- Gail Rebeta, university registrar
- Alex Seed, associate professor, Department of Chemistry and Biochemistry
- Liz Sinclair, assistant dean, College of Business Administration
- Katie Smith, academic program coordinator, Curriculum Services
- Cindy Stillings, professor, interim associate dean, College of the Arts
- Therese Tillett, executive director, Curriculum Services
- Linda Williams, associate professor, chair, Faculty Senate
- Bill Willoughby, associate professor, associate dean, College of Architecture and Environmental Design

The subcommittee reviewed the pass/fail policy at other institutions (see pages 12-15), updated the Kent State policy for clarity and restructured policy points so that rationale, eligibility limitations, exclusions and conditions could be clearly distinguished.

Outside of these minor changes, the decision of the subcommittee that the policy should address <u>any</u> student taking undergraduate courses, rather than <u>only</u> undergraduate students, represented the single substantive revision. Graduate and non-degree students have been allowed to select the pass/fail grade option since spring 2008 (Banner implementation) when enrolling in undergraduate courses; however, the policy never addressed that population.

EXECUTIVE SUMMARY OF CHANGES

Below is a summary of the revisions to the pass/fail policy as listed on pages 5-8.

- Language further explaining the aims of the policy (exploration of coursework outside the requirements of a declared academic program) and its main provision (that pass/fail grades are not be calculated into students' grade point averages) was updated for clarity and moved outside the numbered list of conditions.
- Language within the policy speculating as to the preferences of graduate/professional schools and other institutions was removed as this is outside the university's purview.
- Student eligibility information was also updated for clarity.
- Exclusions (courses for which the pass/fail grading option is unavailable) were also moved outside the numbered list of conditions to a bulleted section. This more clearly highlights the types of courses to which the pass/fail grading option does not apply.
 - o "Courses numbered 50000-89999 (graduate courses)" was added as an exclusion.
 - o "Courses graded Satisfactory/Unsatisfactory (S/U)" was added as an exclusion. It has been the practice of the university that the pass/fail grading option is not entered for courses graded Satisfactory/Unsatisfactory (S/U). The existing policy does not address these courses.
 - The exclusion of "courses in students' major department or school" was removed at the request of the subcommittee, due to the increasingly interdisciplinary nature of academic organization at Kent State.
 - O The exclusion of "[courses used to meet requirements in a student's] supporting area" was also removed at the request of the subcommittee. "Supporting area" is difficult to define and is not an official type of Kent State academic program.
 - o Redundancies identified by the subcommittee were also removed.
- Conditions to which pass/fail grading is subject were revised and reordered for clarity.
 - O Because the policy originally applied to undergraduate students only and has since been revised to address any student taking undergraduate courses, the maximum number of courses allowed to be taken pass/fail (per term and total) was revised. Students may only take one course per term on a pass/fail basis, and maximum 12 hours of Pass credit may be applied to an undergraduate program.

- Outdated language addressing experimental courses was removed, as was language addressing satisfactory/unsatisfactory-graded courses. Satisfactory/unsatisfactory (S/U) is a unique grade mode unrelated to pass/fail grading.
- O Disclaimer was added that Pass grades to not satisfy course prerequisites and program requirements that require a specific grade other than passing (e.g., D).

Beginning fall 2015, the Office of the University Registrar moved the pass/fail grading option from self-service registration to a paper approval process. Language addressing the new process and its associated deadlines was added to the policy.

ALTERNATIVES AND CONSEQUENCES

The alternate to the proposed changes is retaining outdated language and procedures in the University Catalog, which does not support the university's goals of clarity, consistency and transparency with academic policies.

SPECIFIC RECOMMENDATION AND JUSTIFICATION

The recommendation is to update the pass/fail grade policy as listed on page 6 to reflect current practices and procedures.

ACTIONS REQUIRED AND ANTICIPATED TIMELINE

Associate and Assistant Deans Committee	approved 12 April 2016
Educational Policies Council	11 1
Faculty Senate	approval sought 9 May 2016
Implementation	

EXISTING Pass/Fail Grade Policy

Undergraduate students may elect to take certain courses on a pass/fail basis. The purpose of this option is to provide an opportunity for the exploration of a broader range of coursework than is normally included in specific and distributive degree requirements. Students considering this option should be aware that some institutions of higher education do not accept transfer credit taken on a pass/fail basis. In addition, most graduate and professional schools prefer that pass/fail credit be kept to a minimum.

Students electing to take courses under the pass/fail option should consult their advisor for specific instructions and registration procedures. Conditions governing the acceptability of coursework that pertains to all students are:

- 1. The students must be in good standing. Transfer students admitted on probation and students on academic probation with less than a 2.000 GPA may not elect the pass/fail option.
- 2. Only one course per semester may be taken under the pass/fail option.
- 3. The pass/fail option may be used only for non-specific electives; this option is designed to allow students to explore coursework outside their required courses.
- 4. Courses listed as available to meet the Kent Core may not be taken pass/fail.
- 5. Developmental courses (numbered 00000-09999) that may be prescribed or recommended through placement testing may not be taken on a pass/fail basis.
- 6. Excluded from the pass/fail option are the following:
 - a. All courses in students' major department or school
 - b. All courses used to meet requirements in students' major, minor, field of concentration, supporting area or certificate program
 - c. All courses used to meet the Kent Core and college general requirements
- 7. A maximum of 12 hours of pass/fail credit (combined Y-Pass and Z-Fail grades) may be attempted. Courses regularly graded satisfactory/unsatisfactory (S/U) are not counted in this 12-hour maximum; experimental courses that are Y/Z graded are included in the 12-hour limit.
- 8. Instructors will not be informed of students' election of the pass/fail option. Regular letter grades of A, B, C and D that are reported by the instructor will be converted to a Pass (Y); letter grades of F (Fail), NF (Never Attended–Fail) and SF (Stopped Attending–Fail) will be converted to a Fail (Z) grade.
- 9. Pass/fail grades will not be used in computing grade point averages.
- 10. Students changing majors will not have "pass" grades changed to regular grades if they have pass/fail credit in that area. The "pass" grades will stand, but all further courses in the program must be for regular grading.
- 11. No change of pass/fail enrollment status is permitted after the final day of formal registration.

Students should contact their college, department, school or regional campuses office for clarification of the pass/fail option and for application of that option to their particular programs.

DRAFT PROPOSED Pass/Fail Grade Policy DRAFT (moved to Grading Policies and Procedures policy)

Students who wish to pursue an unfamiliar field or otherwise expand their educational boundaries beyond the requirements of any declared academic program may request to take certain undergraduate courses on a pass/fail basis. The purpose of this option is to foster experimentation by providing students with the opportunity to explore a broad range of coursework without affecting their grade point average.

Students may not request the pass/fail grading option for the following types of courses:

- Courses used to meet requirements in a student's major, minor, concentration or certificate program, or to meet college general requirements for the student's degree.
- Courses designated as Kent Core (general education requirement).
- Courses numbered 00000-09999 (developmental courses).
- Courses numbered 50000-89999 (graduate courses).
- Courses graded Satisfactory/Unsatisfactory (S/U).

Pass/fail grading is subject to the following conditions:

- 1. Students whose overall GPA is below 2.000 after their most recent graded term are not eligible to request the pass/fail grading option. Transfer students admitted on probation are not eligible to request the pass/fail grading option in their first term.
- 2. Students may take only one course per term on a pass/fail basis.
- Instructors will not be informed of students' selection of the pass/fail grading option. Regular
 passing letter grades (e.g., B, C, D) that are reported by the instructor will be converted to a Pass
 (Y) grade. Letter grades of F (Fail), NF (Never Attended-Fail) and SF (Stopped Attending-Fail)
 reported by the instructor will be converted to a Fail (Z) grade.
- 4. Under no circumstances will Pass (Y) or Fail (Z) grades be converted to regular grades.
- 5. Students who earn Pass (Y) grades and later declare a major, minor, concentration or certificate program may apply the pass/fail credit to program requirements, if applicable, but all subsequent required coursework must be completed with regular grading.
- 6. A maximum 12 hours of Pass credit may be applied toward a declared undergraduate program.
- 7. Pass (Y) and Fail (Z) grades are not used in computing grade point averages and do not satisfy specific required grades (other than the minimum D grade) in course prerequisites and program requirements.

In order to request the pass/fail grading option, students must submit a Pass/Fail Grade Request form to the Office of the University Registrar. Students may not change grading options, including pass/fail, after the final day of course registration. Information about schedule adjustment deadlines, which includes deadlines for changes to grading options, is located in the Registration policy in the University Catalog.

EXISTING Pass/Fail Grade Policy – Tracked Changes

Undergraduate sStudents who wish to pursue an unfamiliar field or otherwise expand their educational boundaries beyond the requirements of any declared academic program may request elect to take certain undergraduate courses on a pass/fail basis. The purpose of this option is to foster experimentation by providing students with the provide an opportunity to explore for the exploration of a broader range of coursework without affecting their grade point average, than is normally included in specific and distributive degree requirements. Students considering this option should be aware that some institutions of higher education do not accept transfer credit taken on a pass/fail basis. In addition, most graduate and professional schools prefer that pass/fail credit be kept to a minimum.

Students electing to take courses under the pass/fail option should consult their advisor for specific instructions and registration procedures. Conditions governing the acceptability of coursework that pertains to all students are:

Students may not request the pass/fail grading option for the following types of courses:

- Courses used to meet requirements in a student's major, minor, concentration or certificate program, or to meet college general requirements for the student's degree.
- Courses designated as Kent Core (general education requirement).
- Courses numbered 00000-09999 (developmental courses).
- Courses numbered 50000-89999 (graduate courses).
- Courses graded Unsatisfactory/Satisfactory (S/U).

Pass/fail grading is subject to the following conditions:

- 1. Students whose overall GPA is below 2.000 after their most recent graded term are not eligible to request the pass/fail grading option. The students must be in good standing. Transfer students admitted on probation are not eligible to request and students on academic probation with less than a 2.000 GPA may not elect the pass/fail grading option in their first term.
- 2. <u>Students may take o</u>Only one course per <u>term</u> <u>semester</u> may be taken <u>under the on a pass/fail basis option.</u>
- 3. The pass/fail option may be used only for non-specific electives; this option is designed to allow students to explore coursework outside their required courses.
- 4. Courses listed as available to meet the Kent Core may not be taken pass/fail.
- 5. Developmental courses (numbered 00000-09999) that may be prescribed or recommended through placement testing may not be taken on a pass/fail basis.
- 6. Excluded from the pass/fail option are the following:
 - a. All courses in students' major department or school
 - b. All courses used to meet requirements in students' major, minor, field of concentration, supporting area or certificate program
 - c. All courses used to meet the Kent Core and college general requirements
- 38. Instructors will not be informed of students' election of the pass/fail <u>grading</u> option. Regular <u>passing</u> letter grades <u>(e.g., A, B, C, D)</u> of A, B, C and D that are reported by the instructor will be converted to a Pass (Y) <u>grade</u>. <u>Letter</u>; <u>letter</u> grades of F (Fail), NF (Never Attended–Fail) and SF (Stopped Attending–Fail) <u>reported by the instructor</u> will be converted to a Fail (Z) grade.
- 411. Under no circumstances will Pass (Y) or Fail (Z) grades be converted to regular grades. No change of pass/fail enrollment status is permitted after the final day of formal registration.

- 540. Students who earn Pass (Y) grades and later declare a major, minor, concentration or certificate program may apply the pass/fail credit to program requirements, if applicable, changing majors will not have "pass" grades changed to regular grades if they have pass/fail credit in that area. The "pass" grades will stand, but all subsequent required coursework further courses in the program must be completed with for regular grading.
- 67. A maximum-of 12 hours of Pass pass/fail credit (combined Y-Pass and Z-Fail grades) may be applied toward a declared undergraduate program. attempted. Courses regularly graded satisfactory/unsatisfactory (S/U) are not counted in this 12-hour maximum; experimental courses that are Y/Z graded are included in the 12-hour limit.
- 79. Pass (Y) and Fail (Z) Ifail grades are will not be used in computing grade point averages and do not satisfy specific required grades (other than the minimum D grade) in course prerequisites and program requirements.

In order to request the pass/fail grading option, students must submit a Pass/Fail Grade Request form to the Office of the University Registrar. Students may not change grading options, including pass fail, after the final day of course registration. Information about schedule adjustment deadlines, which includes deadlines for changes to grading options, is located in the Registration policy in the University Catalog.

Students should contact their college, department, school or regional campuses office for clarification of the pass/fail option and for application of that option to their particular programs

A History of Pass/Fail Grading at Kent State University

1968

In January 1968, a faculty-led committee strongly recommended that Kent State institute a system of non-punitive, pass/fail grading for a trial period of four years. In a memo addressed to the provost, the committee chair stated that a pass/fail option, which was being adopted broadly throughout the United States at the time, will encourage students to broaden their educational boundaries and lessen the stress on grades. The committee members were in agreement that "over-competition" for grades was detrimental for weak students in fear of probation, as well as strong students striving for fellowships.

The committee's proposal was approved by the Educational Policies Council (EPC) at the November 1968 meeting, to be effective in fall quarter 1969. The main characteristics of the original policy included the following limitations:

- Full-time undergraduate students in good standing were permitted to take only one course per quarter on a pass-fail basis, for a total of 48 quarter credit hours.
- Instructors would not know who had elected the pass-fail grading option in their courses.
- The freshman English course and courses in a student's major were excluded from the pass/fail option; courses in a student's minor may be excluded by the college. Professional sequences may be excluded by the college with the approval of the provost.
- No conversion from pass/fail grades to regular grades would be made available.

1973

In May 1973, two faculty members submitted a review of the pass/fail grading option, which was required under the terms of the four-year trial period. Highlights of the report, titled "The Pass/Fail Option: A K.S.U. Experiment, Academic Years 1960-70 through 1971-72," are summarized below:

- In spring quarter 1970, 8.8 percent of all courses were taken with the pass/fail grading option.
 Students with sophomore class standing had the highest percentage of pass/fail enrollments (9.8 percent of all sophomore enrollments). Lower division courses accounted for 80.5 percent of pass/fail enrollments.
- A three-year average of 35.8 percent of students elected the pass/fail grading option.
- The percentage of failures in pass/fail courses was 10.7 percent; in comparison, the percentage of failures in non-pass/fail courses was 4.0 percent.
- A student survey revealed that students viewed the pass/fail grading option as a way to reduce tension from grades, to reduce the negative effect of grades on intellectual enjoyment, to select courses on the basis of interest, to get past problem courses, to take courses they otherwise would not have taken, to provide additional study time for other academic areas and to provide additional free time.
- 60 percent of students felt that they learned just as much from their pass/fail courses as from non-pass/fail courses; 50 percent believed that they tried to do as well; and 46 percent believed that they did not change their method of preparing for class based on the grading option.
- 54 percent of students agreed that it was easier to skip a pass/fail class, and 49 percent agreed that the pass/fail option affected their attendance.
- 55 percent of students favored increasing the pass/fail grading option, and 5 percent favored decreasing the option. In contrast, 8 percent of faculty favored an increase, and 57 percent favored a decrease. Favoring the status quo were 39 percent of students and 29 percent of faculty.

The authors of the report recommended that Kent State continue the pass/fail option with one modification—a reduction in total number of quarter credit hours allowed under the policy, from 48 to 30. After much discussion, a further reduction to 24 quarter credit hours was proposed and approved by EPC at the April 1974 meeting to be effective for fall quarter 1974.

A History of Pass/Fail Grading at Kent State University

1983

At the April 1983 EPC meeting, a faculty committee recommended a number of changes to pass/fail grading, which included the removal of the pass/fail grading option for general education courses and notification to instructors of students enrolled in their courses on a pass/fail basis. Discussion about these proposed changes led to a motion to eliminate the pass/fail option for all courses except those offered by the experimental programs division. That motion passed, to be effective for fall 1984. A motion to exclude general education courses from the pass/fail option for students entering under the 1983-1984 catalog also passed.

The recommendation to eliminate pass/fail grading was discussed at the April 1983 meeting of Faculty Senate. Faculty in favor of eliminating the pass/fail option voiced concerns about students choosing the pass/fail option for courses that require mastery of content for later advanced courses or educator licensure. There were also concerns among senators about possible unfavorable judgements of students with pass/fail grades during the graduate school admissions process. Faculty in favor of maintaining the option for students focused on the importance of pass/fail grading as it allowed for exploration and personal growth without effect on the grade point average. After much discussion, the motion to eliminate the pass/fail grade was tabled.

At the November 1983 meeting of Faculty Senate, a unanimous vote removed the motion from the table. Members then voted in favor of excluding general education courses from pass/fail grading for students entering in fall 1983 (i.e., under the 1983-84 catalog), as well as eliminating the pass/fail grading option outright, effective for fall 1984. Faculty Senate voted to table any discussion of notification to instructors of students enrolled in their courses on a pass/fail basis.

1984

In early 1984, Faculty Senate Executive Committee met with President Michael Schwartz regarding his veto of the Senate's vote to eliminate the pass/fail option for all courses except those offered by the experimental programs division. "The result is a cooperative effort to clarify and tighten up pass/fall regulations before publication in the fall catalog." (Faculty Senate minutes, 6 February 1984)

At the February 1984 meeting of the Faculty Senate, members voted to remove from the table for discussion and action the motion that faculty members be notified of the students who are taking their course pass/fail. Those in favor of anonymity spoke about prejudiced evaluations or inference of same, as well as a presumption that most students choosing pass/fail would not want to be identified. Those against anonymity said that having that information may enable faculty to give additional help to insecure students. The motion of faculty notification failed by a vote.

The only change to the policy was the exclusion of general education courses from pass/fail grading, which was added to the 1983-84 Undergraduate Catalog.

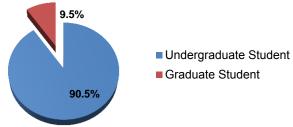
Present

The pass/fail grade policy in the University Catalog has not undergone a significant review for content and clarity since its establishment in 1969. The policy includes outdated language, poor organization and requirements that are not currently monitored or enforced.

Pass/Fail Data Sheet ~ Spring 2008 to Fall 2014

From spring 2008 to fall 2014 (a five-year period), **982 students** selected* the pass/fail grade for

1,399 courses.

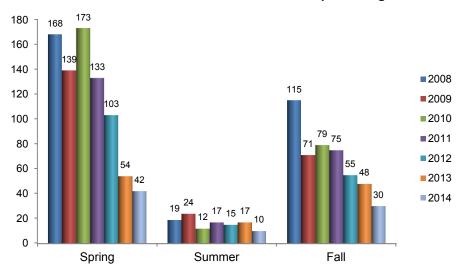


- Highest number: spring 2010 (173)
- Lowest number: fall 2014 (30)

- Average pass/fail count over seven semesters:
 - o fall: 65
 - o spring 119

Number of courses selected* with pass/fail grade has decreased over the years. For example, there was 75 percent decrease between spring 2008 (168) and spring 2014 (42).

Number of courses selected* with pass/fail grade:



Ten most popular courses to select* pass/fail over the course of 21 terms:

- 1. PEB 10095 Special Topics (90)
- 2. US 10095 Special Topics (74)
- 3. NURS 21095 Special Topics (36) **
- 4. HED 32544 Human Sexuality (23)
- 5. GEOG 31080 Geography of Wine (22)
- 6. COMM 21000 Communication of Grammar Review (19)
- 7. PEB 10403 Beginning Ballroom Dance (19)
- 8. SPAN 18201 Elementary Spanish I (19)
- 9. SPAN 18202 Elementary Spanish I (18)
- 10. SPAN 28202 Intermediate Spanish II (17)

Frequency of students selecting* pass/fail:

#	#	%
Frequency	Students	Students
1	740	75.36
2	164	16.70
3-5	68	6.92
6-9	4	0.41
10-14	5	0.51

Note: Six of the nine students who selected pass/ fail 6+ times were non-degree or graduate students. The remaining three were one part-time baccalaureate-seeking student still enrolled (9x); and two baccalaureate-seeking students (9x, 10x) who left before earning a degree.

^{**} only in fall 2010 and spring 2011 for three LPN topics

^{*} This data comprises only students who earned a pass/fail grade; it does not include students who selected the pass/fail grade but changed it back to regular grading before the schedule adjustment deadline.

Institution	Name Used	Student Eligibility	Exclusions	Limitations (Semester/Total)	Process	Provisions for changing to letter grade
Ball State University	Credit/ No Credit	Students on academic probation may not select this option	Courses taken on a credit/no-credit basis will not count toward the academic major, minor, or any University Core Curriculum requirements. If students have taken courses in a particular subject for credit/no-credit and then decide to major or minor in that subject, not more than two of the courses will count toward the major or minor requirements.	15 credits total		
Bowling Green State University	Satisfactory/ Unsatisfactory		Many departments do not accept courses taken under the "S/U" option for credit in major or minor requirements	16 credits total		If a student receives an "S" in an elective course, but then changes majors, the new major may require the course be taken for a grade. In those cases, the student may appeal retroactively for a change in grade option (and therefore receive a letter grade).
Cleveland State University	Satisfactory/ Unsatisfactory	Undergraduate students in good academic standing with at least 30 hours earned	Courses required for the major or specified as required by course number or title.	4 courses total/ 1 course per semester	To select the S/U option, students must submit a change of grading status form	
Miami University	Credit/ No-Credit	All students not on academic probation. Freshman may register for courses on a credit/no-credit basis providing they are concurrently enrolled for 12 hours for grades	Courses used to meet department, field of concentration and major requirements, and the core courses at the Dolibois European Center	Maximum 10 percent of the total credit hours required for graduation (13 credits for bachelor's degrees, 7 for associate degrees)		
Northern Illinois University	Pass/Fail	All undergraduate students	General education requirements; courses taken to satisfy the foreign language requirement for the B.A.; courses required for the major/minor (major/minor department and other departments); courses taken for a concentration in an interdisciplinary area; professional education courses required for certification (except elementary and special); courses involving extensive use of student teams	12 credit hours total	To elect courses for P/F credit, students may mark the pass/fail box on their registration forms or notify the Office of Registration and Records by the end of the third week of the semester or summer session.	If a student takes a course on a P/F basis and later changes to a major in which that course is a requirement, then the actual grade earned in that course (A through F) will appear on the student's transcript, rather than the P or F.

Institution	Name Used	Student Eligibility	Exclusions	Limitations (Semester/Total)	Process	Provisions for changing to letter grade
Ohio State University	Pass/ Non-Pass	Students must have a minimum 2.0 cumulative GPA	Courses required for the major or minor; prerequisite courses; general education courses	20 credit hours total		
Ohio University	Pass/Fail	The student must have a GPA of 2.5 or better for his or her latest term of full-time enrollment, or have an accumulative GPA of 2.0 or better. First-term freshman automatically qualify	No course taken pass/fail may be used to fulfill any graduation requirement (college, school, or department) other than the total hours requirement. Such courses taken pass/fail prior to the student's entering the program cannot apply to program requirements other than total hours for graduation	12 credit hours total/1 course per semester	To initiate the pass/fail option, the student should register for the class by accessing My OHIO Student Center, and then contact his or her college or regional campus student services office (no later than the Friday of the second week of the semester or the Friday of the first week of a session) to request that a class be taken pass/fail.	The original letter grade cannot be retrieved.
University of Akron	Credit/ Noncredit	Students who have completed 60% of the number of credits required for a degree, a GPA of at least 2.30, and the consent of an advisor Any first-and/or second-year foreign language course [can be taken] at any time, regardless of GPA	General education courses, courses required by colleges and departments of all undergraduate majors	16 credit hours of non-language courses, no more than 20 credit hours total (bachelor's); 8 credit hours of non- language courses, no more than 10 credit hours total (associate)/1 course per term		
University of Memphis	Credit/ No-Credit	Students who have earned at least 60 semester hours with a minimum GPA of 3.0	General education courses; college, major and degree requirements and requirements for a minor	8 credit hours total	In every instance, approval to register for a course on a credit/nocredit basis must be obtained from the advisor and the dean of the student's degree-granting college prior to registration for that class.	
University of North Texas	Pass/ No Pass	Incoming freshman, or any undergraduate in good standing with a "C" average or better on all work attempted in residence at UNT.		18 credit hours total/1 course per semester		A student who changes majors is not automatically denied credit for a pass/no pass course that becomes a degree plan requirement for the new major. That decision is made by the academic dean. However, under no circumstances is a grade of "P" changed to a letter grade.

Institution	Name Used	Student Eligibility	Exclusions	Limitations (Semester/Total)	Process	Provisions for changing to letter grade
University of Oklahoma	Pass/ No Pass		The Pass/No Pass option may not be used to fulfill requirements for any general education, college, major, major support, or minor requirements. Students may elect to enroll in courses on a Pass/No Pass basis, but should understand that Colleges may not count Pass/No Pass enrollments when determining whether the student has fulfilled the requirements for a degree. Note: there are MANY college-specific limits.		Students may change enrollment in a course by the add/drop procedure to or from the Pass/No Pass option through the end of the second week of a regular semester or the first week of a summer session in Enrollment Services. College and/or adviser approval should be obtained prior to any change.	
University of Oregon	Pass/ No Pass		Each department, school, or special program has its own regulations on Pass/No Pass classes for majors.		After you have registered for a course, your "Add Classes Worksheet" will show that a course has the option to change to P/NP with a hyperlink on the course's Grade Mode. Note: Grading options do not show in the Schedule view.	
Univ. of Southern Mississippi	Pass/Fail		Courses that are not part of a prescribed degree program (i.e. core requirements, major or minor)	18 credit hours total		
University of Texas at Arlington	Pass/Fail	Students who are majors in the colleges of Engineering, Liberal Arts, Science, or Nursing may take courses on a pass/fail basis subject to differing rules established by these academic units.				
University of Toledo	Pass/ No Credit		Students should consult their college regarding any limitations that may exist for this option.		Students must complete a petition to take a class Pass/No Credit and obtain the approval of their college before the end of the 15th calendar day of the term	
University of Wisconsin at Milwaukee	Credit/ No Credit		Courses used to satisfy General Education Requirements and the English and math competencies	1 course per semester		

Institution	Name Used	Student Eligibility	Exclusions	Limitations (Semester/Total)	Process	Provisions for changing to letter grade
Michigan	Credit/ No Credit		Courses counting toward his/her major or specified in his/her curriculum as defined in the University Undergraduate Catalog. Acceptance of "Credit/No Credit" in required courses may be permitted on an individual basis by the head of the department or dean of the college requiring the course. Note: there are MANY college-specific limits.		A warning is given	
State	Credit/ No-Credit	Students who have completed at least 15 semester hours of credit and have a grade point average of 2.00 or better, or transfer students admitted unconditionally who have at least 30 semester hours of transfer credit	Courses taken under the CR/NC option may not be counted toward a student's major or minor.	12 credit hours total for bachelor's degrees, 6 credit hours total for associate degrees/1 course per semester		

EXECUTIVE SUMMARY

The majority of institutions reviewed (7 or 39%) refer to the option as Credit/No Credit. Four institutions refer to the option as Pass/No Pass (22%), and four institutions refer to it as Pass/Fail (22%). Two institutions call the grading option Satisfactory/Unsatisfactory (11%), and one calls the option Pass/No Credit (6%).

Of 18 institutions reviewed, 11 provided information about student eligibility. Of those 11 institutions, 9 (82%) require students to be, at minimum, in good academic standing.

Of the 18 institutions reviewed, 15 provided specific information about courses that are excluded from the pass/fail grading option. Nearly all are worded differently, but generally speaking, courses required for academic programs at most of the institutions cannot be taken pass/fail. General education courses are specifically excluded from the pass/fail option at 9 of 15 institutions (60%).

When specifically stated within the institutional policy, limitations on the total number of credit hours that students can earn using the pass/fail grading option range from 8-20. The mode is 12, and the mean is 15. No institution reviewed permitted students to take more than one course per term on a pass/fail basis. 3 schools specify distinct limitations for students in associate degree programs.

Of the seven (out of 18 institutions reviewed) that included procedures in their policies, nearly all (6 or 86%) required a specific form, some degree of college approval, or permission in some form or another beyond merely changing grade mode on their own.

Four of the 18 institutions included information pertaining to grade changes after the conclusion of the course. Two institutions have provisions for changing a pass/fail grade to a letter grade, and two institutions specifically state that the pass/fail grade cannot be changed to a letter grade under any circumstances.

Three institutions include a statement warning students that any number of courses taken on a pass/fail basis may affect admission into graduate/ professional schools.

Applicability of courses taken on a pass/fail basis to program requirements:

There was no specific area for this in the chart above, but two institutions' (Ball State and Ohio University) policies include information about the applicability of courses taken on a pass/fail basis to program requirements after a major change or admittance otherwise into a program of study.

Northern Illinois University prohibits the selection of the pass/fail grade option for courses that make extensive use of "student teams", and these courses are designated as such in the university catalog.

Although Bowling Green State University permits up to 16 total credit hours of "S/U" grading, more than 12 semester hours of "S/U" grades may increase the grade point average needed for graduation with honors.



John R. Kasich, Governor John Carey, Chancellor

Request for Approval

Submitted by Kent State University

Establishment of a
Bachelor of Science Degree in
Aeronautical Systems Engineering
Technology

Date to come (after Board of Trustees approval)



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REQUEST

Date of submission: date to come (after Board of Trustees approval)

Name of institution: Kent State University

Degree/degree program title: Aeronautical Systems Engineering Technology major within

Bachelor of Science degree

Primary institutional contact for the request

Name: Therese E. Tillett

Title: Executive Director, Curriculum Services

Office of the Provost

Phone: 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:

Date to come

Proposed start date: Fall 2017

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 326 majors in 44 degrees and 67

certificates as of fall 2015)

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 Aeronautical Systems Engineering Technology. The program has existed as a concentration within the Aeronautics major since 1989.

The program's establishment is in response to a citation from the Engineering Technology Accreditation Commission (ETAC) of ABET. The commission found that the curriculum for the Aeronautics major does not strongly align with the needs of the Aeronautical Systems Engineering Technology program, which requires an in-depth focus on technical engineering concepts to develop student competency in the use of equipment and engineering tools and to prepare graduates for increasingly complex technical specialties in the industry.

Establishing a separate degree program will eliminate the need to maintain the current core of aeronautics courses and allow the program to better serve its graduates and the aeronautics industry by creating educational depth in the areas of engineering materials, electro-mechanical devices and control, and systems engineering.

The base infrastructure for the proposed Aeronautical Systems Engineering Technology major is already in place through the existing Aeronautics concentration. The Aeronautical Systems Engineering Technology major will require no new courses but will be modified to take advantage of existing courses offered by the aeronautics and technology programs (such as statics, programmable logic controllers and mechatronics).

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 Higher Learning Commission on 26-27 January 2015¹.

2.3 Notification of appropriate agencies

Provide a statement indicating that the appropriate agencies (e.g., regional accreditors, specialized accreditors, state agencies) have been notified of the institution's request for authorization of the new program. Provide documentation of notification as appendix item.

Notification to the Higher Learning Commission will occur after the Ohio Department of Higher Education has approved the program. Kent State has already sought accreditation of its Aeronautical Systems Engineering Technology concentration by ETAC of ABET; the team visit occurred in October 2015. It is because of ABET's recent visit and findings that this request is being made.

SECTION 3: LEADERSHIP—INSTITUTION

3.1 Mission statement

We transform lives and communities through the power of discovery, learning and creative expression in an inclusive environment. (www.kent.edu/kent/mission)

3.2 Organizational structure

The Kent State administrative structure can be found at www.kent.edu/administration.

¹ Correspondence from HLC President Barbara Gellman-Danley (4 February 2015). Retrieved from http://hlcommission.org/download/ ActionLetters/Kent%20State%20University%20AQIP%20Reaffirmation%20Action%20Letter%201-27-15.pdf.

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure

Describe the organizational structure of the proposed program. In your response, indicate the unit that the program will be housed within and how that unit fits within the context of the overall institutional structure. Further, describe the reporting hierarchy of the administration, faculty, and staff for the proposed program.

Kent State'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 Aeronautical Systems Engineering Technology degree program will reside in the aeronautics program area under the leadership of the aeronautics senior program director. See Appendix A 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 B 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 Board and the College Industry Advisory Board—have supported the movement of the aeronautical systems engineering program from a concentration under aeronautics to a separate Bachelor of Science degree. Members of both have two-year appointments and hold meetings twice a year.

Aeronautics Advisory Board

Name	Title/Company
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
Dan Sarachene	Captain, Delta Airlines
Mark Zuranski	Chief Pilot, Eaton Corporation
Donata Ziedins	Manager of Human Factors, United Airlines

College 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
Mark L. Cironi	President, Green Energy Technologies
Christine C. Dodd	Director of Public Affairs, IceMiller
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
Rachel Heidenreich	Vice President, Engineering Services, Rockwell Automation
David Mayewski	Business Development Leader, Rockwell Automation
Dennis McGavis	Director, Global Environment Health and Safety, Goodyear
Frank Natoli	Executive Vice President and Chief Innovation Officer, Diebold
Roger Quinn	System Chief Pilot, UPS Airlines
Anthony Rohloff	Founding Partner, Premier Flight Academy, Ltd
Dan Sarachene	Captain, Delta Airlines
Joe Shaw	NASA, retired
Fred S. Szabo	Commissioner, Cleveland International Airport
David Woodyard	Manager, Global Sustainability, Goodyear
Sharon Van Zeeland	Vice President, Business Development, Fairmount Minerals

4.2 Program development

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

Approval of this request will permit Kent State University to model its core values of providing active inquiry and discovery that expands knowledge and human understanding while providing a distinctive blend of teaching research and creative excellence.

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. As part of the 2012 FAA Reauthorization Act, UAS will be integrated into the National Airspace System. 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 additional aeronautical systems engineering technology graduates within the state. Ohio recently partnered with Indiana to designate an UAS Test Center near Dayton, with the hopes of becoming one of the FAA's UAS Test Centers. Kent State University will poised to play a significant role in these aerospace milestones with an improved aeronautical systems engineering technology curriculum, in addition to its already established and recognized programs in air traffic control, flight technology and unmanned aircraft systems.

There are no public or private universities in Ohio offering an ABET-accredited aeronautical systems engineering technology program. There are only two similar programs nationwide, the closest being at Purdue University in Indiana.²

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.

Kent State University already has an established relationship with many of these organizations and secured internships for several of its students. Implementing the modified and more robust aeronautical systems engineering technology 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.

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.

This request is being made as a direct result of feedback given by ABET as a result of a site visit in October 2015. From the ABET draft report, "The present curriculum...lacks a focus on technical engineering concepts. As a result, engineering topics are not covered in depth...The program must ensure that its curriculum has a technical core that develops student competency in the use of equipment and engineering tools appropriate to the discipline." To meet the standards of ABET, the program's curriculum needed to be revised, which affected greatly affected the Aeronautic major core. To remain compliant with the Ohio Department of Higher Education's definition of a concentration, the aeronautical systems engineering technology program needed to be changed from a concentration under aeronautics to its own bachelor's degree program.

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 Ohio public institutions in Northeast Ohio offering a bachelor's degree in aeronautical systems engineering technology. There are only two other ABET-accredited aeronautical systems engineering technology programs nationwide.

² Find an ABET-Accredited Program. Retrieved from <u>main.abet.org/aps/accreditedprogramsearch.aspx</u>

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

No additional collaboration was sought in the refinement of the existing concentration in aeronautical systems engineering technology.

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 Aeronautical Systems Engineering Technology major will remain unchanged, adhering to general admission for freshman students 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. For more information on admissions, visit the <u>Admissions website for new freshmen</u>.

Transfer student who wish to declare the Aeronautical Systems Engineering Technology major will be required to hold a minimum 2.25 overall GPA in all college-level coursework.

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 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, among others, 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 proposed Aeronautical Systems Engineering major; 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 proposed Aeronautical Systems Engineering major.

SECTION 6: CURRICULUM

6.1 Introduction

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

The Bachelor of Science degree in Aeronautical Systems Engineering Technology 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 D 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 Aeronautical Systems Engineering Technology major is to produce engineers who

- possess a deep understanding of the technical fundamentals in aeronautical systems engineering technology;
- 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 Systems Engineering Technology major will have the ability to accomplish the following:

- Select and apply the knowledge, techniques, skills and modern tools of the discipline to broadly-defined engineering technology activities.
- Select and apply a knowledge of mathematics, science, engineering and technology to
 engineering technology problems that require the application of principles and applied
 procedures or methodologies.
- Conduct standard tests and measurements; conduct, analyze and interpret experiments; apply experimental results to improve processes.
- Design systems, components or processes for broadly defined engineering technology problems appropriate to program educational objectives.
- Function effectively as a member or leader on a technical team.
- Identify, analyze and solve broadly defined engineering technology problems.
- Apply written, oral and graphical communication in both technical and non-technical environments; identify and use appropriate technical literature.
- Understand the need for and engage in self-directed continuing professional development.
- Recognize and commit to professional and ethical responsibilities, including respect for diversity.
- Understand the impact of engineering technology solutions in a societal and global context.
- Commit to quality, timeliness and continuous improvement.

6.3 Course offerings and descriptions

Course (number/name)	Cr hrs	Major Core	Gen Ed (Kent Core)	Elect ive	OTM TAG CTAG	New/ Existing Course
MAJOR REQUIREMENTS (69 credits)						
AERN 15300 Intro to Engineering Analysis Using Matlab	3					Existing
AERN 15500 Introduction to Aerospace Engineering	3					Existing
AERN 20000 Professional Development in Aeronautics I	1					Existing
AERN 25200 Statics	2					Existing
AERN 30000 Professional Development in Aeronautics II	1					Existing
AERN 35040 Aircraft Systems I	3					Existing
AERN 35150 Aircraft Structures	3					Existing
AERN 45030 Aircraft Systems II	3					Existing
AERN 45121 Aerospace Propulsion for Engineering	3					Existing
AERN 45150 Applied Flight Dynamics I	3					Existing
AERN 45151 Applied Flight Dynamics II	3					Existing
AERN 45291 Aerospace Senior Seminar	1					Existing
AERN 45700 Aircraft Design	3					Existing
AERN 45850 Aircraft Design II	3					Existing
AERN Electives	6					Existing
TECH 13580 Engineering Graphics I	3					Existing
TECH 20002 Materials and Processes I	3					Existing
TECH 21021 Survey of Electricity and Electronics	4					Existing
TECH 33031 Programmable Logic Controllers	3					Existing
TECH 33111 Strengths of Materials	3					Existing
TECH 33032 Programmable Logic Controllers II	3					Existing
TECH 33040 Motors and Controllers	3					Existing
TECH 43030 Mechatronics	3					Existing
TECH 47200 Systems Engineering	3					Existing

Course (number/name)	Cr hrs	Major Core	Gen Ed (Kent Core)	Elect ive	OTM TAG CTAG	New/ Existing Course
KENT CORE (GENERAL EDUCATION) / ADDIT	IONA	L REQ	UIREM	ENTS	(52 cree	dits)
COMM 15000 Introduction to Human Communication	3				OTM	Existing
ECON 22060 Principles of Microeconomics	3				TAG	Existing
MATH 12002 Analytic Geometry and Calculus I	5				OTM	Existing
MATH 12003 Analytic Geometry and Calculus II	5				TAG	Existing
MATH 22005 Analytic Geometry and Calculus III	4				TAG	Existing
PHY 23101 General University Physics I	5				TAG	Existing
PHY 23102 General University Physics II	5				TAG	Existing
UC 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 Additional	3				OTM	Existing

Major Core Course Descriptions (syllabi provided in Appendix E)

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 20000 Professional Development in Aeronautics I. The course will provide an overview of the current state of the aeronautics industry while preparing students for various internship and scholarship opportunities. Students will begin preparation for a career in the aeronautics industry by establishing a professional foundation in the areas of career planning and goal setting.

AERN 25200 Statics. Forces and moments; equilibrium in two and three dimensions; multiforce members; equilibrium, centroids and friction.

AERN 30000 Professional Development in Aeronautics II. The course will build upon the lessons learned in Professional Development in Aeronautics I by providing direct opportunities for interviewing and networking with professionals working in the aeronautics industry. Students will continue preparation for a career in the aeronautics industry by revising and implementing their career plan and goals.

AERN 35020 Aircraft Systems I. A study of basic reciprocating and gas turbine engine theory. Course investigates powerplant construction, component function, including propeller and fuel systems, ancillary systems that support aircraft propulsive systems and performance characteristics.

AERN 35150 Aircraft Structures. Aircraft structural design investigations dealing with theory and applications in aviation.

AERN 45030 Aircraft Systems II. Continuation of AERN 35040. An in-depth study of various aircraft systems including auxiliary systems, undercarriage, hydraulics, flight controls, instruments, and integrated systems as applied to aircraft.

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 45150 Applied Flight Dynamics I. An applied aircraft flight dynamics course that demonstrates aircraft, engine and propeller performance with the overall flight performance and stability of the typical subsonic airplane. Emphasis is placed on the aerodynamics of flight.

AERN 45151 Applied Flight Dynamics II. Aerodynamics, flight dynamics, and flight performance of high performance aircraft. Course includes supersonic aerodynamics, flight stability and handling, and an in-depth investigation and analysis of flight performance parameters including lift, drag, load factor, climb performance, and turn performance.

AERN 45291 Aerospace Senior Seminar. Seminar on selected topics relating to problems, issues and conditions of employment within aviation.

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.

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 20002 Materials and Processes I. Study and practice addressing the nature of basic manufacturing materials and the processes by which they are converted into manufactured products. Includes laboratory experience.

TECH 21021 Survey of Electricity and Electronics. Survey of DC and AC circuits, semiconductors, and electronic devices, including diodes and transistors. Includes laboratory.

TECH 33031 Programmable Logic Controllers. An introduction to programmable logic controllers (PLCS) covering hardware, ladder logic programming, networking and communications. Programming timers, counters and sequencers and an introduction to human machine interfaces (HMIS).

TECH 33032 Programmable Logic Controllers II. Advanced principles and applications of programmable logic controllers with a focus on using sequential function charts to control complex industrial processes. Includes real time control issues, PLC networking, programming languages other than ladder logic, standards, motion control, supervisory control and data acquisition, process control, alarm management, power failure strategies and safety.

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 33040 Motors and Controllers. AC and DC motors, motor control, and machine operations in mechatronic systems. Includes introduction to basic control system terms and devices, input and output transducers, signal conditioning, open loop and closed loop control, stability and performance.

TECH 43030 Mechatronics. Application of automation concepts in motion control, electrical circuits, fundamental mechanics, control systems and programming including modeling, interfacing and signal conditioning.

TECH 47200 Systems Engineering. Systems engineering as a method to solve problems. Introduction to the fundamental systems engineering principles, processes, and methodologies used to analyze, design, develop, and deploy complex, sustainable systems. Focuses on systems engineering as a logical, disciplined, systematic, and coherent approach to the design and development of a system, across the full life cycle of the system. Special emphasis is made on the concepts, methods, and activities used to analyze systems, to define and allocate requirements, to transform requirements into a system design, and to verify and validate the system.

6.4 Program sequence

First Year			
Fall		Spring	
AERN 15300 Introduction to Engineering Analysis Using Matlab	3	AERN 15500 Introduction to Aerospace Engineering	3
COMM 15000 Introduction to Human	3	MATH 12002 Analytics Geometry and Calculus I	5
Communication		PHY 23101 General University Physics I	5
TECH 13580 Engineering Graphics I	3	TECH 20002 Materials and Processes I	3
UC 10097 Destination Kent State: First Year Experience	1		
Kent Core Requirement	3		
Kent Core Requirement	3		
	16		16
Second Year		Carta	
Fall AERN 20000 Professional Davids ment in	1	Spring AERN 35040 Aircraft Systems I	2
AERN 20000 Professional Development in Aeronautics I	1	AERN 35040 Aircraft Systems I MATH 22005 Analytic Geometry and Calculus III	3 4
AERN 25200 Statics	2	TECH 21021 Survey of Electricity and Electronics	4
MATH 12003 Analytic Geometry and Calculus II	5	ECON 22060 Principles of Microeconomics	3
PHY 23102 General University Physics II	5		
Kent Core Requirement	3		
•	16		14
Third Year			
Fall	_	Spring	
AERN 45030 Aircraft Systems II	3	AERN 30000 Professional Development in	1
AERN 45150 Applied Flight Dynamics I	3	Aeronautics II AERN 35150 Aircraft Structures	2
TECH 33031 Programmable Logic Controllers TECH 33111 Strength of Materials	3	AERN 45121 Aerospace Propulsion for	3
Kent Core Requirement	3	Engineering and Eng. Technology	5
Tent Gore Requirement	9	TECH 33032 Programmable Logic Controllers II	3
		TECH 33040 Motors and Controllers	3
		Kent Core Requirement	3
	15	•	16
Fourth Year			
Fall		Spring	
AERN 45151 Applied Flight Dynamics II	3	AERN 45850 Aircraft Design II	3
AERN 45291 Aerospace Senior Seminar	1	TECH 47200 Systems Engineering	3
AERN 45700 Aircraft Design TECH 43030 Mechatronics	3 3	AERN Elective AERN Elective	3
TECH 43030 Mechatronics Kent Core Requirement	<i>3</i>	Kent Core Requirement	3
ixent core requirement	13	Kent Core Requirement	5 15
	13		13

6.5 Alternative delivery options:

The aeronautical systems engineering technology major neither will be offered online (fully or hybrid) nor using a flexible or accelerated delivery model.

6.6	Off-site	program	components	(please	check all	that app	ply):
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\boxtimes	Co-op/Internship/Externship	Student Teaching	Other
	Field Placement	Clinical Practicum	

While a co-op/internship is not a requirement of the aeronautical systems engineering technology 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 aeronautical systems engineering technology 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 Aeronautical Systems Engineering Technology 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 aeronautical systems engineering technology 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 Aeronautical Systems Engineering Technology 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.

Program 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.

<u>Full professor</u>: 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.

<u>Lecturer</u>: 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 aeronautical systems engineering technology 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.

There is no need for additional faculty at this time.

8.2 Program faculty

Provide the number of <u>existing faculty members</u> available to teach in proposed program.

Full-time: 12 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: 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.

Expectations for professional development and scholarship activities vary in accordance with the collective bargaining agreements for both the tenured/tenure-track and non-tenure 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 G.

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 H for each faculty member's curriculum vita.

* Number of courses	taught by the faculty	member each year at	t all campuses
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Name of	Rank	Full/	Degree, discipline,	Years	Additional expertise	Course	Load
instructor	or title	part	institution, year	teach	Additional expertise	taught	*
Jason	Assistant	FT	MS, University of North	5		AERN 45291	8
Boergerhoff	Professor		Dakota, 2010				
Darwin	Assistant	FT	PhD, Applied Physics,	21		TECH 33031	4
Boyd	Professor		Kent State University,			TECH 33032	
			1991			TECH 45030	

Name of	Rank	Full/	Degree, discipline,	Years	Additional armentica	Course	Load
instructor	or title	part	institution, year	teach	Additional expertise	taught	*
John C.	Assistant	FT	PhD, Evaluation and	26	Aero engineering	AERN 25200	4
Duncan	Professor		Measurement, Kent State		experience with	AERN 45121	
			University, 1996		Boeing, Lockheed	AERN 45151	
					Martin, Northrop	TECH 47200	
Michael R.	Assistant	FT	PhD, Applied Physics,	31	Research in	TECH 33111	4
Fisch	Professor		Harvard University, 1980		mechanical properties of materials		
Timothy	Associate	FT	MS, Mountain State	10		AERN 30000	8
Palcho	Professor		University, 2009				
Robert	Adjunct	PT	MA, Technology, Kent	6		TECH 13580	6
Pohlchuck	,		State University, 1995				
James E.	Assistant	FT	Master of Aeronautical	9	Leadership,	AERN 20000	8
Ripple	Professor		Science, Embry-Riddle		management,	AERN 35040	
TT			Aeronautical University,		operations	AERN 45030	
			2007		1		
Shin-Min	Professor	FT	PhD, Mechanical	32	Robotics,	TECH 33040	4
(Simon)			Engineering, Ohio State		Mechanisms		
Song			University, 1984				
D. Blake	Assistant	FT	PhD, Mechanical and	5	20-year military	AERN 15300	4
Stringer	Professor		Aerospace Engineering,		(12 in academic and	AERN 45150	
			University of Virginia,		research and	AERN 45700	
			2008		development)	AERN 45850	
Trent A.W.	Lecturer	FΤ	Masters of Technology,	2.5	8 years industry	TECH 20002	8
True			Kent State University,				
			2007				
Roberto M.	Professor	FΤ	PhD, Physics, National	41	Former associate	TECH 20121	4
Uribe-			Autonomous University		director for North		
Rendon			of Mexico, 1986		East Ohio		
7 1	A 11	DE	M. CELL	47	Electron Beam	AEDNI 25450	2
John	Adjunct	РТ	Master of Education,	17		AERN 35150	2
Zehentbauer			Vocational Education,				
			Kent State University, 2000				
Open	Assistant	FT	Master's degree required			AERN 15500	4
Position	Professor	1, 1	waster's degree required			7112IXIN 13300	4
1.0210011	1 10162201						

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

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 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

Information Fusion

Information Management Report

International Journal of Adaptive Control and Signal

ACM Transactions on Design Automation of Electronic 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

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

ISTOR

The Journal of VLSI Signal Processing

Lab On a Chip

Materials Science and Engineering: B

Materials Science in Semiconductor Processing

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-WaveRussian Microelectronics

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 Communications Technology and Electronics Superconductor Science and Technology

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

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

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

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.

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 will 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.

As this is an existing program with sufficient resources, no additional resources are needed to support the program as a major at this time.

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)	30	63	101	143	
Headcount part time (6 credit hours/semester)	5	10	15	20	
Full-time equivalent (FTE) enrollment	32.5	68	108.5	153	
II. Projected Program Income					
Tuition (paid by student or sponsor)	338,524	723,603	1,180,581	1,707,571	
Expected state subsidy	152,804	326,622	532,895	770,769	
Externally funded stipends, as applicable	0	0	0	0	
Other income (described in narrative section below)	45	91	112	90	
Total Projected Program Income	\$491,373	\$1,050,316	\$1,713,588	\$2,478,430	
III. Program Expenses					
New Personnel					
Instruction (technical, professional and general education)					
Full time:1	0	112,888	225,776	338,664	
Part time: 1	5,768	9,336	48,471	83,117	
Non-instruction (indicate roles in narrative section below)					
Full time: 0	0	0	0	0	
Part time: 0	0	0	0	0	
New facilities/building/space renovation	0	0	0	0	
Scholarship/stipend support	12,000	24,000	36,000	48,000	
Additional library resources	0	0	0	0	
Additional technology or equipment needs	25,000	50,000	100,000	200,000	
Other expenses (if applicable, describe in narrative section below)	439,405	838,682	1,256,236	1,743,136	
Total Projected Expense	482,173	1,034,906	1,666,483	2,412,917	

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.

Other expenses	Year 1	Year 2	Year 3	Year 4
Allocation for expenses covered by general fees	54,755	117,040	190,954	276,193
Transfers to other RCM units	315,996	523,219	668,080	845,091
RCM overhead charges	53,654	182,423	380,202	603,852
Targeted marketing	10,000	10,000	10,000	10,000
Living learning community and retention-related costs	5,000	6,000	7,000	8,000

APPENDICES

Appendix Description

- A College's Aeronautics Division Organizational Chart
- B Aeronautics Senior Program Director Maureen McFarland's Curriculum Vitae
- C Letter of Support from the Ohio Aerospace Institute
- D Catalog Copy for Aeronautical Systems Engineering Major
- E Major Core Syllabi
- F Aeronautical Systems Engineering Technology Semester-by-Semester Roadmap
- G Faculty Handbook College of Applied Engineering, Sustainability and Technology
- H Program Faculty Curriculum Vita

Kent State University is committed to continual support of the delivery of the Bachelors of Science degree in Aeronautical Systems Engineering Technology. 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



John R. Kasich, Governor John Carey, Chancellor

Request for Approval

Submitted by Kent State University

Establishment of a
Bachelor of Science Degree
In
American Sign Language/
English Interpreting

Date to Come (after Board of Trustees approval)



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REQUEST

Date of submission: date pending

Name of institution: Kent State University

Degree/degree program title: American Sign Language/ English Interpreting major

within the Bachelor of Science degree

Primary institutional contact for the request

Name: Therese E. Tillett

Title: Executive Director, Curriculum Services

Office of the Provost

Phone: 330-672-8558 E-mail: ttillet1@kent.edu

Delivery sites: Kent Campus

Date that the request was approved by the institution's governing board:

Approved by the Kent State University Board of Trustees

on date pending

Proposed start date: Fall 2017

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 326 majors in 44 degrees and 67

certificates as of fall 2015)

Educator Preparation Programs:

Program leads to licensure No¹*
Program leads to endorsement No

SECTION 1: INTRODUCTION

1.1 Brief summary of the request

Kent State University proposes elevating the current ASL/English Interpreting concentration in the Bachelor of Science in Education degree in Special Education degree program to a standalone degree program within the Bachelor of Science degree. The American Sign Language/English Interpreting program does not share the same mission, career goals and expectations, and licensure requirements as the Special Education program; it needs to achieve its own identity to continue to align with licensure and certification requirements and to meet eligibility for accreditation from the Commission on Collegiate Interpreter Education (CCIE).

^{*} Program is approved for State of Ohio preK-12 interpreting licensure, but not teacher licensure.

¹ Kent State's ASL/English Interpreting program is approved for State of Ohio preK-12 interpreting licensure.

In addition to ASL/English Interpreting, the Special Education major consists of concentrations in Deaf Education, Mild/Moderate Education and Moderate/Intensive Education. The Special Education major and its remaining concentrations will continue to be offered.

Since the establishment of the ASL/English Interpreting concentration in 2000, student enrollment has steadily increased each year, from 26 students in spring 2009 to 43 in spring 2012 to 65 in spring 2016. Enrollment increases have been the result of a combination of efforts, including curricular changes that shifted the focus of the program from strictly educational to one that combines education and community focuses; a program name change (from Educational Interpreting to ASL/English Interpreting in 2013); respected faculty in the profession; strong practicum placements and jobs for recent graduates; the hiring of a full-time faculty member to assist current students and recruit new students; and a redesigned website to showcase the program.

Faculty members have strived to ensure that students meet the criteria for national certification and state interpreting licensure, a necessity to work as an interpreter. As a result, the dissimilar nature between the Special Education major and American Sign Language/English Interpreting concentration has become visibly apparent.

SECTION 2: ACCREDITATION

2.1 Regional accreditation

Original date of accreditation: 1915
Date of last review: 2014-2015
Date of next review: 2022-2023

2.2 Results of the last accreditation review

Kent State University's accreditation was reaffirmed by the Higher Learning Commission on 26-27 January 2015.²

2.3 Notification of appropriate agencies

Notification to and approval by the Higher Learning Commission will occur after the Ohio Department of Higher Education has approved the program. Notification to the Council for the Accreditation of Educator Preparation (CAEP) will occur once final approval has occurred. In addition, once final approval has occurred, Kent State will begin the process to secure accreditation with the Commission on Collegiate Interpreter Education.

SECTION 3: LEADERSHIP—INSTITUTION

3.1 Mission statement

We transform lives and communities through the power of discovery, learning and creative expression in an inclusive environment (<u>www.kent.edu/mission</u>).

² Correspondence from HLC President Barbara Gellman-Danley (4 February 2015). Retrieved from http://hlcommission.org/download/ ActionLetters/Kent%20State%20University%20AQIP%20Reaffirmation%20Action%20Letter%201-27-15.pdf.

3.2 Organizational structure

Kent State University's administration and academic organizational charts can be found at www.kent.edu/administration.

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 American Sign Language/English Interpreting will be administered by the School of Lifespan Development and Educational Sciences in the College of Education, Health and Human Services. This reflects the same structure that administers the current program as a concentration within the Special Education major.

The School of Lifespan Development and Educational Sciences is one of four schools in the College of Education, Health and Human Services, each led by an academic director 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 school includes approximately 48 full-time faculty members in seven program areas: counselor education and supervision, educational psychology, human development and family studies, instructional technology, rehabilitation counseling, school psychology, and special education. The school presently administers two undergraduate majors, eight majors at the master's degree level, and four majors at the doctoral level. In addition, it oversees three undergraduate minors and eight certificate programs.

While the university's academic structure includes a Department of Modern and Classical Language Studies, housed in the College of Arts and Sciences, Kent State's College of Education, Health and Human Services has been determined to be a better fit for the American Sign Language/English Interpreting major. Modern and Classical Language Studies' programs include American Sign Language and Translation majors, which prepare students to learn a language and/or become language translators. The American Sign Language/English Interpreting major, in contrast, prepares students to become interpreters performing a service for the deaf and hard-of-hearing, predominantly in education.

This determination of academic home is reflected nationwide: Of the 33 universities listed in the Registry of Interpreters for the Deaf that offer a bachelor's degree in American Sign Language interpreting, the majority (17 or 52%) administer the program through their education, health or human services department. Only three universities (9%) administer the program through their linguistics or languages department. (See Appendix A for full listing of interpreter preparation programs.)

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.

Jamie L. McCartney, PhD, is the coordinator of the American Sign Language/English Interpreting program (see Appendix B for Dr. McCartney's curriculum vitae). In that role, she is responsible for teaching a 4/5 load; advising students; fielding inquiries from prospective students; directing the administrative, instructional and operational aspects of the program; establishing and/or revising components of the program; hiring part-time faculty; submitting pertinent reports; and pursuing accreditation from the Commission on Collegiate Interpreter Education.

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 new major was approved by the curriculum committee of the School of Lifespan Development and Educational Sciences on March 18, 2016. That committee consists of all full-time faculty members within the school, representing each of the seven program areas. The committee meets once each month, with the option to schedule emergency meetings as necessary.

The program was approved by the curriculum committee of the College of Education, Health and Human Services on March 18, 2016, which is co-chaired by the associate college deans and includes tenured/tenure-track faculty from each of the three schools and regional campuses. The term of office is two years. 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.

Also voicing support for the proposed major is the Interpreting Collaborative, a group comprising Ohio faculty members who are affiliated with either an associate or bachelor's degree programs in interpreting education at their respective institutions. This group meets for the sole purpose of discussing curricular ideas and sharing current mandates set forth by the Registry of Interpreters for the Deaf, Ohio Department of Education and the Ohio Department of Higher Education. The group meets once or twice a year. Please see Appendix C for letters of support.

Interpreting Collaborative

Institution / Agency	Name	
Cincinnati State Community and	Dawn Caudill, program chair	
Technical College		
Columbus State Community College	Christine Evenson, coordinator and assistant professor	
Cuyahoga Community College	Donna Liebenauer, program manager	
Ohio School for the Deaf	Erin Biehl, public information specialist	
Ohio School for the Deaf	Lynda McChesney, interpreter	
Ohio School for the Deaf	Lori Woods, instructor	
Ohio University at Chillicothe	Becky Brooks, program coordinator	
Sinclair Community College	Phyllis Adams, chair and professor	
University of Cincinnati	Suzanne Ehrlich, field service assistant professor	
University of Cincinnati	Elizabeth Jean-Baptiste, assistant professor	
Wright State University	Barb Dunaway, lecturer	

4.2 Program development

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

Students in the American Sign Language/English Interpreting program are discovering more about another language, culture and themselves as a future practitioner. They learn how to create interpretations that are effective for various deaf and hard-of-hearing individuals who function with different modes of the language due to the way they were raised, their education or their experience. In addition, the program cultivates students' ethical and humanitarian values so that they may then, in turn, further enrich those characteristics in others. One of the goals of the program is develop interpreters who will then interact and hone their craft with colleagues at the local, state, regional, national and international levels.

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.

Student interest in American Sign Language/English Interpreting has grown in recent years at Kent State University (see table below), just as it has flourished nationwide. In 2000, U.S. institutions offered approximately 100 associate, 15 bachelor's and two master's degrees in American Sign Language/English Interpreting. Today, there are 79 associate (21% decrease), 41 bachelor's (173% increase) and four master's degree programs.³

Table: Spring Semester Enrollment in the ASL/English Interpreting Program at Kent State University

2009	2010	2011	2012	2013	2014	2015	2016
26	29	30	43	57	39	68	65

These developments are due to several reasons. As legislation passed in the 1960s, 1970s, and 1990s that allowed Deaf people to have an interpreter provided for their own school education, the demand for sign language interpreters increased. Interpreters can now be seen in preK-12 and post-secondary settings, along with numerous community settings. The training of interpreters became more rigorous after a national certifying body, Registry for Interpreters for the Deaf, was established in 1964 and a code of professional conduct was developed.

After the passage of the Americans with Disabilities Act and revisions in 2008, the need for interpreters was firmly established. The ADA legislation consisted of five areas where interpreters were required, including employment, telecommunications public services and public accommodation. In 2000, when the Federal Communications Commission included video relay service (which allows people to conduct online video calls and use a sign language interpreter) as another acceptable way of providing telecommunication services for the hearing impaired. This provision has led video relay services providers to increase the hiring of interpreters.

³ Registry of Interpreters for the Deaf, Inc. (2014) Find an Interpreter Education Program. Retrieved from majaccount.rid.org/Public/Search/Organization.aspx.

⁴ Federal Communication Commission. Video Relay Services. Retrieved from www.fcc.gov/consumers/guides/video-relay-services.

Chris Wakeland, vice president for interpreting services at Sorenson Video Relay Service—the largest private employer of sign language interpreters in the nation—stated in his letter of support (see Appendix C) that "Every year, we see a need to increase our pool of qualified interpreters by 20 percent, and this need is not going away. We expect this trend to continue for a minimum of five years. Our need is great, and so is the need in local communities."

In agreement with that trend is the Bureau of Labor Statistics⁵, which projects a 29 percent increase in employment of interpreters and translators between 2014 to 2024—considered "much faster than the average for all occupations"—and states that rapid-growing demand for ASL interpreters is driven by the use of video relay services. "Job prospects should be best for those who have at least a bachelor's degree and for those who have professional certification… Interpreters for the deaf will continue to have favorable employment prospects because there are relatively few people with the needed skills."

A 2007 New York Times article⁶ on shortages of sign language interpreters in the states' courts of law stated that "a study from Nebraska...said 65 percent of all assignments for American Sign Language interpreters in that state's courts went unfilled."

At the state level, Ohio is ranked sixth in the nation with the highest employment level in interpreting and translation.⁷ Interpreting and translating is considered one of Ohio's fastest-growing occupations, with a 47 percent increase between 2012 and 2022.⁸ With the passage of House Bill 216 in 1990 that recognized American Sign Language as a foreign language that could be taught in Ohio middle and high schools, more students in Ohio are being introduced to deaf culture and American Sign Language at an earlier age. That has led to many of these students graduating with this skill and interest in a related career path in which to apply it.

In a 2012 needs assessment⁹ conducted by the National Consortium of Interpreter Education Centers, the following results were reported upon:

- There will be more interpreters retiring from the field in the next 10 years than entering it.
- More interpreters will seek a bachelor's degree than there are programs and educators available to offer those degrees.

The training for interpreters has grown more rigorous in response to the needs of the Deaf community. Certification given by the national certifying body, the Registry of Interpreters for the Deaf, Inc., has become much more demanding, with a recent decision that only interpreters with a bachelor's degree will be eligible to sit for the national certification test.

⁵ Bureau of Labor Statistics, U.S. Department of Labor (December 17, 2015). *Occupational Outlook Handbook,* 2016-17 Edition, Interpreters and Translators. Retrieved from www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm.

⁶ Feuer, A. (2007, August 10). Judge spotlights shortage of interpreters for the deaf. *The New York Times*. Retrieved from www.nytimes.com/2007/08/10/nyregion/10deaf.html.

⁷ Bureau of Labor Statistics, U.S. Department of Labor (May 2015). Occupational Employment and Wages, Interpreters and Translators. Retrieved from www.bls.gov/oes/current/oes273091.htm.

⁸ Ohio Department of Job and Family Services, Bureau of Labor Market Information (December 2014). 2022 Ohio Job Outlook. Retrieved from ohio Job Outlook 2012-2022.pdf.

⁹ National Consortium of Interpreter Education Centers (January 2013). Interpreting Practitioner National Needs Assessment of 2012 Final Report. Retrieved from www.interpretereducation.org/wp-content/uploads/2013/02/Practitioner FINAL REPORT 021513.pdf.

See Appendix D for needs assessment.

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.

In the processing of elevating the existing concentration to a separate degree program, faculty surveyed (via Qualtrics) current students, former graduates, employers of interpreters, coordinators of interpreting services and coordinators of interpreter preparation programs across the United States. An additional survey was conducted by the National Consortium of Interpreter Education Centers (NCIEC).

In the first survey, of current and former students, 82 percent responded that they felt extremely positive about the change to an independent major. Seventeen respondents felt positive, while one was neutral. When asked why they chose Kent State's program, 35 percent stated that it was the best program out of all the ones they considered, and 29 percent stated location was a determiner; 12 percent stated the program's reputation helped in their selection. Some comments from respondents:

"It was a combination of reasons: instructor's background, expertise, passion, and location."

'It was closest to home and I was already attending the KSU Trumball branch, but the interpreting program's reputation was also a big factor in why I came."

"It is the only school that offered a 4 year bachelor's degree."

"It's the only school close to my area that has ASL."

Both location and reputation."

"I originally majored in deaf education but then grew interested in the interpreting program. At the time (almost 15 years ago) Kent State was one of the only bachelor's degree interpreting programs in the country."

'I didn't know what I was going to major in. I took an ASL class at KSU and then later found out about the program."

In the second survey, of employers of interpreters and coordinators of interpreting services, 60 percent felt extremely positive about the proposed American Sign Language/English Interpreting major; 29 percent felt positive about it, while only four responded neutrally. No one stated that it was a negative or extremely negative decision.

When asked if demand for interpreting would decrease in the next three years, 74 percent felt the demand would increase, while 23 percent felt the demand would remain the same. The four highest arenas in which respondents were employers were in post-secondary education, social services, business and industry and medical/mental health.

The survey found that employers hired and/or coordinated interpreters mostly in Northeast Ohio, but also responded from the rest of the state, with Central and Northwest Ohio being the second most frequently occurring after northeast Ohio. When asked how many interpreters were employed within their organization, response rate was the following: 0-25 interpreters (66% response), 26-50 (20%), 51-75 (3%) and 76-100 (3%).

In the third survey, of coordinators of 39 American Sign Language/English Interpreting programs, twenty-two respondents (56%) felt a bachelor's degree was the optimal level a future graduate will need to be a successful interpreter, while nine (23%) felt a master's degree was optimal. Only four respondents (10%) felt an associate's degree was sufficient.

The information below is from the fourth survey, which was a national survey conducted by the National Consortium of Interpreter Education Centers.

Table 1: 2012 Survey staff interpreter median annual salary by organization where position held

Tomo of	All Staff In	iterpreters	Full-Time w/Full Benefits		
Type of Employment Setting	# of	Mean	# of	Mean	
Employment Setting	Respondents	Salary	Respondents	Salary	
Legal	16	\$55,000	13	\$64,000	
Video Relay Services	225	\$42,000	102	\$57,000	
Private Referral Agency	90	\$46,000	48	\$55,000	
Medical	62	\$38,000	23	\$52,000	
Vocational Rehabilitation	22	\$35,000	10	44,000	
Post-Secondary Education	272	\$29,000	129	\$41,000	
Public Referral Agency	56	\$35,000	36	\$40,000	
Vocational/Technology	24	\$35,000	12	\$39,000	
Education	24	\$33,000	12	\$39,000	
Commission/Center on Deafness	26	\$32,000	15	\$37,000	
Secondary (K-12) Education	465	\$29,000	388	\$31,000	
Total	1,386		848		

Table 2: 2012 Survey respondent demand for services over previous three years

CATIE*	Less Dem	and M	More De	emand	No Ch	ange
Illinois	11		55		11	
Indiana	4		38		5	
Iowa	3		17		5	
Kansas	0		6		4	
Michigan	2		42		15	
Minnesota	5		52		15	
Missouri	2		11		6	
Nebraska	0		6		3	
Ohio	20		42		16	
Wisconsin	9		26		13	
Regional Total	56 (1	13%)	295	(66%)	93	(21%)
Do Not Reside in U.S.	Less Dem	and M	Iore De	mand	No Cha	nge
Other Than State Total	1 (7	'%)	10	(67%)	4	(26%)
Total Respondents	372 (1	7%)	1,285	(59%)	522	(24%)

^{*} Collaborative for the Advancement of Teaching Interpreting Excellence (CATIE)

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 American Sign Language/English Interpreting program is aligned with the standards of the Registry of Interpreters for the Deaf, Inc. and the National Consortium of Interpreter Education Centers. The consortium comprises six federally funded centers that offer expertise, leadership and other tools toward the shared goal of enhancing sign language interpreting education.

The proposed major is also based on the standards of the Commission on Collegiate Interpreter Education. Presently, the commission accredits four associate degree programs and 12 bachelor's degree programs, none of which are in Ohio. To be eligible for accreditation, the program must be administered by a regionally accredited institution, include a capstone/practicum experience in the curriculum and have graduated three cohorts of students (Kent State's ASL/English Interpreting program has graduated students since 2002).

There are four steps in the the accreditation process: (1) apply for candidacy and submit an application fee, (2) complete a self-study report, (3) conduct a peer review of the self-study report and (4) participate in a site visit from the accreditor. Kent State is on the second step. It is anticipated that an accreditation site visit will occur in fall 2016/winter 2017.

4.3 Collaboration with other Ohio institutions

Indicate whether any University System of Ohio 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.

There is no institution within 30 miles of any Kent State campus to offer the proposed bachelor's degree program. Kent State's program is the only baccalaureate approved for preK-12 interpreting licensure in Ohio. Kent State and Wright State University are the only two universities in Ohio to offer a bachelor's degree in interpreter education that is recognized by the Registry of Interpreters for the Deaf (RID). The University of Cincinnati offered an undergraduate program in signed language interpreting until recently. Kent State University offers the only entry-level bachelor's degree in American Sign Language/English Interpreting in state.

Four community colleges in Ohio offer a RID-recognized associate degree: Cuyahoga Community College, Sinclair Community College, Columbus State Community College and Cincinnati State Technical and Community College.

Kent State has partnered with Sorenson Video Relay Service to offer the Synergy Program, whereby American Sign Language/English Interpreting students obtain community observation hours at the Sorenson Video Relay Center. Kent State University is one of five institutions to collaborate with Sorenson Video Relay Service.

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

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

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.

Freshman admission to the university is selective and is based on: (a) ACT and/or SAT scores, (b) cumulative high school GPA, (c) grade trends, and (d) the strength of the college preparatory curriculum. Students must have a 2.75 high school GPA for direct admission into the American Sign Language/English Interpreting major.

Additionally, students in the American Sign Language/ English Interpreting program must meet specific requirements to be eligible for the Professional Phase of the program (typically in the fourth semester). To be eligible for the Professional Phase, students must have the following:

- Minimum 2.750 overall GPA and 3.000 major GPA
- Minimum C grade in Kent Core Composition (College Writing courses), ASL 19201
 Elementary American Sign Language I, ASL 19202
 Elementary American Sign Language
 II and ASEI 43102
 Interpreting Processes I
- Minimum B- grade in ASEI 43100 Survey of the Interpreting Profession

This admission process is more selective than some programs' initial admission requirements due to the program's high-level progression. Students must show a certain measure of academic success as defined by the progression requirements. Once students advance into the Professional Phase, they must maintain these minimum GPA requirements every semester until graduation. Graduation requirements are established to prepare students to meet eligibility criteria for state interpreting licensure and national interpreting certifications. In addition to the being admitted to the Professional Phase, students must also pass the Sign Language Proficiency Interview at the intermediate level (or a minimum Level 2 on the American Sign Language Proficiency Interview) before enrolling in the advanced practicum course.

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 (CT2) 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, among others, is awarded for specific course equivalencies, general education requirements and electives.

Kent State is presently working on submissions of its American Sign Language courses to the new American Sign Language TAG.

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.

As the American Sign Language/English Interpreting program has been in existence for the past 16 years, the current student administrative services are sufficient for 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.

The existing student academic services are adequate and are already in place for students currently in the program.

SECTION 6: CURRICULUM

6.1 Introduction

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

The Bachelor of Science degree in American Sign Language/English Interpreting prepares students to work with deaf and hard-of-hearing individuals in both educational and community settings, including schools and universities, businesses, medical and mental health agencies and social service offices. The coursework and nationally certified instructors guide students in developing interpreting expertise, sign language fluency and professional ethics. Coursework encompasses interpreting process models and their application; analytical approaches to professional and ethical decision-making; and interpreting comparative analysis of English and American Sign Language through the study of linguistics, discourse structures and features, pragmatics and sociolinguistics. Students learn self-assessment strategies for lifelong learning and gain 500 hours of practicum and experience with interpreter mentors. Graduates may apply for licensure from the State of Ohio to interpret from pre-kindergarten to grade 12. They are also prepared for the National Interpreter Certification (NIC) and the Educational Interpreter Performance Assessment (EIPA).

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 American Sign Language/English Interpreting program is to produce graduates who will:

- Possess commensurate competency in spoken and written English, American Sign Language, mainstream culture and Deaf Culture;
- Effectively interpret diverse texts, across a variety of genres and language preferences between English and American Sign Language;
- Appreciate the diverse consumers with whom they work, as well as the languages and cultures involved;
- Make appropriate, ethical and effective decisions, both in practical and real interpreting situations;
- Be motivated, teachable and willing to adapt to changing situations;
- Demonstrate the belief that all students can learn;
- Have a clear grasp on theory and practice;
- Understand different specializations of interpreting

Students in the program must demonstrate proficiency in English by completing two English composition courses with a minimum C grade. The required course ASL to English Interpreting Processes (ASEI 43113) allows students to examine the prescriptive and the pragmatic use of English grammar as it applies to translation and interpreting processes. Proficiency in American Sign Languages comes from required six American Sign Language courses in which they must earn a minimum C grade. They learn about mainstream American culture and Deaf culture through such courses as Survey into the Interpreting Profession (ASEI 43100), Deaf Culture and Community (ASL 49401), Interactive Interpreting (ASEI 43312) and Deaf Residential School Field Experience (ASEI 43092). Throughout the program, students learn to appreciate their Deaf and non-Deaf consumers for who they are and to facilitate communication, mediating when necessary.

Reflection on their decisions occurs in all three Interpreting Processes courses (ASEI 43102, ASEI 43103, ASEI 43104), as well as the Professional Interpreter (ASEI 43111), students practicum experiences and the final Inquiry Seminar for ASL-English Interpreters (ASEI 49625). Students need to reflect on interpreted work that was performed to identify areas of weakness and to propose strategies for improving future performances. They need to examine the linguistic, cultural and communicative implications of their work within the context where their work occurred. It is important they learn to offer feedback to their peers and receive feedback as they prepare to function in team interpreting situations. As part of this process they identify the roadblocks to understanding between consumers of two different languages, world views and cultures. They then use these reflections to guide their decisions in the future.

With the ultimate goal of developing professional interpreters who adhere to and appropriately apply the ethical tenets of the profession, the curriculum actively engages students in an exploration of mature, ethical and professional behaviors and attitudes. The process and the speed of this development vary from student to student.

The transition from high school students to employment-ready professionals requires a variety of strategies, including professionalism points incorporated into syllabi; modeling professional behaviors of faculty and other working interpreters; face-to-face confrontations when necessary; required readings on professional ethics and investigations in numerous courses; application of professional expectations in real and contrived interpreting situations; and reflections on interpreting work that was observed, as well as the work performed by students in authentic situations. Courses that specifically and aggressively focus on this development are the Professional Interpreter (ASEI 43111), all the practicum experiences and the Inquiry Seminar course (ASEI 49625); although ethical and professional development is integrated into all aspects of the curriculum.

Within this program and the profession, interpreters will work with a diverse set of consumers. This diversity could be age, ethnicity, race, gender, sexual orientation, degree of hearing loss, age of onset of hearing loss, cultural choices, etc. The interpreting practitioner must be willing to adapt to the dynamics of the communication participants' unique worldviews, communication expectations, perceived (or lack of) power, culturally implied information that may need to be made explicit, perceive alliances and the ever present concern that the participants must rely on a third party to convey their message and intent. These issues of diversity are discussed to some extent throughout the interpreting curriculum and in the cultural diversity coursework taken as program requirements and/or electives. Students apply this information and practice mediating cross-cultural communication in the three Interpreting Processes courses (ASEI 43102, ASEI 43103, ASEI 43104), Interactive Interpreting (ASEI 43312), ASL to English Interpreting Processes (ASEI 43113), all practicum experiences and the Inquiry Seminar (ASEI 49625).

6.3 Course offerings/descriptions

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

Please note that the ASEI courses listed below currently exist under the course subject SPED.

Course	Credit Hours	Major Core	Kent Core		New/ Existing
MAJOR REQUIREMENTS (84 credits)					
ASEI 43100 Survey of the Interpreting Profession (min B- grade)	3				Existing
ASEI 43102 Interpreting Processes I (min C grade)	3				Existing
ASEI 43103 Interpreting Processes II (min C grade)	3				Existing
ASEI 43104 Interpreting Process III (min B- grade)	3				Existing
ASEI 43105 Transliterating (min C grade)	3				Existing
ASEI 43106 School Setting Interpreting (min C grade)	3				Existing
ASEI 43107 Community Setting Interpreting (min C grade)	3				Existing
ASEI 43110 Discourse Analysis for Interpreters (min C grade)	3				Existing
ASEI 43111 The Professional Interpreter (min C grade)	3				Existing
ASEI 43112 Interactive Interpreting (min C grade)	3				Existing
ASEI 43113 ASL to English Interpreting Processes (min C grade)	3				Existing
ASEI 43192 Advanced Practicum: ASL English Interpreting	9				Existing
ASEI 49625 Inquiry Seminar for ASL-English Interpreters (min C grade)	3				Existing
ASL 19201 Elementary American Sign Language I (min C grade)	4			TAG*	Existing
ASL 19202 Elementary American Sign Language II (min grade)	4			TAG*	Existing
ASL 29201 Intermediate American Sign Language I (min C grade)	3			TAG*	Existing
ASL 29202 Intermediate American Sign Language II ² (min C grade)	3			TAG*	Existing
ASL 39201 Advanced American Sign Language I (min C grade)	3				Existing
ASL 39202 Advanced American Sign Language II (min C grade)	3				Existing

Course	Credit Hours	Major Core	Kent Core	OTM TAG	New/ Existing
ASL 49108 American Sign Language Linguistics I (min C grade)	3				Existing
ASL 49401 Deaf Culture and Community (min C grade)	3				Existing
COMM 35852 Intercultural Communication (min C grade)	3	_			Existing
Fulfills global diversity requirement)	-			Existing
MCLS 30420 Foreign Language and Culture (min C grade)	3				Existing
SPED 43092 Deaf Residential School Field Experience	1	_			Existing
Fulfills experiential learning requirement	1	_			Existing
SPED 43309 Introduction to Deaf Studies (min C grade)	3	_			Existing
Fulfills writing-intensive requirement (min C required)	3	_			Existing
SPED 43310 Language Development for Deaf and Hard-of-Hearing	3	_			Existing
Students (min C grade)		_			Existing
KENT CORE / UNIVERSITY REQUIREMENTS (36 credits)					
PSYC 11762 General Psychology	3			OTM	Existing
Fulfills Kent Core Social Sciences and domestic diversity requirement	,		_	O 11V1	Laisting
PSYC 20651 Child Psychology	3			OTM	Existing
Fulfills Kent Core Social Sciences/Additional and domestic diversity requirement	,		_	O 11V1	Laisting
UC 10097 Destination Kent State: First Year Experience	1		_		Existing
Not required of students with 25 transfer credits or age 21+ at time of admission	1		_		Ü
Kent Core Composition (min C grade)	6			OTM	Existing
Kent Core Mathematics and Critical Reasoning	3			OTM	Existing
Kent Core Humanities and Fine Arts	9			OTM	Existing
Kent Core Social Sciences	3			OTM	Existing
Kent Core Basic Sciences	6-7			OTM	Existing
Kent Core Additional	3			OTM	Existing

^{*}Process is underway to have these courses approved for the American Sign Language TAG.

Admission into the Professional Phase (fourth semester) requires the following:

- Minimum 2.750 overall GPA and 3.000 major GPA
- Minimum C grade in Kent Core Composition, ASL 19201, ASL 19202 and ASEI 43102
- Minimum B- grade in ASEI 43100

Requirements for graduation with the degree:

- Minimum 120 credit hours
- Minimum 2.750 overall GPA and 3.000 major GPA
- Minimum C grade in all major coursework, except ASEI 43100 and ASEI 43014, both of which require minim B- grade
- Passage of the Sign Language Proficiency Interview at the intermediate level (or a minimum level 2 on the American Sign Language Proficiency Interview)

Provide a brief description of each <u>major</u> course in the proposed program as it would appear in the course catalog.

Please note that all courses for this degree program are existing and have been offered.

ASEI 43100 Survey of the Interpreting Profession (3 credits). Introduction to the field of ASL-English interpreting. The following will be discussed: the history of the interpreting profession; the varied roles and responsibilities of interpreters; issues & concerns facing interpreters; legal mandates and constraints governing the provision of interpreters; ethical guidelines and their application to

educational environments. Since interpreters are expected to be fluent in both English and ASL, this course will strive to enhance students' facility with both languages.

ASEI 43102 Interpreting Processes I (3 credits). Beginning level interpreting course that examines the models of interpreting and their application to practice. Consecutive and simultaneous interpreting strategies are used to develop processing skills for both English to ASL and ASL to English interpretations. Samples of narrative genre are the texts used for interpretations as students examine the linguistic and cultural differences between ASL and English narratives.

ASEI 43103 Interpreting Processes II (3 credits). Intermediate level interpreting course that challenges students to interpret the more complex genres including expository, procedural, and argumentative texts. Students will study and apply contextualization strategies. Discourse that is common to both the adult deaf community and educational settings will be interpreted and transliterated. Students will be assigned to a thirty-hour practicum placement.

ASEI 43104 Interpreting Process III (3 credits). Advanced level interpreting course focused on enhancing students' English to ASL and ASL to English skills in a variety of settings. Complex texts are selected from a variety of disciplines from both community and educational settings. Students build on previously developed self-assessment skills to create detailed and analytical diagnostic charts of their interpreted work. Students will be assigned to a 30-hour practicum placement.

ASEI 43105 Transliterating (3 credits). Receptive and expressive use of English-based sign language systems; ASL root words, prefix/suffix use, simultaneous speaking and signing. Explanation and demonstration of Cued speech; exploration of the research related to individuals who use Cued speech.

ASEI 43106 School Setting Interpreting (3 credits). Issues, challenges, roles, responsibilities, and ethics of classroom-based educational interpreting are explored. Students are exposed to the variety of classroom designs where interpreters work such us mainstreaming, inclusion, resource room, and self-contained classrooms. K-12 settings place additional expectations for interpreter participation including IEP meetings, counseling, school assemblies and performing arts presentations.

ASEI 43107 Community Setting Interpreting (3 credits). This course explores the various venues that interpreters can work in the community. Emphasis will be given to the development of specialized vocabulary. Students participate in mock interpreting situations common to community interpreting in order to identify ethical dilemmas, demands, and controls.

ASEI 43110 Discourse Analysis for Interpreters (3 credits). This course will explore the field of discourse analysis and its relation to the work of an interpreter. Students will complete the course with an understanding of terminology specific to discourse analysis, a better understanding of one's own discourse style, and a better idea of how English and ASL use various discourse features. These features include the following: turn-taking, conversational repair- false starts, discourse markers, constructing dialogue and action, cohesion, rhythm, rhyme, and repetition.

ASEI 43111 The Professional Interpreter (3 credits). Covers current trends in the field regarding situational and ethical issues. Demand-control schema and the RID Code of Professional Conduct are key components of the students' investigation and application. Students receive guidance in preparing for the RID NIC and participate in practicing for the RID performance test.

ASEI 43112 Interactive Interpreting (3 credits). Guides students through a process of examining the complex nature of interpreting interactive discourse. Discussions will focus on managing this multi-layered process when participants' roles, assumptions, and goals can be congruent or adversarial. Student will learn to navigate contrasting cultural, linguistic, and discourse expectations. This course will present numerous interactive scenarios for students to interpret typical of a variety of settings with different participant configurations.

ASEI 43113 ASL to English Interpreting Processes (3 credits). Guides students in developing interpreting skills from their L2 (ASL) to their L1 (English). Students will learn strategies for increasing their ASL and English vocabularies for the purposes of understanding equivalents when applying English vocabulary to ASL signs. Students will examine their ability to apply this proficiency to various registers of ASL. Course will also emphasize incorporating Academic English into written scholarly papers to increase students' abilities to apply this to their interpretations.

ASEI 43192 Advanced Practicum: ASL English Interpreting (9 credits). Field-based practicum experience provides pre-service educational interpreters with opportunity to participate with currently practicing master educational interpreters. Students placed in education and-or community settings. University supervisor and teacher mentor observe and assess student skill. Students are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned school-agency before the first day of the semester in which student teaching internship will take place. Official valid certification of Child Safety Training, approved Basic Life Support and A.L.I.C.E. Training must be presented to the campus office of clinical experience or designated faculty-staff at Regional campuses as prerequisite for student teaching.

ASEI 43309 Introduction to Deaf Studies (3 credits). Introductory survey course provides informational base and understanding of experiences of deaf people as a cultural minority. Includes etiology and prevalence data, service delivery systems, diagnosis and assessment of issues and communication systems. 20 field hours.

ASEI 43310 Language Development for Deaf and Hard-of-Hearing Students (3 credits). Reviews research, theories and theorists in the field of language development for hearing and deaf children; develops awareness of language differences commonly demonstrated by deaf and hard-of hearing children; demonstrates ways to assess linguistic differences and facilitate instruction. Six topic areas include theories of language development (review), language and cognition, normal language acquisition in signed and spoken languages, child-caregiver interaction, language learning in a bilingual setting and language assessment. Students gain foundational understanding of language development and awareness of classroom applications for this knowledge. Includes 20 hours of field-lab experience.

ASEI 49625 Inquiry Seminar for ASL-English Interpreters (3 credits). Final semester course to coincide with the advanced practice. Students present a professional description of their interpreting site analyzing students' needs, school and instructor expectations or barriers, application of the Demand – Control Schema, and ethical challenges. Current research in the field of interpreting is examined and a diagnostic chart of a work sample is created. Students explore the EIPA exam, its theoretical foundations, and participate in practicing for the EIPA.

ASL 19201 Elementary American Sign Language I (4 credits). Introduction to American Sign Language and the culture of the American signing community, in an immersion setting.

ASL 19202 Elementary American Sign Language II (4 credits). A continuation of the introduction to American Sign Language and the culture of the American signing community, in an immersion setting.

ASL 29201 Intermediate American Sign Language I (3 credits). Continued development of receptive and expressive skills in American Sign Language and an introduction to ASL grammar, using a bilingual-bicultural approach and interaction with deaf organizations.

ASL 29202 Intermediate American Sign Language II (3 credits). Continuation of ASL 29201 with an emphasis on greater exploration of American Sign Language sentence structure using a bilingual-bicultural approach. Students are involved in a community service project, providing a hands-on experience with using ASL within a community setting.

ASL 39201 Advanced American Sign Language I (3 credits). Students enhance receptive and expressive proficiency in an immersion setting through the use of both planned and impromptu in-class discussion of current and historic events and involvement in a community service project. Students are advised to begin planning this activity early in the semester. Successful completion of ASL 29201 portfolio interview required prior to registration.

ASL 39202 Advanced American Sign Language II (3 credits). Students continue to increase their receptive and expressive proficiency in American Sign Language in an immersion setting, through in-class formal and informal presentations, discussions of current and historical events, and working in groups to complete a semester project and a community service project.

ASL 49108 American Sign Language Linguistics I (3 credits). Lecture, discussion and application course designed to introduce students to basic linguistic terminology and concepts, as applied to American Sign Language (ASL) and taught using a bilingual-bicultural approach. Both ASL and English are used in the instruction of this class. Successful presentation of cumulative portfolio is required prior to registration in this course.

ASL 49401 Deaf Culture and Community (3 credits). Students explore the different voices and perspectives which have been, and are, present within the deaf community, issues of controversy, myths and data, using a mix of ASL and English materials and discussion. Successful presentation of cumulative portfolio required prior to registration.

COMM 35852 Intercultural Communication (3 credits). Theory and application of communication between people of different cultures and different national systems.

MCLS 30420 Foreign Languages and Culture Studies (3 credits). Examines the anthropological, linguistic and cultural dimensions involved in language interactions. Students acquire the skills necessary to analyze language and culture "in action" from verbal and non-verbal perspectives, and to identify and reflect on the distinctive viewpoints of other cultures and speakers of other languages. Interactive lectures, discussions and application activities build on students' current linguistic and cultural competence.

SPED 43092 Deaf Residential School Field Experience (1 credit). Week-long practicum at a residential school for the deaf; 24-hour interaction with deaf students and adults. Students stay on campus. Conduct, interaction, sign language skills, maturity, responsibility and performance are evaluated by staff at the school.

6.4 Program sequence

First Year			
Fall	Hours	Spring	Hours
ASL 19201 Elementary American Sign	4	ASL 19202 Elementary American Sign	4
Language I		Language II	
US 10097 Destination Kent State: First Year	1	MCLS 30420 Foreign Language and Culture	3
Experience		PSYC 11762 General Psychology	3
Kent Core Requirement	3	Kent Core Requirement	3
Kent Core Requirement	3	Kent Core Requirement	3
Kent Core Requirement	3	-	
•	14		16

Second Year			
Fall	Hours	Spring	Hours
ASEI 43100 Survey of the Interpreting	3	ASEI 43102 Interpreting Processes I	3
Profession		ASEI 43113 ASL to English Interpreting	3
ASEI 43106 School Setting Interpreting	3	Processes	
ASL 29201 Intermediate American Sign	3	ASL 49401 Deaf Culture and Community	3
Language I		ASL 29202 Intermediate American Sign	3
SPED 43309 Introduction to Deaf Studies	3	Language II	
Kent Core Requirement	3	PSYC 20651 Child Psychology	3
•	15		15
Third Year			
Fall	Hours	Spring	Hours
ASEI 43103 Interpreting Processes II	3	ASEI 43105 Transliterating	3
ASEI 43111 The Professional Interpreter	3	ASEI 43107 Community Setting Interpreting	
SPED 43310 Language Development for	3	ASEI 43110 Discourse Analysis for	3
Deaf and Hard-of-Hearing Students		Interpreters	
ASL 39201 Advanced American Sign	3	SPED 43092 Deaf Residential School Field	3
Language I		Experience	
Kent Core Requirement	3	ASL 39202 Advanced American Sign	1
Kent Core Requirement	3	Language II	
		Kent Core Requirement	3
	18		16
Fourth Year			
Fall	Hours	Spring	Hours
ASEI 43104 Interpreting Process III	3	ASEI 43192 Advanced Practicum: ASL	9
ASEI 43112 Interactive Interpreting	3	English Interpreting	
ASL 49108 American Sign Language	3	ASEI 49625 Inquiry Seminar for ASL-	3
Linguistics I		English Interpreters	
COMM 35852 Intercultural Communication			
Kent Core Requirement	3		
	15		12
Total Hours: 121			

6.5 Alternative delivery options

The proposed American Sign Language/English Interpreting program will neither be offered online (fully or hybrid), nor will it be 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
\boxtimes	Field Placement	\boxtimes	Clinical Practicum	

Students are placed in educational and community sites under the supervision of working interpreters. Students' final placement is 500 hours in predominantly K-12 educational settings. The first two practicums are within a course, so they are considered field placements and have an observation component. The final practicum is 500 hours and is confined to its own course, so that is a clinical practicum.

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.

Data collection and assessment direction responsibility is shared between program faculty, the program coordinator, the college assistant dean for assessment and accreditation and the university's assistant provost for accreditation, assessment and learning.

Faculty in the American Sign Language/English Interpreting program rely on a variety of data collection tools ranging from written to performance of signing in an applied environment. Tools include objective tests, rubrics and observation, which allows for the holistic evaluation of student progress throughout the program. The program faculty collect data on an ongoing basis (both consistently over time and across a student's experience).

Data for the clinical practicum is collected in a central portal, allowing for streamlined reporting. Additional assessment measures will be added over time allowing faculty to observe student progress and growth across the program. Data from clinical practicum are available to program faculty at all times. Program faculty discuss collected assessment data annually, if not with more frequency. Informal discussions are ongoing.

The program also adheres to Kent State's seven-year self-study schedule, providing a wide array of data for this report. Student progress is evaluated through the use of data, but also by informal conversations about individual progress and challenges. The data is also used as part of the NCATE (educator preparation) accreditation processes to evaluate the efficacy of the university's educator preparation programs.

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.

Individual instructors within their classes measure student success within the American Sign Language/English Interpreting program. The final culminating experience occurs with the collaboration of the program coordinator and cooperating and supervising interpreters to complete the practicum.

The ASL portfolio assessment is conducted by faculty from the Department of Modern and Classical Language Studies. The Sign Language Proficiency Interview is conducted by the Ohio School for the Deaf. The American Sign Language Proficiency Interview is conducted by Gallaudet University, with Kent State faculty member Randall Hogue as a proctor. (Dr. Hogue coordinates the American Sign Language program at Kent State.) Advanced practicum assessment forms from cooperating and supervising interpreters is collected by the college's Office of Student Services.

Measurements used in assessment include the following: written tests; in-class peer assessments; self-assessment reflections; professional presentations to peers; advanced practicum assessment forms; live assessments of interpreting performances by deaf guests; and commercially-and personally-developed rubrics to assess filmed and live interpreting performances.

Data collection can happen once, daily, weekly or monthly depending on the type of measurement. The data is shared with students once assignments are graded. This feedback is used to guide class discussions. Faculty also give feedback to students guide their own development and progress regarding their skills and professional knowledge, ethical decision-making and personal maturity.

Tracking student success after program completion will become a priority in the next few years. Previously, the program (as concentration) was without a full-time faculty member for several years; therefore, in the past, there was insufficient resources to perform this type of assessment.

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.

As described in the Faculty Handbook for the College of Education, Health and Human Services (see Appendix E), the definitions for faculty ranks are as follows:

- **Professor:** Promotion to this rank requires credentials and achievements beyond those required for promotion to associate professor and is reserved for senior faculty members who have achieved significant recognition in their discipline (Section V).
- **Associate Professor:** Hire to or promotion to this rank presumes prior service as an assistant professor, significant academic achievements and possession of the doctorate in an appropriate discipline (Section V).
- **Assistant Professor:** This rank is normally the entry-level rank for tenure-track faculty holding the doctorate in an appropriate discipline.
- Full-Time, Non-Tenure Track Faculty Appointments: Full-time, non-tenure track faculty appointments are made on an annual basis (Section VI of this Handbook). Non-tenure-track appointments are not included under the umbrella of the university policy and procedures regarding faculty tenure (University Policy Register) and non-tenure-track faculty members are not entitled to any rights with regard to tenure and are governed by the applicable Collective Bargaining Agreement.

- Part-Time Faculty Appointments: When the School cannot meet its teaching needs from the ranks of its full-time tenured and tenure-track faculty, full-time non-tenure track faculty and graduate students, part-time faculty appointments will be made from an established pool of qualified applicants not currently on regular appointment at the university. The school director, with the approval of the college dean, appoints part-time faculty.
- 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.

Describe the credentialing requirements for faculty who will be teaching in the program (e.g., degree requirements, special certifications or licenses, experience).

All instructors hired for the American Sign Language/English Interpreting program should have a terminal degree, but a master's degree in american sign language interpreting or related field is acceptable if the individual is nationally certified by the Registry of Interpreters for the Deaf. Acceptable certifications are the Certificate of Interpretation (CI); the Certificate of Transliteration (CT); and the National Interpreter Certification-Certified (NIC-C), -Advanced (NIC-A) and -Master (NIC-M). Anyone hired to teach in the program must have significant work experience as an interpreter.

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

The College of Education, Health and Human Services defines an overload assignment as one that is approved only in unusual circumstances and totals more than 24 credit hours per academic year for tenured and tenure-track faculty and totals more than 30 credit hours for full-time non-tenure-track faculty. Such assignments require the agreement of the faculty member and the approval of the school director and the college dean

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

A non-tenure-track assistant professor position has been requested and approved. The process will begin in spring 2016 with plans to hire for fall 2016. When the program is approved as a stand-alone degree program, the search will begin. Additionally, there will be a need for assistance in placing practicum students in agency settings.

8.2 Program faculty

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

Full time: 1 Less than full-time: 5

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: 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.

Any faculty member within the ASL/English Interpreting program must hold certification from the Registry of Interpreters for the Deaf, Inc. Certification must be maintained and inherent in that requires an interpreter to obtain 8 continuing education units (CEU) in four years. Six of those units must be in the professional studies category. Two units are allowed to be in general studies. Without these units, a certified interpreter will lose his/her certification. Program faculty will be expected to revise their teaching methods according to current research and best practices within interpreter education.

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 (ASEI) requirements. See Appendix F for each faculty member's curriculum vita. American Sign Language (ASL) courses and MCLS 30420 are administered and taught by faculty in the Department of Modern and Classical Language Studies; COMM 35852 is administered and taught by faculty in the School of Communication Studies. Those courses are required or electives in programs across the university.

* Number of courses the instructor will teach each year on all campuses.

Instructor	Rank or title	Full/ part	Degree, discipline, institution, year	Years taught	Additional expertise	Course faculty will teach	Load *
Jamie McCartney	Assistant Professor	FT	PhD, Secondary Education, University of Akron, 2004	11	NIC-M (2005); CI (2001); CT (1998); Teaching English to Speakers of Other Languages Certificate (2015); Mentor Training, Interpreting and Sign Language Resources at the Ohio School for the Deaf (2004); diagnostic training (2001); 22 years as a mentor, community interpreter and self-employed presenter; 9 years as a video interpreter; 1 year as an educational interpreter	ASEI 43100 ASEI 43104 ASEI 43107 ASEI 43110 ASEI 43111 ASEI 43112 ASEI 43113	9

Instructor	Rank or title	Full/ part	Degree, discipline, institution, year	Years taught	Additional expertise	Course faculty will teach	Load *
Kathy Geething	Adjunct Faculty	РΤ	MA, Teaching English as a Second Language, Kent State University, YEAR	20	Practicum Coordinator at Kent State University; CI (2005); CT (2000); diagnostic training (2001); Mentor Training, Interpreting and Sign Language Resources at the Ohio School for the Deaf (2004); 6 years mentoring Ohio educational interpreters; 20 years as community and post-secondary interpreter; 10 years as a video interpreter	ASEI 43102 ASEI 43192 ASEI 49625	3
Carrie Morgan	Adjunct Faculty	РΤ	MEd, Instructional Technology, Kent State University, 2002	14	NIC (2010); CI (2001), CT (2001); 2 years as an educational interpreter; 14 years as a post- secondary interpreter; 18 years as a community interpreter; 10 years as a video interpreter	ASEI 43103 ASEI 43105	2
Elisabeth Rathburn	Adjunct Faculty	РΤ	Candidate MEd, Special Education (Deaf Education), Kent State University	2	NIC (2012); 5-year professional license-associate Interpreter for the Hearing Impaired; 11 years as an educational and community interpreter	ASEI 43106	1
Jill Josselson	Adjunct Faculty	PΤ	Master of Human Resources and Labor Relations, Cleveland State University, 2009	5	NIC (2010: CI (2002); CT (2002); National Association of the Deaf Certification, (1994); 21 years as a community interpreter; 8 years as a video interpreter; 8 years on Ohio Chapter of the Registry of Interpreters of the Deaf Board (treasurer, president, past-president)	ASEI 43111	1
Karen Kritzer	Associate Professor	FΤ	PhD, Special Education, University of Pittsburgh, 2007	9	Introduction to Deaf Studies (since 2007); Curriculum Methods for DHH Students (yearly since 2007)	SPED 43310	3
Leah Subak	Adjunct Faculty	РТ	PhD, Curriculum and Instruction, Kent State University, 2014	10	Intercultural Development Inventory Qualified Administrator Training, IDI, LLC; Mentor Training, IDI, LLC; Mentor Training, Interpreting and Sign Language Resources at Ohio School for the Deaf; 8 years university staff interpreter and co-coordinator at student accessibility services; Educational Interpreter License (2003); EIPA (2008); NAD (1998), IC (1986), TC (1986), CI (1989), CT (1989); 29 years as community interpreter; 10 years as video interpreter	ASEI 43105	1

SECTION 9: LIBRARY RESOURCES AND INFORMATION LITERACY

9.1 Library resources

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

Because the program is currently supported as part of the Special Education major, the library has a large collection of materials. Faculty and library instructional services have discussed places within the curriculum where library instruction could be integrated to help students with developing research skills. Additionally, the College of Education, Health and Human Services has a dedicated instructional resources coordinator who collaborates with the American Sign Language/English Interpreting program faculty with securing needed resources for their courses.

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

The American Sign Language/English Language Interpreting program is housed within the School of Lifespan Development and Educational Sciences, which has a library monographic allocation of \$5,068 annually. The current serials budget is \$34,273. University Libraries has current subscriptions for the following journals in the field:

American Annals of the Deaf Deaf Life Deaf Studies Digital Journal Journal of Deaf Studies and Deaf Education Sign Language and Linguistics Sign Language Studies

In addition to the numerous resources available via the Kent State University Libraries the students and faculty have access to OhioLink. OhioLink is a library consortia that includes 93 college and research libraries across the state.

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 this time, there should be no additional resources needed to support the transition of American Sign Language/English Interpreting to an independent degree since it is already an existing 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.

Library personnel assist American Sign Language/English Interpreting students with their writing skills in the Writing Commons and to educate incoming sophomores on plagiarism. Information is available at the University Library, via Kent Link or Ohio Link, or via robust research tools. Not only is this information accessible on a one-on-one basis on the spot or by appointment, but students are also able to receive this instruction by signing up for a handful of workshops. The library is open seven days week, and librarians can communicate with students in person, by phone, email, chat feature or texting.

SECTION 10: BUDGET, RESOURCES, AND FACILITIES

10.1 Resources and facilities

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

The program is functioning well and that is documented by the growing enrollment. Additional resources are not essential.

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

Tisear Impact Statement for	Year 1	Year 2	Year 3	Voca 1
	rear 1	rear 2	rear 3	Year 4
I. Projected Enrollment				
Headcount full time	60	70	80	90
Headcount part time	5	5	5	5
Full-time equivalent (FTE) enrollment	62.5	72.5	82.5	92.5
II. Projected Program Income				
Tuition (paid by student or sponsor)	\$524,538	\$608,464	\$692,390	\$776,316
Expected state subsidy	\$256,875	\$297,975	\$339,075	\$380,175
Externally funded stipends, as applicable	\$ -	\$ -	\$ -	\$ -
Other income	\$ -	\$ -	\$ -	\$ -
Total Projected Program Income	\$781,413	\$906,439	\$1,031,465	1,156,491
III. Program Expenses				
New Personnel				
Instruction Full: 1 (projected hire 2016-2017)				
Part Time: 0	\$70,001	\$71,401	\$72,829	\$74,286
Non-instruction Full: 0				
Part time: 0				
New facilities/building/space renovation	\$ -	\$ -	\$ -	\$ -

Scholarship/stipend support	\$ 14,500	\$14,500	\$ 14,500	\$ 14,500
Additional library resources	\$ -	\$ -	\$ -	\$ -
Additional technology or equipment needs	\$ -	\$ -	\$ -	\$ -
Other expenses	\$ -	\$ -	\$ -	\$ -
Total Projected Expense	\$70,001	\$71,401	\$72,829	\$74,286

Budget Narrative:

- PT enrollments were converted to FT using a .5 factor (1 PT = .5 FT)
- FT UG tuition of \$4,196 per semester was used to calculate tuition amount. No tuition change assumed for years 2 4.
- BES 4 rate of \$137 / credit hour * 30 credit hours/FTE was used to calculate SSI revenue.
 No SSI rate change assumed for years 2-4.
- New NTT salary of approximately \$50k plus benefits was used for year 1. This was increased by +2% for years 2 -4. (Existing faculty who will support this program are not included above, since they are not new.)

There are several scholarships that are available to all students within the College of Education, Health and Human Services. These scholarships total \$78, 600, with the average total amount equaling \$14,500. Six of these scholarships are based on need, while the others are based on merit. Two of these (Robinson Family Scholarship and R. Elaine Wylie Haught & Marvin G. Haught Endowed Scholarship) give preference to those students who are residents of specific counties (Trumball and Lake, respectively).

Scholarships open to all College of Education, Health and Human Services majors (each has additional criteria)	# awarded per academic year	typical or average scholarship amount		average total awarded each year		Need or Merit based	Renewable
Dean's Scholarship	varies, 50	\$	700.00	\$	50,000.00	need	no
Study Abroad Scholarship	10	\$	1,000.00	\$	10,000.00	need	no
Frederic M. Dubois Endowed Scholarship	1	\$	5,000.00	\$	5,000.00	either	no
Laverne M. Jenkins Memorial Scholarhip	1	\$	1,000.00	\$	2,000.00	need	no
Marjorie S. Ebright Endowed Scholarship	1	\$	500.00	\$	1,000.00	merit	no
Robinson Family Scholarship	1	\$	3,500.00	\$	7,000.00	need	yes
Joseph E. and Judith B. Tirpak Scholarship	1	\$	800.00	\$	800.00	need	no
R. Elaine Wylie Haught & Marvin G. Haught Endowed Scholarship	2	\$	800.00	\$	1,600.00	need	no
		\$	14,500.00	\$	78,600,00		

APPENDICES

AppendixDescriptionAFull Listing of Interpreter Preparation ProgramsBProgram Coordinator Jamie McCartney's Curriculum VitaeCLetters of SupportDNeeds AssessmentECollege of Education, Health and Human Services Faculty Handbook)FProgram Faculty Curriculum Vitae

Kent State University is committed to continual support of the delivery of the Bachelor of Science degree in American Sign Language/English Interpreting. 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



Kent State University Dr. Jamie McCartney, Program Coordinator, ASL/English Interpreting Program Ms. Kathy Geething, Practicum Coordinator, ASL/English Interpreting Program 405 White Hall Kent, OH 44242 October 14, 2015

Dear Dr. McCartney and Ms. Geething,

Sorenson Communications® is a provider of industry-leading deaf communications services and products. The company's offerings include Sorenson Video Relay Service (SVRS®), the highest-quality video interpreting service; the ntouch® VP and array of ntouch® video applications for computers and mobile devices.

As the largest private employer of sign language interpreters in the nation and as an industry, we have seen unprecedented growth in the provision of sign language interpreting through the use of Video Relay Service (VRS). In addition to the need for qualified interpreters in VRS. Sorenson Communications recognizes and supports the need for initial interpreter training that will prepare people to enter the field of sign language interpreting. We, as a hiring entity of qualified sign language interpreters, are heavily dependent on high quality institutions of higher learning such as Kent State University. Every year, we see a need to increase our pool of qualified interpreters by 20% and this need is not going away. We expect this trend to continue for a minimum of 5 years. Our need is great and so is the need in local communities.

Without strong Interpreter Training Programs, interpreters in the state of Ohio would be limited to the training and expertise they need to succeed and grow in the field. As it is now, there are limited training programs and opportunities across the country. Without the training and expertise in the field of sign language interpreting, the deaf community within the state suffers greatly from a lack of qualified interpreters readily available to provide service within their local communities.

Sorenson Communications has established VRS Centers in Columbus, Toledo, Dayton, Akron, and Cincinnati. These centers employ interpreters from Ohio and we need quality education for up and coming interpreters to continue and grow and obtain gainful employment both with us and in their local communities.

There is a shortage of qualified interpreters nationally and Ohio is not immune from this problem. With the ongoing hard work currently being done at Interpreter Training Programs, the shortage of qualified interpreters is being addressed but still not enough is available. There is a tremendous dependence from both Sorenson Communications and local communities to see a steady stream of qualified and educated interpreters grow the work force and be available to provide services in the deaf community and in video relay.

Please accept this as an invitation for your Interpreter Training Program staff and students to set up a time to visit our VRS center in any of our Ohio centers. They will get a first-hand view at what your graduates do for the Deaf community not only in Ohio but supporting the nation in the provision of accessible communication for deaf and hard of hearing consumers.

I can be reached by phone at 801-287-9450 should you have further questions or would like to set up a time to discuss further.

With Warm Regards,

Chris Wakeland Vice President, Interpreting Services chris@sorenson.com

Sorenson Communications



Opportunities for Ohioans with Disabilities

Bureau of Services for the Visually Impaired Bureau of Vocational Rehabilitation Division of Disability Determination

August 5, 2015

Jamie L. McCartney, Ph.D., CI & CT, NIC-Master Assistant Professor, ASL/English Interpreting Program Program Coordinator & Faculty Advisor Lifespan Development and Educational Sciences Kent State University, White Hall 401-0 Kent, Ohio 44242

Dr. McCartney:

This letter is to express my support for the independent bachelor's and master's ASL/English Interpreting Program at Kent State University.

I believe the special education degree with ASL/English listed as a concentration in Special Education, is confusing for current and prospective students, as well as, employers. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters facilitate communication and mediate culture, but do not teach. I believe that as an independent degree, it will allow students to identify the degree more easily, allow the faculty to recruit more easily, give students a sense of pride in their major, while clarifying the specific skills of interpreters for future employers.

As the Executive Director of a state agency that provides services to individuals with disabilities, I understand the need for interpreters from various perspectives. Our utilization of interpreting services in various capacities does not relate in any way to special education. It is obvious to me that streamlining the curriculum in the ASL/English Interpreting Program will create a better educational program for your students, who will better serve future employers and the disability community.

Please accept my letter of support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become an independent major and not remain a concentration within Special Education.

Sincerely

Kevin L. Miller

Executive Director

Opportunities for Ohioans with Disabilities



DEAF SERVICES OF CLEVELAND

INC

Patricia Cangelosi-Williams, M.Ed., CSC Lori Harris, M.Ed., SC:L, CSC deafservicesofcleveland@gmail.com Cell 216 235-7500 Fax 216 381-2659 PO. BOX 18045, Cleveland Heights, OH 44118

August 11, 2015

To Whom It May Concern:

I am writing to express my support for the American Sign Language/English Interpreting Program at Kent State University and ask it be considered a major course of study instead of a concentration within Special Education.

As a proud KSU graduate in 1980, I received a Master in Education degree with a Specialty in Rehabilitation Counseling under the excellent tutelage of Dr. Martha Walker and other professors. I maintained status as a Certified Rehabilitation Counselor for another 30 years thereafter and concurrently began a 20-year career teaching in the University of Akron's ASL Interpreting and Education Program. I have worked with both Dr. McCartney and Ms. Geething in community and VRS settings for several years and have much respect for their expertise, ethics and professionalism; they are highly regarded interpreter educators.

Many of the classes I taught at Akron incorporated principles I acquired about rehabilitation, and, specifically, how a clinical-pathological approach to deafness differed from a cultural perspective. Dr. Jamie McCartney was one of the first students I had the honor of teaching and knew she was destined to become a great interpreter and educator! When the Akron program was discontinued as part of the Public Service Technology Department in 2000, several adjunct instructors and I began teaching classes at KSU's main campus.

I believe it is disservice to the students who aspire to become interpreters to juxtapose the course of study with Special Education. Training students to work as educators is not the same as grooming interpreters. Our "raison d'etre" is very different. At its core, interpreters function as mediators of language and culture, with a specific Code of Professional Conduct. Credentialing requirements are not the same. While some interpreters may choose to work in an educational setting, many are employed in others such as legal, medical, and performing arts, to name a few.

Placing an interpreter course of study within Special Education would continue a pejorative and stigmatizing view of deafness. Perhaps paramount, it is offensive to Deaf persons who have openly welcomed Hearing persons into their culture.

As a certified interpreter and co-founder of an interpreting agency, someone who has devoted years of teaching ASL and interpreter training, and is married to a Deaf man, I implore you to respect the language and culture of Deaf persons as well as the work we do.

Thank you for your consideration.

Respectfully,

Patricia Cangelosi-Williams, M.Ed., CSC



100
Greenleaf

580 GRANT ST., AKRON, OHIO 44311

Tel: 330.376.9494 Fax: 330.376.4525 234.525.6176 VP www.greenleafctr.org

July 31, 2015

To Whom It May Concern:

The purpose of this letter is to make known my support and endorsement for the Bachelor's and Master's ASL/English Interpreting Program at Kent State University (KSU). My understanding is that, since inception in 1999, this program has been a concentration within Special Education. However, now the time has come that it could become it's own major. Please find following reasons that this change would absolutely benefit students and prospective employers.

At this time, every other Interpreting program in the state of Ohio exists as its own major. Being the Director of a deaf services program, I can tell you that I have questioned students' credentials and preparation to do community interpreting, since presently the KSU degree appears to be a special education degree. Most of my Interpreters work in a community setting such as hospitals, medical offices, social service agencies, courts and consumers' workplaces. Having the degree be an independent one can help clarify for employers what graduates can actually do. Interpreters do not share the same goals and vision that Special Education Teachers do. The job requirements and responsibilities differ as well. Interpreters facilitate communication; they do not teach. Changing the degree so that it can become its own major, as opposed to a concentration within Special Education, will elevate the program status in the academic community and give students a sense of pride and respect for their degree, knowing that their professional field will be recognized.

Please accept this letter as evidence of my full support for the curriculum change to enable the ASL/English Interpreting Program to become its own major, instead of an appendage to Special Education.

Sincerely,

Joanna Paxos

Director, Community Services for and of the Deaf

JP:wb





Aug. 23, 2015

To Whom It May Concern:

This letter is to show my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 1999, but it is currently at a position where it could become its own major. Our office has had Kent State University students perform their practicum with us for the past 3 year. Every year we look forward to this opportunity. The students come to us well prepared to enter the field of interpreting both in the community and in the educational settings.

As it stands right now, the special education degree with ASL/English listed as a concentration is confusing for current and prospective students, as well as employers. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having the degree be an independent one would allow students to find the degree more easily, allow the faculty to recruit more easily, give students a sense of pride in their major, and clarify job expectations for employers. There is only a small percentage of interpreter who work in education. Most will find work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education.

Sincerely,

Joanne L. Sharer, CI,CT & SC:L

CEO and Legal Certified Interpreter

Janne Lger



School of Education Signed Language Interpreting University of Cincinnati CRC 3rd Floor 2840 Bearcat Way Cincinnati, OH 45221 513-556-0204

February 10, 2016

To Whom It May Concern:

This letter is to show my support for the bachelor's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 2000, but it is currently at a position where it could become its own major.

As the Academic Coordinator of a similar program at the University of Cincinnati, I can attest that housing an interpreting program as a concentration within a Special Education department is confusing for prospective students and professionals in the field alike. Similarly, our program made the move as an independent department in 2010. It has made a significant difference in our ability to truly communicate the work that we do as sign language interpreters and interpreter educators.

Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having our department independent of Special Education has allowed students to find the degree more easily, faculty to recruit more effectively, given students a sense of pride in their major, and clarified job expectations for employers. Many of our graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education and feel free to contact me for more information at elizabeth.jean-baptiste@uc.edu

Sincerely,

Elizabeth Jean-Baptiste, MS, RID CI/CT Faculty & Academic Coordinator

COLUMBUS STATE

COMMUNITY COLLEGE

INTERPRETER EDUCATION PROGRAM

Jan. 26, 2016

To Whom It May Concern:

I am writing to show my support for the Bachelor's Degree in ASL/English Interpreting Program at Kent State University. This program has an excellent reputation in the state for training interpreters for the deaf. Having worked with Ms. McCartney, her peers, and your interpreting students on several projects, I am certain that Kent State is proud of the work they do.

Having the ASL/Interpreting Program housed under Special Education suggests to current and prospective students that you espouse an audist philosophy that can be perceived as demeaning to the Deaf community. As the Interpreter Education Program Coordinator and Professor at Columbus State Community College, I have experienced first-hand the confusion that students encounter when they search for additional academic opportunities at Kent State. Our AAS interpreting graduates looking to continue their studies with a Bachelor's degree have asked me about the philosophy of your program, wondering why it is aligned with "special education." It is common knowledge in the interpreting field and Best Practices throughout the country to separate interpreting from education, especially special education, to more carefully reflect the responsibilities of preparing highly skilled, qualified, and respected interpreters.

Now there is an opportunity to move the ASL/Interpreting Program out of the Special Education Department to stand alone as its own major. I strongly encourage you to make this change – to validate and more accurately represent the program's mission, and to respect the Deaf community.

Respectfully,

Christine A. Evenson

Christine A. Evenson, MA
Columbus State Community College
Interpreter Education Program
Program Coordinator / Professor
cevenson@cscc.edu



Jan. 27, 2016

To Whom It May Concern:

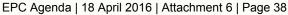
This letter is to show my support for the bachelor's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 2000, but it is currently at a position where it could become its own major.

It has been explained to me that as it stands right now, the special education degree with ASL/English listed as a concentration is confusing for current and prospective students, as well as employers. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having the degree be an independent one would allow students to find the degree more easily, allow the faculty to recruit more easily, give students a sense of pride in their major, and clarify job expectations for employers. Many of our graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

In my role as interpreter internship coordinator at the Ohio School for the Deaf, I've worked closely with several of the KSU ASL/English Interpreting Program students over the past few years and can attest to the need for the program to become its own major. KSU students often explain to me the complexities over the two programs' overlap. Partnering entities, such as here at OSD, have mistook one program for another and practicum experiences haven't been as successful as intended. As an example, a few years ago an administrator at OSD mistakenly accepted an ASL/English Interpreting Program student and placed this individual with a special education teacher here at OSD as part of her shadowing experience. The mistake was not discovered until the student was more than half-way through her residential placement and she unfortunately missed valuable time shadowing the wrong professional. As was stated above, interpreters and special education majors do not do similar sorts of work upon graduation and as such, a program tailored specifically to the demands of ASL/English professional interpreters is paramount.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education.

Sincerely, Ann E. Tracy-Parker, B.A., CI, CT, NIC Staff Interpreter/Interpreter Internship Coordinator





Ohio Association of the Deaf, Inc.

14856 Alger Road - Cleveland, OH 44111
Phone: 216.200.7222 - Email: oad1961@gmail.com
WWW.OAD-DEAF.ORG

17 August 2015

To Whom It May Concern:

This letter is to show my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 1999, but it is currently at a position where it could become its own major.

It has been explained to me that as it stands right now, the special education degree with ASL/English listed as a concentration is confusing for current and prospective students, as well as employers. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having the degree be an independent one would allow students to find the degree more easily, allow the faculty to recruit more easily, give students a sense of pride in their major, and clarify job expectations for employers. Many of our graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education.

Sincerely

Verne Taylor President, OAD

August 2, 2015

To Whom It May Concern:

This letter is to show my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 1999, but it is currently at a position where it could become its own major.

It has been explained to me that as it stands right now, the special education degree with ASL/English listed as a concentration is confusing for current and prospective students, as well as employers. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having the degree be an independent one would allow students to find the degree more easily, allow the faculty to recruit more easily, give students a sense of pride in their major, and clarify job expectations for employers. Many of our graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education.

Sincerely,
Carol Black
Educational Sign Language Interpreter/ Canton City Schools.
NAD IV
EIPA-W
EIPA-P
Mentor for KSU ASL/English Interpreting Program Students

Jan. 26, 2016

To Whom It May Concern:

This letter is to show my support for the bachelor's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 2000, but it is currently at a position where it could become its own major.

It has been explained to me that as it stands right now, the special education degree with ASL/English listed as a concentration is confusing for current and prospective students, as well as employers. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having the degree be an independent one would allow students to find the degree more easily, allow the faculty to recruit more easily, give students a sense of pride in their major, and clarify job expectations for employers. Many of our graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education.

Sincerely,

Phyllis Adams, M. ED., CI, CT, NAD IV Chairperson - Education Dept. Professor - ASL Interpreter Education Program SINCLAIR COMMUNITY COLLEGE

Office: 9222

Phone: 937-512-5311 VP: 937-641-8420 Fax: 937-512-5222

Email: phyllis.adams@sinclair.edu



I'm am writing in support of the curricular proposal to enable the ASL/English Interpreting major to become a distinct major, as opposed to a concentration within Special Education as is currently the case.

The Department of Modern and Classical Language Studies (MCLS), which houses the undergraduate program in American Sign Language (ASL), strongly supports this proposal. The fact that ASL/English Interpreting is a concentration within the Special Education program is confusing for current and prospective students (and their parents), and for employers. The mission, vision and goals of interpreters differ in significant ways from those of special education teachers. Interpreters are professionals who facilitate communication between members of different linguistic communities and who mediate across cultures; they do not teach. Designating ASL/English Interpreting as a distinct major would raise the visibility of the program, help faculty to recruit and retain students, and align the program more directly with employer expectations. Indeed, it is my understanding that many graduates do not work in the educational field at all, but rather work as community interpreters in hospitals, consumer workplaces, social service agencies and video relay services.

Since becoming chair of MCLS in June 2012, I have spent a significant amount of time addressing student confusion stemming from the fact that ASL/English Interpreting is a concentration in Special Education. I feel that the proposed change would go a long way to resolving this confusion and enthusiastically endorse the proposal.

Please do not hesitate to let me know if I can be of further assistance. I look forward to working with you to offer our students the best possible experience at Kent State.

Sincerely,

Keiran J. Dunne Chair, Department of Modern and Classical Language Studies



July 17, 2015

To Whom It May Concern:

This letter is evidence of my support for a stand-alone bachelor's and master's degree granting program in ASL/English Interpreting at Kent State University. I believe that the program originated as a concentration within Special Education and is currently housed within that major. Given my understanding of the evolution of both programs (Special Education and ASL/Interpreting), it now seems advisable for ASL/Interpreting to become its own major.

From what I know of interpreting and teaching, interpreters, generally, do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are generally different from that of classroom teachers. Interpreters facilitate communication and mediate culture; they are not considered teachers.

It would seem that having an independent ASL/Interpreting degree would allow students to locate the program more readily – as a separate major rather than subsumed under Special Education – allow the faculty to recruit students to that major more easily, give students a greater sense of pride and ownership in their major, and clarify job expectations for employers. Many of the ASL/Interpreting graduates do not work in traditional educational settings. They may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, the post-secondary arena, etc., which is another reason for the interpreting major not to be viewed as an appendage to Special Education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/Interpreting Program to become its own major, independent of Special Education.

Sincerely

Amy Quillin, Ph.D.

Director, Student Accessibility Services

Kent State University

Aug. 25, 2015

To Whom It May Concern:

This letter is to show my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 1999, but it is currently at a position where it could become its own major.

It has been explained to me that as it stands right now, the special education degree with ASL/English listed as a concentration is confusing for current and prospective students, as well as employers. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having the degree be an independent one would allow students to find the degree more easily, allow the faculty to recruit more easily, give students a sense of pride in their major, and clarify job expectations for employers. Many of our graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education.

Sincerely,

Con A Adoh

Cori Adoh

Coordinator of Interpreter Development at Sign Language Interpreting Professionals (SLIP) NIC, Master Mentor

Mentor to KSU ASL/English Interpreting Interns since 2014



MEMORANDUM

VACCA OFFICE OF STUDENT SERVICES

To: Mary Dellman-Jenkins, School Director, LDES, members of curriculum committees and

the Ohio Board of Regents

From: Joanne Arhar, Associate Dean, EHHS

RE: Proposal to change ASL/English Interpreting from a concentration to a major

Date: June 29, 2015

ASL/English Interpreting is currently a concentration within the Bachelor of Science Degree Special Education major in the College of Education, Health, and Human Services at Kent State University. The faculty in ASL/English Interpreting are proposing to elevate the concentration to its own Major: ASL/English Interpreting within the Bachelor of Science Degree. The move to a major is timely for several reasons.

The program now has a full-time Non-Tenure Track faculty member, Assistant Professor Jamie McCartney who also serves as the program coordinator. Dr. McCartney has been interpreting for 22 years, has three national certifications, and has been an interpreter educator for 19 years. She has been very involved at the State and local levels. An increase in enrollment from 33 full time students in fall 2002 to 68 full time students in fall 2014 has justified the hiring of her as a full time faculty member and there is already consideration of hiring a second full time faculty member within two years.

From a curricular perspective, it makes sense to detach this program from Special Education. ASL/English Interpreting prepares students for careers in fields other than education. While some graduates may work as interpreters in K-12 schools, many work in non-school settings. Educational Interpreters do not receive a teaching license so coursework required of education majors intending to earn a teaching license is not relevant. Rather, ASL/Education Interpreting students need coursework that will prepare them for National Interpreter Certification from the Registry of Interpreters for the Deaf, Inc.

Finally, while the program is growing, it is anticipated that it would grow further if it were accredited by the Commission on Collegiate Interpreter Education (CCIE). All of the programs that are accredited are ASL/English Interpreting majors. An independent major would lend the program status and also make it easier for students to find on the University website with the potential of increasing enrollment. I am in total support of the proposal to elevate ASL/English Interpreting from a concentration to a major.

Aug. 28, 2015

To Whom It May Concern:

This letter is to show my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 1999, but it is currently at a position where it could become its own major.

It has been explained to me that as it stands right now, the special education degree with ASL/English listed as a concentration is confusing for current and prospective students, as well as employers. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having the degree be an independent one would allow students to find the degree more easily, allow the faculty to recruit more easily, give students a sense of pride in their major, and clarify job expectations for employers. Many of our graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education.

Sincerely,

Dr. Lyle E. Barton Professor Emeritus

Special Education Programs

lyle & Bato

403(b) White Hall



Sept. 14, 2015

To Whom It May Concern:

This letter is to show my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 1999, but it is currently at a position where it could become its own major.

It has been explained to me that as it stands right now, the special education degree with ASL/English listed as a concentration is confusing for current and prospective students, as well as employers. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having the degree be an independent one would allow students to find the degree more easily, allow the faculty to recruit more easily, give students a sense of pride in their major, and clarify job expectations for employers. Many of our graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education. Please feel free to contact me should you have any further questions.

Sincerely,

Peña Lasiste Bedesem, Ph.D.

Assistant Professor, Special Education

Coordinator, KSU Holmes Scholars Program

Director, KSU TLE TeachLivE

School of Lifespan Development and Educational Sciences

College of Education, Health, and Human Services

Kent State University

405-O White Hall

Kent, OH 44242

330.672.6332

5022 Warren Rd. Cortland, OH 44410 August 9, 2015

To Whom It May Concern:

I am writing this letter to express my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I have heard that there is a possibility the program could become its own major and no longer be a concentration within Special Education.

I contract with KSU as a placement coordinator for the ASL/English Interpreting Program. I also supervise students in their final practicum. I am a nationally certified interpreter through the Registry of Interpreters for the Deaf.

As a placement coordinator I am tasked with finding placements for practicum students. The wording in the contracts is sometimes confusing for the sites in which the students are being placed.

As a supervisor for ASL/English Interpreting students doing their final practicum, I have found that the paperwork and forms that I've been required to fill out related to their placement do not coincide with what is expected of them and do not pertain to the field of interpreting. Their final practicum is labeled a student teaching experience, but they are not student teaching.

As it is now, the program is difficult for prospective students to find since it's buried under Special Education. If it was assigned its own degree, Kent State University faculty would be better able to recruit prospective students.

With a degree in Special Education, it appears a graduate from the ASL/English Interpreting Program would be qualified to teach in a Special Education classroom, but that is not the case. Interpreters' skills and job requirements are very different from teachers'. Interpreters facilitate communication between persons who are deaf and persons who are hearing. They do not teach.

Many Kent State University graduates do not even work in schools. They may work in the community interpreting in the medical field, employment, social service agencies, and/or video relay service.

Please accept this letter as evidence of my support for the curriculum change to make the ASL/English Interpreting Program its own major as opposed to being a concentration within Special Education.

Respectfully, Rebecca Costas



August 14, 2015

To Whom It May Concern:

This letter is to show my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 1999, but it is currently at a position where it could become its own major.

It has been explained to me that as it stands right now, the special education degree with ASL/English listed as a concentration is confusing for current and prospective students, as well as employers. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having the degree be an independent one would allow students to find the degree more easily, allow the faculty to recruit more easily, give students a sense of pride in their major, and clarify job expectations for employers. Many of our graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education. As the Coordinator of Deaf and Hard of Hearing Services at Student Accessibility Services, I look forward to continuing our collaboration with the faculty and students in the ASL/English Interpreting Program.

Sincerely, Shannon Cowling, B.S., NIC

Deaf & Hard of Hearing Services Coordinator

Shannon Cowling

Student Accessibility Services | Kent State University

M.Ed. Candidate, Higher Education Administration and Student Personnel

July 14, 2015

To Whom It May Concern:

This letter is to show my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 1999, but it is currently at a position where it could become its own major.

It has been explained to me that as it stands right now, the special education degree with ASL/English listed as a concentration is confusing for current and prospective students, as well as employers. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having the degree be an independent one would allow students to find the degree more easily, allow the faculty to recruit more easily, give students a sense of pride in their major, and clarify job expectations for employers. Many of our graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education.

Sincerely,

Deborah Hall

Deborah Hall, AAS in ASL interpreting/transliteration Has served as mentor to Kent State ASL/English students August 21, 2015

To Whom It May Concern:

This letter is to show my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 1999, but it is currently at a position where it could become its own major.

It has been explained to me that as it stands right now, the special education degree with ASL/English listed as a concentration is unclear for current and prospective students, as well as employers. As a graduate of the Interpreting program, I myself can attest to the confusion it has caused. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having the degree be an independent one would allow students to find the degree more easily, allow the faculty to recruit more easily, give students a sense of pride in their major, and clarify job expectations for employers. Currently, I am working in the educational field and have many times had to explain my role as an interpreter because my degree does not make it clear what I am capable of doing. Although I work in education, many of Kent State interpreting graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education. I believe it will have a positive impact not only on current and future students, but other interpreters in the field as well. Thank you for your time!

Best Regards,

Melissa Jenkins Interpreter, B.S. Kent State University 2011 Graduate July14, 2015

To Whom It May Concern:

This letter is to show my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 1999, but it is currently at a position where it could become its own major.

It has been explained to me that as it stands right now, the special education degree with ASL/English listed as a concentration is confusing for current and prospective students, as well as employers. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having the degree be an independent one would allow students to find the degree more easily, allow the faculty to recruit more easily, give students a sense of pride in their major, and clarify job expectations for employers. Many of our graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education.

Sincerely,

Olivia Krise
Co-coordinator/Staff Interpreter, Kent State University
NIC-A
Graduate of the ASL/English Interpreting program
Mentor to past/current KSU interpreting practicum students

August 28, 2015

To Whom It May Concern:

This letter is to indicate my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I created the program as a concentration within Special Education in 1999, with a focus on Educational Interpreting. The program had an educational focus in that a community interpreting program already existed at the University of Akron; however, ODE requested a 4-year interpreting program focused on school-based needs as part of a series of state grants. Placement of the KSU program within an educational program made sense at the time.

Subsequently, the Akron program closed and the nearest 2-year program was now in Cleveland. The KSU program has since been renamed as ASL/English Interpreting and covers the full range of employment settings. Another issue impacting teacher education programs is the increasingly specific NCATE and ODE requirements that focus on teacher roles and responsibilities. As a result, interpreting students have found that education-related course content and role expectations were no longer appropriate. In addition, the Conference of Interpreter Trainers and professional interpreting organizations have identified unique and specific preparation needs and standards for interpreters. Therefore, prior education coursework has been removed as inappropriate, and new professional courses added to enhance skill preparation of interpreting majors. This has led to a situation in which its program has little overlap with special education programs and is should be seen as a distinct major.

An important career concern when placed within the special education program area has been confusions for current and prospective students, as well as employers, who may misinterpret program completion as leading to teaching licensure. Yet, interpreters do not share the same mission, vision, and goals as special education teachers and their job requirements and workload are quite different. Interpreters facilitate communication and mediate culture, but do not teach. An independent major would allow students to locate the program and degree more clearly and easily when considering an application, allow the faculty to recruit more effectively, give students a sense of pride in their major, and clarify job expectations for employers. Many of the interpreting graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which again can result in confusion when viewed as a concentration within special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, rather than remaining as a concentration within Special Education.

Sincerely, Pamela Luft, Ph.D. Deaf Education/Special Education August 3, 2015

To Whom It May Concern:

This letter is to show my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 1999, but it is currently at a position where it could become its own major.

It has been explained to me that as it stands right now, the special education degree with ASL/English listed as a concentration is confusing for current and prospective students, as well as employers. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having the degree be an independent one would allow students to find the degree more easily, allow the faculty to recruit more easily, give students a sense of pride in their major, and clarify job expectations for employers. Many of our graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education.

Sincerely,

Linda Mahmood, Adjunct Faculty

Part-time Instructor

Kent State University - Main Campus

lalemos

Aug. 24, 2015

To Whom It May Concern:

This letter is to show my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 1999, but it is currently at a position where it could become its own major.

It has been explained to me that as it stands right now, the special education degree with ASL/English listed as a concentration is confusing for current and prospective students, as well as employers. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having the degree be an independent one would allow students to find the degree more easily, allow the faculty to recruit more easily, give students a sense of pride in their major, and clarify job expectations for employers. Many of our graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education.

Sincerely,

Moses A. McIntosh

Moses H. Me. Intosh

American Sign Language Interpreter/Teacher

B.A, B.S., NIC

Graduate ('12) and Past Mentor of Students of the KSU ASL/English Interpreting Program

August 29, 2015

To Whom It May Concern:

This letter is to show my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 1999, but this program's designation should be changed to become its own major.

Interpreting is, by definition, the conversion of communicative intent from one language to another. This need extends far beyond classrooms and schools. In fact, the ability to communicate is innate in all areas of life. As deaf and hard-of-hearing people have limited access to spoken communication and yet still have a need to communicate across all of these areas, the interpreting profession has grown to encompass all of these needs, not merely those of the educational setting.

As someone who hires interpreters for one of the largest school systems within the state of Ohio, The Cleveland Metropolitan School District, I can assure you that the current nomenclature of the Interpreting Program of Kent State as a branch of Special Education has led to significant confusion within the administrative and human resource staff. Often, résumés and applications are filed incorrectly due to confusion because of their degree. If fact, this past summer one Kent State graduate was not offered a job based on the confusion of their degree's designation.

This concentration within Special Education also leads many schools to misunderstand how to compensate an interpreter. This stems from their belief that an interpreter has an education degree yet is not a teacher. This then allows those to jump to the conclusion that a sign language interpreter is somewhat less than a teacher perhaps something like a paraprofessional. This is an egregious error that costs graduates significant earning power within the job market.

The final reason for the change that I would like to point out is simply that sign language interpreting seems to be a profession that people happen to fall into rather than actively seek out. Most of my own colleagues have found the profession through a chance encounter with sign language interpreters either on a television show, for a public performance or online. When those who wish to become interpreters identify what it is that they wish to do, many would not think of looking in the field of Special Education to find a degree program to match their desires.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education.

Sincerely,

Eric N. Moore, NIC, Ed:K-12 Certified English/ASL Interpreter, Practicum Coordinator and Mentor 143 N Warren Ave Columbus, OH 43204

August 28, 2015

To Whom It May Concern:

I am writing in support of the proposed change for the bachelor and master's ASL/English Interpreting Program at Kent State University. In its current position as a concentration within Special Education, the program has prepared students to work as ASL/English interpreters. Its graduates work in community as well as educational settings.

My connection with the program comes from my role within the Center for Outreach Services at the Ohio School for the Deaf for over 17 years prior to my retirement in June of this year. In that capacity, I met regularly with coordinators of the interpreter education programs around Ohio. I am aware that having ASL/English listed as a concentration under the special education degree was sometimes confusing to prospective students and could leave students and graduates in the position of explaining what their coursework included. Some employers mistakenly assumed that the program prepared graduates as special education teachers; others who had openings for community interpreters were misled because the degree appeared to be in education.

As someone who has degrees in interpreting, elementary education, and deaf education, I recognize that the preparation for each area is vastly different. Having a degree that accurately describes the course of study would benefit graduates and potential employers. I am pleased to endorse the proposed change to make the ASL/English Interpreting Program to its own major rather than a concentration within Special Education.

Sincerely,

Jean Parmir, M.A., Cl, CT, Ed:K-12

Sept. 10, 2015

To Whom It May Concern:

This letter is to show my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 1999, but it is currently at a position where it could become its own major.

It has been explained to me that as it stands right now, the special education degree with ASL/English listed as a concentration is confusing for current and prospective students, as well as employers. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having the degree be an independent one would allow students to find the degree more easily, allow the faculty to recruit more easily, give students a sense of pride in their major, and clarify job expectations for employers. Many of our graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education.

Sincerely, Brooke Racheter KSU ASL/English Interpreting program, 2015 graduate. July 20, 2015

To Whom It May Concern:

This letter is to show my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 1999, but it is currently at a position where it could become its own major.

It has been explained to me that as it stands right now, the special education degree with ASL/English listed as a concentration is confusing for current and prospective students, as well as employers. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having the degree be an independent one would allow students to find the degree more easily, allow the faculty to recruit more easily, give many students a sense of pride in their major, and clarify job expectations for employers. Many of our graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education.

Sincerely,
Bethany Svoboda
Staff Interpreter for Greenleaf Family Services
Student Mentor, OYO Deaf Camp Interpreting Coordinator, "Do It Deaf" Coordinator
BA in Educational Interpreting from Kent State University, 2013



September 16, 2015

To Whom It May Concern:

This letter is to show my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 1999, but it is currently at a position where it could become its own major.

It has been explained to me that as it stands right now, the special education degree with ASL/English listed as a concentration is confusing for current and prospective students, as well as employers. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having the degree be an independent one would allow students to find the degree more easily, allow the faculty to recruit more easily, give students a sense of pride in their major, and clarify job expectations for employers. Many of our graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education.

Sincerely,

Sonya L. Wisdom, Ph.D.

Coordinator, Special Education

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ESTABLISH A NEED FOR THE PROPOSED PROGRAM

Historically, our program (American Sign Language/English Interpreting) has been a concentration within the Bachelor of Science in Education Special Education (BSE SPED) Major. As a result, on the diploma it appears that our students have a primary degree in Special Education with a concentration in American Sign Language/ English Interpreting. This has caused confusion for our current and prospective students, as well as for employers. In the past, some K-12 employers have assumed our graduates could teach special education coursework. Additionally, community agencies have questioned our students' credentials and preparation for community work since the degree appears to be a special education degree.

This American Sign Language/English Interpreting program is not new at Kent State, but rather has been in existence since the year 2000 as a SPED concentration. The American Sign Language/ English Interpreting program no longer meets the criteria of a concentration as there are only two courses held in common with Special Education. Also, as sign language interpreters, we do not share the same vision, mission, or goals as special education teachers.

The fo	llowing	chart	demonstrates	our	enrollment	from	2002-2014:

CONCENTRATION	2002 F	2006 F	2010 F	2011 F	2012 F	2013 F	2014 F	2015 F
ASL/ English Interpreting	34	34	29	34	45	52	23	69
Deaf Education	77	45	35	25	25	27	27	31
Mild/Moderate	167	141	131	150	145	142	135	101
Moderate/Intensive	73	61	74	71	82	91	115	139
American Sign Language major	n/a	50	61	63	67	47	49	57

The demand for interpreters continues to be strong due in part to different pieces of legislation requiring sign language interpreters for Deaf people that were passed in the 1970s, 1990s, and 2000s. Today, with ever increasing technology, the demand for interpreters to work in the fields of video relay or video remote interpreting continues to powerfully drive the demand. The specificity of where interpreters work can be exact in some realms, but more elusive in others, due to the confidential nature of the setting (doctor's appointments; courts; local surgery, outpatient, therapy, and imaging centers; nursing homes; police stations; etc.) and the probability that many of these jobs are filled by self-employed interpreters. There are interpreters who specialize in specific venues such as DFAS, BVR, mental health facilities, and post-secondary institutions while others are general practitioners working in any and all venues. The job demand ebbs and flows with the size of the population which makes gathering statistics difficult.

The Census Bureau has estimated that in 2014 there were 159,814 individuals with hearing loss in the state of Ohio between the ages of 18 and 64. Out of the total population in Ohio (7,076,483) of people within the same age range, those with hearing loss comprise 2.2% of the total population (<u>Deaf population of the U.S.</u>). A comparison was made with 3 other states: Pennsylvania, Maryland, and Virginia. Pennsylvania reported 164,601 individuals who identified as being Deaf; Maryland reported 1.2 million people 12 years of age and

older who had hearing loss in one ear and 759,000 12 years of age and older with hearing loss in both ears; and finally Virginia reported 1,360,000 individuals with a hearing loss, while 168,000 identified as being Deaf.

Deafness is a low-incidence disability, so interpreting tends to be demographics-driven. The need is constantly changing depending on where Deaf people live. They mostly reside in metropolitan areas frequently near residential schools for the deaf. For instance, many hospitals hire full-time interpreters in areas where there are large populations of Deaf people, whereas rural areas commonly rely on video remote interpreting (VRI) services or local interpreting agencies. The agencies with VRI capabilities typically provide interpreting to national or large regional areas, hiring self-employed interpreters on a contract basis. For example, if an interpreter in Ohio wanted to do VRI work, they would most likely work through an agency in Pittsburgh, Washington, D.C., or even Utah. There is no way to know who those interpreters are, but they are still employed on a regular basis to provide video remote services. This further complicates the task of gathering data on working interpreters.

O*NET addresses the tasks that interpreters and translators are responsible for (Code 39999A). The tasks are listed as the following:

"1. Translates approximate or exact message of speaker into specified language, orally or by using hand signs for hearing impaired; 2. Translates responses from second language to first; 3. Reads written material, such as legal documents, scientific works, or news reports and rewrites material into specified language, according to established rules of grammar; 4. Listens to statements of speaker to ascertain meaning and to remember what is said, using electronic audio system; 5. Receives information on subject to be discussed prior to interpreting session." (O*NET)

Whereas translators tend to do things more formal with or without the foreign language speaker present, sign language interpreters go to where the individual needs assistance: schools, doctor's offices, their place of employment, agencies, theater, etc.

Interpreters need to have a vast knowledge of their first and second (possibly subsequent) languages. Interpreters would need to know about communication strategies, sociology and media, anthropology, customer service, computers and electronics, education and training, telecommunications, and a general history of the people group(s) needing interpreting services. O*NET contends interpreters would need to be skilled in active listening, speaking, reading comprehension, writing, information organization, information gathering, service orientation, active learning, learning strategies, synthesis/ reorganization, coordination, instructing, social perceptiveness, judgment and decision-making, time management, problem identification, product (interpretation) inspection, solution appraisal, critical thinking, monitoring, idea evaluation, troubleshooting, idea generation, implementation planning, identification of key causes, among others (O*NET)

The Bureau of Labor Statistics states that employment of interpreters and translators "is projected to grow 29% from 2014 to 2024, much faster than the average for all occupations." Employment growth will be driven by increasing globalization and by large increases in the

number of non-English-speaking people in the United States. Job prospects should be best for those who have professional certification" (<u>Bureau of Labor Statistics</u>). They also state that the median pay in 2014 was \$43,590/year. Although they state a typical entry level education is a bachelor's degree. Individuals now, just as in other professions, are getting more education. In many settings, this is how interpreters garner a higher rate of pay. On a recent sample of Ohio interpreters, their educational level was: 30 had an associate's degree, 37 had a bachelor's degree, 22 had a master's degree, and 2 people had their doctorate.

In the *Ohio Guidelines for Educational Interpreters* (2011), "The limited number of qualified interpreters with requisite knowledge and skills to work in educational settings continues to represent a critical personnel shortage area for Ohio. During the 1997-1998 school year, 425 interpreters worked in Ohio's schools. In 1998-1999, that number, which included substitute interpreters, increased to 500 which was still short of the need. In 2010, 614 individuals [held] an ODE issued license in the area of Interpreter for the Hearing Impaired" (p. 4). From 1997-2010, that is a 44.5% increase. As of Feb. 26, 2016, 636 people held a license to interpret in Ohio Schools (Ohio Department of Education). That is a 49.6% increase since the 1997-1998 school year.

Chris' Wakeland, the Vice President for interpreting services for Sorenson Video Relay Service (SVRS®), (provider of industry-leading communications products and services for the deaf and hard-of-hearing), stated in his letter of support that "Every year, we see a need to increase our pool of qualified interpreters by 20% and this need is not going away. We expect this trend to continue for a minimum of 5 years. Our need is great and so is the need in local communities." Sorenson is the largest private employer of sign language interpreters in the nation (Sorenson).

- **a.** The survey instrument- There are technically 4 surveys in this needs assessment: 1) The first one was a Qualtrics survey that was sent to employers of interpreters and coordinators of interpreting services; 2) Another survey developed on Qualtrics was sent to former graduates and current students; 3) The third survey was sent to interpreter preparation programs in the United States. 4) The fourth survey was conducted by the National Consortium of Interpreter Education Centers (NCIEC).
- **b. Target population-** Employers of interpreters, coordinators of interpreting services, former graduates and current students, interpreter preparation programs.
- **c. Description of sample** In the current needs assessment, the sample consisted of employers of interpreters, coordinator of interpreting services, former graduates from 2005-2015, and current students in the American Sign Language/ English Interpreting Program. In the NCIEC study, there were 2,830 respondents in the United States.

Employers of interpreters and coordinators of interpreting services, as well as current and former students from the American Sign Language/ English Interpreting program, were sent a Qualtrics' survey. Employers of interpreters that we heard from had the following titles: BVR counselor, manager of interpreting services, owner, Director of Disability Support Services, COO/CFO, President, staff interpreter, Program Manager, Disability Specialist,

Section 504 Coordinator, Director of a VRS center, vocational rehabilitation supervisor, and Internship Coordinator.

Out of those individuals, 60% felt extremely positive about the American Sign Language/ English Interpreting degree becoming a stand-alone major; 29% felt positive about it, while only 4 people stated that they didn't feel either positive or negative. No one stated that it was a negative or extremely negative decision.

When asked if the individuals felt whether demand for interpreting would decrease in the next 3 years, 74% felt the demand would increase, while 23% felt the demand would remain the same. Settings in which their interpreters were employed: medical, mental health, K-12, post-secondary education, video relay service, video remote services, business and industry, performing arts, legal, social services, and 6 people listed "other" as a possible place of employment for the interpreter. The 4 highest arenas in which respondents were employers were 1) post-secondary education, 2) social services, and 3) business and industry had the same number of respondents as medical/mental health to tie for the third most common setting in which to work.

The individuals who responded to the employer survey hired and/or coordinated interpreters mostly in northeast Ohio, but also responded from the rest of the state, with central and northwest Ohio being the 2nd most frequently occurring after northeast Ohio. When asked how many American Sign Language/ English interpreters were employed within their organization, 66% said 0-25 interpreters; 20% said 26-50 interpreters; and 3% 51-75; and 3% said 76-100 interpreters. Almost 6% of respondents were not sure how many interpreters were employed.

In the survey of current and former students, 82% of them felt extremely positive about the change to an independent major. Seventeen respondents felt positive, while 1 person stated that s/he didn't feel either positive or negative toward the change. When asked why they chose Kent State's program, 35% stated that it was the best program out of all the ones they looked at for the major and 29% stated location was a determiner; 12% stated the program's reputation helped in their selection. Twenty-four percent listed other and text responses were as follows: "It was a combination of reasons: instructor's background, expertise, passion, and location." "It was closest to home and I was already attending the KSU Trumball branch, but the interpreting program's reputation was also a big factor in why I came." "It is the only school that offered a 4 year bachelor's degree." "It's the only school close to my area that has ASL." "There were no programs in my state." and "Both location and reputation." "I originally majored in deaf education but then grew interested in the interpreting program. At the time (almost 15 years ago) Kent State was one of the only bachelor's degree interpreting programs in the country." "I didn't know what I was going to major in. I took an ASL class at KSU and then later found out about the program." "Scholarship."

When former graduates were asked if they had ever run into a program with their degree being listed as a special education degree, almost 50% had. Their text responses were as follows:

• "After graduation, the degree title seemed to be **misleading** for employers. Our profession covers a much broader area than just education. Not to mention, "Special Education" does **not** properly define the D/deaf community. Although some

individuals still hold the antiquated view that D/deaf means one has a disability, but this is **not** the case nor has that statement ever held any truth. In any given population there may be people who have a disability, but one's audiological status has never been a disability or reason for a disability."

- "The biggest problem for me was having to take several classes that were for special ed teachers and not interpreters. I felt that my time was greatly **underutilized** and desired more classes that pertained to interpreting."
- "There were a few classes that were required for graduation, but were very clearly meant for those working with developmentally disabled individuals. Deafness does fall under the disability spectrum, but developmentally they can be on par and even superior to their peers. The class did **not seem to benefit** my degree in any way as it was shaped for another."
- "In applying and being accepted into Kent, the only major I could find was under the ASL department, which is a completely different college than where the interpreting program is offered. Due to this, and the lack of understanding with the other college's advisors, I wasted an entire semester of classes I did not need because I was in the wrong major, but didn't get an answer until 3 months into the semester. After talking to numerous people about my frustration, I saw this was an extremely common problem. Even more so than that, since there are majors relating to ASL in different colleges, the college I started in was not well versed in my major and they assumed that I was in the right major simply because I was taking on American Sign Language. They did not realize interpreting was a different major, hence my wasting an entire semester of classes. If the ASL/English Interpreting major was separate and not under Special Education, it would have been more obvious when searching on my own and for advisors in other colleges (so they can clearly see it and advise appropriately). The interpreting program is limited in understanding being under the special education degree. Lastly, ASL/English interpreting involves much more than educational interpreting, which is also deceiving for an individual looking for this major at KSU."
- "Everything. We had to take classes and attempt to fill out forms that weren't applicable to us. A lot of time **wasted**."
- "As someone who hires interpreters for one of the largest school systems within the state of Ohio, The Cleveland Metropolitan School District, I can assure you that the current nomenclature of the Interpreting Program of Kent State as a branch of Special Education has led to **significant confusion** within the administrative and human resource staff. Often, résumés and applications are filed incorrectly due to confusion because of their degree. If fact, this past summer one Kent State graduate was not offered a job based on the confusion of their degree's designation. This concentration within Special Education also leads many schools to misunderstand how to compensate an interpreter. This stems from their belief that an interpreter has an education degree yet is not a teacher. This then allows those to jump to the conclusion that a sign language interpreter is somewhat less than a teacher perhaps something like a paraprofessional. This is an egregious error that costs graduates significant earning power within the job market."

- "As an ITP student graduating in 2007, I was very **frustrated** with the number of hours required in studying the teaching profession, with classes such as Inquiry into the Teaching Profession, levels I, II, and III, as well as other courses focused on teaching, when my ASL skills were sorely lacking for a prospective interpreter."
- "When interviewed for community related interpreting job positions, often I was questioned as to **whether I had the skills** needed since my degree was under Special Education and not just Interpreting."
- "This becomes confusing to employers outside of education. It also requires students to take specific classes required for special education majors that do not apply to interpreting at all. Furthermore, it causes students to take the **wrong major** because they are given misinformation or not enough info about the different ASL related majors."
- "Had to provide transcripts often at the beginning of my career (pre-RID certification) to prove to potential employers that I did, indeed, complete an Interpreter Training Program."
- "I have had to explain my degree to many employers and employees, due to the fact that my bachelor's degree is listed under the special education. Employers get this **false impression** that I am limited to only educational interpreting. To prove that I was capable to do more than just an educational setting they assessed my interpreting skills."
- "When I was hired by the school district where I currently work, there was no differentiated pay scale for interpreters. Regardless of level of education attained or years of experience, all the interpreters in the district were paid at the same rate, unless they had teaching certification. Because my degree was as an "Intervention Specialist" the people hiring me **thought that I had teaching licensure** and I was initially hired at the wrong pay rate. That was adjusted, to a lower pay rate; but in my district the interpreters' pay situation has since changed and the label on my degree is not an issue now."

In the third survey, thirty-nine American Sign Language/ English Interpreting programs were surveyed through Qualtrics. Out of the 39 responding programs, twenty-two (56%) felt a bachelor's degree was the optimal level an upcoming graduate would need to have to be a successful interpreter, while 9 (23%) felt a master's degree was optimal. Only 4 programs (10%) felt an associate's degree was enough.

The information from the fourth survey was from a national survey conducted by the National Consortium of Interpreter Education Centers (NCIEC). The 2012 survey included 2,830 interpreters across the United States.

The Commission on Collegiate Interpreter Education has stopped accrediting associate degree programs, indicating a shift to a required bachelor's degree. A follow up needs assessment by the NCIEC in 2013 stated that roughly 60 percent of associate degree programs have articulation agreements with bachelor's degree programs, so the goal for many associate-degree students is a bachelor's degree. Additionally, as of 2012, the Registry

of Interpreters for the Deaf (the national certifying body) voted that candidates for certification needed a bachelor's degree in order to sit for the certification test. Another trend is that there are a growing number of states requiring national certification to work or even participate in a practicum site experience.

For instance, in the year 2000, there were approximately 100 associate degree programs, 15 bachelor degree programs, and 2 master's degree programs who offered the American Sign Language/ English Interpreting degree in United States. Currently, there are 79 associate degree programs (21% decrease), 41 bachelor degree programs (173% increase), and 4 master degree programs. When talking about stand-alone independent bachelor's degrees, Kent State University is the only one in the state that offers that, instead of an articulation agreement with an Associate's Degree program. (Registry of Interpreters for the Deaf).

d. Number and name of businesses involved in the sample- graduates are employed in a variety of school districts across several states. Several of them are employed as community interpreters for agencies. Others work for governmental agencies, colleges and universities.

OTHER EVIDENCE:

Letters of support (31) from individuals are included with the proposal: the Vice President of Sorenson Video Relay Service, Dr. Kieran Dunne (Chair of Modern and Classical Languages at Kent State), individuals who coordinate other interpreting programs in Ohio, Dr. Arhar (previous Associate Dean in EHHS), faculty from special education, previous graduates from Kent State's American Sign Language/English Interpreting program, practicum supervising and cooperating interpreters, faculty from other ASL/English Interpreting programs in the state of Ohio, and the President of the Ohio Association of the Deaf.

e. Employment opportunities by job titles including:

i. Number of job openings (due to growth). Less than half of our graduating classes have remained in Ohio. The national hiring needs greatly affect our local program and we have to rely on NCIEC national government-supported research. Some interpreters are affiliated with agencies, but others are independent contractors and no one is documenting those hours.

A report compiled by the National Consortium of Interpreter Education Centers surveyed interpreters working across the U.S. There were 2,830 respondents. The NCIEC report showed that over the previous 3 years, there had been a 59% increase from 2009-2012and 66% of the respondents felt that there would be a continued increase within the next 3 years.

Interpreters can elect to be a part-time or full-time interpreter, while some may choose to be a contractual or self-employed interpreter. Interpreters are able to work in more than one distinction. For example, an interpreter can work part-time for an agency and accept freelance work, as well.

ii. Salary for these employees

According to the Bureau of Labor Statistics, "The median annual wage for interpreters and translators was \$43,590 in May 2014" (Bureau of Labor Statistics)

The information below is from the fourth survey, which was a national survey conducted by the National Consortium of Interpreter Education Centers (NCIEC). The following chart is from a 2012 survey which included 2,830 interpreters across the United States.

2012 Survey Staff Interpreter Median Annual Salary by Organization Where Position Held Table 28							
Type of Employment	All Staff In	terpreters	Those Full-t	,			
Setting	# of	Mean Salary	Bene # of	Mean			
	Respondents	Mean Salai y	Respondents	Salary			
Legal	16	\$55,000	13	\$64,000			
Video Relay Services (VRS)	225	\$42,000	102	\$57,000			
Private Interpreter	90	\$46,000	48	\$55,000			
Referral Agency							
Medical	62	\$38,000	23	\$52,000			
Vocational Rehabilitation	22	\$35,000	10	\$44,000			
Post-secondary	272	\$29,000	129	\$41,000			
Public Referral Agency	56	\$35,000	36	\$40,000			
Vocational/Tech Education	24	\$35,000	12	\$39,000			
Commission/Center on	26	\$32,000	15	\$37,000			
Deafness							
K-12	465	\$29,000	388	\$31,000			
Total	1,386	100%	848	100%			

Table 1. 2012 Survey staff interpreter median annual salary by organization where position help by NCIEC Report

2012 Survey Respondent Demand For Services Over Previous 3 Years Table 13 (continued)						
CATIE	Less Demand	More Demand	No Change			
Illinois	11	55	11			
Indiana	4	38	5			
Iowa	3	17	5			
Kansas	0	6	4			
Michigan	2	42	15			
Minnesota	5	52	15			
Missouri	2	11	6			
Nebraska	0	6	3			
Ohio	20	42	16			
Wisconsin	9	26	13			
Region total	56 (13%)	295 (66%)	93 (21%)			
Do not reside in US	Less Demand	More Demand	No Change			
Other than State Total	1 (7%)	10 (67%)	4 (26%)			
Total Respondents	372 (17%)	1,285 (59%)	522 (24%)			

Table 2. 2012 Survey respondent demand for services over previous 3 years by NCIEC Report.

PROJECTED STUDENT AND GRADUATE DATA

	2017	2018	2019	2020
Projected Enrollment				
Headcount full time	60	70	80	90
Headcount part time	5	5	5	5

COLLABORATION WITH EDUCATION AND BUSINESS

The following list highlights some of the places that are potential employers of interpreters: Education (K-12 school districts, universities, community colleges, etc.), medical facilities (hospitals, local doctor offices, imaging, surgery centers, chiropractic, mental health, etc.), justice system, Bureau of Vocational Rehabilitation, social service agencies, governmental agencies (Defense Finance & Accounting Service, post office, social security, Environmental Protection Agency), rehabilitation centers (Community Services for the Deaf), independent interpreting agencies, national agencies, telecommunication (video relay services, video remote interpreting), political rallies, meetings, any public access presentation (plays, concerts, informational meetings), theme parks; cruise lines, and so on.

Practicum: We have ongoing relationships with local school districts and their administration and staff who regularly and readily accept our students to come for their practicum experiences. The practicum series includes 2- 30 hour field experiences, a one week language and cultural immersion experience at a deaf residential school, and a sixteen-week full-time placement for the Advanced Practicum. The cooperating interpreters, which are the mentoring interpreters at the practicum site have interpreting degrees and 3+ years of

educational interpreting experience. Most begin as mentors for our 30-hour practicum to get acclimated to our system and students; they may then choose to become mentors for the 16-week practicum. Two years ago, when the practicum documents and assessment tools were redesigned, ninety percent of the mentors attended our workshop that provided training in how to use the new forms and our assessment expectations. The supervising interpreters visit the advanced practicum sites and provide support to the cooperating interpreters and students and evaluate the students' progress. These supervisors all have national certification, interpreting degrees, extensive interpreting experience, and previous mentoring and assessment experience. All of these interpreters remain in frequent contact with the practicum faculty. This instructor has national certification, over twenty years of interpreting experience, more than fifteen years of experience in teaching ASL and interpreting, advanced studies in language acquisition and assessment, and six years of experience working as a professional mentor to educational interpreters.

Most of the placement hours are achieved in K-12 classrooms, but even in this venue our students have a variety of options. We collaborate with 28 schools in districts across Ohio often utilizing more than one interpreter at each site. For example, there are 3 interpreting students currently doing their advanced practicum in the Canton schools, each with a different interpreter. During the past three years we have also added collaborations with out of state sites. These include the Kentucky School for the Deaf, and school districts in Maryland, Pennsylvania, and Virginia. The placement in Pennsylvania is unique. Half of the practicum hours are earned interpreting in a school while the other half are accumulated working with a local interpreting agency. A school district in North Carolina has expressed interest in having one of our students next year.

Since this program prepares students as generalist practitioners, the practicum opportunities also include community-based sites. We currently have two major community collaborations. The first is with Greenleaf, a non-profit family support agency in Akron, Ohio, and Community Services for the Deaf is one of the programs within Greenleaf. The program director allows four-six of Kent's American Sign Language/English Interpreting students per year to shadow their staff interpreters in a variety of settings.

The second collaboration is with Sorenson Video Relay Service. Sorenson Video Relay is an industry leader providing cutting edge communication products and services for the deaf and hard of hearing. The initial intention of this collaboration was to place a Sorenson Video Relay call center on the campus of Kent State University, but this did not work out. Fortunately, we were still chosen to be part of a program with Sorenson, which allows our interpreting students to get community practicum hours. After signing an FCC confidentiality contract, the senior students were allowed to observe video relay interpreters as they worked in a local Sorenson call center.

In addition, the students have interpreted in other community based venues such as OYO Deaf Camp, COSI Deaf Awareness weekend, MommyCon convention, Gallaudet Academic Bowl at the Ohio School for the Deaf, and a televised telethon. We continue to look for unique, challenging, and rewarding experiences for our students.

FACULTY CREDENTIALS AND CAPACITY Faculty Credentials

Name of instructor	Rank or title	FT / PT	Degree, discipline, institution, year	Years taught	Additional expertise	Course faculty will teach	Load *
Jamie McCartney	Assistant Professor	FT	PhD, Secondary Education, University of Akron, 2004	11	NIC-M (2005); CI (2001); CT (1998); Teaching English to Speakers of Other Languages Certificate (2015); Mentor Training, Interpreting and Sign Language Resources at the Ohio School for the Deaf (2004); diagnostic training (2001); 22 years as a mentor, community interpreter and self-employed presenter; 9 years as a video interpreter; 1 year as an educational interpreter	ASEI: 43100 43104 43107 43110 43111 43112 43113	5/4
Kathy Geething	Adjunct faculty	PT	MA, Teaching English as a Second Language, Kent State University, 2005 Certificate of Teaching ASL/Teaching Interpreting, University of Colorado- Boulder, 2006	20	CI (2005); CT (2000); diagnostic training (2001); Mentor Training, Interpreting and Sign Language Resources at the Ohio School for the Deaf (2004); 6 years mentoring Ohio educational interpreters; 20 years as community and post- secondary interpreter; 10 years as a video interpreter	ASEI 43102 43192 49625	4
Carrie Morgan	Adjunct faculty	PT	M.Ed., Instructional Technology, Kent State University, 2002	14	NIC (2010); CI (2001), CT (2001); 2 years as an educational interpreter; 14 years as a post- secondary interpreter; 18 years as a community interpreter; 10 years as a video interpreter	ASEI 43103 43105	2
Elisabeth Rathburn	Adjunct	PT	BSE, Special Education (Educational Interpreting), Kent State University, 2005 MEd candidate, Special Education (Deaf Education), Kent State University	2	NIC (2012); 5-year professional license-associate Interpreter for the Hearing Impaired; 11 years as an educational and community interpreter	ASEI 43106	1

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Jill Josselson	Adjunct faculty	PT	Master of Human Resources and Labor Relations, Cleveland State University, 2009	5	NIC (2010: CI (2002); CT (2002); National Association of the Deaf Certification, (1994); 21 years as a community interpreter; 8 years as a video interpreter; 8 years on Ohio Chapter of the Registry of Interpreters of the Deaf Board (treasurer, president, past-president)	ASEI 43111	1
Leah Subak	Adjunct	РТ	PhD, Curriculum and Instruction, Kent State University, 2014 Certificate of Teaching ASL/Teaching Interpreting, University of Colorado-Boulder, 2006	10	Intercultural Development Inventory Qualified Administrator Training, IDI, LLC; Mentor Training, Interpreting and Sign Language Resources at the Ohio School for the Deaf; 8 years university staff interpreter and co- coordinator at student accessibility services; Educational Interpreter License (2003); EIPA (2008); NAD (1998), IC (1986), TC (1986), CI (1989), CT (1989); 29 years as a community interpreter; 10 years as a video interpreter	ASEI 43105	1
Karen Kritzer	Associate Professor	FT	PhD Special Education, University of Pittsburgh 2007	9 (at KSU)	Introduction to Deaf Studies (since 2007); Curriculum Methods for DHH Students (yearly since 2007)	SPED 43310	4/3
Randall Hogue	Assistant Professor	FT	PhD, Linguistics, Gallaudet University, 2011	26	ASLPI level 4	ASL 49108, 39201, 39202, 46401	4/4
Larry Nehring	Assistant Lecturer	FT	MS Ed., Curriculum Development, Secondary Education of Deaf and Hard of Hearing, University of Rochester, 1991	7		ASL 19201, 19202, 29201, 29202	5/4

Steve Vickery	Lecturer	FT	M.Ed., Instructional Technology, Kent State University in progress; BA, History, Kent State University, 1998	19		ASL 19201, 19202, 29201, 29202, 39201, 39202	5/5
Cathy Vickery	Instructor	РТ	M.Ed., Rehabilitation Counseling, Kent State University, 2004	14		ASL 19201, 19202,	3-9 cr. Hours /seme ster
Farah Leland	Instructor	РТ	BA, American Sign Language, Kent State University, 2012	3.5	2 years as a case manager at Youngstown CCD	ASL 19201, 19202, 29201, 29202	3-9 cr. Hours /seme ster
Linda Gray	Instructor	РТ	MA in Social Work, University of Akron, 2009	6	Lab mentor, advocacy work for CCDs	ASL 19201, 19202, 29201, 29202	3-9 cr. Hours /seme ster
Jennifer Hall	Lecturer	FT	M.Ed., Instructional Technology, University of Akron, 2015	14	Digital media	ASL19201, 19202, 29201, 29202	5/4
Jacqueline Gee	Instructor	РТ	M.Ed. Cultural Foundations in progress, B.S. Educational Studies, Kent State University	1	Certified sign language interpreter	ASL 49401	3 credit s once a year
Sandra Frye- Leland	Instructor	РТ	BS, Child Development, Madonna University, 1986	30	Case manager for Youngstown CCD	ASL29202	3 credit s once a year

Faculty Capacity

We do take very seriously the trifecta of teaching, scholarship, and service, and the ability of our faculty to meet those expectations. We feel that our current faculty does that. All instructors hired for the American Sign Language/English Interpreting program should have a terminal degree. However, in our industry, a master's degree in American Sign Language interpreting or related field is acceptable, if the individual is nationally certified by the Registry of Interpreters for the Deaf (RID) and has extensive history of working as an interpreter and prowess vacillating between languages and cultures. Acceptable certifications are the Certificate of Interpretation (CI); the Certificate of Transliteration (CT); and the National Interpreter Certification-Certified (NIC-C), -Advanced (NIC-A) and -Master (NIC-

M). Anyone hired to teach in the program must have significant work experience as an interpreter.

All of our faculty members are nationally certified and have a combined 127 years of experience. As part of certification through our national certifying body, interpreters must continue to earn professional development continuing education hours, or our certification will be revoked. The lowest years' experience any one faculty member has is 10.5 years. The mean total is 21.25 years. Secondary expertise is found in Education; Curriculum and Instruction; Instructional Technology; Human Resources; the IDI (Intercultural Development Inventory); and Teaching English as a Second Language/Teaching English to Speakers of Other Languages/ Teaching English as a Foreign Language. Two of our faculty have their terminal degree with four possessing their master's degree. The remaining faculty member is currently in graduate school with a completion date of May, 2017. Our faculty has varied experiences including community and video relay interpreting. Out of a national search, five were selected to attend the VRSII (Video Relay Services Interpreting Institute) in Salt Lake City in March of 2015. Two of our faculty have published their research, presenting the results at national, state, and local conferences. Faculty are constantly assessing their teaching methods and revising them as best practices change.

Although an OBR requirement is that for every 30 full-time equivalent students there is one FT faculty, this is not the case. There is only one full-time instructor with 80 advisees. A non-tenure-track assistant professor position has been approved and will be filled when the standalone major has been approved.

Additionally, since the placement office has asked us to take over the placing of our practicum students for our 3 practicum placements, as well as Deaf Residential School Field Experience, we will need someone to work in this capacity, even once the new NTT person is hired. The job establishing and maintaining relationships with practicum placements and dealing with students is essential since it involves a lot of time, interpersonal skills, phone calls, emails, etc. This can be accomplished in two ways: 1) the nurturing of these longstanding relationships with school districts administration and the cooperating and supervising interpreters. We have tried to do that by offering these interpreters additional training (which can satisfy some of their own professional development); and 2) Ensure that the NTT person hired has competence in soft skills and is willing to both continue these relationships and seek other outlets since we are struggling to find placements. The issue is not that the placements are not available, but rather there has only been one FT person in the capacity of coordinator for a little over a year. Time does not allow for one person to teach, advise, devise and complete curriculum changes, attend meetings, answer emails, and also to establish new relationships with school systems and community agencies.

SUMMARY

This proposal to designate the American Sign Language/English program at Kent State University as an independent major is truly a reengineering of an existing program to meet changing market needs based on workforce shifts. There are 4 main reasons for doing this: 1) a shorter path toward certification; 2) clarifying our degree for students and their future

employment; 3) clarifying our degree for advisors; and 4) preparing for accreditation through the Collegiate Commission on Interpreter Education.

First, we want to redesign the degree to offer a shorter path to certification for our students. We have made the program more austere and raised the expectations for our courses. We have a goal of seeing students become certified sooner since more states are requiring national certification. The new roadmap will enable students to learn the intricacies of interpreting processes one semester earlier and moves community interpreting to later in the program, allowing students to utilize their interpreting skills for authentic community scenarios.

Second, our hope is that this stand-alone program will clarify our degree and career path for the purposes of recruiting and incoming students. If the American Sign Language/English Interpreting program were independent, it would undoubtedly clarify their ability to find the major when they search for it on the website. Further, it would help our graduates when they seek employment. Many K-12 employers have assumed our graduates could teach special education coursework due to the way the degree reads. Additionally, community agencies have questioned our students' credentials and preparation for community work since the degree appears to be a special education degree.

Thirdly, the elevation of our degree would assistant admissions and college advisors at Kent State since advisors historically have had no idea our program existed or advised/ placed many students in the wrong course or major. Advisors couldn't find our major on the website either or they did not realize the career path, but instead thought that our majors would be teachers.

Fourthly, having this major be a stand-alone would great increase our chances of becoming accredited under the Collegiate Commission on Interpreter Education. We would be viewed more prestigiously if we were our own major, as opposed to a concentration as it is not best practice to house American Sign Language/English degrees under special education.

Due to the uniqueness of our field, compiling and tracking statistics can be a challenge. We do not prepare for a narrowly-focused career path. Our graduates can realistically expect their professional journey to include interpreting for anything from the president of the United States to traffic court; from a student pursuing a medical degree to a pre-school classroom; from an operating room to a local doctor's office. Their journey could lead anyplace where Deaf people live, work, or interact.



John R. Kasich, Governor John Carey, Chancellor

Change Request: New Program Offering at an Existing Campus

Date of submission: to come

Name of institution: Kent State University

Name of program: Bachelor of Arts degree in Music

Name of campus at which program is offered: Kent Campus

Name of additional campus at which program will be offered: Stark Campus

Proposed start date: Fall 2016

Primary institutional contact for the request:

Name: Therese E. Tillett

Title: Executive Director of Curriculum Services

Office of the Provost

Phone: 330-672-8558 E-mail: ttillet1@kent.edu

Date that the request received final approval from the appropriate institutional committee:

Final approval by the Educational Policies Council, a committee of the

Faculty Senate, on 16 November 2015 and ______.

Program is educator preparation and leads to teacher licensure or endorsement: $N_{\rm O}$

Briefly describe the rationale for offering the program at this campus. In your response, indicate whether the program to be offered at the campus will be time limited or ongoing.

Kent State University offers the Music major within the Bachelor of Arts and Bachelor of Music degrees at the Kent Campus. It is proposed now to extend the BA degree program to the Stark Campus, specifically for the major's new optional concentration in contemporary popular music.

Since 2009, the Stark Campus has offered the Bachelor of Science degree in Music Technology. Many students who have enrolled in the Music Technology major have expressed interest in studying contemporary popular music. The addition of the liberal arts BA degree program will fit seamlessly on the Stark Campus as required courses for the concentration are already offered at the Stark Campus as part of the Music Technology major.

SECTION 1: CHANGES NEEDED TO ACCOMMODATE THE NEW PROGRAM

Academic and Administrative Leadership and Services

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

There are no anticipated changes needed. As this is an established regional campus of Kent State University, there is a dean/chief administrator officer who reports to the university provost, and a full range of support personnel who are supervised by an assistant dean and a director of student affairs and enrollment management.

The BA degree in Music is offered under the auspices of the School of Music on the Kent Campus. All curriculum and administrative aspects will remain with that school and its faculty in collaboration with the assistant dean for academic affairs on the Stark Campus.

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

There are no additional resources required to implement this degree program. As this is an established regional campus of Kent State University, there is a full range of administrative and support services available, including admissions, financial aid, advising, registrar, tutoring, learning center, accessibility services and library.

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

There are no changes needed to accommodate this program. The campus services presently support students in the Music Technology major and are equipped to accommodate the Music major.

Resources and Facilities

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

No additional resources are needed. All of the courses required for the optional contemporary popular music concentration in the Music major are already offered at the Stark Campus.

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

There are no additional library resources required to implement this degree program. The Stark Campus houses a full academic library with access to computers, information literacy instruction, interlibrary loan, KentLINK and OhioLINK. The campus library presently serves the campus' three associate degree majors, 18 bachelor's degree majors and two master's degree majors.

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

Not applicable.

SECTION 2: PROGRAM INFORMATION

2.1 Using the chart below, list the program that is being added for delivery at the campus. If general education courses are being added as part of this request, include that as a separate program area.

Please see Appendix A for the program requirements.

Title of Degree/Major or Program Component	Full Program Available On Campus	Partial Program Available on Campus	Comments for Chancellor's Staff
Bachelor of Arts degree in Music – optional concentration in Contemporary Popular Music	✓		All courses in the program are offered on-ground at the Stark Campus with the exception of one required course— offered fully online or on-ground at the Kent Campus—and six elective courses offered on-ground at the Kent Campus
Bachelor of Art degree in Music (no concentration)		✓	All courses in the program are offered on-ground at the Stark Campus with the exception of two required and six elective courses, offered on-ground only at the Kent Campus.

2.2 Indicate whether alternative delivery options are available for the program at the proposed campus and indicate whether this is different from the delivery option used for the approved program at other locations:

	Available	Currently Used in the Approved Program
Accelerated	No	
Hybrid/blended	No	
Online	No	

SECTION 3: FACULTY

3.1 Complete a faculty matrix for the proposed program at this campus. 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 campus during the first two years of program delivery. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix. A copy of each faculty member's CV must be included as an appendix.

Please note that the courses listed on the next page in the matrix are the major courses in the degree program. All other courses to satisfy graduate requirements comprise general education requirements (Kent Core), first-year orientation (US 10097 Destination Kent State: First Year Experience) and general electives, which are offered—on-ground and online—on all Kent State University campuses.

Instructor	Full/	Degree title,	Years	Course(s) instructor will teach	Courses
name, rank	part	institution, year	teach	in proposed program	taught*
Sebastian Birch Associate Professor	FT	DMA, Music, Cleveland Institute of Music 1997	20	MUS 11110 Music Fundamentals MUS 11111 Music Rudiments MUS 11121 Music Theory I MUS 11122 Music Theory I MUS 21111 Theory III MUS 21112 Theory IV MUS 21211 Introduction to Composition MUS 21341 Commercial Music Theory and Composition MUS 31211 Composition MUS 36111 Applied Piano MUS 36913 Applied Studio Musicianship MUS 48598 Music Research	12
Laurel Seeds Associate Professor	FT	Master of Music, Kent State University 1986	18	MUS 17111 Piano Class MUS 17112 Piano Class MUS 27111 Piano Class MUS 27112 Piano Class MUS 36311 Applied Music-Voice MUS 36913 Applied Studio Musicianship MUS 48598 Music Research	6
Rachel Waddell Lecturer	FT	PhD, University of Nevada at Las Vegas, 2015	2	MUS 22111 The Understanding of Music MUS 34111 Introduction to Conducting MUS 45111 University Choir MUS 45121 Kent Chorus MUS 45141 Kent State University Chorale MUS 45142 Men's Chorus	7
Brian Bennett Adjunct	РТ	Master of Music, Eastman School of Music, 1996	22	MUS 36711 Applied Music-Percussion	1
Patricia Grutzmacher Adjunct	РТ	PhD, Music Education Kent State University, 1985		MUS 36512 Applied Music-Oboe	1
Thomas Holliday Adjunct	РТ	Master of Music Education, VanderCook College of Music, 1990	40	MUS 45221 Concert Band	1
Pat Kroft Adjunct	РТ	Master of Music, Kent State University, 1964		MUS 36514 Applied Music-Bassoon	1
Adam Larison Adjunct	РТ	DMA, Eastman School of Music, 2016	4	MUS 22111 The Understanding of Music MUS 36912 Applied Music-Guitar MUS 35213 Studio Ensemble	3
Lisa Kaye Muth Adjunct	РТ	Candidate Master of Music, Conducting, Kent State University, anticipated December 2016		MUS 36612 Applied Music-Horn	1
Jayne E Naragon Adjunct	РТ	Master of Music, Performance, Kent State University, 2005		MUS 36513 Applied Music-Clarinet	1
Dan Nauss Adjunct	РТ	MM, Performance, Kent State University, 2011		MUS 36414 Applied Music-Double Bass	1

^{*} Number of courses instructor will teach each year at all campuses.

Instructor	Full/	Degree title,	Years	Course(s) instructor will teach	Courses
name, rank	part	institution, year	teach	in proposed program	taught*
Patricia Olsson Adjunct	РТ	Master of Music, Youngstown State University, 1985	25	MUS 22121 Music as a World Phenomenon MUS 36515 Applied Music-Saxophone	2
Steven Parsons Adjunct	РТ	MA, Composition, Kent State University, 1998	8	MUS 37111 Functional Piano	1
Brittni Roach Adjunct	РТ	MA, Ethnomusicology, Kent State University, 2014	7	MUS 22121 Music as a World Phenomenon	1
Alissa Roosa Adjunct	РТ	PhD, Theory– Composition, Kent State University, 2002	17	MUS 11110 Music Fundamentals MUS 11111 Music Rudiments MUS 11121 Theory I MUS 11122 Theory II MUS 21111 Theory III MUS 21112 Theory IV	6
Julie Sarver Adjunct	РТ	Master of Music, Indiana University, 1987	16	MUS 36511 Applied Music-Flute	2
Aaron Shay Adjunct	РТ	Master of Music, University of Akron, 2006	5	MUS 35213 Studio Ensemble MUS 36913 Applied Studio Musicianship	2
Joseph Sterling Adjunct	РТ	Master of Music, University of Akron, 2001	8	MUS 36613 Applied Music-Trombone MUS 36614 Applied Music-Euphonium MUS 36615 Applied Music-Tuba	3
Erik H Sundet Adjunct	РТ	Master of Music, University of Iowa, 1985		MUS 36611 Applied Music-Trumpet	1
Amy Unruh Adjunct	РТ	PhD, Musicology– Ethnomusicology, Kent State University, 2009	9	MUS 22121 Music as a World Phenomenon	1
Erin Vaughn Adjunct	РТ	MA, Music Theory, Kent State University, 2015	6	MUS 36913 Applied Studio Musicianship	1
Open Position	FΤ	Master's degree in music		MUS 35213 Studio Ensemble MUS 36913 Applied Studio Musicianship MUS 48598 Music Research	15
This course—offered on-ground at the Kent Campus—and 100% online is taught by faculty in the College of Applied Engineering, Sustainability and Technology for numerous degree programs. TECH 31000 Cultural Dynamics of Technology					

^{*} Number of courses instructor will teach each year at all campuses.

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.

At present, faculty staffing is sufficient to offer the program.

SECTION 4: MARKET/WORKFORCE NEED

4.1 Indicate whether the institution performed a needs assessment/market analysis to determine the need for the program at the proposed campus. If so, briefly describe the results of those findings.

An environmental scan for the BA in Music was completed through the Corporate University at Kent State Stark (see Appendix C). Results found a need in the community for the Music major that is different to the Music Technology degree currently offered at the Stark Campus. There is a population of high school graduates who are more musically inclined but are not interested in the music technology field; they are the ones who would benefit from this degree. The job opportunities in the region are moderate and are better statewide.

4.2 Indicate the projected enrollments for the program over the next three years.

	2016-2017	2017-2018	2018-2019
First-year students	5	10	10
Second-year students 4			8
	8		

4.3 Indicate whether the institution consulted with advisory groups, business and industry, or other experts when considering expanding the program to the proposed campus. If so, briefly describe the involvement of these groups in the development of this request.

Stark Campus and School of Music faculty and administrators have had extensive conversations to ensure that that the BA degree is suited for the campus. More students at the Kent Campus pursue the BM degree in Music, rather than the BA degree; therefore, offering the full BA degree at the Stark Campus is beneficial for both units. Faculty also consulted area businesses—specifically Arts in Stark and the Chamber of Commerce of North Canton, Canton and Jackson—to receive and evaluate their ideas. Of particular interest would be their support in providing students internship opportunities in Stark County.

APPENDICES

Appendix Description

- A BA degree in Music program requirements
- B Stark Campus program faculty CV
- C Environmental scan for need at Stark Campus

Commitment to Program Delivery at Campus

Kent State University is dedicated to the delivery of the Bachelor of Arts degree in Music at the Stark Campus. If the university decides in the future to either eliminate the degree program or close the campus, Kent State will provide the necessary resources and means for matriculated students to complete the program. Kent State University verifies that the information in the application is truthful and accurate.

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

APPENDIX A: BA DEGREE IN MUSIC PROGRAM REQUIREMENTS

Course and Title	MAJOR PROGRAM REQUIREMENTS (36 cr	edits) Courses count in major GPA			
MUS 21111 Theory III		,	Credits	Offered at Stark	
MUS 21111 Theory IV 4 Yes MUS 21111 The Understanding of Music (music major section) 3 Yes MUS 22111 Music As a World Phenomenon (music major section) 3 Yes MUS 23111 Introduction to Conducting 2 Yes MUS 36913 Applied Studio Musicianship (2) or 2 Yes to all MUS 36913 Applied Studio Musicianship (2) or 2 Yes to all MUS 36913 Applied Music (Senior Recital) (2) Plano Class, choose from the following: 2 Yes to all MUS 36812 Plano Class (1) 2 MUS 27111 Piano Class (2) 2 Yes to all MUS 17112 Piano Class (1) 2 MUS 27112 Piano Class (2) 2 Yes to all MUS 36111 Applied Music, choose from the following: 3 4 Yes to all MUS 36111 Applied Music, choose from the following: 3 4 Yes to all Yes to all MUS 36111 Applied Music, violic (2) MUS 36514 Applied Music-Bassoon (2) MUS 36411 Applied Music-Viole (2) MUS 36611 Applied Music-Turmpet (2) MUS 36412 Applied Music-Viole (2) MUS 36613 Applied Music-Turmpet (2) MUS 36614 Applied Music-Tuba (2) MUS 36614 Applied Music-Tuba (2) MUS 36614 Applied Music-Tuba (2) MUS 36614	MUS 11121 Theory I			Yes	
MUS 21111 Theory IV 4 Yes MUS 21111 The Understanding of Music (music major section) 3 Yes MUS 22111 Music As a World Phenomenon (music major section) 3 Yes MUS 23111 Introduction to Conducting 2 Yes MUS 36913 Applied Studio Musicianship (2) or 2 Yes to all MUS 36913 Applied Studio Musicianship (2) or 2 Yes to all MUS 36913 Applied Music (Senior Recital) (2) Plano Class, choose from the following: 2 Yes to all MUS 36812 Plano Class (1) 2 MUS 27111 Piano Class (2) 2 Yes to all MUS 17112 Piano Class (1) 2 MUS 27112 Piano Class (2) 2 Yes to all MUS 36111 Applied Music, choose from the following: 3 4 Yes to all MUS 36111 Applied Music, choose from the following: 3 4 Yes to all Yes to all MUS 36111 Applied Music, violic (2) MUS 36514 Applied Music-Bassoon (2) MUS 36411 Applied Music-Viole (2) MUS 36611 Applied Music-Turmpet (2) MUS 36412 Applied Music-Viole (2) MUS 36613 Applied Music-Turmpet (2) MUS 36614 Applied Music-Tuba (2) MUS 36614 Applied Music-Tuba (2) MUS 36614 Applied Music-Tuba (2) MUS 36614				Yes	
MUS 21112 Theory IV 4 Yes MUS 22111 The Understanding of Music (music major section) 3 Yes MUS 22121 Music As a World Phenomenon (music major section) 3 Yes MUS 34111 Introduction to Conducting 2 Yes MUS 38913 Applied Studio Musicianship (2) 0 Yes to all MUS 38913 Applied Studio Musicianship (2) 0 Yes to all MUS 38913 Applied Music (Senior Recital) (2) 2 Yes to all MUS 38820 Music Research (2) 0 2 Yes to all MUS 36011 Plano Class (1) 2 MUS 27111 Piano Class (2) 2 Yes to all MUS 17111 Piano Class (1) 2 MUS 27112 Piano Class (2) 2 Yes to all MUS 37111 Applied Music-Class (1) 2 MUS 38114 Applied Music-Clain (2) 2 Yes to all MUS 38111 Applied Music-Piano (2) 2 MUS 36514 Applied Music-Tumpet (2) WUS 36514 Applied Music-Tumpet (2) MUS 3611 Applied Music-Viola (2) MUS 36613 Applied Music-Trombone (2) MUS 36611 Applied Music-Tumpet (2) MUS 36114 Applied Music-Viola (2) MUS 36614 Applied Music-Euphonium (2) MUS 36912 Applied Music-Tuba (2) MUS 36513 Applied Music-Viola (2) MUS 36614 Applied Music-Guitar			4		
MUS 22121 Music As a World Phenomenon (music major section) 3 Yes MUS 34111 Introduction to Conducting MUS 36913 Applied Studio Musicianship (2) MUS 48598 Music Research (2) or MUS 36913 Applied Music (Senior Recital) (2) Plano Class, choose from the following: MUS 17111 Piano Class (1) MUS 27111 Piano Class (2) Yes to all MUS 17111 Piano Class (1) MUS 27111 Piano Class (2) Yes to all MUS 17112 Piano Class (1) MUS 27111 Piano Class (2) Yes to all MUS 36111 Applied Music (Senior more though the Music Applied Music, choose from the following: MUS 36111 Applied Music-Piano (2) MUS 36514 Applied Music-Bassoon (2) MUS 36111 Applied Music-Viola (2) MUS 36311 Applied Music-Viola (2) MUS 36412 Applied Music-Viola (2) MUS 36413 Applied Music-Trumpet (2) MUS 36413 Applied Music-Cello (2) MUS 36513 Applied Music-Double Bass (2) MUS 36613 Applied Music-Trumbone (2) MUS 36514 Applied Music-Double Bass (2) MUS 36515 Applied Music-Tuba (2) MUS 36514 Applied Music-Cello (2) MUS 36515 Applied Music-Double Bass (2) MUS 36516 Applied Music-Tuba (2) MUS 36517 Applied Music-Clarinet (2) MUS 36518 Applied Music-Clarinet (2) MUS 36519 Applied Music-Clarinet (2) MUS 36510 Applied Music-Clarinet (2) MUS 36510 Applied Music-Clarinet (2) MUS 36511 Applied Music-Clarinet (2) MUS 36513 Applied Music-Clarinet (2) MUS 36514 Applied Music-Tuba (2) MUS 36515 Applied Music-Clarinet (2) MUS 36510 Applied Music-Clarinet (2) MUS 36510 Applied Music-Clarinet (2) MUS 36510 Applied Music-Tuba (2) MUS 36510 Applied Music-Clarinet (2) MUS 36510 Applied Music-Clarinet (2) MUS 36510 Applied Music-Tuba (2) MUS 36510 Applied Music-Tuba (2) MUS 36510 Applied Music-Clarinet (2) MUS 36510 Applied Music-Tuba (2) MUS 36510 Applied Music-Tuba (2) MUS 36510 Applied Music-Tuba (2) MUS 36510 Applied Music-Tuba (2) MUS 36510 Applied Music-Tuba (2) MUS 36510 Applied Music-Tuba (2) MUS 36510 Applied Music-Tuba (2) MUS 36510 Applied Music-Tuba (2) MUS 36510 Applied Music-Tuba (2) MUS 36510 Applied Music-Tuba (2) MUS 36510 Applied Music-Tuba (2) MUS 36510 Applied Music			4	Yes	
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MUS 36414 Applied Music-Cello (2) MUS 36615 Applied Music-Euphonium (2) MUS 36511 Applied Music-Flute (2) MUS 36615 Applied Music-Euphonium (2) MUS 36512 Applied Music-Flute (2) MUS 36513 Applied Music-Oboe (2) MUS 36711 Applied Music-Percussion (2) MUS 36513 Applied Music-Clarinet (2) MUS 36513 Applied Music-Clarinet (2) MUS 36513 Applied Music-Clarinet (2) MUS 36912 Applied Music-Guitar (2) 4 MUS 45111 University Choir (1) MUS 45143 Women's Chorus (1) MUS 45121 Kent Chorus (1) MUS 45121 Concert Band (1) MUS 45143, MUS 45141 Kent State University Chorale (1) MUS 45221 Concert Band (1) MUS 45143, MUS 45142 Men's Chorus (1) MUS 45223 Wind Ensemble (1) ADDITIONAL PROGRAM REQUIREMENTS (65 credits) Course and Title Credits Offered at Stark Uc 10097 Destination Kent State: First Year Experience 1 1 Yes Kent Core Composition 6 Yes Kent Core Mathematics and Critical Reasoning 3 Yes Kent Core Basic Sciences (must be from two disciplines) 6 Yes Kent Core Basic Sciences (must be from two disciplines) 6 Yes Kent Core Additional 6 Yes Non-Music (MUS) General Electives 5 Yes ADDITIONAL MAJOR REQUIREMENTS OR CONCENTRATION REQUIREMENTS (18 credits) Additional Major Requirements for Students Not Selecting a Concentration (18)	MUS 36412 Applied Music-Viola (2)	MUS 36612 Applied Music-Horn (2)			
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MUS 36512 Applied Music-Plute (2) MUS 36711 Applied Music-Percussion (2) MUS 36512 Applied Music-Oboe (2) MUS 36711 Applied Music-Percussion (2) MUS 36513 Applied Music-Clarinet (2) MUS 36513 Applied Music-Clarinet (2) MUS 36912 Applied Music-Guitar (2) 4 MUS 45111 University Choir (1) MUS 45143 Women's Chorus (1) Yes to all except MUS 45121 Kent Chorus (1) MUS 45212 Orchestra (1) MUS 45141, MUS 45141 Kent State University Chorale (1) MUS 45221 Concert Band (1) 45212, 45223 MUS 45142 Men's Chorus (1) MUS 45223 Wind Ensemble (1) ADDITIONAL PROGRAM REQUIREMENTS (65 credits) Course and Title Credits Offered at Stark UC 10097 Destination Kent State: First Year Experience 1 1 Yes Kent Core Composition 6 Yes Kent Core Mathematics and Critical Reasoning 3 Yes Kent Core Humanities 3 Yes Kent Core Basic Sciences (must be from two disciplines) 6 Yes Kent Core Basic Sciences (must include one laboratory) 6-7 Yes Kent Core Additional Major Requirements for Students Not Selecting a Concentration (18)					
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MUS 45142 Men's Chorus (1) MUS 45223 Wind Ensemble (1) ADDITIONAL PROGRAM REQUIREMENTS (65 credits) Course and Title Credits Offered at Stark UC 10097 Destination Kent State: First Year Experience 1 1 Yes Kent Core Composition 6 Yes Kent Core Mathematics and Critical Reasoning 3 Yes Kent Core Humanities 3 Yes Kent Core Social Sciences (must be from two disciplines) 6 Yes Kent Core Basic Sciences (must include one laboratory) 6-7 Yes Kent Core Additional 6 Yes Non-Music (MUS) General Electives 5 35 Yes ADDITIONAL MAJOR REQUIREMENTS OR CONCENTRATION REQUIREMENTS (18 credits) Additional Major Requirements for Students Not Selecting a Concentration (18)	MUS 45121 Kent Chorus (1)	MUS 45212 Orchestra (1)		•	
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Course and TitleCreditsOffered at StarkUC 10097 Destination Kent State: First Year Experience 11YesKent Core Composition6YesKent Core Mathematics and Critical Reasoning3YesKent Core Humanities3YesKent Core Social Sciences (must be from two disciplines)6YesKent Core Basic Sciences (must include one laboratory)6-7YesKent Core Additional6YesNon-Music (MUS) General Electives 635YesADDITIONAL MAJOR REQUIREMENTS OR CONCENTRATION REQUIREMENTS (18 credits)Additional Major Requirements for Students Not Selecting a Concentration (18)	MUS 45142 Men's Chorus (1)	MUS 45223 Wind Ensemble (1)			
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Additional Major Requirements for Students Not Selecting a Concentration (18)	ADDITIONAL MAJOR REQUIREMENTS OR	CONCENTRATION REQUIREMENTS (18 c	redits)		
Contomporary i opaidi Music Concentration (10)	Contemporary Popular Music Concentration (

Additional Major Requirements for Students Not Selecting the Concentration

ADDITIONAL MAJOR REQUIREMENTS (18 credits) Courses count in major GPA				
Course and Title		Credits	Offered at Stark	
MUS 32211 Music History I		3	No	
MUS 32212 Music History II		3	No	
Applied Music, choose from the following: 3		8	Yes to all except	
MUS 31211 Composition (2)	MUS 36514 Applied Music-Bassoon (2)		MUS 36411,	
MUS 36111 Applied Music-Piano (2) 2	MUS 36515 Applied Music-Saxophone (2)		36412, 36413	
MUS 36311 Applied Music-Voice (2)	MUS 36611 Applied Music-Trumpet (2)		(presently not	
MUS 36411 Applied Music-Violin (2)	MUS 36612 Applied Music-Horn (2)		offered at Stark)	
MUS 36412 Applied Music-Viola (2)	MUS 36613 Applied Music-Trombone (2)			
MUS 36413 Applied Music-Cello (2)	MUS 36614 Applied Music-Euphonium (2)		MUS 36912 is	
MUS 36414 Applied Music-Double Bass (2)	MUS 36615 Applied Music-Tuba (2)		offered at Stark	

MUS 36511 Applied Music-Flute (2)	MUS 36711 Applied Music-Percussion (2)		exclusively
MUS 36512 Applied Music-Oboe (2)	MUS 36912 Applied Music-Guitar (2) 4		
MUS 36513 Applied Music-Clarinet (2)			
Choose from the following: Major Ensemble ⁵		4	
MUS 45111 University Choir (1)	MUS 45143 Women's Chorus (1)		Yes to all except
MUS 45121 Kent Chorus (1)	MUS 45212 Orchestra (1)		MUS 45143,
MUS 45141 Kent State University Chorale (1)	MUS 45221 Concert Band (1)		45212, 45223
MUS 45142 Men's Chorus (1)	MUS 45223 Wind Ensemble (1)		

Contemporary Popular Music Concentration

CONCENTRATION REQUIREMENTS (18 credits) Courses count in major GPA		
Course and Title	Credits	Offered at Stark
MUS 21341 Commercial Music Theory and Composition 7	3	Yes - exclusively
MUS 31211 Applied Studio Musicianship (2) 8 or	8	Yes
MUS 36913 Composition (2) ⁷	0	Yes - exclusively
MUS 35213 Studio Ensemble (1) ⁷	4	Yes - exclusively
		Offered online
TECH 31000 Cultural Dynamics of Technology		for all students
		and on-ground at
		Kent Campus

Program Notes:

- 1. UC 10097 is not required of transfer students with 25 credits (excluding College Credit Plus) or students age 21+ at time of admission.
- 2. Piano Class (2 credit hours): placement test required. Students who have piano as their main instrument and students placed into applied Music-Piano replace with music (MUS) electives.
- 3. Applied Music: Students not declaring a concentration will need to take a total of 6 semesters and 12 credit hours of Applied Music or MUS 36111 Applied Music-Piano (2) for two semesters and MUS 31211 Composition (2) for four semesters. Based on instrument of music degree acceptance. Students must meet the 46000 entry level prior to graduation. The 46000 level may be taken following a successful 46000-level barrier exam. One semester of MUS 21211 Introduction to Composition can replace one semester of 31211. Students in the Contemporary Popular Music concentration must take 2 semesters and 4 credit hours of Applied Music and 8 credit hours of MUS 36913 Applied Studio Musicianship or MUS 31211 Composition (one semester of MUS 21211 can be included).
- 4. MUS 36912 Applied Music-Guitar is only available at the Stark Campus.
- 5. Major ensemble (8 separate semesters of music ensemble are required): Students must enroll in a major ensemble appropriate to their major performance area. Students in the Contemporary Popular Music concentration take 4 separate semesters of major ensemble and 4 separate semesters of MUS 35213 Studio Ensemble. MUS 25011 University Chorus and MUS 25225 University Band can be used for major ensemble credit.
- 6. Number of credits required depends on meeting minimum 120 credit hours and minimum 39 upper-division credit hours.
- 7. MUS 21341, MUS 36913 and MUS 35213 are only available at the Stark Campus.
- 8. One semester of MUS 21211 Introduction to Composition can replace one semester of 31211. This option requires 2 semesters of MUS 36111 Applied Music-Piano in the Major Program Requirements.

Important Notes:

- Students who begin their music or music education major program as first semester freshmen are required to
 attend a minimum of 84 concerts or recitals. Music or music education majors who transfer from a non-music
 program or university must attend an average of 10 music recitals or concerts for semesters of full time
 enrollment.
- To graduate from Kent State University with the degree B.M. or B.A. in music, it is required that students take a
 major field achievement test in music history and music theory during their senior year. Specific score level
 achievement is not required.

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	e 24-Mar-16	Curriculum Bulletin	
		Effective Date	Fall 2016	Approved by EPC	
Department	Graduate Studie	s			
College	Gradato Gradio				
Proposal	Revise Policy				
Proposal Name		sions-Transcripts	•		
1 Toposal Ivallic	Oraduate Admis	310113-11 ali 3011pt	•		
Description of pro	posal:				
catalog for gradu transcripts from attempted. The p to submit copies	ıate admissions. Th each college or uni roposed policy see	e current policy reversity in which 8 ks to revise the cots at the time of 8	equires appli or more sem urrent catalog admission and	or Admission policy in the cants to submit official ester credit hours were glanguage to require applicate submit official transcripts sity.	
•	n other programs, potions; need, audience	•	es (e.g., duplic	ation issues; enrollment and	
staff and reviewe		nancial burden o		s for applicants, KSU admis (3) align admission policy v	
The proposed po		by the Graduate	Studies Adm	this proposal): inistrative Advisory Commi ir respective colleges.	ttee
		REQUIRED EN	DORSEMENT	s	
				1 1	
Department Chair	/ School Director				
				1 1	
Campus Dean (for	r Regional Campuses	s proposals)			
				1 1	
College Dean (or	designee)				
Dean of Graduate	Studies (for graduat	e proposals)			
	, 3	,			
Senior Vice Presid	dent for Academic Af	fairs and Provost (or designee)		
Senior Vice Presid	dent for Academic Af	fairs and Provost (or designee)		

Proposal Summary for a Policy Graduate Admission – Transcripts

Subject Specification:

This proposal seeks to revise graduate admission policy regarding the submission of official transcripts.

Background Information:

Currently, under the Required Application Materials for Admission section in the Graduate Admission policy in the University Catalog, prospective graduate students must submit official transcripts from every college or university in which 8 or more semester hours were attempted as part of the application process. This proposal revises that requirement to allow applicants to submit unofficial transcripts (e.g., photocopy, scanned image) at the time of application. Upon admission, students will then be required to submit official transcripts.

Admitted students who have not yet submitted official transcripts will be given "Provisional Admission" status until receipt of official transcripts, at which time, their admission status changes to "Unconditional Admission" or "Conditional Admission," as per admitting unit's decision.

The proposed catalog language was drafted following a review of the policies at Kent State's aspirant, peer, and benchmark institutions. Institutions that accept unofficial transcripts at the time of application include Ohio University, Miami University, Clemson University, Ohio State University, University of Houston, University of Cincinnati, University of South Florida and Virginia Commonwealth University.

Rationale:

The graduate admission business process will change in academic year 2016-17 with the implementation of a new Customer Relations Management (CRM) software solution. Using the new CRM, Kent State applicants will have the ability to upload documents, including transcripts, directly to their applicant file. Consequently, applications will be forwarded to the admitting units for review and decision in a timelier manner.

Benefits of requiring an unofficial transcript at time of application in the new CRM:

- 1) Ensure applicant-uploaded transcripts are attached to correct applicant file in cases of name changes or misspellings in the application
- 2) Eliminate time waiting for awarding institution to forward transcripts
- 3) Reduce applicant's financial burden by eliminating fees associated with ordering transcripts until applicant is assured of admission
- 4) Expedite completion of admission file to allow faster delivery to admitting units
- 5) Reduce the number of official transcripts that need to be processed manually by graduate admission staff, since only admitted students will submit official transcripts
- 6) Increase number of applicants by eliminating obstacles in the admission process

Alternatives and Consequences:

The alternative is to leave the current policy language in place. The consequence is continuing the undue financial and time burden on applicants by requiring the submission of official transcripts at the time of application. Additional time burdens are also placed on graduate admission staff to process official transcripts for each and every applicant, instead of only admitted students.

Specific Recommendation and Justification:

The specific recommendation is to revise the current catalog language on graduate admission, as outlined on the next page, to be published in the Fall 2016 University Catalog.

The rationale for revising the policy is to:

- 1) Relieve the undue financial and time burden on graduate applicants;
- 2) Align Kent State policies with peer/benchmark institutions to improve the university's competitive advantage; and
- 3) Improve the speed at which graduate applications are processed and submitted to the department for review.

Timetable and Actions Required:

EPC Approval, April 2016 Faculty Senate Approval, May 2016 Effective Date, Fall 2016

Revisions to the University Catalog

ADMISSION – GRADUATE

www2.kent.edu/catalog/2015/info/policies?policy=ad-gr

REQUIRED APPLICATION MATERIALS FOR ADMISSION

- 1. Online Application and non-refundable application fee.
- 2. Copy of official transcripts from each college or university attended in which 8 or more semester credit hours were attempted, regardless of whether or not a degree was earned. Submit transcripts for both graduate and undergraduate coursework, including undergraduate credits earned while in high school. Scanned copies of official transcripts may be uploaded as PDF files to the electronic admission application. Applicants need not submit transcripts of work completed at Kent State University.

Note to applicants who have completed credits from Kent State University: Applicants previously enrolled at Kent State University do not need to submit the Kent State transcript. The Division of Graduate Studies will obtain Kent State transcripts on your behalf, as long Kent State is listed as a previous institution on the admission application. Applicants must still submit transcripts for all post-secondary work done elsewhere.

Students offered admission to Kent State University will be required to submit official transcripts from each college or university attended where academic credit was attempted. The offer of admission will be considered "Provisional" until all official transcripts are received by Kent State University. An "Unconditional" or "Conditional" offer of admission will be awarded upon receipt of official transcripts, per the admitting program's recommendation.

The Division of Graduate Studies is responsible for monitoring receipt of official transcripts. If official transcripts are not received by the Division of Graduate Studies by the second week of the student's first semester of attendance, a registration hold will be placed on the student's record. The student will not be able to register or adjust their course schedule until all official transcripts have been received.

Any significant discrepancies found between student-provided unofficial transcripts and official transcripts will be grounds for dismissal.

- 3. Letters of recommendation. Most programs require three letters, although some programs require two. The letters should be completed by persons who are familiar with the applicant's educational goals and professional and/or academic ability.
- 4. Proof of English proficiency. All applicants whose education has been primarily outside the United States must have objective evidence of proficiency in the English language. Exceptions may be granted for applicants who have completed their education in a primarily English speaking country/territory. Check with the Office of Global Education for a list of appropriate tests, minimum test score requirements and applicable exceptions.
- 5. Additional materials as required by the graduate program to which the individual is applying.

Once received, all application materials become the property of Kent State University and will not be returned. Application materials are kept for a period of one year from the date the completed online application form is submitted. After that time, materials will be destroyed. Applicants interested in admission after one year will need to reapply and submit a new application fee.

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Dat	e 15-Mar-16	Curriculum Bulletin
		Effective Date	Fall 2016	Approved by EPC
Department	BAÓ			
College	BU - Business A	dministration		
Degree	MBA - I	Master of Busines	s Administrat	ion
Program Name	Progr	am Banner Code	Busine:	ss Administration (BAT
Concentration(s)		an Resources, Fa Banner Code(s)		, Entrepreneurshìp ⁻ DM, ENTR
Proposal	Temporarily sus	pend admissions	•	
four concentration Entrepreneurship sustained. They in the MBA progra	ns in the MBA pro . The courses in t	gram: Marketing, hese concentration ithin three years and the second the seco	Human Resor ons have very ofter reviewing	ted to suspend the following cross, Fashion Design, low enrollment and cannot be genrollment after the changes
Current total credit		Proposed total of		M
staffing considerati Faculty will be fre Units consulted (of	ons; need; audience ed to teach in othe her departments, pr	e; prerequisites; te er areas in their u ograms or campus	acher education nits where the ses affected by	ere is more demand
		REQUIRED EN	DORSEMENT	S
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not app				
Campus Dean (for College Dean (or d	Regional Campuse	s proposals)		3 12412014
Milson (Studies (for graduat	e proposals)		3 124 12016
			.12	
Senior Vice Preside	ent for Academic Af	rairs or Provost (or	aesignee)	

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	6 12-MSL-10	Cumculum bulletin
		Effective Date	Fall 2016	Approved by EPC
Danartmant	BAD			
Department		Nalus initatus Atau		
College	BU - Business /			
Degree		Master of Busines	s Administrat	ion
Program Name	•	ram Banner Code		
Concentration(s)		an Resources, Fa Banner Code(s)		Entrepreneurship FDM, ENTR
Proposal	Temporarily sus	spend admissions		
four concentration Entrepreneurship. sustained. The su to changes in the I	ity of the College s in the MBA pro The courses in t spension will be MBA program tha	gram: Marketing, i hese concentration reassessed within t begin in Fall 201	Human Resouns have very three years a 6.	red to suspend the following cres, Fashion Design, low enrollment and cannot be fiter reviewing enrollment due
Does proposed revis				⊠ No
Current total credit h	iours: 37	Proposed total c	redit hours 37	
staffing consideration Faculty will be free Units consulted (other	ns; need; audienced to teach in other departments, pr	e; prerequisites; tea er areas in their ur rograms or campus	acher education its where the es affected by	re is more demand
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`		•		
Campus Dean (for R	loulu_	s proposals)		3 128 12014
Dean of Graduate St	tudies (for graduat	e proposals)		<u> 3 148 1700</u> 14
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Curriculum Bulletin

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 15-Mar-16

		Effective Date	Fall 2016	Approved by EPC	
Department	BAD				
College	BU - Business Ad	lministration			
Degree	MBA - M	aster of Busines	s Administrati	on	
Program Name	Progra	m Banner Code			
Concentration(s)	Marketing, Human Concentration(s) B			Entrepreneurship DM, ENTR	
Proposal	Temporarily susp	end admissions			
four concentration Entrepreneurship.	ty of the College o s in the MBA prog The courses in the ill be reviewed with	ram: Marketing, I ese concentratio hin three years a	Human Resou ns have very l	ed to suspend the following rces, Fashion Design, ow enrollment and cannot be enrollment after the changes	
Does proposed revision Current total credit h	* . *	n's total credit hou Proposed total cr		⊠ No	
staffing consideratio Faculty will be free	Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure): Faculty will be freed to teach in other areas in their units where there is more demand Units consulted (other departments, programs or campuses affected by this proposal):				

Palmet	Den Pl	, REQUIRED END	OORSEMENTS	3 / 16/ 2016	
Department Chair / S	School Director				
				, ,	
Campus Dean (for R	egional Campuses	proposals)			
Melosah	loste		····	312412016	
Dean of Graduate St	lly	pronocale)		3/24/2016	
Senior Vice Presider	,		designee)		

DITCHEY, LOUISE

From:

URBANEK, FELECIA

Sent:

Wednesday, March 23, 2016 8:48 AM

To:

DITCHEY, LOUISE

Subject:

FW: MBA Fashion Merchandising Concentration

From: LESLIE, CATHERINE

Sent: Wednesday, February 03, 2016 8:16 PM

To: URBANEK, FELECIA

Subject: Re: MBA Fashion Merchandising Concentration

Hi Felicia- Thank you for the message. We will inform you when the program is up and running again. All the best,

Catherine

Catherine Amoroso Leslie, PhD

Associate Professor

Graduate Studies Coordinator

The Fashion School

Kent State University

222F Rockwell Hall

Kent, OH 44240

(330) 672-0169 (office)

(330) 672-3772 (fax)

cleslie1@kent.edu

http://www.kent.edu/artscollege/fashion/profiles/~cleslie1/

On Feb 3, 2016, at 4:06 PM, URBANEK, FELECIA < furbanek@kent.edu wrote:

Hi Catherine,

We are in the process of suspending our MBA concentration in Fashion Merchandising since the fashion courses that we can offer the MBA students are limited.

We think that there will still be a lot of interest in the combined Bachelors in Fashion Merchandising/MBA because most of the combined students choose an concentration other than fashion anyways.

Best regards,

Felecia

Felecia Urbanek Graduate Coordinator Graduate Programs Office College of Business Administration

Proposal Summary to Temporarily Suspend Admission Concentrations in MBA program: Marketing, Human Resources, Fashion Design and Merchandising, Entrepreneurship

Full explanation of why the temporary suspension of admission to the program is being proposed:

Low enrollment in courses in these MBA concentration areas is causing the Marketing and Management and Information Systems departments to lose money and to not use their teaching resources effectively. Generally, these elective courses have had enrollments as low as 3 students. In Fashion, there is only one student in that concentration, and each course needs to be set up as Special Topics: BAD 60095 or an Independent Study course. This is also difficult for the faculty in FDM to maintain.

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:

MKTG	65050	Modern Entrepreneurial Management
FDM	60010	Theories in Fashion (3)
FDM	60020	Fashion Design Management (3)
FDM	60030	Forms of Inquiry in Fashion (3)
FDM	60098	Research Project in Fashion Design and Merchandising (3)
MIS	64108	Applied Topics in Human Resource Management (3)
MIS	64160	Leadership and Organization Change (3)
MIS	64270	Organizational Analysis (3)
- 52	April 4 and a september 1945 of 1964 of 1974 of the policy inter-	
MKTG	65053	Promotion Management (3)
MKTG	65057	Marketing Research (3)
MKTG	65060	Marketing Strategy and Planning (3)
MKTG	65064	Buyer Behavior (3)

Effect on current students enrolled in the program, faculty, staff and active courses:

Current students will be worked with individually to find approved substitution courses to allow them to finish their concentrations.

Faculty will be reassigned to areas of greater need in their units

There is no effect on staff, other than to revise printed materials and website descriptions

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 effect

Term and year when it is anticipated that it will end (<u>no temporary suspension of admission may exceed three years</u>):

Fall 2019

Kent State University College of Education, Health, and Human Services The Doctor of Education Professional Degree (EdD) In Interprofessional Leadership An Online Delivery Program

PROGRAM DEVELOPMENT PLAN

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

Kent State University's (KSU) College of Education Health and Human Services (EHHS) proposes the development of an online Doctorate in Education (EdD) in Interprofessional Leadership. The study of leadership proposed in this program will be from an interprofessional perspective. Given the complexity of problems facing our society and the world, students will be educated to cross disciplinary lines and to collaborate beyond organizational boundaries. For example, to address community, and societal issues, leaders must cooperate with social agencies, non-profits, civic leaders, the criminal justice system, and local, state, and federal government. Thus, the program is expected to draw students from a variety of professional fields such as higher education administration, PK-12 education administration (post-licensure), non-profit and for-profit administration, the ministry, the military, healthcare administration, and consultancy groups.

The curriculum of the proposed EdD is designed to meet the interprofessional needs of such individuals. The courses, field experiences, and research requirements will introduce relevant theory, but will emphasize application and translation of theory into practice in particular settings. Rather than generating new knowledge and theory through research, as would happen in the traditional PhD, students will utilize action research to analyze organizational problems, develop new programming, and analyze policy with expertise in organization culture, change, cultural competency, power, and social responsibility. Students in this program will learn to adopt meaningful organizational goals, reciprocal accountability systems, ethical standards, and commitment to adult learning and social justice (Darling-Hammond, 2010).

Because the traditional PhD is intended to prepare doctoral students for a professional life of research and the professoriate, it is not always appealing to many organizational leaders, who want to remain in professional practice. Yet, many of those individuals would be interested in an advanced degree in the study of leadership to prepare themselves for higher level positional leadership and advance themselves professionally in their organizations. Thus, students enrolled in the proposed Kent State University EdD program will develop as *scholarly practitioners* in a variety of professional settings as teachers, professional development practitioners, training and development directors, administrators, managers, or directors of agencies and organizations in which organizational learning is a critical component.

The degree will differ from the PhD in a few ways:

- Coursework and field work will be developed with the student's practical profession in mind. Emphasis will be on the translation of theory to applied practice.
- The students will utilize applied theory as a tool for organizational change toward equity and social justice.

- The program will be purposeful and fluid to meet the needs of professional practice as are other professional degrees- the Juris Doctor, Doctor of Ministry or Divinity, Doctor of Pharmacology, Doctor of Nursing Practice, or Doctor of Business Management.
- The capstone project would not be fashioned as the traditional dissertation, but rather what the
 Carnegie Project on the Education Doctorate (CPED) refers to as the "dissertation in practice."
 Student research would be aligned with the needs of their organizations, useful to their
 organizations, and intended to effect positive change in their organizations. Plans are to
 prepare and guide students through their organizational research using Action Research Design.

(See Appendix E.)

The proposed program at KSU is supported by the Carnegie Project on the Education Doctorate Consortium, of which Kent State University is a member. The KSU program will prepare students to solve pragmatic problems in a variety of organizational settings. KSU students will critically review and consume extant research, develop program evaluation skills, and create new practical knowledge by engaging in field-based projects and action research.

Students in the KSU EdD program will:

- frame questions of equity, ethics, and social justice to bring about solutions to complex problems of practice;
- develop and demonstrate a professional knowledge base that integrates both practical and research knowledge, and that links theory with systemic and systematic inquiry;
- construct and apply knowledge interprofessionally to make a positive difference in the lives of individuals, families, organizations, and communities;
- develop and demonstrate interprofessional collaboration and communication skills to work with diverse communities and to build partnerships;
- analyze problems of practice and use multiple interprofessional frames to develop meaningful solutions; and
- generate, transform, and use professional knowledge in practice.

The proposed EdD would admit a student after a holistic review of the following requirements for admission:

- an earned master's degrees with a minimum GPA of 3.0 from an accredited institution;
- three letters of professional recommendation from organizational supervisors evidencing the applicant's leadership capacity and experience in the organization and/or from former professors attesting to the applicant's capacity for doctoral work;
- earned scores on the GRE or the Miller's Analogy Test at the 50%ile ranking; and
- a face-to-face or a Voice Over Internet Protocol (e.g., Skype) interview with the program's faculty members.

2. Description of the proposed curriculum.

In order to provide part-time, practicing professionals with a degree program that meets their busy personal and professional needs, all coursework would be offered online. To augment the prescribed online coursework, students would also participate in a 4-day, Thursday through Sunday, on campus residency prior to their first summer term in the EdD program. The residency would allow faculty and students varied opportunities and experiences:

- enrichment of the online coursework with face-to-face interaction with fellow students and professors;
- orientation to the interprofessional concept of leading;
- individual advising;
- individual and group sessions with faculty and area executive leaders for academic and professional advising; and
- co-curricular professional workshops and mini-sessions with faculty and peer support.

Because the degree will be open only to individuals who have earned master's degrees in their particular fields and who have professional leadership experience evidenced in letters of professional recommendation, the degree will not offer technical and managerial courses, such as human resource development, finance, facilities management, and/or other licensure requisites. These managerial courses are generally included in a professional master's degree and gleaned through leadership experience. Rather, the KSU curriculum is designed to develop and deepen students' leadership dispositions for work in collaborative, interprofessional, and community settings.

The proposed curriculum will include

- 33 hours of professionally themed leadership coursework
- 6 hours of leadership internship field work
- 12 hours of research-related coursework
- 9 hours of capstone experience development and implementation
- 60 hours total (See Appendices A and B for specific courses and the plan of study, respectively.)

The typical student would enter the program prior to the regular summer term and progress through the curriculum in 3 years. Students would participate in a Thursday through Sunday residency prior to their first summer in the program. We anticipate that students will be able to complete the online program in 3 years by enrolling in 2, 7- week long online courses each semester. Students would also participate in the 4-day summer residency the first summer of enrollment in the program. *Everspring: Partners in Online Education*, with whom the University has contracted for assistance with fully online programs, will market and deliver the online courses.

The online coursework will be developed by faculty and EHHS Instructional Designers, in consultation with the KSU Distance and Continuing Education professionals. Faculty and designers will utilize the Quality Matters template and incorporate current interactive tools to ensure the quality and resourcefulness of the online courses. Moreover, faculty who elect to teach in the proposed program will be expected to participate in training offered by the University's Distance and Continuing Education staff for the development of effective teaching in the online environment. During course development, faculty would be supported by instructional technology and pedagogical professionals within the College and at the University levels.

The development of the online EdD is also proposed in response to the strategic initiative of the University to develop high quality online degree programs. The EHHS faculty, administration, and staff have enlisted the support of the Associate Vice-president and Executive Director of Distance and Continuing Education and her professional staff, who have become invested in the development of the degree.

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

The proposed EdD will be housed in the College of Education, Health and Human Services in the School of Foundations, Leadership, and Administration. The School now houses Higher Education Administration, PK-12 Educational Administration, Hospitality Management, and Recreation, Park, and Tourism Management, all related administrative fields.

The Associate Dean for Administrative Affairs and Graduate Education and the School Director will oversee the program as they do all graduate programming in the College. The College will appoint a full-time graduate faculty member with the appropriate academic credentials, graduate faculty status, experience, and disposition required for coordination and administration of this innovative program. Student services will be managed through the EHHS Office of Graduate Student Services. All student services will be afforded to the students in the online EdD.

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.

According to the US Bureau of Labor Statistics published in 2013, between the years 2012 and 2022 employment requiring doctoral or professional degrees will increase by 16%. Managerial employment in health care and social service is expected to increase by 2.6%; educational services by 1.9%; operations management by 12.4%; management by 7.2%; and, community and social service by 17.2%. Potential students will be practicing organizational leaders, who desire to distinguish themselves from the more ubiquitous master's-prepared employee. They would find that the proposed EdD would offer further education in leadership studies and interprofessional relations and allow them more professional marketability.

In July, 2014, *Everspring: Partners in Online Education*, in partnership with KSU, conducted a Google test survey to identify the market demand for the proposed degree nationally. The survey found the greatest interest, expressed by prospective students, to be enrollment of online degree programs. Likely, their market study showed that interested potential students would be employed full time, self-motivated, lifelong learners, who finish what they start. The majority of prospective students surveyed viewed the degree as one that would help them advance in their fields.

CPED Member Institutions includes around 80 institutions in various stages of development and implementation of the EdD. Among the vital programs, most are designed around PK-12 or Higher Education leadership. Many of these EdD programs have existed for many years, but have been recently redesigned to accommodate CPED guidelines. However, Virginia Commonwealth University, the University of Missouri- St. Louis, Arizona State University, the University of Vermont and Northeastern University have designed programs more aligned with the one we are proposing for Kent State University. The Virginia Commonwealth University is developing practicing scholars with the leadership skills that support learning organizations, those organizations that continually reflect on and redevelop themselves. The University of Missouri- St. Louis program develops leaders of schools, institutions, organizations, and agencies. Arizona State University prepares organizational leaders and community—based educators. The University of Vermont program is marketed to education and social service leadership; Northeastern University's program is marketed to educators, the military, non-profit and forprofit leaders, management consultants, and healthcare professionals.

A search of state university EdD and PhD programs in Ohio, revealed that Bowling Green State University (BGSU) in the Northwest corner of the state offers an EdD in Leadership Studies that is most similar to the proposed KSU degree. However, the BGSU program differs from the proposed KSU program in a couple of ways:

- 1. The BGSU program requires the traditional dissertation as a culminating research exercise; the KSU proposed program requires a capstone action research project.
- 2. The BGSU program is not offered online; the KSU proposed program will offer all coursework online after an initial residency prior to their enrollment in the first summer term.

Wright State University in the Southwest corner of the state offers an EdD in Organizational Studies for organizational leadership and a culture of change, similar to the KSU program. However, the Wright State University program differs in three obvious ways:

- The Wright State EdD courses are offered as hybrids, a combination of face to face and online learning.
- The program is geared toward PK-12 school and government leadership.
- The degree requires a dissertation rather than a capstone action research project.

The University of Akron recently proposed an EdD/MBA in Educational and Community Leadership, a joint program through the College of Education and the College of Business Administration. This program is designed for professionals seeking to develop a deeper understanding of educational, professional, and community leadership and management.

The Kent State University proposed EdD will emphasize professional diversity to provide students opportunity to engage with other leaders from varied professions for cross-pollination and multiplicity of ideation, interchange, and inter-professional problem-solving through interactive, field-based online courses. For a more complete comparison and contrast of doctoral leadership programs in the State of Ohio, please see **Appendix C.**

5. Prospective enrollment.

The first cohort of students would be capped at 30. At present, plans are to cap subsequent cohort enrollment at 30, as well. Later decisions will be based on application interest and financial ability to hire additional full- and part-time faculty.

- 6. Special efforts to enroll and retain underrepresented groups in the given discipline.
- Kent State University College of Education, Health and Human Services has an established Center for Diversity Outreach. The full-time Director of the Center initiates and coordinates activities, and programs for the recruitment and retention of underrepresented groups. The College also sponsors a Holmes Scholars chapter that recruits, welcomes, and supports underrepresented students to our doctoral programs. The College Dean and Associate Deans attend conferences intended to recruit minority students and faculty to the university. The Gerald H. Read Center for International and Intercultural Education initiates and supports opportunities for international students to study in the College of EHHS. The College also sponsors a Diversity Committee whose work is the promotion and retention of underrepresented students.
- 7. Availability and adequacy of the faculty and facilities available for the new degree program. Graduate faculty members in the College have expressed interest in teaching in the proposed program. Those include professors in Educational Administration, Special Education, Instructional Technology, Curriculum and Instruction, and Cultural Foundations. These faculty are active in scholarship in their

disciplines, have full graduate faculty status, and have procured sizable grants for the College. These faculty also have been actively engaged in their professional, state, and national organizations, as well as in service to the community. The College dean also has supported the hiring of additional part or full-time faculty, if warranted by enrollment.

Our facilities are technologically state of the art and would readily support both synchronous and asynchronous learning and face to face interaction with students. The College employs two instructional designers who will work with the Office of Distance and Continuing instructional design professionals and the program faculty to design courses for online delivery.

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

We do not foresee the need for additional facilities to offer this proposed program. The university and college are equipped well to handle the technology. *Everspring: Partners in Online Education*, with whom the University has contracted, will market, manage, and deliver the online courses. However, we will need to release a full graduate faculty member from 3 hours of work course load to coordinate the EdD. Other faculty members interested in teaching will consult with their respective School Directors to determine how teaching in this program could affect course load. Driven by projected enrollment, the former dean and present interim dean have supported the employment of necessary part or full-time faculty to teach and direct action research projects in the program. The Action Research Project Advisory Committees' composition will be based on faculty interest and availability.

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

We do anticipate the costs of release time for a faculty member to coordinate this program. We also anticipate hiring 2-3 part or full time faculty members, dependent on the enrollment in the program. The College's former dean initiated our pursuing development of this degree and his successor is fully committed to its support. The University's Associate Vice-president for Continuing and Distance Education has pledged her and her staff's support for the development and implementation of this degree including assistance with online course development and implementation. The development of the EdD is part of the university's strategic goals for the development of online programs.

Appendix C

The following chart illustrates particular similarities and differences between EdD and PhD programs in the state and the KSU program.

Institution	Degree	Program Characteristics
Kent State University	EdD	 Interprofessional Leadership between public and private organizations representing graduate programs in the College of Education, Health and Human Services Capstone Action Research Project (often referred to as a dissertation of practice) All coursework offered online Thursday-Sunday initial summer term residency
Bowling Green State University	EdD	 Interprofessional Leadership Traditional Dissertation required Not offered online
Youngstown State University	EdD	 PK-12 Educational and Health Care Leadership Dissertation Study Not offered online
Ohio University	EdD	 Rural/Appalacian Educational Leadership and Comparative and International Educational Leadership Dissertation Not offered online
Miami University	EdD	 Educational Leadership Dissertation of Practice Not online
University of Cincinnati	PhD	 Educational Studies Educational Research Dissertation Not offered online
Ohio State University	EdD	 Professional Practice Collaboration with school district administrators and teachers Problems of practice Dissertation or Thesis research
Cleveland State University	PhD	 Urban Educational Leadership and Life-long Learning Dissertation Not offered online
University of Dayton	PhD	 Educational Leadership Dissertation Not offered online
Wright State University	EdD	 Organizational Leadership Culture of Change Interdisciplinary- P-12 schools, government Hybrid courses offered Dissertation
Ashland University	PhD	 Interdisciplinary Leadership Studies Dissertation Not offered online

Appendix A - EdD Program Curriculum

Term Course Cr **Consulting Program First Summer** 3 **Educational Administration** Orientation to Interprofessional Leadership Studies Term and 3 Residency **Leadership Theories and Values** Students as organizational leaders will apply learning theories to design effective learning environments with the use of technology to create learner-centered, interactive opportunities. 3 **First Fall Term Cultural Foundations Ethics and Morality in Leadership** This course will explore ethical practice in professional contexts in education and human services with a view to helping future and current practitioners to reflect upon, refine and re-evaluate the ethical dimensions of their work. 3 Adult Learning Theories and Design **Educational Psychology** Students as organizational leaders will apply learning theories to design effective learning environments with the use of technology to create learner-centered, interactive opportunities. **First Spring Term** Statistics I 3 **Evaluation and Measurement** 3 Leading for Organizational and Technological Change Students will study change theory as applied to readying an organization to accept emerging technologies 3 **Second Summer Diversity and Cultural Competency Cultural Foundations** Term Students will examine diverse organizational environment and develop the cultural competencies to lead with justice and effectiveness. 3 Policy Development for Socially Responsible Leadership Students will develop a consciousness of organizational and leadership policies and practices and their effect on the individual, the organization, and the environment. **Second Fall Term** Culture, Politics, and the Exercise of Power Students will 3 **Educational Administration** study the complex and controversial world of US culture and politics and how it influences organizational cultures. Leadership: International and Global Themes 3 Students will examine contemporary dispositions and practices through a global lens. **Second Spring** Introduction to Quantitative Research 3 **Evaluation and Measurement** Term

Introduction to Qualitative Research

3

Term	Course	Cr	Consulting Program
Third Summer Term	Appreciative Inquiry and Emotional Intelligence in Leadership Students will use appreciative inquiry and emotional intelligence to recognize and capitalize on the worth and value of each organizational member for the positive development of each individual and the organization.	3	
	Negotiating Complex Organizations/ Collaborating with Other Professionals	3	
Third Fall Term	Action Research Design for Capstone Experience Proposal This course will introduce students to action research, a form of systematic inquiry conducted by practitioners on their own practices or on those of their organizations. Leadership Internship Field Work Part 1 Students will engage in a guided leadership internship experience in collaboration with others in their own organizations as they implement their action research proposal.	3	Evaluation and Measurement
Third Spring Term	Leadership Internship Field Work Part 2 Students will engage in a guided leadership internship experience in collaboration with others within their own organizations.	3	
	Capstone Research Project Students will explore organizations and their structures through the lens of organizational theory, systems theory, change theory, and appreciative inquiry. Students will develop dispositions, strategies, and institutional structures that can foster inter-professional practice through Action Research.	3	
Fourth Summer Term	Capstone Research Project Students will explore organizations and their structures through the lens of organizational theory, systems theory, change theory, and appreciative inquiry. Students will develop dispositions, strategies, and institutional structures that can foster inter-professional practice through Action Research. Capstone Research Project Completion and Defense	3	
Total Number of Credits		60	

Appendix B

Kent State University College of Education, Health and Human Services

Doctorate in Education (Ed.D.) Inter-professional Leadership Plan of Study

This Plan of Study must be filed with the EHHS Office of Graduate Student Services (418 White Hall) by the end of the first semester of study in the program.

Student	Banner ID number
Address	Email
Phone Contact Numbers:	home
	work
	mobile
Semester/Year of Admission	
Anticipated Date of Graduation	
Advisory Committee Membership	
Major Advisor	
Co-Advisor or Second Member	
At-large Member	

Required Coursework

- 33 hours of interprofessionally-themed leadership coursework
- 6 hours of leadership internship field work
- 12 hours of research-related coursework
- 9 hours of capstone experience development and implementation
- 60 hours

(Students who opt to earn a cognate will be required to complete a minimum of 15 additional hours in a designated discipline for a total of 75 hours.)

First Summer Term and Residency Orientation to Interprofessional Leadership Studies Leadership Theories and Values First Fall Term Ethics and Morality in Leadership	3 3	
Leadership Theories and Values First Fall Term		
tines and wording in Leadership	3	
Adult Learning Theories and Design	3	
laan Learning Theories and Design	J	
First Spring Term	_	
Statistics I	3	
Leading for Organizational and Technological Change	3	
Second Summer Term		
Diversity and Cultural Competency	3	
Policy Development for Socially Responsible Leadership	3	
Second Fall Term		
Culture, Politics, and the Exercise of Power	3	
Leadership: International and Global Themes	3	
Second Spring Term		
Introduction to Qualitative Research	3	
Introduction to Quantitative Research	3	
Third Summer Term Appreciative Inquiry and Emotional Intelligence in Leadership	2	
Appreciative inquiry and Emotional intempence in Leadership Negotiating Complex Organizations/Collaborating with Other Professional	3 Is 3	
regending complex organizations, conditionally than can a respective	.0	
Third Fall Term		
Action Research Design for Capstone Experience Proposal	3	
Leadership Internship Field Work Part 1	3	
Third Spring Term		
Leadership Internship Field Work Part 2	3	
Capstone Research Project	3	
Fourth Summer Term		
Capstone Research Project	3	
Capstone Research Project Completion and Defense	3	
	Tabul CO	
	Total 60	
Optional Cognate (minimum 15 hours at the 70-80,000 levels	5)	
Program Area:		
Course Number and Title Cre	edit Year	Grade

Approval of the Plan of Study for the Doctorate in Education (Ed.D.)

Student	
Anticipated Date of Graduation	
Optional Cognate Area	
/s/ Major Advisor or Co-Advisor	Date
Major Advisor of Co Advisor	
/s/	Date
/s/Co-Advisor or Member	
s/s	Date
Cognate Advisor (if applicable)	
s/s	Date
Student	
s/s	Date
Program Coordinator	
S/SAssociate Doop for Asadomic Affairs and Graduate Education	

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	Pre	eparation Date	e 9-Dec-15	Curriculum Bulletin
	Eff	ective Date	Fall 2016	Approved by EPC
Department	Lifespan Developme	nt and Educa	ntional Science	es
College	EH - Education, Heal	th and Huma	n Services	
Degree	MED - Maste	er of Education	on	
Program Name	Special Education	Prog	ram Banner Co	ode SPED
Concentration(s)	ASL/English Interpre	ting Cond	centration(s) Ba	anner Code(s) ASEI
Proposal	Temporarily suspend	l admissions		
Does proposed rev Current total credit	tructured. It is the interision change program's hours: 33	nt to reinstat total credit ho oposed total c	e admission burs?	⊠ No
staffing consideration The impact is min 2000 and only one non-degree gradu Units consulted (other)	ons; need; audience; pre imal. Only three stude	erequisites; te nts have gra The licensur ndergraduate ms or campus	acher education duated from the preparation concentration sets affected by	nis concentration since the year component still exists as a n remains viable. this proposal):
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Ll. Dell man	n- Jenkins			3 12 12016
Department Chair /	School Director			
Campus Dean (for	Regional Campuses pro	posals)		
Cathin	Estan			3118116
College Dean (or d	esignee)			
Mean h	Studio V for graduate are		1-00-00-00-00-00-00-00-00-00-00-00-00-00	3 130/16
Made A	Studies for graduate pro	γρυσαισ)		3 ,30,66
	ent for Academic Affairs	or Provost (o	designee)	

Proposal Summary to Temporarily Suspend Admission M.Ed. Special Education ASL/English Interpreting

Full explanation of why the temporary suspension of admission to the program is being proposed:

This action suspends admission into the ASL/English Interpreting concentration of the Master of Education Special Education major [MED SPED ASEI] for two years to allow the program to be restructured. It is the intent to reinstate admission at the end of that time.

Historically, this concentration has been couched in Special Education and was structured according to the other concentrations within that major. However, many interpreters seeking a master's degree do not want a degree focused on Special Education, but rather they want a major that is related with ASL/English Interpreting. Additionally, the current curriculum focuses on the requirements for a license in interpretation and is predominantly comprised of graduate courses that are slashed with undergraduate equivalencies. The plan is to revise the major by incorporating graduate coursework that pertains more to what sign language interpreters do on a daily basis. The updated concentration will be an authentic master's program (not just slashed courses with UG and Grad in the same classes) which will offer more academic rigor to practicing interpreters. Note: The licensure-preparation component still exists as a non-degree graduate program and the undergraduate concentration remains viable.

Additionally, only three students have graduated from MED SPED ASEI since 2000 and one student is currently enrolled. Marketing strategies will be developed in order to increase enrollment in the revised concentration. For example, promotional materials will be sent to the 41 interpreter preparation bachelor degree programs in the United States. Recruitment could also be handled individually by materials being made available at interpreter workshops, as well as at state, regional, and national conferences. Furthermore, since the start of the concentration at the bachelor's level, we have had 82 graduates, who may be interested in pursuing an advanced degree. An even larger pool of potential students would be those interpreters who have an associate's degree in interpreting and a bachelor's degree in another discipline.

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:

All of the courses that MED SPED ASEI graduate students currently take are used in other SPED concentrations and in other majors. Since ASEI enrollment is low, there will be no impact to other majors or courses. Special Education faculty have been notified and approve this action.

Effect on current students enrolled in the program, faculty, staff and active courses: Since courses were slashed with undergraduate and graduate students, all of the active courses will still be offered to undergraduate students and to graduate students seeking licensure.

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:

Other than tuition dollars from possible master's students, there will be no impact to staffing, library materials, facility, or equipment.

Term and year when it is anticipated that it will end (<u>no temporary suspension of admission may exceed three years</u>):

Fall 2018

Timetable and Actions Required: The proposal will go through the required curriculum approval process with changes to take effect fall 2016. Admission has already been suspended by the Provost's Office, effectively immediately. This proposal formalizes the suspension, informing students and advisors by publicizing it in the University Catalog. The following is the anticipated schedule:

Special Education approval: December 17, 2015 LDES SCC approval: March 3, 2016 (electronic vote) presented to EHHS for approval: March 18, 2016 presented to EPC for approval: April 18, 2016

Special Education - Ed.S., M.Ed. and Ph.D.

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(foul suspended)

College College of Education, Health and Human Services

Resources

Program Requirements

College Policies

Academic Policies

Department School of Lifespan Development and Educational Sciences

405 White Hall Tel: 330-672-2294 E-mail: oss@kent.edu

Web: www.kent.edu/ehhs/ldes

Description

The **Master of Education** in Special Education consists of nine concentrations: Deaf Education, Early Childhood Intervention Specialist, Pre-Kindergarten Special Needs, ASL/English Interpreting, General Special Education, Gifted (temporarily suspended), Mild/Moderate Education Needs, Moderate/Intensive Educational Needs and Transition to Work. The M.Ed. in Special Education does not lead to consideration for teacher licensure. For students seeking initial licensure please see the Special Education non-degree graduate preparation for licensure programs (Deaf Education, Early Childhood Intervention, Mild to Moderate Educational Needs, or Moderate to Intensive Educational Needs) in the University Catalog. The ASL/English Interpreting non-degree graduate program prepares students for an interpreting license.

The *Deaf Education* concentration prepares candidates to work with deaf and hard-of-hearing students across inclusion, itinerant, resource room and self-contained public and residential classroom settings. Extensive field and teaching lab experiences optimize the preparation in combination with coursework in literacy, mathematics, science and social studies that result in eligibility to be designated as a "highly qualified" teacher in deaf education, reading and mathematics. Instructional methods are comprehensive in nature and provide the unique strategies necessary to address issues concomitant with hearing loss including language development in both English and American Sign Language, use of bilingual-bicultural methodologies and various assistive and instructional methodologies and various assistive and instructional technologies. The hierarchical coursework sequence concludes with thematic unit instruction that prepares candidates to work with the Core Curriculum to address all academic content areas as well as transition and student with additional needs. Students must pass the Sign Language Proficiency Interview at the Intermediate level prior to graduation and are eligible for pre K- 12 teaching licensure through the Ohio Department of Education.

The Early Childhood Intervention Specialist concentration is designed to train professionals to work with young children with diverse abilities (including those with severe disabilities) from age three to grade three, primarily in inclusive non-categorical settings. Training is provided on collaborating with general educators, special educators, related service providers, parents, and the community members. The program is grounded in pedagogy that is multi-paradigmatic and provides a variety of theoretical perspectives related to teaching young children. A family-guided and culturally responsive framework to serve young children with disabilities and their families is also followed and provides students with the skills necessary to participate in the global community, serve as critical consumers and lifelong learners, and operate as effective transdisciplinary team members.

The Pre-Kindergarten Special Needs concentration qualifies students to apply for an endorsement which can be added to any Special Education license, the Early Childhood Education license and/or the Pre-K validation. The endorsement provides teachers with the coursework and field experiences necessary to work effectively with pre-school aged children with disabilities in a variety of settings.

EPC Agenda | 18 April 2016 | Attachment 11 | Page 5

The ASL/English Interpreting concentration prepares students to work with children and adults who have hearing loss or are deaf in both educational and community settings. Graduates may apply for licensure from the State of Ohio to interpret in pre-K-12. Students also receive instruction and practice necessary to interpret in community settings, including medical and mental health venues, social service offices, job sites and universities to name a few. This intensive major challenges and prepares students for the dynamic and diverse field of sign language interpreting. All of the instructors are nationally certified with extensive careers as interpreters in a wide variety of venues. The coursework and instructors guide students in developing interpreting expertise, sign language fluency and professional ethics. Students have three years of ASL instruction. Coursework encompasses interpreting process models and their application; analytical approaches to professional and ethical decision-making; interpreting proficiency across a variety of settings and consumers; and comparative analysis of English and ASL through the study of linguistics, discourse structures and features, pragmatics and sociolinguistics. Students learn selfassessment strategies for lifelong learning and receive guidance in preparing for the RID NIC and EIPA national certifications. A key component for this major is over 500 hours of practicum experiences with interpreter mentors. Students qualify for the advanced interpreting practicum in their final semester by passing the Sign Language Proficiency interview (SLPI) at the intermediate level or a minimum level 2 Temporariy Suspended score on the American Sign Language Proficiency Interview (ASLPI).

The General Special Education concentration prepares quality teachers of exceptional learners. The general special education concentration provides an opportunity for already licensed teachers to engage in endorsement or certificate training to enhance their existing skills. Moreover, graduates learn to use evidence-based practices to guide their direct service, support and consultation skills in schools and other agencies as professionals work together with individuals with exceptionalities and their families.

The Gifted concentration enables educators to obtain an Ohio Endorsement for Gifted Education. Temporarily Suspended

The Mild/Moderate Educational Needs concentration provides students with the coursework and field experiences for teaching learners—ages five to 21, and grades kindergarten to 12—who have been identified with a disability that requires mild to moderate intervention (e.g. learning disabilities, emotional and behavioral disorders, intellectual disabilities, other health impairments).

The Moderate/Intensive Educational Needs concentration provides students with the coursework and field experiences necessary for teaching learners—ages five to 21, and grades kindergarten to 12—who have been identified with a disability that requires moderate to intensive intervention (e.g. Autism Spectrum Disorder, intellectual disabilities, physical disabilities, multiple disabilities).

The *Transition to Work* concentration is for teachers licensed as Special Educators and vocational educators. This endorsement qualifies students to apply for an endorsement which leads to a single qualification applicable to all former transition roles (e.g., work study, vocational special education, Option IV). With field experience, graduates are prepared to support youth with disabilities in their transition planning and services.

The **Educational Specialist (Ed.S.)** prepares administrative leaders in Special Education. The Ed.S. degree is a post-master's program in which candidates are expected to attain a broad and systematic understanding of professional education, a definitive knowledge of a particular field of specialization and an ability to integrate and apply theoretical concepts of education in an actual educational context. This program is designed for the accomplished, experienced practitioner with specific professional aspirations. It is not designed for those who wish to pursue a research emphasis as a prelude to doctoral study.

The **Doctor of Philosophy (Ph.D.)** in Special Education is a research-focused program for individuals who want to pursue research topics that add to the knowledge base in special education. Students participate in research studies, learn methods for conducting research and design independent and collaborative studies in their specialty area. The Ph.D. in special education prepares individuals for academic faculty and research positions in colleges, universities, research centers and administrative and advocacy positions.

Admission Requirements

M.Ed.: Official transcript(s), goal statement, two letters of recommendation and Questions in Anticipation of Licensure form.

#25 3W

Special Education - M.Ed. Program Requirements

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1. Students in the Deaf Education concentration should not take SPED 53309.

Important Major Notes:

- Students seeking a Reading Endorsement must see advisor before beginning ANY coursework.
- Licensure Requirement (not required for graduation): Candidates seeking Ohio licensure are required to pass specific assessments in order to apply for licensure. Students should consult their advisors for specific program requirements and refer to the Ohio Department of Education-Educator Preparation website for more information on assessments specific to licensure type.

Deaf Education Concentration

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Early Childhood Intervention Specialist Concentration

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Pre-Kindergarten Special Needs Concentration

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SPED	63952	Family and Professional collaboration in Early Childhood	3
SPED	63953	Practical Applications: Birth to Five	3
SPED	63955	Typical and Atypical Development in Young Children	3

SPED 6395	Foundations in Early Childhood Services	EPC Agenda	18 April 2016 Attachmei	nt 11 Page 7
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Note: The courses prescribed in this concentration apply toward consideration by ODE for the Pre-Kindergarten Special Needs Endorsement and can be added to any existing Ohio teaching license (general education or special education). Please see advisor for more information.

ASL/English Interpreting Concentration admission Suspended

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Mild/Moderate Educational Needs Concentration

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Transition to Work Concentration

CTTE 56019 Coordination of Career Technical Cooperative Education Program CTTE 66001 Principles and Practices in Career Technical Education SPED 53070 Planning and Programming for Transitions SPED 54161 Transitional Programming and Services for Disabled Youth SPED 63301 Single Subject Research Methods SPED 63992 Advanced Practicum in Special Education	Credits
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Note: the courses prescribed in this concentration apply toward consideration by ODE for the Transition to Work Endorsement and can be added to any existing Ohio teaching license (general education or special education). Please see advisor for more information.



To: Educational Policies Council

FROM: Senior Vice President and Provost Todd A. Diacon

SUBJECT: Agenda for Monday, 16 May 2016

3:20~p.m., Governance Chambers, 2^{nd} floor of Kent Student Center

DATE: 9 May 2016

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 Curriculum Services <u>before</u> 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 13 May 2016, to ensure that the materials are available at the meeting for review.

JOINT EDUCATIONAL POLICIES COUNCIL

ACTION ITEM

1. Approval of minutes of 18 April 2015. Attachment 1

INFORMATION ITEM

1. EPC meeting schedule and deadline submissions for academic year 2016-2017. Attachment 2

UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

University College (presented by Dean Eboni J. Pringle)

1. Revision of University Readiness Standards policy to accept the Accuplacer placement assessment (to replace Compass in spring 2017) and the GED for English, chemistry and mathematics placement.

Effective Fall 2017 | Attachment 3

Regional College (presented by Dean Susan J. Stocker)

2. Revision of name for the Information Technology for Administrative Professionals [ITAP] major within the Associate of Applied Business [AAB] degree. The name is revised to Office Technology [OTEC]. In addition, the course subject ITAP changes to OTEC for 21 courses. Admission, course and graduation requirements are unchanged.

Effective Fall 2017 | Attachment 4

INFORMATION ITEMS

College of the Arts

School of Theatre and Dance

 Temporary suspension of admission for the Dance Accompaniment [DANA] minor. The minor will be suspended for maximum three years, at which time the program will be reevaluated and a decision made to either reopen admission or inactivate.
 Effective Fall 2016 | Attachment 5

College of Public Health

 Revision of instructional delivery for the Clinical Trials Research [CTR] concentration in the Public Health [PH] major within the Bachelor of Science in Public Health [BSPH] degree.
 Delivery will be 100 percent online in addition to hybrid online/on-ground at the Kent Campus. Effective Fall 2016 | Attachment 6

GRADUATE EDUCATIONAL POLICIES COUNCIL

INFORMATION ITEMS

College of Business Administration

- Revision of instructional delivery for the Business Administration [BAD] major within the Master of of Business Administration [MBA] degree. Delivery will be accelerated, with majority of courses offered in eight-week modules, and time to completion at 12-16 months for full-time students. Effective Fall 2016 | Attachment 7
- 2. Revision of instructional delivery for the Executive Master of Business Administration [EMBA] major within the Master of Business Administration [MBA] degree. Delivery will be accelerated, with courses offered in seven-to-nine-week modules and time to completion at 19 months. Effective Fall 2016 | Attachment 8

College of Education, Health and Human Services

School of Foundations, Leadership and Administration

3. Extension of the Educational Administration–K-12 Leadership [EAKL] major within the Master of Education [MED] and Educational Specialist [EDS] degrees to be offered at the Stow-Munroe Falls Board of Education and the East Central Ohio Educational Service Center in New Philadelphia. Admission, course and graduation requirements for the programs are unchanged. Effective Fall 2016 | Attachment 9

COURSE REVISIONS

Course Revisions Effective Fall 2017 continued

ITAP 16625 Business Presentations (3) to: OTEC	Revise
ITAP 16638 Google Applications for Administrative Professionals (3) to: OTEC	Revise
ITAP 16639 Database Applications (3) to: OTEC	
ITAP 16640 Advanced Database Applications (3) to:	
OTEC	
OTEC	Revise
OTEC ITAP 26622 Desktop Publishing I (3) to:	Revise
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ITAP 26635 Administrative Resource Management (3) to: OTEC	Revise
ITAP 26636 Project Management for Administrative Professionals (1) to: OTEC	Revise
ITAP 26638 Business Communications (3) to: OTEC	Revise
ITAP 26640 Current Technologies (3) to: OTEC	Revise
ITAP 26650 Medical Billing Procedures (3) to: OTEC	Revise
ITAP 26655 ICD Coding (3) to: OTEC	
ITAP 26656 CPT Coding (3) to:	
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OTEC ITAP 26695 Special Topics in Information Technology for Administrative Professionals	
OTEC	Revise
OTEC	



Educational Policies Council Minutes of the Meeting Monday, 18 April 2016

Ex-Officio Members present (or represented): Senior Associate Provost Melody J. Tankersley (representing Senior Vice President and Provost Todd A. Diacon); Faculty Senate Chair Linda L. Williams; Deans Sonia A. Alemagno, James K. Bracken, Barbara A. Broome, John R. Crawford-Spinelli, Mark A. Kretovics, Donald F. Palmer, Robert G. Sines, Deborah F. Spake, Susan J. Stocker, Wendy A. Umberger; Senior Associate Dean Vincent J. Hetherington; Associate Deans Janis H. Crowther, Catherine E. Hackney, Mary Ann Haley (representing Dean James L. Blank), I. Richmond Nettey, Cynthia R. Stillings; Assistant Dean Matthew M. Rollyson (representing Dean Amy L. Reynolds); Director Robert A. Walker; Academic Program Director Catherine M. Zingrone (representing Associate Dean LuEtt J. Hanson)

Ex-officio Members not present (or represented): Deans Eboni J. Pringle, Douglas L. Steidl; Associate Deans Robert D. Hisrich, William T. Willoughby; Assistant Dean Thomas E. Klingler

Faculty Senate-Appointed Representatives present (or represented): Professors Jay Lee, Donald L. White; Assistant Professors Amy Fritsche, Terrence L. Uber

Faculty Senate-Appointed Representatives not present (or represented): Professors Edward Dauterich, Jay M. Jahangiri, Kathyrn A. Kerns; Associate Professors Soumitra Basu, Willie H. Oglesby III, Zhiqiang M. Wang; Assistant Professor James E. Seelye

Council Representatives present (or represented): Professors Michael W. Chunn, Nichole L. Egbert-Scheibelhoffer; Associate Professors Thomas W. Brewer, Jessie Carduner, Robert E. Cimera, Pamela K. Evans, Stacy R. Rose, Athena Salaba, Jonathan F. Swoboda; Assistant Professors Lindsay C. Baran, Sheryl. L. Chatfield, Mary A. Mooney, Debra S. Shelestak, David (Blake) B. Stringer, Belinda S. Zimmerman

Council Representatives not present (or represented): Associate Professor Jayaram (Jay) Muthuswamy; Assistant Professors John C. Duncan, Jonathan P. Fleming, Pamela L. Stephenson

Observers present: Mark Rhodes (representing Graduate Student Senate Vice Executive Chair Andrea Meluch)

Observers not present: Undergraduate Student Government Director James Flanagan

Consultants and Guests present: Susan M. Augustine, Shelby N. Burkhart, Alicia R. Crowe, Mary M. Dellman-Jenkins, Julie A. Gabella, Jamie L. McCartney, Elizabeth A. Sinclair, Katherine (Katie) J. Smith, Therese E. Tillett, Lana K. Whitehead, Sonya L. Wisdom, Devdatta Yogi

Senior Associate Provost Melody J. Tankersley called the meeting to order at 3:23 p.m., on Monday, 18 April 2016, in the Governance Chambers of the Kent Student Center.

Joint EPC Action Item 1: Approval of minutes of 16 November 2015.

Dean Donald F. Palmer moved for approval of the minutes, and the motion was seconded by Dean Deborah F. Spake. No changes, corrections or clarifications were requested. Faculty Senate Chair Linda L. Williams called for a vote, and the minutes were unanimously approved.

Joint EPC Action Item 2: Approval of minutes of January 2016.

Dean Donald F. Palmer moved for approval of the minutes, and the motion was seconded by Assistant Professor Amy Fritsche. No changes, corrections or clarifications were requested. Faculty Senate Chair Linda L. Williams called for a vote, and the minutes were unanimously approved.

Senior Associate Provost Melody J. Tankersley agreed to lead the rest of the meeting after Senate Chair Williams announced to members that she was on medication. Associate Provost Tankersley reminded members of voting rights and responsibilities before moving to the next item.

Joint EPC Action Item 3: Inactivation of the Center for the Study of Information and Religion. The subject area is not a strategic curricular or program priority for the School of Library and Information Science, and the center's activities are not linked to any Kent State University curriculum.

Associate Professor Athena Salaba introduced the item, summarized the proposal and moved for approval. The motion was seconded by Dean Deborah F. Spake. With no questions or discussion, members passed the item unanimously.

Undergraduate EPC Action Item 1: Revision of the Pass/Fail Grade policy to update language, clarify practice and bring consistency with other policies.

Assistant Dean Elizabeth A. Sinclair introduced the item and summarized the proposal on behalf of the Associate and Assistant Deans Committee. She explained that the purpose of the proposal was to revise the pass/fail grade policy in order to update language, clarify practice and bring consistency with other policies. She also explained that revisions to the policy were necessary to reflect the move of the pass/fail option from self-service registration to a paper approval process managed by the Office of the University Registrar in fall 2015.

An EPC member asked for clarification regarding pass/fail credit and minimum grades in courses required for graduation in a specific major. Assistant Dean Sinclair explained that pass grades will not automatically satisfy any minimum course grade higher than a D, and that program areas are able to view the letter grade assigned by the faculty member in Banner and make a decision about whether or not to apply the course to program requirements.

Dean Donald F. Palmer made a motion for approval of item, which was seconded by Dean Deborah F. Spake. EPC members had no questions or discussion and passed the motion unanimously.

Undergraduate EPC Action Item 2: Establishment of the Aeronautical Systems Engineering Technology major within the Bachelor of Science degree. Minimum total credit hours to completion is 121.

Dean Robert G. Sines moved for approval of the item, which was seconded by Assistant Professor David (Blake) B. Stringer. An EPC member asked if the program had been approved by the Board of Trustees. Curriculum Services Executive Director Therese E. Tillett reviewed the approval structure for the establishment of new programs and explained that approval by the Educational Policies Council was the next step after approval by the college.

With no additional questions or discussion, members passed the item unanimously.

Undergraduate EPC Action Item 3: Establishment of the American Sign Language/English Interpreting [ASEI] major within the Bachelor of Science [BS] degree. In addition, 13 SPED courses will be revised to ASEI courses. Minimum total credit hours to completion is 121.

Dean Mark A. Kretovics moved for approval of the item, which was seconded by Associate Professor Pamela K. Evans.

Faculty Senate Chair Linda L. Williams asked for clarification about one section of the proposal, which indicated that the Department of Modern and Classical Language Studies would be involved in student testing. Assistant Professor and Program Coordinator Jamie McCartney explained that students are able to choose one of two tests to demonstrate their American Sign Language proficiency, and Assistant Professor Randall L. Hogue from the Department of Modern and Classical Language Studies is authorized to serve as a proctor for one of the tests—that is the extent to which that department is involved in student testing.

Faculty Senate Chair Williams stated to EPC members her understanding that if the Department of Modern and Classical Language Studies was somehow involved in the new program, the College of Education, Health and Human Services should have included in the proposal a letter of support from the department. Assistant Professor McCartney and several EPC members responded that a letter of support was included in the proposal.

With no additional questions or discussion, EPC members passed the item unanimously.

Graduate EPC Action Item 1: Revision of Admission—Graduate Student policy to allow applicants to submit unofficial transcripts (e.g., photocopy, scanned copy) at the time of application; after being admitted, students will be required to submit official transcripts.

Senior Associate Provost Melody J. Tankersley introduced new Graduate Admissions Director Lana K. Whitehead to EPC members. Director Whitehead introduced the item and summarized the proposal. She noted that many of Kent State University's peer and benchmark institutions have already enacted this practice, which serves to expedite the admissions review process and enables Kent State to be more competitive in graduate admissions.

Assistant Professor Mary A. Mooney moved for approval of the item, and the motion was seconded by Senior Associate Dean Vincent J. Hetherington.

An EPC member asked if the Division of Graduate Studies discussed the possibility of using a similar approach with TOEFL scores. Director Whitehead explained that TOEFL scores were not discussed as part of the current policy revision, but could be explored in the future.

With no additional questions or discussion, members passed the item unanimously.

Senior Associate Provost Tankersley adjourned the meeting at 3:46 p.m.

Respectfully submitted,

Katie J. Smith

Academic Program Coordinator, Curriculum Services

Office of the Provost



OFFICE OF THE PROVOST

TO: Educational Policies Council (EPC)

FROM: Therese E. Tillett, Executive Director of Curriculum Services

SUBJECT: EPC Meeting Schedule and Deadlines for Academic Year 2016–2017

DATE: 16 May 2016 UPDATED

Typically, meetings are held on the third **Monday** of the month (exceptions are in August and January, and no meeting in December) in the **Governance Chambers** on the 2nd floor of the Kent Student Center on the Kent Campus. The meeting **begins at 3:20 p.m.**

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

EPC Meeting Dates	Submission Deadlines of Agenda Items for the Meeting
22 August 2016	1 August 2016
19 September 2016	29 August 2016
17 October 2016	26 September 2016
21 November 2016	31 October 2016
23 January 2017	3 January 2017
	January is the final meeting for course and program proposals for fall 2017 implementation. Program proposals include new and inactivated programs,* any revisions to a program's course or grade requirements and any other revision that changes the criteria for students to be admitted to, progress in or graduate with a degree or certificate.
20 February 2017	30 January 2017
20 March 2017	27 February 2017
17 April 2017	27 March 2017
	April is the final meeting for university policy proposals for fall 2017 implementation for which Faculty Senate or Board of Trustees is final approver.
15 May 2017	24 April 2017
	May is the final meeting for university and college policy proposals for fall 2017 implementation for which EPC is final approver.
	May is the final meeting for course proposals for spring 2018 implementation.**

^{*}Exceptions to this deadline are proposals to establish or inactivate a degree or major, or to offer a major fully online or in an accelerated delivery, all of which require more steps for approvals.

- Course inactivation
- Revision of course title
- Revision of credit hours

- Revision of course subject
- Revision of course number
- Revision of prerequisite that affects a program (e.g., adding a prerequisite not in the program requirements)

^{**} Course proposals that <u>cannot</u> be considered effective for spring semester are for courses listed in an academic program (either required or elective) that request the following:

Implementation Terms for Revisions to Program Admission Criteria

- A revision to a program's admission criteria will be implemented for the next admission window unless a later term is requested.
- Revisions will be implemented only after approval by the Educational Policies Council (EPC).
- Revised admission criteria will be noted in the next-published University Catalog after current admission criteria (e.g., *Effective for spring 2018, admission criteria will be the following...*).

Implementation Terms Table

Table narrative example: If an admission revision proposal is approved at the <u>August 2016</u> EPC meeting, the earliest effective term that can be requested for the revision will be <u>spring 2018</u>, for which the admission window opens in <u>April 2017</u>; and the admission revision will be noted in the 2017-2018 University Catalog, published in <u>June 2017</u>.

EPC Approval of Admission Revision	Earliest Effective Term	Admission Window Opens	First Noted in Catalog
August 2016	Spring 2018	April 2017	June 2017
September 2016	Spring 2018	April 2017	June 2017
October 2016	Spring 2018	April 2017	June 2017
November 2016	Spring 2018	April 2017	June 2017
January 2017	Spring 2018	April 2017	June 2017
February 2017	Spring 2018	April 2017	June 2017
March 2017	Spring 2018	April 2017	June 2017
April 2017	Fall 2018	July 2018	June 2017
May 2017	Fall 2018	July 2018	June 2017
August 2017	Spring 2019	April 2018	June 2018
September 2017	Spring 2019	April 2018	June 2018
October 2017	Spring 2019	April 2018	June 2018
November 2017	Spring 2019	April 2018	June 2018
January 2018	Spring 2019	April 2018	June 2018
February 2018	Spring 2019	April 2018	June 2018
March 2018	Spring 2019	April 2018	June 2018
April 2018	Fall 2019	July 2019	June 2018
May 2018	Fall 2019	July 2019	June 2018
August 2018	Spring 2020	April 2019	June 2019

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	1-Mar-16	Curriculum Bulletin
		Effective Date	Fail XXX X 2016	Approved by EPC
Department	University Advisi	ng		
College	UC - University C	ollege		
Proposal	Revise Policy			
Proposal Name	Revision of Place	ment Testing Po	licy	
the software on No of only two placem	ement assessment evember 30, 2016. C ent assessment so	Surrently the State of twares: Compas	e of Ohio recess and Accup	nally by ACT. ACT will "sunset" ognizes and supports the use lacer. With only one option uplacer by College Board.
2016. Accuplacer v	vill go live system-v	vide on Septemb	er 1, 2016. Cu	tration period: September 9, it scores have been urrently under revision by the
	cores for Reading	and English hav		evaluated. Based upon student ed to better reflect a pathway
staffing consideration Revisions in the po	ns; need, audience) licy affects course:	s in the departme	ents of Englis	ion issues; enrollment and h, and UC (UC 00003 Core ding Strategies for College
Units consulted (other Department of England Information Se	ish, University Coll	•	•	nis proposal): npus Placement Coordinators,
		REQUIRED END	DRSEMENTS	
				1 1
Department Chair / S	chool Director			 /
Campus Pean (for Re	Di HARRY	roposals)		3,18,16
				1 1

Dean of Graduate Studies (for graduate proposals)	
Senior Vice President for Academic Affairs and Provost (or designee)	//

Proposal Summary for Revision of University Readiness Standards and Placement Testing Policy

Subject Specification: Kent State University must adopt a new placement assessment software as mandated by the State of Ohio.

Background Information: The state of Ohio mandates the use of either Compass or Accuplacer. Compass will be "sun set" or discontinued nationally on November 30th, 2016. With Accuplacer serving as the only other option for our placement needs, it is imperative that our system adopt Accuplacer to remain in compliance with the State of Ohio's Remediation Free Standards. Compass will remain an assessment option through the fall 2016 registration period (September 9th, 2016). After that date, Compass will be discontinued within the Kent State University System. Starting September 1st, 2016 Accuplacer will be available system-wide to students admitted for spring 2017 and forward.

Those taking Accuplacer are admitted students who do not have active ACT or SAT scores taken within the last two years or choose to "challenge" their Reading Comprehension score(regional campuses only). English has an established challenge through their department and Math has ALEKS.

The adoption of Accuplacer for Reading Comprehension and English assessment will impact those courses or programs which rely on cut-scores for course placement. The courses that will make adjustments to their course pre-requisites are: US 00003, US 00006, ENG 01001, ENG 11011, and ENG 21011.

Alternatives and Consequences: If Kent State University does not adopt these policy revisions, our institution will not be in compliance with the State of Ohio and its State-wide Remediation Free Standards.

Specific Recommendation and Justification: See next pages for recommended revisions to the policy as published in the University Catalog.

Timetable and Actions Required: Approval by EPC for effective fall 2016

Current Catalog Policy

University Readiness Standards

The Ohio Board of Regents established uniform statewide standards and college testing thresholds for remediation-free status for undergraduate students. Students meeting these standards and thresholds are deemed remediation-free and will be eligible to enroll in college-level courses in the respective subjects. These standards and thresholds do not replace Kent State's placement assessment policies.

Subject	ACT	SAT	COMPASS
Mathematics	Mathematics sub score of 22 (or higher)	Mathematics sub score of 520 (or higher)	*College Algebra scale score of 54 (or higher)
English	English sub score of 18 (or higher)	Writing score of 430 (or higher)	Reading scale score of 88 (or higher)
		Critical Reading score of 450 (or higher)	
Reading and Study Strategies	Reading sub score of 21 (or higher)	Reading sub score of 450 (or higher)	Reading scale score of 88 (or higher)

^{*} Not applicable at Kent State University.

PLACEMENT ASSESSMENT POLICY

Kent State University uses ACT/SAT and/or placement assessment(s) to determine appropriate course placement in mathematics, English, foreign language, general chemistry and reading and study strategies. Any required placement assessments must be completed before a student registers for classes. This is to ensure student readiness and correct course selection. Students who are required to complete the chemistry ALEKS assessment will do so after registering for CHEM 10060. Any student required to attend a campus-specific orientation program (e.g., Destination Kent State: Advising and Registration), may be required to complete all appropriate assessments prior to the orientation program.

Students who earn college credit before enrolling at Kent State may be exempt from taking some or all placement assessments. Students must submit their college transcript(s) for review and consideration of transfer credits.

Most assessments are accessible online. Students will be provided with information about assessments that are required and how to access the assessment either by e-mail, Next Steps Checklist or some other form of communication.

ACT/SAT scores can be used for placement in mathematics and English for two years from the date of testing until the first day of classes. Placement assessment scores such as provided through ALEKS and WebCape can be used for one year from the date of testing until the first day of classes. Students must reassess after a year to ensure proper placement.

English Placement

All undergraduate degree programs require successful completion of the Kent Core Composition requirement. Placement into the appropriate starting course in the sequence is determined by ACT English or SAT Writing scores. In the event a student does not have ACT/SAT scores, the student will take the COMPASS assessment (on site only). Students enrolled at a Kent State regional campus and who do not meet the university readiness standards will be required to enroll in and earn a minimum C grade in ENG 01001 and a minimum C- grade ENG 11002 before they can enroll in ENG 21011.

Current Catalog Policy continued

Kent Camp	us Stuc	lents	Regional Campus Students		
Assessment	Score	Placement	Assessment	Score	Placement
ACT English		ENG 11011 ENG 21011	ACT English	18-25	ENG 01001 and ENG 11002 ENG 11011 ENG 21011
SAT Writing		ENG 11011 ENG 21011	SAT Writing	430-590	ENG 01001 and ENG 1100 ENG 11011 ENG 21011
COMPASS Writing	0-94	ENG 11011 ENG 21011	COMPASS Writing	69-94	ENG 01001 and ENG 11002 ENG 11011 ENG 21011

Mathematics Placement

All undergraduate degree programs require the successful completion of the Kent Core Mathematics and Critical Reasoning requirement. The course that will fulfill this requirement is based upon the student's major. Placement into the appropriate course(s) is determined by ACT/SAT scores and, in many cases, the ALEKS math placement assessment score. Each student will be instructed through his/her Next Steps Checklist whether the ALEKS math assessment is required. The need for assessment is based upon the student's program at the start of classes. Upon completion of the initial online ALEKS assessment, all students are strongly encouraged to complete the online ALEKS Learning Modules, available at no charge. Mastering learning module content may result in a higher level placement when the student takes a proctored reassessment.

Foreign Language Placement

Students in a program requiring a foreign language must complete a foreign language placement questionnaire online in FlashLine via a link provided on the student's Next Steps Checklist. Completion of the questionnaire will determine if the student will need to complete the foreign language assessment.

All students should begin foreign language study at the appropriate level of proficiency, which may be established in one of several ways: university-approved proficiency examination, placement test, College Level Examination Program (CLEP) or Kent State's Credit-By-Examination (CBE). In cases of languages for which no examiner or examination is available, proficiency can be established (no credit awarded) through appropriate documentation of high school coursework in the native land and language. Credit hours exempted by any of these means still are required for graduation but may be applied toward coursework in the student's major or minor or as electives.

The term "native language" refers to the language of students who have been born, raised and educated in another culture and who can be expected to use that language not only easily but accurately as well. "First language" refers to the language of students who may have been born and spent their early years abroad or who have been raised in a particular ethnic community in this country; while they may speak the language with some ease, a lack of consistent formal training limits the accuracy of their usage.

Current Catalog Policy continued

A student with a native language other than English may not register for or receive credit in coursework on the elementary or intermediate level in that language or a closely related one as determined by the chair of the appropriate department. Such students may, however, receive credit for coursework successfully completed above the Intermediate II level.

Students with a first (not native) language other than English may be permitted to enroll in, and receive credit for, coursework on the elementary and/or intermediate level. Permission will be granted on a case-by-case basis by the chair/director of the appropriate department/school after evaluation of the student's skills in that language.

Current Catalog Policy continued

General Chemistry Placement

All students registered for CHEM 10060 General Chemistry I must complete the ALEKS chemistry assessment prior to the start of the semester. Directions will be provided through the student's Next Steps Checklist and via e-mail. Students will be given access to this assessment for the six weeks prior to the start of classes each term (fall, spring, summer). Any student not completing the assessment with 100 percent mastery of the basic chemistry knowledge being assessed will be de-registered from the class and the related laboratory course, CHEM 10062.

Reading and Study Strategies Placement

Kent State University regional campuses offer two courses to help students develop reading and study strategies to successfully complete college-level coursework—US 00003 Reading Strategies for College Success and US 00006 Study Strategies for College Success. A student placing into US 00003 must take US 00006 the following term.

Assessment	Score	Placement
ACT Reading		US 00003 US 00006
SAT Critical Reading or Verbal		US 00003 US 00006
COMPASS Reading		US 00003 US 00006

Proposed Catalog Policy

University Readiness Standards and Placement Assessment

In 2012, the Ohio Department of Higher Education established uniform statewide standards and college testing thresholds for remediation-free status for undergraduate students. Students meeting these standards and thresholds are deemed remediation-free and will be eligible to enroll in college-level courses in the respective subjects. These standards are under revision and may change during the 2016-2017 academic year. These standards and thresholds do not replace Kent State's placement assessment policies.

Subject	ACT	SAT	COMPASS
Mathematics	Mathematics sub score of 22 (or higher)	Mathematics sub score of 520 (or higher)	*College Algebra scale score of 52 (or higher)
English	English sub score of 18 (or higher)	Writing score of 430 (or higher)	Reading scale score of 88 (or higher)
		Critical Reading score of 450 (or higher)	
Reading and Study Strategies	Reading sub score of 21 (or higher)	Reading sub score of 450 (or higher)	Reading scale score of 88 (or higher)

KENT STATE UNIVERSITY PLACEMENT ASSESSMENT

Kent State University uses ACT, SAT, GED and/or placement assessment(s) to determine appropriate course placement in mathematics, English, foreign language, general chemistry and critical and core reading strategies. Any required placement assessments must be completed before a student registers for classes. This is to ensure student readiness and correct course selection. Students who are required to complete the ALEKS chemistry assessment will do so after registering for CHEM 10060. Any student required to attend a campus-specific orientation program (e.g., Destination Kent State: Advising and Registration) will be required to complete all appropriate assessments prior to the orientation program.

Students who earn college credit before enrolling at Kent State may be exempt from taking some or all placement assessments. Students must submit their college transcripts (including College Credit Plus and dual enrollment credit), Advanced Placement (AP), International Baccalaureate and military transcript(s) for review and consideration of transfer credits.

Most assessments are accessible online. Students will be provided with information about assessments that are required and how to access the assessment either by e-mail, Next Steps Checklist or some other form of communication.

ACT, SAT and Accuplacer scores can be used for placement in mathematics, English, chemistry and critical and core reading strategies for two years from the date of assessment until the first day of classes. Placement assessment scores provided through ALEKS (for mathematics only), Compass, and WebCape can be used for one year from the date of assessment. Students must reassess after a year to ensure proper placement.

English Placement

All undergraduate degree programs require successful completion of the Kent Core Composition requirement. Placement into the appropriate starting course in the sequence is determined by ACT English or SAT Writing scores. In the event students do not have ACT or SAT scores, they will take either Compass (available to students admitted for fall 2016 only) or Accuplacer - Writeplacer (available to students admitted for spring 2017 or later). These assessments are available on site only. Students who have taken Accuplacer (Sentence Skills score 88+) or Writeplacer at another institution within two years of their initial start date may opt to transfer those scores to Kent State University.

Students enrolled at a Kent State University regional campus, who do not meet the university readiness standards will be required to enroll in and earn a minimum C grade in ENG 01001 and a minimum C-

grade ENG 11002 before they can enroll in ENG 21011. Students who take Compass or Writeplacer and wish to challenge their placement must take the Writing Challenge.

Proposed Catalog Policy continued

Kent Campus Students				
Assessment	Score	Placement		
ACT English	0-25 26+	ENG 11011 ENG 21011		
SAT Writing and Language	0-590 600+	ENG 11011 ENG 21011		
COMPASS Reading	0-80+	ENG 11011		
Accuplacer (Reading Comprehension and Writeplacer)	80+ and 4+	ENG 11011		
GED: Reasoning Through Language Arts College Ready	165+	ENG 11011		

Regional Campus Students					
Assessment	Score	Placement			
ACT English	0-17 18-25 26+	ENG 01001 and ENG 11002 ENG 11011 ENG 21011			
SAT Writing and Language	0-420 430-590 600+	ENG 01001 and ENG 11002 ENG 11011 ENG 21011			
COMPASS Reading	0-79 80+	ENG 01001 and ENG 11002 ENG 11011			
Accuplacer (Reading Comprehension + Writeplacer)	0-79 and 0-4 80+ and 4+	ENG 01001 and ENG 11002 ENG 11011			
GED: Reasoning Through Language Arts College Ready	165+	ENG 11011			

Mathematics Placement

All undergraduate degree programs require the successful completion of the Kent Core Mathematics and Critical Reasoning requirement. Each academic program has a list of mathematics courses that satisfy this requirement. Placement into mathematics courses is determined by a student's score on the ALEKS placement assessment and/or the ACT or SAT score. Not all students need to take the ALEKS placement assessment and students should check their Next-Steps Checklist in FlashLine for that determination. However, all students scoring below 22 on the ACT Mathematics subtest or below 520 on SAT Mathematics need to take ALEKS. Upon completing the initial assessment online, students have free access to work in the ALEKS Learning Module for up to six weeks. They may then retake ALEKS in a proctored environment in an attempt to improve their placement score.

Students who achieve the scores below will be deemed remediation free in mathematics at Kent State University.

Assessment	Score
ACT Mathematics	22+
SAT Mathematics	520+
GED Mathematical Reasoning College Ready	165+
Compass College Algebra	52+
ALEKS	45+

Proposed Catalog Policy continued

Foreign Language Placement

All students intending to take a foreign language course at Kent State University must complete the Foreign Language Placement Questionnaire online in FlashLine, or via a link provided on the student's Next Steps Checklist. Completion of the questionnaire will determine if the student will need to complete a foreign language placement assessment. All students should begin foreign language study in the appropriate course, which may be determined in one of several ways: (1) university-approved proficiency or placement examination; (2) documentation of previously earned college credits in a foreign language through coursework, Credit by Exam (CBE), the College Level Examination Program (CLEP), the Advanced Placement (AP) exam, or the International Baccalaureate (IB) program.

<u>Foreign Language Requirements:</u> Generally, foreign language requirements are met by passing the highest level course in the language requirement (or alternatively, native speaker waiver, a higher level course or through one or more alternative credit options such as CLEP, AP, CBE, IB, retroactive credit or transfer credit). Students should review the University Catalog and consult with their academic advisor(s) to determine specific language requirements for their college and program. Some students may begin their university foreign language experience beyond the Elementary I level without receiving credit for the previous course(s) and, thus, may complete the requirement with fewer credit hours and fewer courses than specified in their language requirement. In this case, the hours not used for the language requirement will be still required for graduation, but may be applied toward coursework in the student's major or minor or as electives.

Native-speaker waiver: Eligible students should contact the Department of Modern and Classical Language Studies if they wish to apply for a native-speaker waiver. The department considers native speakers of another language to be those students who have been born, raised and educated through high school in a culture in which a language other than English is the dominant language. Students wishing to obtain a native speaker waiver for their language requirement must provide one or more of the following types of documentation as requested by the administrator in the Department of Modern and Classical Language Studies granting the waiver: (1) diploma from foreign secondary or high school where the language of instruction was a language other than English (2) transcript/official list of courses from secondary or high school showing language(s) taught; (3) letter from foreign education official certifying graduation and language of instruction; (4) official test results showing intermediate mid proficiency in the ACTFL Oral Proficiency Interview and Writing Proficiency Test; (5) assessment by approved native speaker of foreign language (e.g., teacher, professor, or certified translator), with this assessment method approved in advance by a department administrator; and/or (6) TOEFL score on file with Kent State University.

General Chemistry Placement

All students registered for CHEM 10060 General Chemistry I must complete the ALEKS chemistry assessment prior to the start of the semester. Directions will be provided through the student's Next Steps Checklist and via e-mail. Students will be given access to this assessment six weeks prior to the start of classes each term (fall, spring, summer). Any student not completing the assessment with 100 percent mastery of the basic chemistry knowledge being assessed will be de-registered from the class and the related laboratory course, CHEM 10062.

Core and Critical Reading Strategies Placement

Kent State University regional campuses offer two courses to help students develop core and critical reading strategies to successfully complete college-level coursework—UC 00003 Core Reading Strategies College Success and UC 00006 Critical Reading Strategies for College Success. A student placing into UC 00003 must take UC 00006 the following term. Both courses require a minimum C grade.

Proposed Catalog Policy continued

Students who have taken the Accuplacer (Reading Comprehension) at another institution within two years of their initial start date may opt to transfer that score to Kent State University.

Assessment	Score	Placement
ACT Reading	0-13 14-19 20+	UC 00003 UC 00006 No course
SAT Writing and Language	0-350 360-460 470+	UC 00003 UC 00006 No course
GED: Reasoning Through Language Arts College Ready	165+	No course
COMPASS Reading	0-60 61-79 80+	UC 00003 UC 00006 No course
Accuplacer Reading Comprehension	0-50 51-79 80+	UC 00003 UC 00006 No course

Marked-up Copy Current Catalog Policy

University Readiness Standards and Placement Assessment

In 2012, tThe Ohio Department of Higher Education Ohio Board of Regents established uniform statewide standards and college testing thresholds for remediation-free status for undergraduate students. Students meeting these standards and thresholds are deemed remediation-free and will be eligible to enroll in college-level courses in the respective subjects. These standards are under revision by the state and may change during the 2016-2017 academic year. These standards and thresholds do not replace Kent State's placement assessment policies.

Subject	ACT	SAT	COMPASS
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^{*} Not applicable at Kent State University.

KENT STATE UNIVERSITY PLACEMENT ASSESSMENT POLICY

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Students who earn college credit before enrolling at Kent State may be exempt from taking some or all placement assessments. Students must submit their college transcript(s) (including College Credit Plus and dual enrollment credit), Advanced Placement (AP), International Baccalaureate and military transcript(s) for review and consideration of transfer credits.

Most assessments are accessible online. Students will be provided with information about assessments that are required and how to access the assessment either by e-mail, Next Steps Checklist or some other form of communication.

ACT/ SAT <u>and Accuplacer</u> scores can be used for placement in mathematics, <u>and</u> English, <u>chemistry and critical and core reading strategies</u> for two years from the date of assessment until the first day of classes. Placement assessment scores such as provided through ALEKS(<u>for mathematics only</u>), <u>Compass</u> and WebCape can be used for one year from the date of assessment until the first day of classes. Students must reassess after a year to ensure proper placement.

English Placement

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Marked-Up Catalog Policy continued

Students enrolled at a Kent State regional campus and who do not meet the university readiness standards will be required to enroll in and earn a minimum C grade in ENG 01001 and a minimum C-grade ENG 11002 before they can enroll in ENG 21011. Students who take Compass or Writeplacer and wish to challenge their placement must take the Writing Challenge.

Kent Campus Students						
Assessment	Score	Placement				
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Compass Reading	<u>0-80+</u>	ENG 11011				
Compass Writing	0-94 95+	ENG 11011 ENG 21011				
Accuplacer (Reading Comprehension and Writeplacer)	80+ and 4+	ENG 11011				
GED: Reasoning Through Language Arts College Ready	<u>165+</u>	ENG 11011				

Regional Campus Students					
Assessment	Score	Placement			
ACT English	0-17 18-25 26+	ENG 01001 and ENG 11002 ENG 11011 ENG 21011			
SAT Writing and Language	0-420 430-590 600+	ENG 01001 and ENG 11002 ENG 11011 ENG 21011			
Compass Reading	<u>0-79</u> <u>80+</u>	ENG 01001 and ENG 11002 ENG 11011			
Compass Writing	0-68 69-94 95+	ENG-01001 and ENG-11002 ENG-11011 ENG-21011			
Accuplacer (Reading Comprehension and Writeplacer)	0-79 and 0-4 80+ and 4+	ENG 01001 and ENG 11002 ENG 11011			
GED: Reasoning Through Language Arts College Ready	<u>165+</u>	ENG 11011			

Mathematics Placement

All undergraduate degree programs require the successful completion of the Kent Core Mathematics and Critical Reasoning requirement. Each academic program has a list of mathematics courses that satisfy this requirement. The course that will fulfill this requirement is based upon the student's major. Placement into mathematics the appropriate courses (s) is determined by the student's score on the ALEKS placement assessment and/or an ACT, SAT or GED score ACT/SAT scores and, in many cases, the ALEKS math placement assessment score. Each student will be instructed through his/her Next Steps Checklist whether the ALEKS math assessment is required. Not all students need to take the ALEKS placement assessment, and students should check their Next-Steps Checklist in FlashLine for that determination. However, all students scoring below 22 on the ACT Mathematics subtest or below 520 on SAT Mathematics ned to take ALEKS. The need for assessment is based upon the student's program at the start of classes. Upon completing completion of the initial assessment online, students have free access to work in the ALEKS Learning Module for up to six weeks ALEKS available at no charge.

Marked-Up Catalog Policy continued

They may then retake ALEKS in a proctored environment in an attempt to improve their placement score. Mastering learning module content may result in a higher level placement when the student takes a proctored reassessment.

Students who achieve the scores below will be deemed remediation free in mathematics at Kent State University.

Assessment	<u>Score</u>
ACT Mathematics	<u>22+</u>
SAT Mathematics	<u>520+</u>
GED Mathematical Reasoning College Ready	<u>165+</u>
Compass College Algebra	<u>52+</u>
<u>ALEKS</u>	<u>45+</u>

Foreign Language Placement

All sStudents intending to take a in a program requiring foreign language course at Kent State University must complete the a fForeign Language pPlacement qQuestionnaire online in FlashLine, or via a link provided on the student's Next Steps Checklist. Completion of the questionnaire will determine if the student will need to complete the foreign language assessment.

All students should begin foreign language study <u>in</u> at the appropriate <u>course</u> <u>level of proficiency</u>, which may be <u>determined</u> <u>established</u> in one of several ways: (1) university-approved proficiency <u>or placement</u> examination, <u>placement test</u>,; (2) <u>documentation of previously earned college credits in a foreign language through coursework</u>, College Level Examination Program (CLEP), <u>Advanced Placement (AP)</u>, <u>International Baccalaureate (IB)</u> or Kent State's Credit-By-Examination (CBE). <u>In cases of languages for which no examiner or examination is available, proficiency can be established (no credit awarded) through appropriate documentation of high school coursework in the native land and language.</u>

Foreign Language Requirements: Generally, foreign language requirements are met by passing the highest level course in the language requirement (or alternatively, native speaker waiver, a higher level course or through one or more alternative credit options such as CLEP, AP, CBE, IB, retroactive credit or transfer credit). Students should review the University Catalog and consult with their academic advisor(s) to determine specific language requirements for their college and program. Some students may begin their university foreign language experience beyond the Elementary I level without receiving credit for the previous course(s) and, thus, may complete the requirement with fewer credit hours and fewer courses than specified in their language requirement. In this case, the hours not used for the language requirement will be still Credit hours exempted by any of these means still are required for graduation, but may be applied toward coursework in the student's major or minor or as electives.

Native speaker waiver: Eligible students should contact the Department of Modern and Classical Language Studies if they wish to apply for a native-speaker waiver. The department considers native speakers of another The term "native language" refers to the language of to be those students who have been born, raised and educated through high school in a another culture in which a language other than English is the dominant language and who can be expected to use that language not only easily but accurately as well. Students wishing to obtain a native speaker waiver for their language requirement must provide one or more of the following types of documentation as requested by the administrator in the Department of Modern and Classical Language Studies granting the waiver: (1) diploma from foreign secondary or high school where the language of instruction was a language other than English (2) transcript/official list of courses from secondary or high school showing language(s) taught; (3) letter from foreign education official certifying graduation and language of instruction; (4) official test results showing intermediate mid proficiency in the ACTFL Oral Proficiency Interview and Writing Proficiency Test; (5) assessment by approved native speaker of foreign language (e.g., teacher, professor or certified

Marked-Up Catalog Policy continued

translator), with this assessment method approved in advance by a department administrator; and/or (6) TOEFL score on file with Kent State University. "First language" refers to the language of students who may have been born and spent their early years abroad or who have been raised in a particular ethnic community in this country; while they may speak the language with some ease, a lack of consistent formal training limits the accuracy of their usage.

A student with a native language other than English may not register for or receive credit in coursework on the elementary or intermediate level in that language or a closely related one as determined by the chair of the appropriate department. Such students may, however, receive credit for coursework successfully completed above the Intermediate II level.

Students with a first (not native) language other than English may be permitted to enroll in, and receive credit for, coursework on the elementary and/or intermediate level. Permission will be granted on a case-by-case basis by the chair/director of the appropriate department/school after evaluation of the student's skills in that language

General Chemistry Placement

All students registered for CHEM 10060 General Chemistry I must complete the ALEKS chemistry assessment prior to the start of the semester. Directions will be provided through the student's Next Steps Checklist and via e-mail. Students will be given access to this assessment for the six weeks prior to the start of classes each term (fall, spring, summer). Any student not completing the assessment with 100 percent mastery of the basic chemistry knowledge being assessed will be de-registered from the class and the related laboratory course, CHEM 10062.

Core and Critical Reading and Study Strategies Placement

Kent State University regional campuses offer two courses to help students develop <u>core and critical</u> reading <u>and study</u> strategies to successfully complete college-level coursework—<u>UC US 00003 Core</u> Reading Strategies for College Success and <u>UC US 00006 Critical Reading Study</u> Strategies for College Success. A student placing into <u>UC US 00003 must take <u>UC US 00006 the following term. Both courses require a minimum C grade.</u></u>

Students who have taken the Accuplacer (Reading Comprehension) at another institution within two years of their initial start date may opt to transfer that score to Kent State University.

Assessment	Score	Placement
ACT Reading	0-13 14- <u>19</u> 17 20+	UC US 00003 UC US 00006 No Course
SAT <u>Writing and Language</u> Critical Reading or Verbal	0-350 360- <u>460</u> 4 20 470+	UC US 00003 UC US 00006 No Course
GED: Reasoning Through Language Arts College Ready	<u>165+</u>	No course
COMPASS Reading	0-60 61-79 80+	UC US 00003 UC US 00006 No Course
Accuplacer Reading Comprehension	0-50 51-79 80+	UC 00003 UC 00006 No Course

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	e 16-Sep-15	Curriculum Bulletin
		Effective Date	Fall 3008	Approved by EPC
Department	WWW		2017	
College	XXX			
-	RE - Regional Co			
Degree	522	of Applied Busine		
Program Name				Technology for Administrative
Concentration(s)		ntration(s) Banner	107 - 251	Professionals (ITAP)
Proposal	Revise program	name change	to Office 1	Гесhnology (OTEC)
admanad, IIAI lac	e ITAP Program fo ulty and I have pro Technology".The	pposed a name cr	nange for the practice	n current with changing market program. The new name being the program content and
Does proposed revision Current total credit h	sion change prograr ours: 61	m's total credit hou Proposed total cre		⊠ No
Describe impact on staffing consideration	other programs, pol ns; need; audience;	icies or procedures prerequisites; tead	s (e.g., duplicat cher education	ion issues; enrollment and licensure):
The Medical Billing use ITAP courses v	, COMT, BTAS, En vithin their curricu	gineering Techno lumn.	ology and Acc	ounting Technology Programs
Units consulted (other	er departments, pro	grams or campuse	s affected by th	nis proposal):
The programs that BTAS, Engineering	use ITAP courses Technology and A	that have been co Accounting Techn	onsulted inclu ology.	de; Medical Billing, COMT,
Campus Dean (for R College Dean (or des	egional Campuses ignee)	lel - Rea	iolal	1012/12015 1/12112018 5109/10
Senior Vice Presiden	for Academic Affai	rs or Provost (or de	esignee)	



John R. Kasich, Governor John Carey, Chancellor

CHANGE REQUEST: MAJOR NAME MODIFICATION

Date of submission: to come

Name of institution: Kent State University

Previously approved title: Information Technology for Administrative Professionals major within

the Associate Applied Business degree

Proposed new title: Office Technology major within the Associate Applied Business degree

Proposed implementation date of the request: Fall 2017

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: Executive Director of Curriculum Services

Office of the Provost

Phone: 330-672-8558 **E-mail:** ttillet1@kent.edu

Educator Preparation Programs:

Leads to licensure: No Leads to endorsement: No

History of the program.

The program was established in 1975 on Kent State's regional campuses with the original major name of Office Management and Related Technologies, although it was historically referred to as Office Technology. The major name changed to Information Technology for Administrative Professionals in 2002 to align it with the professional society the International Association for Administrative Professionals. The program is fully offered at Kent State's Ashtabula, Salem, Trumbull and Tuscarawas campuses.

Explain the rationale for name change.

Kent State University proposes revising the name of the major—from Information Technology for Administrative Professionals to Office Technology—due to the ambiguity of its current name, which creates a challenge in marketing and recruiting students. The name Office Technology is more recognizable to students and prospective employers who are looking for administrative staff.

The ambiguity originates from the words "information technology" in the current name. Information technology can include almost anything ranging from the use of computers to store, retrieve and transmit data using networks, intranet and the Internet. Information technology also encompasses coding and programming and the troubleshooting and maintenance of computers and electronic devices. Typically, information technology describes the expertise that occurs behind the scenes, within the back end office of an organization

In comparison, office technology focuses primarily on front-end office functions, where employees use technology for daily job responsibilities that may include producing business documents, designing presentations, generating data reports and creating financial spreadsheets. These activities more accurately describe Kent State's associate degree program. Students in the program gain a wide variety of computer application skills needed for gainful employment in office administrative support positions. Job titles in the field include office assistant, accounting clerk, office manager, administrative coordinator, executive administrative and administrative assistant—technology.

Revision of the major name to Office Technology will also align Kent State's program with similar programs across the state, all assigned under the same Classification of Instructional Program (CIP) of "Business Operations Support and Assistant Services":

Ohio Public Institution	Associate Degree Program
Belmont College	Office Administration
Cincinnati State Technical College	Administrative Assistant
Clark State Community College	Office Administration
Columbus State Community College	Business Office Applications
Cuyahoga Community College	Administrative Office Systems
Eastern Gateway Community College	Administrative Assistant Technology
Edison State Community College	Office Systems Administration
Hocking Technical College	Office Management
James A. Rhodes State College	Executive Administrative Assistant
Lakeland Community College	Office Administration
Lorain County Community College	Administrative Office Information Systems
Marion Technical College	Office Information Technology
Northwest State Community	Office Administration
Ohio University	Office Technology
Owens State Community College	Office Administration Technology
Rio Grande Community College	Administrative Office Assistant
Sinclair Community College	Business Information Systems
Southern State Community College	Office Information Technology
Stark State College	Administrative Office Professional
Terra State Community College	Office Administration
University of Akron	Office Administration
University of Cincinnati	Administrative Information Technology
Washington State Community College	Office Administrative Services
Zane State College	Administrative Office Assistant

Describe how the name change will affect students in the current program.

The proposed name change will not affect current students as only the name is changing; the program's requirements are unchanged. Current students may choose to graduate with the new name, but are not required to do so.

Describe any administrative, curricular, faculty or support service changes occurring along with the name change.

Existing resources and services are sufficient. Enrollment in the program over the past five years has averaged 41 students each semester. The program has two full-time and six part-time faculty.

Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

rot appreasie.			

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

Respectfully,

Not applicable

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

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date 12-Apr-16		Curriculum Bulletin
		Effective Date	Fall 2016	Approved by EPC
Department	THEA			
College	CA - The Arts			
Degree	Minor (non degre	ee)		
Program Name	Dance Accompa	•	ram Banner C	ode
Concentration(s)	Conce	ntration(s) Banner	Code(s)	
Proposal	Temporarily sus	end admissions		
administrator of the leaving the University member to Professor Sallak's to this program university.	he minor and the or ersity at the end of the provided instruction full time faculty po- ntil a long range plantision change progra	nly faculty memb the Spring 2016 s on in the Minor. ` osition. We are can an is adopted by	per to provide semester, and There are also onsidering it the School.	r. Professor William Sallak is the instruction. Professor Sallak is there will be no qualified o no current plans to replace prudent to suspend admission
staffing considerati N/A	other programs, po ons; need; audience her departments, pro	; prerequisites; tea	acher educatio	·
Above seeds and contracting and appropriate and the seed of the seeds		REQUIRED EN	DORSEMENT	S
Department Chair /	School Director			<u>4 12 Ke</u>
Campus Dean (for College Dean (or de	Regional Campuses esignee	proposals)		4,21,16
Dean of Graduate S	Studies (for graduate	proposals)		
Senior Vice Preside	ent for Academic Affa	airs or Provost (or	designee)	

Proposal Summary to Temporarily Suspend Admission Dance Accompaniment Minor

Full explanation of why the temporary suspension of admission to the program is being proposed:

There are currently no students in the Dance Accompniment Minor. Professor William Sallak is the administrator of the minor and the only faculty member to provide instruction. Professor Sallak is leaving the University at the end of the Spring 2016 semester, and there will be no qualified faculty member to provided instruction in the Minor. There are also no current plans to replace Professor Sallak's full time faculty position. We are considering it prudent to suspend admission to this program until a long range plan is adopted by the School.

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:

DAN 28010 Dance Accompaniment Laboratory I

DAN 38001 Applied Skills for Dance Accompaniment

DAN 38010 Dance Accompaniment Laboratory II

Each of these courses is "internal" to the Dance program and are not required, nor are they taken, by any other students in the Dance program. Not teaching these courses will have no effect on other units of the University.

Effect on current students enrolled in the program, faculty, staff and active courses: N/A

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: N/A

Term and year when it is anticipated that it will end (<u>no temporary suspension of admission may exceed three years</u>):

Spring 2019

cec - 4/15/16 EPC - 5/16/16 Effective - Fall, 2017



Interdepartmental Correspondence COLLEGE OF THE ARTS

TO: Therese Tillett, Curriculum Services

FROM: Cynthia Stillings, Associate Dean

SUBJECT: College of the Arts Program Revisions

DATE: April 22, 2016

Attached are proposals from the College of the Arts for revisions to the following programs:

Undergraduate

- School of Theatre and Dance
 - o Suspend Admissions to the Dance Accompaniment Minor

KENT STATE UNIVERSITY EPC Agenda | 16 May 2016 | Attachment 6 | Page 1 **CERTIFICATION OF CURRICULUM PROPOSAL**

		Preparation Dat	e 26-Apr-16	Curriculum Bulletin
		Effective Date	Fall 2016	Approved by EPC
Department				
College	PH - Public Health	r		
Degree	BSPH - Bachelor		hlic Health	
Program Name	Public Health		ram Banner C	nde PH
Concentration(s)	Clinical Trials Res			anner Code(s) CTR
Proposal	Offer program full		ona duon(o) Bi	amer code(s) one
concentrations a	the Clinical Trials Re	esearch concent d fully online: A	ration. Prese llied Health, H	ntly, the BSPH degree has three lealth Services Administration
degree is offered	inical Trials Researc on-ground, in addition ion may be either co	on to online for	specific conc	nline only; however, the BSPH entrations. Therefore, students ine/on-ground.
Does proposed rev Current total credit	vision change program hours: 120	's total credit hou Proposed total c		⊠ No
Describe impact or staffing consideratinal	n other programs, polic ons; need; audience; p	sies or procedure prerequisites; tea	s (e.g., duplica scher education	ation issues; enrollment and n licensure):
	her departments, prog ffice of Continuing a			this proposal):
		REQUIRED END	ORSEMENTS	
				1 1
Department Chair /	School Director			
				1 1
Campus Dean (for	Regional Campuses p	roposals)		
Variant	Illu a	,		519116
College Dean (or de	esignee)	The second secon		<u> </u>
Dean of Graduate S	Studies (for graduate p	roposals)		
				1 1
Senior Vice Preside	nt for Academic Affairs	s or Provost (or o	lesignee)	

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/hybrid¹ delivery model. The 50 percent marker excludes internships, clinical practicum, field experiences and student teaching.

Date of submission: April 26, 2016

Name of institution: Kent State University

Degree/degree program to be offered using online or blended/hybrid delivery:

Clinical Trials Research Concentration within the Public Health major within the Bachelor of Science of Public Health degree

Proposed start date: Fall 2016

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 19 May 2016

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

Yes

Educator preparation program that leads to licensure or endorsement: No

Online: A course where most (80+ percent) of the content is delivered online and typically requires no face-to-face meetings.

Blended/hybrid: Course that blends online and on-ground/face-to-face delivery. Substantial proportion of the content is delivered online; typically uses online discussion and has a reduced number of face-to-face meetings. **Web-facilitated:** Course that uses web-based technology to facilitate what is essentially a face-to-face course. Examples of this may be the instructor posting the syllabus or list of assignments on a web page or to a course management system, or requiring some quizzes to be taken via an online method.

On-ground (aka traditional or face-to-face): Course that uses little or no online technology, where content is primarily delivered orally or in writing. For this document, on-ground courses include those that are web-facilitated.

¹ For this document, the following definitions will be used:

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?

There is no onsite program for the clinical trials research classes. The courses have only been designed for online delivery.

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.

This is a new concentration that has never been offered before 2016-2017, there is no prior curriculum to compare to

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.

There are group discussions within each module of each class. The students are required to work together to answer questions related to the topic. For most modules, they will work together discussing a topic, deliver one final response to the instructor and group, and then develop a subsequent project based off the original. The instructor will participate in each group discussion providing feedback and stimulating new thought processes and presenting new ideas to the groups. The instructor will also provide feedback on assessments. The instructor will have online office hours where students can log in and interact with the instructor.

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 instructors will engage with students several times per week, monitoring their progress. For students who do not complete weekly assignments, they will be contacted by the faculty by email. Students will be counseled as to the importance of keeping up with the material and assignments. Students will be referred to the Early Alert System if they are not responding to the faculty member's attempts to communicate. Their academic advisor – if in the CPH – will also be informed if they are not responsive. The faculty member will work with the student to remediate late assignments per the syllabus.

3.5 Describe the evaluation systems used to measure the quality and effectiveness of the program delivered in an online or blended/hybrid format.

Within each module, we have built an assessment of the module. The assessment will gauge whether the student felt the material was appropriate to meet the module learning objectives, if the amount of material was appropriate, if the material was clear, how long it took to complete the module, etc. This will be evaluated at the end of each course to determine if changes need to be made to the class. Further, the assessments that are part of the class will be evaluated to determine the effectiveness of the material at preparing the student for the assessment.

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.

Course	Online	On-ground (including web facilitated)	Blended/ hybrid	Course currently required in approved program	Comments (as needed)
PH 40013 Clinical Epidemiology	_			Yes	
Basics				103	
PH 40014 Clinical Trials	_			Yes	
Management				168	
PH 40015 Scientific Writing for				Yes	
Clinical Research				168	
PH 40017 Pharmacoepidemiology				Yes	
PH 40018 Regulatory Affairs in				Yes	
Clinical Research				1 03	

4. FACULTY AND ADMINISTRATION

4.1 Describe the duties of the individual who has major responsibility for the administration and coordination of the online or blended/hybrid program. Describe the qualifications of this individual for the oversight of a distance education program and provide this individual's CV as an appendix item.

Dr. Melissa Zullo is the Director of the Clinical Trials Research concentration. Dr. Zullo has been faulty in the College of Public Health since 2009 and is currently an Associate Professor of Epidemiology. Dr. Zullo has developed the online program and has adjunct faculty with expertise in the content areas of the curriculum. Dr. Zullo has developed and taught six online courses at different levels and successfully used hybrid teaching methods in multiple graduate courses. Dr. Zullo will oversee each course that is taught in the program by adjuncts or FTTT or FTNTT faculty in the College of Public Health. Dr. Zullo will work with the faculty on reviewing the module assessments and making modifications to the courses where needed. Dr. Zullo is working with the Educational Technologists in the College of Public Health and the Office of Continuing and Distance Education on the course development.

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 is no on-ground program for this concentration. Faculty who teach in the online program are responsible for one course in which they have content expertise. These include three PhD adjunct faculty from outside Kent State University and one FTNTT faculty from inside the college of public health. The FTNTT faculty maintains a NTT hybrid teaching load

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

All faculty have experience developing and teaching clinical trials classes. Each has a PhD and didactic experience in their respective area. Each has worked with the concentration director on development of the courses and has the support of the educational technologist in the college of public health who oversees the technical and development aspects of all online classes. Currently OCDE is working on developing these courses as well. There are three courses in the development stage that will be delivered in fall and spring of 2016-2017. Two courses have already been developed by the director and will be delivered in summer as ST and in fall 2016. Institutional support includes the director and the educational technologists who have provided pedagogical support for competency, course learning outcomes, module learning outcomes, and overall development of materials for the courses.

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.

* Number of courses instructor will teach/year (including traditional and distance learning)

Name of instructor	Rank or title	Full- part- time	Terminal degree title, discipline, institution, year	Program courses instructor will teach	Experience teaching DL courses/DL professional development	Courses *
Melissa	Associate	FT	PhD, Epidemiology,	PH 40013	Six years experience in developing	4-5
Zullo	Professor		Case Western Reserve University, 2009	PH 40014	and teaching online courses	
Maggie	Assistant	FT	PhD, Environmental	PH 40015	Six years developing and teaching	6-8
Stedman-	Professor		Health, University of		online courses. Has developed and	
Smith			Minnesota 2008		taught the online writing intensive course for the CPH	
Doug Kou	Adjunct	PT	PhD, Epidemiology,	PH 40017	Developed and taught online	1
			Case Western Reserve		classes in pharmaco-epidemi-ology	
			University 2008		at Brystol-Meyers Squibb	
Jennifer	Adjunct	PT	PhD in Biomedical	PH 40014	Has taught in person classes and	1
Eaton			Sciences, Kent State		has worked on reviewing material	
			University, 2006		for delivery in the class she will	
					teach. Is not responsible for	
					developing a class, this class is	
					completed. Dr. Eaton is teaching the class and will work with Dr.	
Steve	Adjunct	PT	PhD in Biology and	PH 40018	Zullo on the pedagogy. Has developed and taught in	1
Schmidt	Majurict	1 1	Physiology, Idaho	111 40010	person classes in pharmacy	1
Schiller			State University 1977		program and regulatory affairs at	
			State Offiversity 1777		NEOMED. Is working closely	
					with the educational technologist	
					and concentration director on	
					online development and delivery	



John R. Kasich, Governor John Carey, Chancellor

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Date	UI :	suvi	1115	SIUII.

May 9, 2016

Name of institution:

Kent State University

Primary institutional contact for this request:

Name	Robert Hisrich
Title	Associate Dean, Graduate and International
	Programs
Phone number	330-672-1231
E-mail	rhisric1@kent.edu

Name	Louise Ditchey
Title	Academic Programs Director
Phone number	330-672-2282
E-mail	lditchey@kent.edu

Name of program to be offered in the flexibly scheduled format:

MBA

Proposed implementation date:

Fall 2016

Date that the request received final approval from the appropriate institutional committee:

November 16, 2015

Educator Preparation Programs:

Indicate whether the program leads to educator preparation licenses or endorsements.

phone 614.466.6000

fax 614.466.5866

web www.OhioHigherEd.org

Licensure <u>No</u> Endorsement <u>No</u>

1. FLEXIBLE DELIVERY OPTIONS

i.1 Will the program delivered using the accelerated or flexible delivery option be offered <u>instead of</u> or <u>in</u> addition to the existing program?

Instead of

i.2 Describe the difference between the standard program delivery and accelerated or flexible delivery option. In your response, include a typical program schedule in the new format (e.g., number of hours to meet per course session, number of class meetings per term, length of accelerated term, and time to complete program).

The MBA program will consist of 17 courses, with 12 of these courses provided through accelerated delivery that will meet as two credit hour/8 week modules for 200 minutes per week (i.e., two days per week for 1 hr. 40 minutes or one day per week for 3 hrs. 20 min.). Of the remaining courses, 4 of these will be delivered as 3 credit hour courses delivered in the standard 16 week semester; and 1 of these courses will be delivered as a 1 credit hour class delivered in a 10 week semester. An Appendix shows a detail of the class schedule for the Full-time and Part-time MBA programs.

1.3 Indicate whether students are assessed/evaluated to determine whether they can complete programs in the accelerated or flexible format. If so, describe the processes/procedures used to anticipate student success in the new delivery format.

A review of past coursework at admissions will indicate whether the student is prepared to begin the program. If the student lacks appropriate preparation in any of four (4) business areas, then a competency based program of instruction and assessment is required to be completed in the deficient areas prior to enrollment. The four business areas evaluated are accounting, finance, economics, and business statistics.

1.4 Have the appropriate accreditation agencies been informed of the proposed change?

The Higher Learning Commission will be notified of this proposed change in the MBA program following OBR approval.

2. ADMINISTRATIVE AND STUDENT SUPPORT SERVICES

2.1 Describe how students in the accelerated/flexible option will have access to the following services. Indicate how the services available to these students are comparable to those available to students in the traditional program:

MBA students will have access to all services when those offices are open. For weekend and evening students, they may have classes at these times, but they are still permitted to use on-campus and on-line services during the week when they are available to the entire student population.

Administrative services (admissions, financial aid, registration, student records)

Students in the proposed accelerated MBA program would receive the same administrative services as those in the current MBA program. The only difference in administrative services is an adjustment in the dates for refunds and withdrawals per university policy to coincide with the shorter 8-week module format of accelerated courses.

Advising regarding program planning and progress

Students in the proposed accelerated MBA program would receive the same type of advising regarding program planning and progress as those in the current MBA program.

Library resources

Students in the proposed accelerated MBA program would receive access to the same library resources as those in the current MBA program.

- Psycho-social counseling
 - Students in the proposed accelerated MBA program would receive access to the same university counseling services as those in the current MBA program.
- Career advising and Placement services

Students in the proposed accelerated MBA program would receive access to the same career advising and placement services as those in the current MBA program. In addition to university career services, the College of Business Administration has its own Career Services Office with dedicated advisors for graduate students.

2.2 Describe the admission requirements for the accelerated or flexible program. If these are different from those for the residential program, discuss the rationale for the differing requirements.

MBA admissions requirements, current and will not change:

Online application form
Application fee, \$45 domestics, \$70 international
Official transcripts
Resume
Essay of goals and objectives
2 letters of recommendation (Part time MBA)
3 letters of recommendation (Full time MBA)

Officiail GMAT or GRE scores

2.3 Describe specific student resources/services to support accelerated or flexibly delivered programs (if applicable).

All current student resources and services are available to support students in the accelerated MBA program. Services are open and available as for all students Even if they have classes at night or on the weekend, they will still have access to those services during the week.

3. CURRICULUM

3.1 Indicate whether the program offered in the accelerated/flexible format is equivalent to that offered via the residential program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain.

Compared with the current MBA program, the expected outcomes would be the same for the accelerated MBA. Credit hours will be reduced from 56 to 37 credit hours; excluding any optional concentration students might elect to pursue.

Course availability would remain the same with approximately 38% of the program courses delivered in the Fall term, 38% in the Spring term, and 24% in the Summer term. Electives will be available Fall, Spring and Summer.

3.2 Describe the evaluation of the quality and effectiveness of the program delivered in the flexible or accelerated format.

The MBA program learning objectives and assessment methods to evaluate the quality and effectiveness of the program would remain the same. An appendix to this report explains the Assurance of Learning Goals and Objectives.

3.3 Using the chart below, please list the courses that make up the major/program and indicate whether they are delivered using the accelerated/flexible format. If a course is new (i.e., it is not a part of the traditionally-delivered curriculum), include a syllabus for the course as an appendix item.

Note: For the purposes of this application, **the major/program must have been approved by the Chancellor for delivery at an onsite location.** If a major/program has not been previously approved (or if the content of the program varies substantially from the approved program), additional documentation may be required to complete the review.

Title of the Course Include the Course Prefix and Number	Delivered in New Format	Delivered in Traditional Format	Is this Course Currently Taught as a Part of the Approved Program?
ACCT 63037 Financial Accounting for Decision Making	Х		Υ
ACCT 63038 Managerial Accounting for Decision Making	Х		Υ

BAD 68051 Professional		Х		
Development			Υ	
ECON 62021 Global				
Conditions and	X		Υ	
Macroeconomics Policy				
ECON 62022 Managerial	Х		Υ	
Economics	۸		Ť	
FIN 66050 Law and Ethics	Χ		Υ	
FIN 66060 Managerial	Х		Υ	
Finance	۸		Ť	
MIS 64005 Analytics for	Х		γ	
Decision Making	۸		Ť	
MIS 64041 Operations,				
Service and Supply Chain	Χ		Υ	
Management				
MIS 64042 Global	Х		γ	
Technology Strategy	٨		'	
MIS 64158 Leadership and	Х		Y	
Managerial Assessment	٨		'	
MIS 64185 Business		X	γ	
Strategy			'	
<i>MIS 64271</i> Human	Х		Υ	
Resource Management	٨		'	
MKTG 65051 Marketing	Х		Υ	
Management	^		'	
Elective		X	Υ	
Elective		X	Υ	
Elective		X	Υ	

4. FACULTY AND ADMINISTRATION

4.1 Describe the duties of the individual who has major responsibility for the administration and coordination of the accelerated or flexibly delivered program. Provide this individual's CV as an appendix item.

Robert Hisrich, Ph.D., is Associate Dean for Graduate and International Programs. In this role, he has broad responsibilities for personnel, staffing and budgeting for the graduate programs and international initiatives; and assists the dean in the development and implementation of policies and continuous improvement initiatives related to these areas.

Louise Ditchey, MBA, is the Academic Program Director. She oversees the recruitment, advising, curricular issues, scheduling and graduation processes for the Full-time and Part-time MBA programs.

4.2 Describe faculty members' responsibilities to the accelerated or flexibly delivered program option. In your response, indicate how faculty members' responsibilities to the accelerated or flexibly delivered program affect their responsibilities to the traditional program, including teaching load, advising, research/scholarship, and participation in faculty committees/governance. Are additional faculty members going to be hired to implement the new option? Will these faculty members participate in only the accelerated or flexibly delivered program or will they participate in the traditional program as well?

Teaching load: In the first year of the program, MBA faculty would receive 3 hours of workload for each 2 hour course in order to have 1 hour of workload assigned to convert courses to the new format. Thereafter, faculty will receive workload hours that would match credit hours. Expectations for faculty to participate in advising, research/scholarship, and participation in faculty committee/governance is expected.

Most of student advising in the College of Business is done by professional advisors in the Graduate Programs office.

4.3 Using the form below, provide all 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 or Part- Time	Degree Titles, Institution, Year Include the Discipline/Field as Listed on the Diploma	Title of the Course(s) This Individual Will Teach in the Proposed Program Include the course prefix and number	Number of Courses this Individual will Teach Per Year (include traditionally- and flexibly- delivered courses)
Wei Li	Associate Professor	FT	Ph.D., Accounting, Washington State University (2006)	ACCT 63037, Financial Accounting for Decision Making	4

Indrarini Laksmana	Associate Professor	FT	Ph.D., Accounting, Georgia State University (2004)	ACCT 63038, Managerial Accounting for Decision Making	4
Pratim Datta	Associate Professor	FT	Ph.D., Information Systems and Decision Science, Louisiana State University (2003)	MIS 64042 Global Technology Strategy	3
Michael Ellis	Associate Professor	FT	Ph.D., Economics, Texas A&M University (1991)	ECON 62021 Global Conditions and Macroeconom ics Policy	4
Donald Williams	Professor	FT	Ph.D., Economics, Northwestern University (1984)	ECON 62022 Managerial Economics	2
Lindsay Baran	Assistant Professor	FT	Ph.D., Business Administration, University of North Carolina at Charlotte (2010)	FIN 66060 Managerial Finance	4
Julia Levashina	Associate Professor	FT	Ph.D., Organizational Behavior and Human Resource Management, Purdue University (2005)	MIS 64271 Human Resource Management	4
Mary Hogue	Associate Professor	FT	Ph.D., Industrial/Organ izational Psychology, University of Akron (2002)	MIS 64158 Leadership and Managerial Assessment	3

Eileen Bridges	Professor	FT	Ph.D., Marketing, Northwestern University (1987)	MKTG 65051 Marketing Management	4
Felix Offodile	Professor	FT	Ph.D., Industrial Engineering, Texas Tech University (1984)	MIS 64041 Operations, Service and Supply Chain Management	2
Alfred Guiffrida	Associate Professor	FT	Ph.D., Industrial Engineering/Sta tistics, SUNY- Buffalo (2005)	MIS 64005 Analytics for Decision Making	4
Lois Beier	Associate Professor	FT	JD, University of Akron (1980)	FIN 66050 Law and Ethics	8
Michael Duchon	Assistant Professor	FT	Ed.D., Organizational Leadership, Nova Southeastern (2012)	BAD 68051 Professional Development	4
Asli Arikan	Assistant Professor	FT	Ph.D., Business Administration, Ohio State University (2004)	MIS 64185 Business Strategy	4

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 I: Dr. Robert Hisrich's CV, Ms. Louise Ditchey 's resume

Appendix II: Faculty CVs

Appendix III: Packet submitted to Kent State University Educational Policies Council and approved

November 16, 2015.

Appendix IV: Assurance of Learning Goals

Appendix V: Sequences of MBA Full-time and Part-time classes

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

Respectfully,

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

MBA REQUIRED	Room 215 BSA	Fall and Spring	
COURSE SCHEDULE	(exclusive use room)		
Monday	Tuesday	Wednesday	Thursday
8:50- 10:30	8:50-10:30	8:50-10:30	8:50-10:30
Course time slot 1 & 4	Course time slot 2 & 5	Course time slot 1 & 4	Course time slot 2 & 5
11:00-12:40	11:00-12:40	11:00-12:40	11:00-12:40
Course time slot 3 & 6	Course time slot 4 & 7	Course time slot 3 & 6	Course time slot 4 & 7

Full-time MBA schedule (Year one; Year two)

FALL	SPRING	SUMMER
First 8 weeks:	First 8 weeks:	Summer I:
FIN 66050 Legal & Ethical (2)	ACCT 63038 Managerial Accounting	Internship
ECON 62022 Managerial Economics (2)	(2)	
MIS 64005 Statistics (2)	MIS 64042 Global Tech Strategy (2)	MIS 64041 Ops Supply
10 week semester:	MIS 64271 HR Mgmt (2)	Chain Mgmt
BAD 68051 (1) Professional		
Development	Full semester:	Electives – 3 credits
Electives – (3) credits	MIS 64185 Business Strategy (3)	
econd 8 weeks:	Electives - (3) credits	
ACCT 63037 Financial Acct (2)		
ECON 62021 Business Conditions (2)	Second 8 weeks:	Summer III:
MKTG 65051 Marketing Mgmt (2)	FIN 66050 Managerial Finance (2)	Electives – 3 credits
	MIS 64158 Leadership (2)	

Part-time MBA schedule

Beginning students Any point in program Intermediate students

FALL	SPRING	SUMMER
First 8 weeks:	First 8 weeks:	Summer I:
FIN Legal & Ethical	ACCT 63038 Managerial Acct	Electives – 3 credits
MIS 64041 Ops Global Supply	ECON 62021 Business Cond	
MKTG Marketing Mgmt (2)	MIS 64005 Statistics (2)	
Full semester:	Full semester:	
MIS 64185 Strategy (3)	Electives – 3 credits	Summer III:
Electives – (3) credits		Electives – 3 credits
Second 8 weeks:	Second 8 weeks:	
ACCT 63037 Financial Acct (2)	FIN 66050 Managerial Finance (2)	
MIS 64159 Leadership (2)	MIS 64042 Global Tech Strategy (2)	
ECON 62022 Managerial Econ (2)	MIS 64041 Operations GS Mgmt (2)	



John R. Kasich, Governor John Carey, Chancellor

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Date	Λt	CIIP	mic	ะรเกท	٠
Date	vı	JUL	,,,,,	31011	

April 12, 2016

Name of institution:

Kent State University

Primary institutional contact for this request:

Name	Robert Hisrich
Title	Associate Dean, Graduate and International
	Programs
Phone number	330-672-1231
E-mail	Rhisric1@kent.edu

Name of program to be offered in the flexibly scheduled format:

Executive MBA

Proposed implementation date:

Fall 2016

Date that the request received final approval from the appropriate institutional committee:

November 16, 2015

Educator Preparation Programs:

Indicate whether the program leads to educator preparation licenses or endorsements.

Licensure <u>No</u>
Endorsement <u>No</u>

web www.OhioHigherEd.org

1. FLEXIBLE DELIVERY OPTIONS

1.1 Will the program delivered using the accelerated or flexible delivery option be offered <u>instead of</u> or <u>in addition to</u> the existing program?

It will be offered <u>instead of</u> the existing program.

1.2 Describe the difference between the standard program delivery and accelerated or flexible delivery option. In your response, include a typical program schedule in the new format (e.g., number of hours to meet per course session, number of class meetings per term, length of accelerated term, and time to complete program). (Please see Appendix I on Background Information)

The Executive MBA program will consist of eighteen (18) courses which will be taught in an accelerated manner. The total program will consist of 32 credit hours and program length is 19 months. The delivery is comprised of a Beginning Residency, two courses of two (2) credit hours each taught over a nine week time frame and less frequently, one course of two (2) credit hours taught over a seven week time frame. Details for each of these sessions are listed below.

- In the Beginning Residency: Two one (1) credit hour courses are taught over a three and one-half day session.
- -Two courses: Two courses of two (2) credit hours each are taught during a nine week session. They meet in person once every four weeks as shown below, supplemented by asynchronous and synchronous teaching in the intervening weeks.

Week 1: In person content - Four (4) hours on Saturday for each course and Five (5) hours on Sunday for one of the two courses.

Weeks 2 to 4: Total of six and one-half (6.5) hours of asynchronous and synchronous content for each course.

Week 5: In person content - Four (4) hours on Saturday for each course and Five (5) hours on Sunday for the course that did not meet on Sunday in Week 1.

Weeks 6 to 8: Total of six and one-half (6.5) hours of asynchronous and synchronous content for each course.

Week 9: In person content - Four (4) hours on Saturday for each course.

-One course: One two (2) credit hour course is taught during a seven week session. It meets in person as shown below, supplemented by asynchronous and synchronous teaching in the intervening weeks.

Week 1: In person content - Five (5) hours on Sunday.

Weeks 2 to 4: Total of seven (7) hours of asynchronous and synchronous content.

Week 5: In person content - Seven (7) hours on Saturday and Five (5) hours on Sunday.

Week 6: Asynchronous content - Two (2) hours.

Week 7: In person content - Four (4) hours on Saturday.

1.3 Indicate whether students are assessed/evaluated to determine whether they can complete programs in the accelerated or flexible format. If so, describe the processes/procedures used to anticipate student success in the new delivery format.

Yes, students are evaluated prior to admission based on past academic performance and both a writing and math test are conducted during the personal interview. If weaknesses are revealed, an online preparatory program must be completed prior to program start.

1.4 Have the appropriate accreditation agencies been informed of the proposed change?

The Higher Learning Commission will be notified of this proposed change following Ohio Board of Regents approval.

2. ADMINISTRATIVE AND STUDENT SUPPORT SERVICES

2.1 Describe how students in the accelerated/flexible option will have access to the following services. Indicate how the services available to these students are comparable to those available to students in the traditional program:

Services are accessible to students during times when those offices are open, as is the case for any traditional student. In addition, an EMBA staff member is in the EMBA office on all Saturdays that classes are held on ground.

- Administrative services (admissions, financial aid, registration, student records)
 Students would receive the same administrative services as those in the current EMBA program. Some dates for dropping or withdrawing from courses would change with the seven week and nine week session lengths.
- Advising regarding program planning and progress
 Students would receive the same advising services as those students in the current EMBA program.
- Library resources
 - Students would receive the same access to library resources as those students in the current EMBA program.
- Psycho-social counseling
 - Students would receive access to the same university counseling services as those students in the current EMBA program.
- Career advising and Placement services
 Students would receive access to the same career advising and placement services as those in the current EMBA program. The two non-credit Professional Development workshops exclusive to EMBA students will be the same and EMBA students will still have access to the College of Business Administration Career Services Office.
- 2.2 Describe the admission requirements for the accelerated or flexible program. If these are different from those for the residential program, discuss the rationale for the differing requirements.
 Admission requirements for the program are to send in official transcript(s), GMAT or GRE scores, goal statement, three letters of recommendation, resume, and if applicable, TOEFL, IELTS, MELAB OR PTE. The requirements is also that an applicant have five years of work experience and have a personal interview with the EMBA Director. For those applicants who have a Master's, Ph.D. or M.D. degree, the GMAT/GRE is waived. For those applicants with ten of more years of work experience, a GMAT/GRE waiver may possibly be granted.
- 2.3 Describe specific student resources/services to support accelerated or flexibly delivered programs (if applicable). All current student resources and services are available to support students in the EMBA program. Additional details are included in 2.1.

3. CURRICULUM

3.1 Indicate whether the program offered in the accelerated/flexible format is equivalent to that offered via the residential program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain.

Expected outcomes are the same Credit hours have changed from 39 to 32 credit hours

- 3.2 Describe the evaluation of the quality and effectiveness of the program delivered in the flexible or accelerated format. The EMBA program learning objectives and assessment methods will remain the same. Assurance of Learning Goals and Objectives are in Appendix V.
- 3.3 Using the chart below, please list the courses that make up the major/program and indicate whether they are delivered using the accelerated/flexible format. If a course is new (i.e., it is not a part of the traditionally-delivered curriculum), include a syllabus for the course as an appendix item.

Title of the Course Include the Course Prefix and Number	Delivered in New Format	Delivered in Traditional Format	Is this Course Currently Taught as a Part of the Approved Program?
EMBA 67031 Financial Accounting for Executive Action	Х		Υ
EMBA 67032 Accounting for Managerial Action and Evaluation	Х		Υ
EMBA 67042 Global Technology Strategy	Х		Υ
EMBA 67021 Business Conditions, Analysis and Forecasting	Х		Υ
EMBA 67022 Managerial Economics	Х		Υ
EMBA 67061 Financial Planning	X		Υ
EMBA 67071 Human Resource Management	Х		Υ
EMBA 67051 Marketing Management	Х		Υ
EMBA 67040 Operations Management	Х		Υ
EMBA 67041 Statistical Analysis	X		Υ
EMBA 67082 Legal and Ethical Environment of Business Decisions	X		Υ
EMBA 67091 Emotional Intelligence and Team Building	Х		Υ
EMBA 67091 Executive Communications	Х		Υ
EMBA 67085 Executive Policy and Planning	Х		Υ
EMBA 67191 International Business Experience	Х		Υ
EMBA 67043 Dynamics of Leadership	Х		Υ
EMBA 67062 Money and Capital Markets	Х		Υ
EMBA 67191 Elective	Х		Υ

Note: For the purposes of this application, **the major/program must have been approved by the Chancellor for delivery at an onsite location.** If a major/program has not been previously approved (or if the content of the program varies substantially from the approved program), additional documentation may be required to complete the review.

4. FACULTY AND ADMINISTRATION

4.1 Describe the duties of the individual who has major responsibility for the administration and coordination of the accelerated or flexibly delivered program. Provide this individual's CV as an appendix item.

Robert Hisrich, Ph.D., is Associate Dean for Graduate and International Programs. In this role, he has broad responsibilities for personnel, staffing and budgeting for the graduate programs and international initiatives; and assists the dean in the development and implementation of policies and continuous improvement initiative related to these areas.

4.2 Describe faculty members' responsibilities to the accelerated or flexibly delivered program option. In your response, indicate how faculty members' responsibilities to the accelerated or flexibly delivered program affect their responsibilities to the traditional program, including teaching load, advising, research/scholarship, and participation in faculty committees/governance. Are additional faculty members going to be hired to implement the new option? Will these faculty members participate in only the accelerated or flexibly delivered program or will they participate in the traditional program as well.

Faculty members' responsibilities will be the same. No new faculty members will be needed.

4.2 Using the form below, provide all 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).

Name of Instructor	Rank or Title	Full- Time or Part- Time	Degree Titles, Institution, Year Include the Discipline/Field as Listed on the Diploma	Title of the Course(s) This Individual Will Teach in the Proposed Program Include the course prefix and number	Number of Courses this Individual will Teach Per Year (include traditionally- and flexibly- delivered courses)
John Rose	Lecturer	FT	MBA, Kent State University, 2004 (Business) BBA, Kent State University, 1986 (Accounting)	EMBA 67031 Financial Accounting for Executive Action	9
Wendy Tietz	Professor	FT	PhD, Kent State University, 2007 (Education) All coursework for DBA, Cleveland State University, 2000 (Accounting) MBA, The University of Akron, 1989 (Finance) BS, The University of Akron (Accounting)	EMBA 67032 Accounting for Managerial Action and Evaluation	9

Pratim Datta	Associate Professor	FT	PhD, Louisiana State University, 2003 (Information Systems and Decision Sciences) MS, Louisiana State University, 2003 (Information Systems and Decision Sciences) MBA, University of Alabama, 1999 (Management Information Systems) BA, London School of Economics and St. Xavier's College, 1992 (Economics)	EMBA 67042 Global Technology Strategy EMBA 67040 Operations Mgmt.	6
Nasr El- Bahnasawy	Assistant Professor	FT	PhD, Colorado State University, 2008 (Economics) MS, Southern Illinois University, 2003 (Economics) Diploma in Economic and Financial Sciences, Law School, Mansoura, 1999 LL.M. (Master of Law), Mansoura University, Egypt, 1999 Diploma in Public Law, Law School, Mansoura University; Mansoura University; Mansoura, Egypt, 1998 (Law) LL.B. (Bachelor of Law), Mansoura University, Egypt, 1997 (Law)	ECON 67021 Business Conditions, Analysis and Forecasting	7

Ludmilla Leontieva	Lecturer	FT	PhD, Rostov State University, Russia, 1991 (Economics) Diploma, Kirov Agricultural Institute, 1984 (Agricultural Economics)	EMBA 67022 Managerial Economics	10
Larry Marks	Associate Professor	FT	PhD, The Pennsylvania State University, 1985 (Marketing) MBA, The University of Akron, 1973 (Management) BS, The University of Akron, 1969 (Industrial Management)	EMBA 67051 Marketing Management	7
Eric Johnson	Associate Professor	FT	PhD, University of California, San Diego, 1997 MA, Economics, University of California, San Diego, 1990 BS, Mathematics, University of Illinois, Champaign, 1986	EMBA 67041 Statistical Analysis	5
Lois Beier	Associate Professor	FT	JD, The University of Akron, 1980 (Tax Law) BS, The University of Akron, 1977 (Business Education)	EMBA 67082 Legal and Ethical Environment of Business Decisions	9
Michael Duchon	Assistant Professor	FT	Ed.D, Nova Southeastern University, 2012. (Organizational Leadership) Master of Education, Kent State University, 1980 (Personnel Administration) BS, Kent State University, 1975 (Secondary Education)	EMBA 67091 Emotional Intelligence and Team Building EMBA 67071 Human Resource Management	6

Linda Robson	Lecturer	PT	PhD, Weatherhead School of Management, 2015 (Organizational Behavior) MA, New Mexico State University, 1999 (Medical & Forensic Anthropology) Masters of Public Health, New Mexico State University, 1999 Bachelor of Arts / Science, Fairhaven College, Western Washington University, 1995 (Medical Anthropology / Exercise Science)	EMBA 67091 Executive Communications EMBA 67043 Dynamics of Leadership	2
Asli Arikan	Assistant Professor	FT	PhD, The Ohio State University, 2004 (Business Admisnitration) MBA, University of North Carolina, Charlotte, 1997 (Financial Management and Strategic Planning) BS, Istanbul Technical University, Turkey, 1994 (Industrial Engineering)	EMBA 67085 Executive Policy and Planning	5
Ilgaz Arikan	Assistant Professor	FT	PhD, The Ohio State University, 2004 (Business Administration) MBA, University of North Carolina, Charlotte, NC, 1996 (Finance) BA, The Marmara University, Istanbul TR, 1994 (Economics)	EMBA 67191 International Business Experience EMBA 67191 Elective	6

Michael Niro	Lecturer	PT	DBA, Cleveland State University, Finance, 2010 MBA, Cleveland State University, Marketing and Finance, 2005 BS, Case Western Reserve University, Statistics and Mathematics, 2002	EMBA 67061 Financial Planning EMBA 67062 Money and Capital Markets	2
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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 I: Background Information Appendix II: Dr. Robert Hisrich CV Appendix III: EMBA Faculty CVs

Appendix IV: Packet submitted to Kent state University Educational Policies Council and

approved November 16, 2015

Appendix V: AACSB Assurance of Learning Goals and Objectives

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

Respectfully,

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

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	Preparation Date	14-Apr-16	Curriculum Bulletin
	Effective Date	Fall 2016	Approved by EPC
Department	Foundations I and rebin and Advant	-l-l-441	
College	Foundations, Leadership and Adn		
Degree	EH - Education, Health and Human		
_	EDS - Educational Specia		
Program Name	Educational Administration-K-12 I	-	Program Banner Code EAKL
Concentration(s)	Concentration(s) Banner	` ,	
Proposal	Offer program at another campus	or off site	
Leadership major a East Central Ohio B	sal: or the existing EDS (and Prinicipal I at the following off-campus sites in Educational Service Center. The pro ed on the Kent Campus.	Ohio: Stow-M	unroe Falls Board Office and
	sion change program's total credit hou	rs? 🗌 Yes	⊠ No
Current total credit h	ours: 30 Proposed total cr	edit hours 30	
Due to state manda need to provide car concerns, especiall courses to candida systemic change th cohorts will align w responses to quest recommendation fro organizational mem	ns; need; audience; prerequisites; teal stes, new school report cards, and solidates with collaborative spaces by for children from marginalized potes opportunities to work with surreat improves student learning for al sith current academic requirements, ions centered on promoting social om school leaders, teachers, collean bers. Candidates will work toward or departments, programs or campuse	state evaluation address lor opulations. The ounding school children. The ladmission registice and economics apring a pring a pring a pring to the control of the ladmission apring a pring a pring to the ladmission apring a pring a	on processes, there is a growing ng-term achievement gap ere is a growing need to offer old districts in an effort to make a requirements for each of these quirements in addition to written quity in schools and letters of s, students, and community acipal licensure.
	REQUIRED END	ORSEMENTS	
Kalaly 8. Department Chair / S	Saluel		4 120/16
Campus Dean (for R	egional Campuses proposals)		//
College Dean (or des	Mary		4,26,16
MALKS 4	h h		4.26.16
Dean of Graduate Str	udies (for graduate proposals)		6 May 2016
Frank			6 May 2016
Senior Vice Presiden	t for Academic Affairs or Provost (or d	lesignee)	<u> </u>

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 14-Apr-16 Curriculum Bulletin

	Effective Date Fa	II 2016	Approved by EPC	
Department	Foundations, Leadership and Admini	stration		
College	EH - Education, Health and Human Se			
Degree	MED - Master of Education			
Program Name	Educational Administration-K-12 Lead	dership	Program Banner Code	FAKI
Concentration(s)	Concentration(s) Banner Coo	•	. rogiam barmer odge	LAKE
Proposal	Offer program at another campus or o			
East Central Ohio	osal: fer the existing MED (and Prinicipal Lice at the following off-campus sites in Ohi Educational Service Center. The proposered on the Kent Campus.	o: Stow-M	lunroe Falls Board Offic	bas and
Does proposed rev Current total credit	ision change program's total credit hours? hours: 33 Proposed total credit	☐ Yes	⊠ No	
Due to state mand need to provide ca concerns, especial courses to candid systemic change if cohorts will align responses to ques recommendation if organizational me	other programs, policies or procedures (e. ons; need; audience; prerequisites; teacher lates, new school report cards, and state andidates with collaborative spaces to a ally for children from marginalized populates opportunities to work with surroun that improves student learning for all chapter improves student requirements/adrestions centered on promoting social just from school leaders, teachers, colleague mbers. Candidates will work toward earner departments, programs or campuses af	r education e evaluation ddress lor lations. The ding scho ildren. The nission re tice and eces, families ning a prir	licensure): on processes, there is a ng-term achievement ga ere is a growing need t ol districts in an effort e requirements for each quirements in addition quity in schools and let s, students, and comme	growing pooffer to make of these to written
	REQUIRED ENDOR:	SEMENTS		
Department Chair /			4 120 110	0
Campus Dean (for I	Regional Campuses proposals)		//	_
College Dean (or de			4,22,1	4
Miloon Jan	itudies (forgraduate proposals)		4/26/11	<u>*</u>
Senior Vice Preside	nt for Academic Affairs or Provost (or desig	nee)	Ge May Ze	214



John R. Kasich, Governor John Carey, Chancellor

Change Request: Program Delivery at a New Off-Campus Site

This form needs to be submitted if you intend to deliver 50 percent or more of the requirements (excluding general education, internships, clinical practicum, field experiences, student teaching) of an existing, approved degree program(s) at an off-campus site that Kent State has never offered programming before and, therefore, has not yet been approved by the Ohio Board of Regents and the Higher Learning Commission. If you are 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 electronically (in Word, not PDF) to Therese Tillett, Office of Curriculum Services, for review and provost approval before being sent to the Ohio Board of Regents.

Date of submission:

April 13, 2016

Name of institution:

Kent State University

Course Delivery Site:

Stow-Munroe Falls Board Office

4350 Allen Rd. Stow, OH 44224

Program(s) to be delivered at the site:

Educational Administration K-12 Leadership (M.Ed.,

Ed.S. and Principal Licensure)

Proposed start date:

Fall 2016

Date that the request received final approval from the

appropriate institutional committee:

School of Foundations, Leadership and

Administration Curriculum Committee: April 18, 2016; College of Education, Health and Human Services Curriculum Committee: April 22, 2016

Primary institutional contact for the request:

Name:

Therese E. Tillett

Title:

Executive 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 opening the new site and the programs to be offered at the new site. In your response, indicate whether the program(s) to be offered at the site will be time limited or ongoing.

The Educational Administration K-12 Leadership program (EDAD) will offer a regional cohort beginning August 2016, at Stow-Munroe Falls Board of Education Office due to student demands to offer more geographically convenient sites for their graduate studies. The cohorts will be ongoing. This proposed program is identical to that which has been approved and offered on the main campus and in various other cohorts over the past few years. The only difference is that we are proposing a new site. The same admission policies and procedures and academic standards will apply to the additional locations. Students will have full access to campus resources, such as graduate student services, IT and library. Full and part-time approved faculty will be engaged to teach in the program.

NOTE: Sections 1, 2 and part of 5 of this document have been replaced by the substantive change application submitted to the Higher Learning Commission (APPENDIX A).

SECTION 3: PROGRAM INFORMATION

Using the chart below, please list the degree(s)/program(s) that will be offered at the site. If general education courses are being added as part of this request, include that as a separate program area. Include a list of the courses available on-site in each degree/program area as an Appendix B

Title of Degree/Major or Program Component	Full Program Available On-Site	Partial Program Available On-Site	Comments for Chancellor's Staff
Master of Education (MEd) degree in Educational Administration – K-12 Leadership	✓	:	All required courses will be offered at the additional location. The same courses will also be offered on the main campus.
Educational Specialist (EdS) degree in Educational Administration – K-12 Leadership		✓	All required courses will be offered at the additional location. The same courses will be offered on the main campus. If the candidate is interested in taking other electives, the candidate may take those courses on the main campus.
Principal Licensure (no degree) in Educational Administration – K- 12 Leadership	1		All required courses for licensure will be offered at the additional location. The same courses will also be offered on the main campus.

Indicate whether alternative delivery options are available for the program(s) at the proposed site and indicate whether this is different from the delivery option used for the approved program: NA

	Available	Currently Used in the Approved Program
Accelerated		
Hybrid/blended		
Online		

SECTION 4: FACULTY

Complete a faculty matrix for <u>each</u> program, including general education (if applicable), being offered at the site. A faculty member must be identified for each course to be taught at the site during the first two years of operation. 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. If a faculty member will teach in more than one program, include the faculty member in each program matrix. A copy of each faculty member's CV must be included as Appendix C.

Instructor and rank	Full / part time	Degree titles, institution, year	Years teaching in discipline	Additional Expertise	Course(s) instructor will teach in the proposed program	Number of courses taught yearly at all locations
Rosemary Gornik Assistant Professor NTT	FT	PhD, Kent State University, 2003	42	Principal, Curriculum Director, Executive Director of Instruction, Assistant Superintendent, Superintendent	EDAD 6/76492 Internship in Educational Administration EDAD 6/76525 The Educational Principalship EDAD 6/76526 Fundamentals of Educational Administration EDAD 6/76529 Leading for Social Justice EDAD 6/76595 ST: Administrator's Role in Curriculum and Instructional Leadership EDAD 6/76538 Administration of School Culture, Politics and Reform EDAD6/76544 Community Relations and Communication Skills	7
Christa Boske Associate Professor Tenured	FT	PhD, Northern Illinois University, 2006	18 years (K-12) 9 years (higher education)	Dean, Assistant Principal, Principal, Coordinator, Director in Central Office	EDAD 6/76526 Fundamentals of Educational Administration EDAD 6/76529 Leading for Social Justice EDAD 6/76531 Administrators Role in Curriculum and Instructional Leadership EDAD 6/76538 Culture, Politics and Reform	6

		,			EDAD 6/76595 ST: Culturally Responsive Leadership	
Paula Snyder Instructor	PT	PhD, Kent State University, 2008	22	Superintendent, Director of Human Resources	EDAD 6/76517 Administration and Supervision of Special Education EDAD 6/76520 School Law for Teachers and Principals EDAD 6/76527 School Finance for Building	4
					Administrators EDAD 6/76542 Principles and Techniques of Supervision	
Valerie Riedthaler Instructor	PT	PhD, Kent State University, 2008		Director of Special Education	EDAD 6/76517 Administration and Supervision of Special Education EDAD 6/76520 School Law for Teachers and Principals EDAD 6/76527 School Finance for Building Administrators	4
					EDAD 6/76542 Principles and Techniques of Supervision	
Tricia Niesz Associate Professor	FT	PhD, University of Pennsylvania, 2003	13		EVAL 65511 Research in Educational Services	4

Describe future faculty staffing plans for the site. 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.

We will request the hiring of faculty and staff to the Dean if there is an increase in enrollment that aligns with the request.

SECTION 5: MARKET/WORKFORCE NEED

Indicate the projected enrollments for the program(s) over the next three years.

	2016-2017	2017-2018	2018-2019
Projected Enrollment	25	25	25

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.

Youngstown State University and Ashland University

APPENDICES

Appendix Description

- A Higher Learning Commission Substantive Change Application for Additional Locations
- B List of Courses To Be Offered at the Off-Campus Site
- C Faculty Curriculum Vitae

Kent State University is committed to continual support of the delivery of the MEd and EdS degrees in Educational Administration—K-12 Leadership at Stow-Munroe Falls Board of Education Office. If Kent State decides in the future to close the site, 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 Provost and Senior Vice President for Academic Affairs Kent State University

APPENDIX B LIST OF COURSES TO BE OFFERED AT OFF-CAMPUS SITE

Educational Administration - K-12 Leadership M.Ed./Ed.S.

PROG	RAM RE	QUIREMENTS (33 credits)	1000	
Course		Title		Credits
EVAL	65511	Research in Educational Services (3)		3
Choose	from the	following (27 credits for EDS; 30 credits for MED):		27-30
EDAD	6/76492	Internship in Educational Administration (3-6)		
EDAD	6/76517	Administration and Supervision of Special Education (3)		
EDAD	6/76520	School Law for Teachers and Principals (3)		
EDAD	6/76525	The Educational Principalship (3)		
EDAD	6/76526	Fundamentals of Educational Administration (3)		
EDAD	6/76527	School Finance for Building Administrators (3)		
EDAD	6/76529	Leading for Social Justice (3)		
EDAD	6/76538	Administration of School Culture, Politics and Reform (3)		
EDAD	6/76542	Principles and Techniques of Supervision (3)		
EDAD	6/76544	Community Relations and Communication Skills (3)		
		ST: Culturally Responsive Leadership (3)		
EDAD	6/76595	ST: Administrator's Role in Curriculum/Instructional Leadership (3) [PERMANENT COURSE IN 2017]		
(30 tota	l credits	for EDS/33 total credits for MED)	TOTAL	30-33

Principal License

PROGI	RAM RE	QUIREMENTS (33 credits)		. 11
Course		Title	C	redits
EVAL	65511	Research in Educational Services		3
EDAD	6/76492	Internship in Educational Administration		3
EDAD	6/76517	Administration and Supervision of Special Education		3
EDAD	6/76520	School Law for Teachers and Principals		3
EDAD	6/76525	The Educational Principalship		3
EDAD	6/76526	Fundamentals of Educational Administration		3
EDAD	6/76527	School Finance for Building Administrators		3
EDAD	6/76529	Leading for Social Justice		3
EDAD	6/76538	Administration of School Culture, Politics and Reform		3
EDAD	6/76542	Principles and Techniques of Supervision		3
EDAD	6/76544	Community Relations and Communication Skills		3
EDAD	6/76595	ST: Culturally Responsive Leadership		3
EDAD	6/76595	ST: Administrator's Role in Curriculum and Instructional Leadership		3
		·	DTAL	39



John R. Kasich, Governor John Carev, Chancellor

Change Request: Program Delivery at a New Off-Campus Site

This form needs to be submitted if you intend to deliver 50 percent or more of the requirements (excluding general education, internships, clinical practicum, field experiences, student teaching) of an existing, approved degree program(s) at an off-campus site that Kent State has never offered programming before and, therefore, has not yet been approved by the Ohio Board of Regents and the Higher Learning Commission. If you are 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 electronically (in Word, not PDF) to Therese Tillett, Office of Curriculum Services, for review and provost approval before being sent to the Ohio Board of Regents.

Date of submission: April 13, 2016

Name of institution: Kent State University

Course Delivery Site: East Central Ohio Educational Service Center

834 East High Avenue

New Philadelphia, OH 44663

Program(s) to be delivered at the site: Educational Administration K-12 Leadership (M.Ed.,

Ed.S. and Principal Licensure)

Proposed start date: Fall 2016

Date that the request received final approval from the

appropriate institutional committee: School of Foundations, Leadership and

Administration Curriculum Committee: April 18, 2016; College of Education, Health and Human Services Curriculum Committee: April 22, 2016

Primary institutional contact for the request:

Name: Therese E. Tillett

vame: Increse E. Imett

Title: Executive 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 opening the new site and the programs to be offered at the new site. In your response, indicate whether the program(s) to be offered at the site will be time limited or ongoing.

The Educational Administration K-12 Leadership program (EDAD) will offer a regional cohort beginning August 2016, at East Central Ohio Educational Service Center due to student demands to

offer more geographically convenient sites for their graduate studies. The cohorts will be ongoing. This proposed program is identical to that which has been approved and offered on the main campus and in various other cohorts over the past few years. The only difference is that we are proposing a new site. The same admission policies and procedures and academic standards will apply to the additional locations. Students will have full access to campus resources, such as graduate student services, IT and library. Full and part-time approved faculty will be engaged to teach in the program.

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Principal Licensure (no degree) in Educational Administration – K- 12 Leadership	✓		All required courses for licensure will be offered at the additional location. The same courses will also be offered on the main campus.

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					EDAD 6/76538 Culture, Politics and Reform EDAD 6/76595 ST: Culturally Responsive Leadership	
Paula Snyder Instructor	РТ	PhD, Kent State University, 2008	22	Superintendent, Director of Human Resources	EDAD 6/76517 Administration and Supervision of Special Education EDAD 6/76520 School Law for Teachers and Principals EDAD 6/76527 School Finance for Building Administrators EDAD 6/76542 Principles and Techniques of	4
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PROG	RAM RE	QUIREMENTS (33 credits)		0
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EDAD	6/76527	School Finance for Building Administrators (3)		
EDAD	6/76529	Leading for Social Justice (3)		
EDAD	6/76531	Instructional Leadership (3)		
EDAD	6/76536	Administrator's Role in Curriculum Development (3)		
EDAD	6/76538	Administration of School Culture, Politics and Reform (3)		
EDAD	6/76542	Principles and Techniques of Supervision (3)		
		Community Relations and Communication Skills (3)		
EDAD	6/76595	ST: Culturally Responsive Leadership (3)		
(30 tota	l credits	for EDS/33 total credits for MED)	TOTAL	30-33

Principal License

PROG	RAM RE	QUIREMENTS (33 eredits)	12 1
Course		Title	Credits
EVAL	65511	Research in Educational Services	3
EDAD	6/76492	Internship in Educational Administration	3
EDAD	6/76520	School Law for Teachers and Principals	3
EDAD	6/76525	The Educational Principalship	3
EDAD	6/76526	Fundamentals of Educational Administration	3
EDAD	6/76527	School Finance for Building Administrators	3
EDAD	6/76529	Leading for Social Justice	3
EDAD	6/76531	Instructional Leadership	3
EDAD	6/76536	Administrator's Role in Curriculum Development	3
EDAD	6/76538	Administration of School Culture, Politics and Reform	3
		Principles and Techniques of Supervision	3
EDAD	6/76517	Administration and Supervision of Special Education	3
EDAD	6/76544	Community Relations and Communication Skills	3
		ST: Culturally Responsive Leadership	3
		TOTAL	42