

VOTING MEMBERS

Ex-Officio Members (yellow and orange name cards)

Todd A. Diacon, *Co-Chair*Senior Vice President for Academic Affairs and Provost

Deborah C. Smith *Co-Chair*Chair of the Faculty Senate (term 2016-2017)

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-Spinelli, Dean, The Arts

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

Mark S. Mistur, Dean, Architecture and Environmental Design

Donald F. Palmer, Dean (Interim), Honors

Susan R. Peti, Assistant Director, Digital Sciences

Eboni J. Pringle, Dean, University College

Amy L. Reynolds, Dean, Communication and Information

Nathan Ritchey, Dean (Interim), Regional College

Robert G. Sines, Jr., Dean (Interim), Applied Engineering, Sustainability and Technology

Deborah F. Spake, Dean, Business Administration

Graduate EPC (orange name cards)

Sonia A. Alemagno, Dean, Public Health

Kenneth J. Burhanna, Assistant Dean, University Libraries

Danielle S. Coombs, Associate Dean (Interim), Communication and Information

Janis H. Crowther, Associate Dean, Arts and Sciences

Jeffrey W. Fruit, Director (Interim), Digital Sciences

Vincent J. Hetherington, Senior Associate Dean, Podiatric Medicine

Robert D. Hisrich, Associate Dean, Business Administration

Stephen A. Mitchell, Associate Dean, Education, Health and Human Services

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

Cynthia R. Stillings, Associate Dean, The Arts

Melody J. Tankersley, Dean, Graduate Studies

Wendy A. Umberger, Associate Dean, Nursing

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

Faculty Senate-Appointed Representatives

Undergraduate EPC (yellow name cards)

Farid S. Fouad, Associate Professor, Chemistry and Biochemistry, Arts and Sciences (term 2016-2018)

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

Terrence L. Uber, Assistant Professor, Architecture (term 2016-2017)

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

Donald L. White, Professor, Mathematical Science, Arts and Sciences (term 2013-2017)

Graduate EPC (orange name cards)

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

Vinay K. Cheruvu, Assistant Professor, Biostatistics, Environmental Health Sciences and Epidemiology, Public Health (term 2016-2018)

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

Susan Roxburgh, Professor, Sociology, Arts and Sciences (term 2016-2018)

Robin Selinger, Professor, Chemical Physics, Arts and Sciences (term 2015-2017)

VOTING MEMBERS continued

Faculty Senate-Appointed Alternates

Undergraduate EPC (yellow name cards)

Amy Fritsche, Assistant Professor, Theatre and Dance, The Arts (term 2015-2017)

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

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

Catherine E. Goodall, Associate Professor, Communication Studies, Communication and Information

Insook Kim, Assistant Professor, Teaching, Learning and Curriculum Studies, Education, Health and Human Services

Stacy R. Rose, Associate Professor, Regional

Debra S. Shelestak, Assistant Professor, Nursing

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

Robert D. Sturr, Associate Professor, English, Arts and Sciences

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

Melissa D. Zullo, Associate Professor, Environmental Health Sciences and Epidemiology, Public Health, Public Health

Graduate EPC (orange name cards)

Michael W. Chunn, Professor, Music, The Arts

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

Jan C. Leach, Associate Professor, Journalism and Mass Communication, Communication

James D. (Derek) Kingsley, Assistant Professor, Health Sciences, Education, Health and Human Services

Richard L. Mangrum, Associate Professor, Applied Engineering, Sustainability and Technology

Richard Meindl, Professor, Anthropology, Arts and Sciences

Mary A. Mooney, Assistant Professor, Podiatric Medicine

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

Jonathan B. VanGeest, Professor, Health Policy and Management, Public Health

Yafen Wang, Assistant Professor, Nursing

NON-VOTING OBSERVERS AND CONSULTANTS

Observers

Undergraduate EPC (green name cards)

Natalia Roman, Director of Academic Affairs, Undergraduate Student Government

Graduate EPC (green name cards)

Suparna M. Navale, Finance Chair, Graduate Student Senate

Consultants for the Educational Policies Council (green name cards)

Susan M. Augustine, Academic Program Coordinator, Education, Health and Human Services

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

Susan R. Perry, Assistant Provost, Accreditation, Assessment and Learning

Elizabeth A. Sinclair, Assistant Dean, Business Administration

Kathleen J. Spicer, Accreditation Director, Accreditation, Assessment and Learning

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

Therese E. Tillett, Executive Director, Curriculum Services

Aimee J. Van Domelen, Academic Program Coordinator, Curriculum Services

Catherine M. Zingrone, Academic Program Director, Communication and Information



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 EPC</u> 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



To: Educational Policies Council

FROM: Senior Vice President and Provost Todd A. Diacon

SUBJECT: Agenda for Monday, 22 August 2016

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

DATE: 15 August 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 19 August 2016, to ensure that the materials are available at the meeting for review.

Please note that only members of the Undergraduate Educational Policies Council will be meeting on 22 August 2016.

UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

Associate and Assistant Deans Committee (presented by Assistant Dean Elizabeth A. Sinclair)

 Revision of the Transient Undergraduate Work at Another University policy to fold it into the Transfer of Undergraduate Credit policy. In addition, policy requirements and language regarding the transfer of coursework (for new and current students) are revised. Effective Fall 2017 | Attachment 1

College of Arts and Sciences (presented by Dean James L. Blank)

Department of Geography

Establishment of Environmental Studies [ENVS] major within the Bachelor of Arts [BA] degree. One course will be established (ENVS 42099) and two courses revised (GEOG 22070, 32091) for the new major. Minimum total credit hours to program completion are 120. Effective Fall 2017 | Attachment 2: Proposal | Letters of Support | Needs Analysis

LESSER ACTION ITEMS

College of Applied Engineering, Sustainability and Technology

 Revision of course requirements for the Construction Management [COMA] major within the Bachelor of Science [BS] degree. Revision includes replacing MATH 11010 and MIS 24053 with MATH 11012 and FIN 27074. Minimum total credit hours to program completion are unchanged at 120.

Effective Fall 2017

LESSER ACTION ITEMS continued

College of the Arts

2. Inactivation of college's Course Substitutions policy. Effective Fall 2017

School of Theatre and Dance

3. Revision of course requirements for the Dance Studies [DNST] major within the Bachelor of Arts [BA] degree. Revision includes removing DAN 17050 as required and increasing credit hours for DAN 37192, from 1 to 2. Minimum total credit hours to program completion are unchanged at 120.

Effective Fall 2017

College of Arts and Sciences

Department of Psychological Sciences

- 4. Revision of course requirements for the Psychology [PSYC] major within the Bachelor of Arts [BA] degree. PSYC 41980 is added as a writing-intensive elective. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2017
- 5. Revision of course requirements for the Psychology [PSYC] major within the Bachelor of Science [BS] degree. Revision to the Child Psychology [CHPY] optional concertation and for students not choosing a concentration includes increasing cognition/learning elective credit hours, from 3 to 6; replacing PSYC 41990 with PSYC 41980 as a writing-intensive elective; and decreasing application of psychological science elective credit hours, from 6 to 3, and adding PSYC 42574 to the list. Revision to the PreMedicine/PreOsteopathy [PMDP] optional concentration includes replacing PSYC 41990 with PSYC 41980 as the writing-intensive requirement Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2017

Department of Sociology

6. Revision of course requirements for the Law and Society [LASO] concentration in the Criminology and Justice Studies [CRJU] major within the Bachelor of Arts [BA] degree. Revision includes adding CRIM 33200 to an approved elective list. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2017

College of Education, Health and Human Services

7. Revision of college's Undergraduate Graduation Requirements policy, which includes adding restrictions on the use of variable-titled workshops for undergraduate students. Effective Fall 2017

UNIVERSITY REQUIREMENTS COURSE REVISIONS

	Courses Approved for Experiential Learning Requirement for Fall 2017	
AS 30	195 Study Abroad: Special Topics (1)	Revise
AS 30	295 Study Away: Special Topics (1)	Revise
	Courses Approved for Writing Intensive Requirement for Fall 2017	
MIS 44	445 Global Human Resource Management (3)	Revise
	099 Integrative Senior Project (3)	
	Writing Intensive Requirement Course Revisions for Fall 2017	
IGST 40	099 Senior Project (3)	Revise
COURS	E REVISIONS	
	Course Revisions Effective Fall 2017	
AERN 35	746 Commercial Pilot Theory (2)	Revise
ARTF 34	050 Sculpture: Life Modeling (3)	Revise
COMT 11	O00 Introduction to Computer Systems (3) to: Introduction to Office Productivity Apps	Revise
COMT 12	000 Personal Productivity Software (3) to Intermediate Office Productivity Apps	Revise
CRIM 44	400 Justice Administration (3)	Revise
CRIM 46	707 Correctional Institutions (3)	Revise
ECON 52	050 Data Acquisition, Preparation and Visualization (3)	New
ECON 52	066 Economics of Entrepreneurship (3)	New
ECON 52	079 European Economic Issues (3)	New
ECON 52	187 International Economic Experience (3)	New
ENTR 17	001 Start-up Entrepreneurs (1)	Revise
ENTR 17	002 Entrepreneurial Mindset (2)	Revise
FIN 50	087 International Finance Experience (3)	New
GEOG22 ENVS	070 Nature and Society (3) to:	Revise
GEOG32 ENVS	091 Environmental Studies and Sustainability (2) to:	Revise
LIS 60	618 Information Literacy Initiatives and Instruction (3)	Revise
LIS 60	631 Introduction to Digital Preservation (3)	Revise
LIS 60	638 Digital Libraries (3)	Revise
LIS 60	639 Implementation of Digital Libraries (3)	Revise

Course Revisions Effective Fall 2017 continued

LIS	60641	Information Storage and Retrieval Systems (3)	Revise
LIS	60645	Database Systems (3)	Revise
LIS	60652	Foundations and Administration of Archives (3) to: Foundations of Recordkeeping in Society	Revise
LIS	60792	Culminating Experience Practicum in K-12 Libraries (3)	Revise
LIS	60870	Culminating Experience for Dual Degree (6)	New
LIS	80652	Foundations and Administration of Archives (3) to: Foundations of Recordkeeping in Society (3)	Revise
MATH	I 38001	Hands on Mathematics (3)	New
MATH	I 40011	Introduction to Probability Theory And Applications (3)	Revise
MCLS	28403	Hispanics in the United States (3)	Reactive
MIS	44183	Developing and Training Human Resources in Organizations (3)	Revise
MUS	31221	Audio Recording III (3)	Revise
MUS	33212	Teaching Skills in Music Education: General/Instrumental (1)	Inactive
MUS	33213	Teaching Skills in Music Education: Choral/Orchestral (1)	Inactive
MUS	41199	Senior Project: Music Theory (3)	Inactive
MUS	47014	Folk guitar for the Music Educator (1)	Inactive
MUS	47511	Woodwind Class (1)	Inactive
MUS	48211	Introduction to Piano Pedagogy (2)	Inactive
NURS	30025	Pharmacology and Alterations in Physiological Functioning II (3)	Revise
NURS	30030	Nursing of Adults (5)	Inactive
NURS	30040	Nursing of Adults with Rehab Needs and/or Gerontologic Changes (4)	Inactive
NURS	30050	Basic Nursing Informatics (2)	Revise
NURS	40872	Introduction to Evidence Based Practice (3)	Revise
NURS	60110	Adult Gerontology Clinical Nurse Specialist I (3)	Revise
NURS	60210	Adult Gerontology Clinical Nurse Specialist II (3)	Revise
NURS	61192	Adult Gerontology Clinical Nurse Specialist I Practicum (2)	Revise
PHIL	41030	Ethical Theory (3)	Revise
PHIL	51030	Ethical Theory (3)	Revise
PHIL	41048	Metaethics (3)	Revise
PHIL	51048	Metaethics (3)	Revise
PSYC	41980	Research Writing in Psychology (1)	New
PSYC	42574	Advanced Research Methods (3)	New
VCD	60120	User Experience Design Principles and Concepts (3)	Revise

EPC AGENDA UPDATES

17 May 2016 Agenda

Revision of the University Readiness Standards policy is effective for fall 2016, not fall 2017 as listed on the agenda.

16 November 2015 Agenda

The College of Nursing has amended its original proposal to offer fully online, in addition to onground, the Nursing [NURS] major within the Master of Science in Nursing [MSN] degree. Instead, the following changes have occurred, effective fall 2016:

The following Nursing concentrations will be offered online only (no on-ground):

- Adult Gerontology Clinical Nurse Specialist [AGCN]
- Nurse Educator [NUED]
- Nursing and Healthcare Management [NHCM]
- Women's Health Nurse Practitioner [WHNP]

The following Nursing concentrations will be offered <u>hybrid on-ground/online</u>:

- Adult Gerontology Acute Care Nurse Practitioner [AGPN]
- Adult Gerontology Primary Care Nurse Practitioner [APNP]
- Dual Degree MSN/MBA [DMNB]
- Family Nurse Practitioner [FNPR]
- Pediatric Primary Care Nurse Practitioner [PPNP]
- Psychiatric Mental Health Nurse Practitioner [PMHP]

The College of Nursing has amended its original proposal to offer fully online, in addition to onground, select post-master's certificate programs. Instead, the following changes have occurred, effective fall 2016:

The following certificate will be offered <u>online only (no on-ground)</u>:

Nursing and Health Care Management [C825]

The following certificates will be offered <u>hybrid on-ground/online</u>:

- Adult Gerontology Acute Care Nurse Practitioner [C840]
- Adult Gerontology Primary Care Nurse Practitioner [C852]
- Family Nurse Practitioner [C802]
- Pediatric Primary Care Nurse Practitioner [C855]
- Psychiatric Mental Health Nurse Practitioner [C805]

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	26-Jul-16	Curriculum Bulletin
		Effective Date	Fall 2017	Approved by EPC
Department	A&A Deans Cor	nmittee		
College	select one			
Proposal	Revise Policy			
Proposal Name	Revision of Tra	nsient and Transfe	er Policies	
Description of propo	osal:			
transfer policy. In "transient," revise to accommodate the	so doing, this pro current transient he merger of the	oposal also seeks t policy requireme revised transient p	to discontinunts and languolicy and ad	e University Catalog, with the ue the use of the word uage, modify the transfer policy dress returning students who e in the transfer policy.
Describe impact on staffing consideration			es (e.g., duplic	ation issues; enrollment and
Units consulted (oth All units that are page 2				this proposal): pportunity for input.
Thabetz	a fling	REQUIRED ENI	DORSEMENT	7 12612016
Department Chair / S	School Director	•		
Campus Dean (for F	Regional Campuse	es proposals)		/
College Dean (or de	signee)			
0 1 1 0				
Dean of Graduate S	tudies (for graduat	te proposals)		/

Proposal Summary Revision of the Transient and Transfer Policies

SUBJECT SPECIFICATION

This is a proposal to adjoin the transient policy, as published in the University Catalog, with the transfer policy. In so doing, this proposal also seeks to discontinue the use of the word "transient," revise current transient policy requirements and language, modify the transfer policy to accommodate the merger of the revised transient policy and address returning students who have taken coursework at another institution, and update language in the transfer policy.

BACKGROUND INFORMATION

Two aspects of the current transient policy were unclear and came to the attention of the Associate & Assistant (A&A) Deans' committee in fall 2015. First, the policy requires [current] undergraduate students to have good academic standing (i.e., a minimum 2.000 GPA) in order to take coursework at another college or university. However, the policy is ambiguous as to whether the minimum 2.000 is required at the time of application (to take a course at another college or university), at the time the course is taken, or both at the time of application and when the class is taken. Second, the policy is silent about the fulfillment of prerequisites before the transient course is taken.

At the October 2015 A&A Deans' meeting, representatives from the colleges and campuses were each surveyed and they agreed that students should be in good academic standing both at the time of application and when the transient work is taken. When the transient policy was first established, having good academic standing was important to the colleges and campuses, and remained so primarily because transient course grades are not computed into the student's Kent State GPA. Accumulating credit hours without the benefit of the grade can impede progress toward degree completion. If, for example, a student repeats a failed KSU course at another institution and earns a passing grade, the student will not benefit from KSU's course repeat policy.

Regarding prerequisites, the policy does not mention anything about completing course prerequisites before enrolling in a transient course. There was agreement among the units represented at A&A Deans that this was an oversight. If the student is taking the prerequisite at the time of application (to enroll in a transient course) and fails it, withdraws from it, or does not earn the minimum grade required by the student's program, he/she will still have to complete the course at Kent State, even if the transient course is taken. Moreover, if the program requires a minimum grade which is not earned in the next level class, the student will have to take both courses again.

During fall 2015, a subcommittee of A&A Deans was formed and charged with reviewing the existing transient policy and recommending revisions. Members of the subcommittee are as follows:

- Steven Antalvari, director, University College
- Mary Ann Haley, associate dean, College of Arts And Sciences
- Nicole Kotlan, director, Exploratory Advising Center
- Barb Lloyd, assistant registrar, University Registrar's Office
- Lynette Johnson, associate registrar, University Registrar's Office
- Brian Pekarek, director, Admissions Operations & Transfer Systems
- Elizabeth Sinclair, assistant dean, College of Business Administration
- Katie Smith, academic program coordinator, Curriculum Services
- Misty Sommers, transfer operations analyst, Admissions Operations & Transfer Systems

- Therese Tillett, executive director, Curriculum Services
- Kathy Zarges, director, College of Education, Health and Human Services

The subcommittee spent considerable time debating the basic tenets of the transient policy: good academic standing and receiving approval as well as the *perceived* tenet of having prerequisites in order before enrolling in a course at another institution. As part of our review, we discussed various national and statewide changes that have had an impact on the landscape of higher education. One in particular that relates directly to the transfer of coursework is State policy concerning the transfer and articulation of credit hours. The goal of the State is "to advance course planning...that maximizes successful transfer and application of credits to the student's chosen program at the receiving institution." This quote is in reference to institutional support for students by way of transfer guides, transfer course equivalency tables and databases, institutional transfer and articulation processes, and articulation agreements.

While transfer guides have existed for decades, the proliferation of tables and databases statewide has changed how Ohio institutions must view the acceptance of courses that have been vetted in advance as equivalent. The subcommittee eventually agreed that regardless of the GPA or fulfillment of prerequisites, if another institution's course is considered to be equivalent to a KSU course (much less part of an articulation agreement or a transfer course equivalency table) we cannot deny credit.

Technological advancements also have impacted higher education; we are able to automate otherwise cumbersome processes. There were opposing views about the continued need to require an application. Without question there are efficiency gains if we take away the application, with the most important one being the automated posting of credits without having to first to check for an application, and, later to confirm whether the student took the course that was approved. However, the efficiency gains are potentially at the expense of a student's progress toward degree completion.

For those who argued in favor of retaining some sort of form, it was important to have the opportunity to advise students before they go off to another college or university and take a course. It was not about the need to approve coursework as much as it was about the desire to ensure students take a course they need as well as understand the potential ramifications of taking coursework at another institution. Some of the concerns include but are not limited to the following:

- Not all courses have KSU equivalencies even if the titles are the same or similar,
- Taking a transfer class adds credit hours but will not improve the KSU GPA and, therefore, could impede progress toward degree completion, and
- Transfer courses cannot be taken into account for class standing when preregistering, for purchasing a parking permit or for determining housing.

The subcommittee also spent time discussing the meaning of the word "transient." Even current students who take courses at another college or university wonder how to they can "transfer" the course back to Kent. The word "transient" is foreign to them.

EXECUTIVE SUMMARY OF CHANGES

The subcommittee recommends the following changes:

 In consideration of State policy concerning the acceptance of transfer coursework, remove the requirement of good academic standing and recommend prerequisite completion.

- Require a form for advisor review that details impact on students when it comes to program GPA and prerequisite requirements, program course grades, preregistration for the next semester, the course repeat policy, etc.
- Discontinue the use of the word "transient" and adjoin the existing transient policy with the transfer policy as shown on pages 6 and 7. Refer to current students as "active" students and define what this means.
- Revise the transfer policy to update language and to address not only new students who have taken coursework at another college or university but also active students and returning students.

ALTERNATIVES AND CONSEQUENCES

The alternative to not making the revisions that are recommended is to retain a policy that cannot be supported by State policy and one that is out of date and not clear to students.

SPECIFIC RECOMMENTATION

Create one transfer policy that encompasses the transient policy and returning students who have taken coursework at another institution; remove the requirement to have good academic standing in order to take coursework at another institution; and update language including discontinuing the use of the word transient and instead refer to "current" students who want to take coursework at another institution as "active" students.

ACTIONS REQUIRED AND ANTICIPATED TIMELINE

Associate and Assistant Deans Committee	approval sought May, 2016
Educational Policies Council	approval sought August 2016
Faculty Senate	approval sought August 2016
Implementation	Fall 2017 University Catalog

Current Undergraduate Transient Policy

Transient Undergraduate Work at Another University Download to print Kent State University 2015 Catalog > Academic Policies > Transient Undergraduate Work at Another University

Kent State University undergraduate students in good academic standing who wish to take coursework at another institution that is regionally accredited or pre-approved by Kent State as offering college-level credit must receive the prior approval of the dean of the unit offering the Kent State course.

Students should meet with their academic advisor prior to submitting the Undergraduate Application for Transient Work at Another College or University to ensure their eligibility to take transient coursework, to choose course(s) that can be applied toward their program, and to confirm that they qualify to enroll in the equivalent course at Kent State. Students applying for financial aid during the term of transient study will need to submit to the Office of Student Financial Aid the approved application and an Ad Hoc Consortium Agreement.

To qualify for transient status, student must have been enrolled at Kent State for at least one term before attempting transient coursework and have a minimum 2.000 cumulative GPA. Students who were not enrolled at Kent State for a semester and did not receive transient approval before completing course(s) at another institution must re-apply to Kent State as a transfer student.

Generally, credit for non-remedial/developmental courses in which students have earned a minimum D (1.000) grade will be considered for transfer. All credits granted for transient work will be translated into semester hours. Grades received for transient work are not transferred and are not calculated into the student's Kent State GPA, but may be considered for admission to and/or progression for specific program. Credit earned for transient work does not count toward students' residence requirement at Kent State, but it will not invalidate residence in progress.

Approvals for transient attendance are valid for one term only (quarter, semester, etc.) at other institutions (one academic year for year-long study abroad/away opportunities) and are subject to all restrictions of the dean of the student's college, independent school or regional campus offering a Regional College program.

It is the student's responsibility, upon completion of the coursework, to submit an official transcript from the transient institution to the admissions office of the Kent State campus enrolled. Students are discouraged from taking transient coursework during their last semester because of the time necessary to receive and process transcripts, which may delay clearing the student for graduation.

All policies that govern the transfer of academic credit also apply to transient credit and can be reviewed in the academic policies section of the University Catalog. Under unusual circumstances, students may request an exception to the above requirements for transient eligibility by contacting their academic unit prior to registration elsewhere.

Current Undergraduate Transfer Policy

Transfer of Undergraduate Credit Download to print Kent State University 2015 Catalog > Academic Policies > Transfer of Undergraduate Credit

An official evaluation of transfer credit will not be completed until undergraduate students have been admitted to the university and have submitted official transcripts from all post-secondary institutions previously attended. Generally, only those non-remedial/developmental courses in which students have earned a minimum C grade at an accredited school (as determined by the <u>Credit Transfer Office</u> will be considered for transfer. However, transfer credit earned fall 2005 and later from a regionally accredited college or university in Ohio and earned fall 2010 and later from a regionally accredited, or international equivalent, college or university outside Ohio will be awarded for all non-remedial/developmental courses in which students have earned a minimum D grade. Effective fall 2010, upper-division and lower-division credits are awarded for transfer based upon the level of course to which they are equated at Kent State.

Once the Credit Transfer Office has determined which courses are transferable, the college office that houses the student's major determines the applicability of these courses toward the desired degree. Some majors may require students to earn higher grades in specific courses or requirements. Students transferring to these majors will be held to the required grade and GPA standards.

Students who have attended schools that are not regionally accredited or that are not candidates for such accreditation are not granted credit by the Credit Transfer Office for work completed there. The students' college office, however, may grant such credit at its discretion. Although the evaluation of a student's performance at a non-accredited institution is considered in the admissions decision, any work completed at an accredited institution takes precedence.

Kent State accepts a maximum of 11 semester credit hours (or 16 quarter hours) of correspondence work from an accredited institution. This work does not count toward the final year of required work in residence.

Transfer Credit Appeals Process: Students must submit, in writing, a letter of appeal regarding their transfer credit to the Kent State University Credit Transfer Office. Upon recommendation by the Transfer Review Committee, students will be notified of the outcome in writing.

PROPOSED Transfer Policy with adjoined Transient Policy without tracking

Transfer of Undergraduate Credit

Students may transfer academic credit to Kent State University as new students, as active students, or as returning students.

Transfer credit will be accepted for college-level courses (e.g. not remedial or developmental, eligible to count toward a degree) from regionally accredited, or international equivalent, institutions as determined by Kent State's Credit Transfer Office per the following conditions:

College or University in Ohio

- The student earned a minimum D (1.000 or Pass or Satisfactory) grade in fall 2005 or later.
- The student earned a minimum C (2.000) grade prior to fall 2005.
- The student earned a minimum D (1.000 or Pass or Satisfactory) grade in fall 1990 or later that
 was applied toward an earned Associate of Arts or Associate of Science degree with a minimum
 overall 2.000 GPA.

College or University Outside Ohio

- The student earned a minimum D (1.000 or Pass or Satisfactory) grade in fall 2010 or later.
- The student earned a minimum C (2.000) grade prior to fall 2010.

Effective fall 2010, upper-division and lower-division credits are awarded for transfer based upon the level of course to which they are equated at Kent State.

Accepted transfer credits are posted on the Kent State University transcript in semester hours and count toward class standing and total credit hours earned for graduation at Kent State. Transfer credits and grades will not count toward the students' Kent State <u>Grade Point Average (GPA)</u>, <u>residence requirement</u> and <u>graduation honors</u>; nor will a transfer grade replace a grade earned in an equivalent course at Kent State. Transfer grades, however, may be considered for prerequisites to a specific course or admission to and/or progression for a specific program. KSU prerequisite requirements will be taken into consideration before students enroll in coursework at another institution.

The Kent State college office that houses the students' major determines the applicability of these courses toward the desired degree or certificate. Some programs may require students to earn higher grades in specific courses or requirements. Students admitted to these programs will be held to the required grade and GPA standards for admission and graduation.

Students who have attended institutions that are not regionally accredited, or that are not candidates for such accreditation, are not granted credit by the Credit Transfer Office for work completed there. The students' Kent State college, however, may grant such credit at its discretion. Although the evaluation of a student's performance at a non-accredited institution is considered in the admissions decision, any work completed at an accredited institution takes precedence. See Alternative Credit policy in the University Catalog for more information on limits of credits.

Transfer Credit Appeals Process: Students must submit, in writing, a letter of appeal regarding their transfer credit to the Kent State University <u>Credit Transfer Office</u>. Upon recommendation by the Transfer Review Committee, students will be notified of the outcome in writing.

New Students: An official evaluation of transfer credit is completed for undergraduate students who have been admitted to the university and have submitted official transcripts from all post-secondary institutions previously attended.

Active Students: An "active" Kent State University undergraduate student is one who is enrolled for a minimum 1 credit hour for one semester or longer without more than a one-year interruption. Active undergraduate students who wish to take college-level coursework (based on policy stated above) at another institution (as described above) while continuing their studies at Kent State University need to complete the steps listed below before enrolling at the other institution. Completing these steps will ensure students enroll in coursework that will transfer back to Kent State. Not completing these steps will not guarantee the coursework will transfer as expected. Thus, students, who do not complete the following steps, take transfer coursework at their own risk.

- 1. Meet with their academic/faculty advisor to review program requirements, course prerequisites, remaining coursework, possible impact if repeating courses, and transfer course equivalencies,
- 2. Complete the Transfer Course Plan form,
- 3. Submit an Ad Hoc Consortium Agreement to the Office of Student Financial Aid if the student is applying for financial aid during the term at the other institution or to continue eligibility.

After the active student completes transfer coursework, it is the student's responsibility to submit an official transcript from the other institution to the admissions office of the Kent State campus enrolled. All accepted transfer credits are posted on the Kent State University transcript in semester hours and count toward class standing and total credit hours earned for graduation at Kent State. However, credit earned for coursework taken at another institution does not count toward students' residence requirement at Kent State.

A Transfer Course Plan is valid for one term only (quarter, semester, etc.), or for one academic year for year-long study abroad/away opportunities, and is subject to all restrictions of the dean of the student's college, independent school or regional campus offering a Regional College program. Students are discouraged from taking transfer coursework during their last semester because of the time necessary to receive and process transcripts, which may delay the student's graduation.

Returning Students: Kent State University students who have not attended for one year, were not academically dismissed, and completed coursework at another college or university during their absence:

See policy on Admission - Former Kent State Student in the University Catalog

Kent State University students who were academically dismissed and completed coursework at another college or university during their absence:

See policy for Dismissal, Appeal and Reinstatement in the University Catalog

Undergraduate Transfer Policy with Tracking

Transfer of Undergraduate Credit

Students may transfer academic credit to Kent State University as new students, as actives students, or as returning students.

An official evaluation of Itransfer credit will not be accepted for college-level courses completed until undergraduate students have been admitted to the university and have submitted official transcripts from all post-secondary institutions previously attended. Generally, only those-(e.g. not non-remedial/or developmental courses, eligible to count toward a degree in which students have earned a minimum C grade at an accredited school (as determined by the Credit Transfer Office will be considered for transfer. However, transfer credit earned fall 2005 and later from a regionally accredited college or university in Ohio and earned fall 2010 and later-from a regionally accredited, or international equivalent, college or university outside Ohio will be awarded for all non-remedial/developmental courses in which students have earned a minimum D grade. Institutions as determined by Kent State's Credit Transfer Office per the following considerations:

College or University in Ohio

- The student earned a minimum D (1.000 or Pass or Satisfactory) grade in fall 2005 or later.
- The student earned a minimum C (2.000) grade prior to fall 2005.
- The student earned a minimum D (1.000 or Pass or Satisfactory) grade in fall 1990 or later that
 was applied toward an earned Associate of Arts or Associate of Science degree with a minimum
 overall 2.000 GPA.

College or University Outside Ohio

- The student earned a minimum D (1.000 or Pass or Satisfactory) grade in fall 2010 or later.
- The student earned a minimum C (2.000) grade prior to fall 2010.

Effective fall 2010, upper-division and lower-division credits are awarded for transfer based upon the level of course to which they are equated at Kent State.

Accepted transfer credits are posted on the Kent State University transcript in semester hours and count toward class standing and total credit hours earned for graduation at Kent State. Transfer credits and grades will not count toward the students' Kent State Grade Point Average (GPA), residence requirement and graduation honors; nor will a transfer grade replace a grade earned in an equivalent course at Kent State. Transfer grades, however, may be considered for prerequisites to a specific course or admission to and/or progression for a specific program. KSU prerequisite requirements will be taken into consideration before students enroll in coursework at another institution.

Once the Credit Transfer Office has determined which courses are transferable, tThe Kent State college office that houses the student's major determines the applicability of these courses toward the desired degree or certificate. Some majors programs may require students to earn higher grades in specific courses or requirements. Students admitted transferring to these majors programs will be held to the required grade and GPA standards for admission and graduation.

Students who have attended schools that are not regionally accredited, or that are not candidates for such accreditation, are not granted credit by the Credit Transfer Office for work completed there. The students' Kent State college office, however, may grant such credit at its discretion. Although the evaluation of a student's performance at a non-accredited institution is considered in the admissions decision, any work completed at an accredited institution takes precedence. See Alternative Credit policy in the University Catalog for more information on limits of credits.

Kent State accepts a maximum of 11 semester credit hours (or 16 quarter hours) of correspondence work from an accredited institution. This work does not count toward the final year of required work in residence.

Transfer Credit Appeals Process: Students must submit, in writing, a letter of appeal regarding their transfer credit to the Kent State University Credit Transfer Office. Upon recommendation by the Transfer Review Committee, students will be notified of the outcome in writing.

Current Undergraduate Transient Policy with tracking

Transient Undergraduate Work at Another University

Kent State University undergraduate students in good academic standing who wish to take coursework at another institution that is regionally accredited or pre-approved by Kent State as offering college-level credit must receive the prior approval of the dean of the unit offering the Kent State course.

Students should meet with their academic advisor prior to submitting the Undergraduate Application for Transient Work at Another College or University to ensure their eligibility to take transient coursework, to choose course(e) that can be applied toward their program, and to confirm that they qualify to enroll in the equivalent course at Kont State. Students applying for financial aid during the term of transient study will need to submit to the Office of Student Financial Aid the approved application and an Ad Hoc Consortium Agreement.

To qualify for transient status, student must have been enrolled at Kent State for at least one term before attempting transient coursework and have a minimum 2.000 cumulative GPA. Students who were not enrolled at Kent State for a semester and did not receive transient approval before completing course(s) at another institution must re-apply to Kent State as a transfer student.

Generally, credit for non-remedial/developmental courses in which students have earned a minimum D (1.000) grade will be considered for transfer. All credits granted for transient work will be translated into semester hours. Grades received for transient work are not transferred and are not calculated into the student's Kent State GPA, but may be considered for admission to and/or progression for specific program. Credit earned for transient work does not count toward-students' residence requirement at Kent State, but it will not invalidate residence in progress.

Approvals for transient attendance are valid for one term only (quarter, semester, etc.) at other institutions (one academic year for year long study abroad/away opportunities) and are subject to all restrictions of the dean of the student's college, independent school or regional campus offering a Regional College program.

It is the student's responsibility, upon completion of the coursework, to submit an official transcript from the transient institution to the admissions office of the Kent State campus enrolled. Students are discouraged from taking transient coursework during their last semester because of the time necessary to receive and process transcripts, which may delay clearing the student for graduation.

All policies that govern the transfer of academic credit also apply to transient credit and can be reviewed in the academic policies section of the University Catalog. Under unusual circumstances, students may request an exception to the above requirements for transient eligibility by contacting their academic unit prior to registration elsewhere.

Active Students: An "active" Kent State University undergraduate student is one who is enrolled for a minimum 1 credit hour for one semester or longer without more than a one-year interruption. Active undergraduate students who wish to take college-level coursework (based on policy stated above) at another institution (as described above) while continuing their studies at Kent State University need to complete the steps listed below <u>before enrolling at the other institution</u>. Completing these steps will ensure students enroll in coursework that will transfer back to Kent State. Not completing these steps will not guarantee the coursework will transfer as expected. Thus, students, who <u>do not</u> complete the following steps, take transfer coursework at their own risk.

- Meet with their academic/faculty advisor to review program requirements, course prerequisites, remaining coursework, possible impact if repeating courses, and transfer course equivalencies,
- 2. Complete the Transfer Course Plan form,
- Submit an Ad Hoc Consortium Agreement to the Office of Student Financial Aid if the student is applying for financial aid during the term at the other institution or to continue eligibility.

After the active student completes transfer coursework, it is the student's responsibility to submit an official transcript from the other institution to the admissions office of the Kent State campus enrolled. All accepted transfer credits are posted on the Kent State University transcript in semester hours and count toward class standing and total credit

hours earned for graduation at Kent State. However, credit earned for coursework taken at another institution does not count toward students' residence requirement at Kent State.	
A Transfer Course Plan is valid for one term only (quarter, semester, etc.), or for one academic year for year-long study abroad/away opportunities, and is subject to all restrictions of the dean of the student's college, independent school or regional campus offering a Regional College program. Students are discouraged from taking transfer coursework during their last semester because of the time necessary to receive and process transcripts, which may delay the student's graduation.	
Returning Students: Kent State University students who have not attended for one year, were not academically dismissed, and completed coursework at another college or university during their absence: See policy on Admission - Former Kent State Student in the University Catalog Ihyperlink the policy]	Formatted: Font: Bold
Kent State University students who were academically dismissed and completed coursework at another college or university during their absence: See policy for Dismissal, Appeal and Reinstatement in the University Catalog [hyperlink the policy]	Formatted: Font: Bold
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	is form is for use by active Kent State undergraduates	to wish to take coursework at another college or	
	y active Kent S	coursework at	university.
	form is for use b	ho wish to take	
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Transfer Course Plan Form / Kent State University

Student ID#_ Date_

Students must meet with their Academic/Faculty Advisor to complete this form.

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Student Name (First, Middle, Last)	Phone () Email Address @kent.edu
To be completed by Academic/Faculty Advisor:	
Student's College:	Special Program: Childy Away
Major(s):	Special 106 am: Stady Away
	Education Abrasa
Minor:	
Current Completed Credit Hours:	
Overall GPA:	Campus where transcript will be sent:
Major GPA:	(ex: Kent, Ashtabula, E Liverpool, Geauga, Trumbull, Salem, Stark, Tuscarawas, Office of Global Education)
Intended Graduation Semester: F20 S20 Su20	

Part B Transfer School Information

Г	
State/Country	Other
	Quarters
City	Semesters
School Code	Credit hours. Semesters
	[If no, please complete different form]
	No
Transfer School Name	Accreditation: Yes

Part C Course Planning Information for term of:

Part C Course	Part C Course Planning Information for term of:	term of:			(one form per term, print multiple pages if more space needed)	multiple pages if more sp	pace needer	-	
Transfer School (TS) Course Subject/Number	Transfer Course Title	Credit Hrs at Transfer School	If <u>Not</u> Sem Hrs at TS Indicate KSU Cr Hrs	KSU Equivalent Subject/Number (ex: ENG2X= Elec)	Printed Name of Course Chair/Director/Faculty Reviewer If Not On The Transfer Table*	KSU Prerequisite(s) for Transferred Course	Kent Core Attribute (ex: KSS, KFA)	Standard Equivalency** Y or N Determined Only By Chair/Director/Fac Reviewer	Need GPS Exception Y or N
Ex: MATH 101	Algebra 1	ю	2	MATH 11010	Andrew Tonge	Placement	МАТН	γ	C Agend ≥
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			A						t 2016
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**Please attach any s	**Please attach any supporting documentation, email communication or screenshots.	munication or	screenshots.						age 13

^{**}Please attach any supporting documentation, email communication or screenshots.

	*If course is not on the Transfer Table, t Approved/Disapproved	*If course is not on the Transfer Table, the UAC representative for the course must approve. Approved/Disapproved	
rail D Advisor Review	UAC Rep Printed Name	UAC Rep Signature and Date	
Advisor Printed NameAdvisor Email		Advisor Phone	7-
Note any concerns about taking transfer coursework:			
			20 00
			75 20
			Egoli .
I nave reviewed with the student:			
Program requirements as they relate to the transfer course(s)			-
Impact on future registration at the next class level and if the transfer course is a prerequisite for a KSU course	a KSU course		
leges and housing re			
Inductive course(s) will apply toward the program Impact if transfer credit hours are different from KSU equivalent credit hours			
The need for a GPS exception, if necessary			
I hat a copy of the completed form will be given to the student for their use and for the transferring institution's use if requested	ig institution's use if requested		
Advisor Signature	Date	i	
Part E Student Beview			1
			EF
I have reviewed university, college, program requirements, and the transfer credit policy with my academic/faculty advisor and by my initials below, I understand that: ———————————————————————————————————	my academic/faculty advisor and ssion in and graduation from an acade	by my initials below, I understand that: emic program. (For this reason, it is preferred that	PC Age
Courses repeated at another institution do not forgive graded coursework at Kent State.			nda
Minimum grades for progression and graduation for specific programs must be met. It is preferred that students satisfy prerequisite requirements at KSU prior to taking coursework at another institution may enforce their own	t another institution Keen in mind th	o other inctitution may enforce their own	22
prerequisites.			Aug
—— Future registration at Kent State may be impacted if the transfer course is a prerequisite for another KSU course. —— Class standing at Kent State is impacted during the semester when the transfer coursework is being taken and, therefore, may affect registration at the next class level, parking privileges	ner KSU course. ng taken and, therefore, may affect re	gistration at the next class level. parking privileges	ust 2
An Ad Hoc Consortium Agreement must be submitted to the Office of Student Financial Aid, if I an aid.	n applying for financial aid during the	Student Financial Aid, if I am applying for financial aid during the term at the other institution or continuing financial	
The Transfer Course Plan is valid for one term only (quarter, semester, etc.) or one academic year for year-long education abroad/away opportunities. Taking transfer coursework during the last semester is discouraged because it may delay my graduation.	for year-long education abroad/away uation.	opportunities.	tachme
By my signature below, I understand I am responsible for requesting that the transfer institution send an official transcript to the admissions office of the Kent State campus enrolled and if I chose to take the course during my last semester, I understand that the transcript must reach Kent State by the deadline for conferring graduation.	on send an official transcript to th ript must reach Kent State by the	e admissions office of the Kent State campus deadline for conferring graduation.	ent 1 Pa
Student Signature	Date		ge 1
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John R. Kasich, Governor John Carey, Chancellor

Request for Approval

Submitted by Kent State University

Establishment of a
Bachelor of Arts Degree in
Environmental Studies

Date of Submission (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: Bachelor of Arts degree with the major Environmental Studies

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

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

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:

Indicate the program request leads to educator preparation licenses or endorsements.

Licensure: No Endorsement: No

SECTION 1: INTRODUCTION

1.1 Kent State University proposes to establish the Environmental Studies major within the Bachelor of Arts degree. The Environmental Studies major will be interdisciplinary, involving the areas of biology, geology, 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, 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.

Kent State presently offers discipline-specific environmental 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.

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 2015.¹

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 the notification as an appendix item.

Notification to the Higher Learning Commission will occur after the Ohio Department of Higher Education has approved the program. The Environmental Studies major will not be accredited by a specialized accreditor.

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 academic and administrative organizational structures can be found at www.kent.edu/president/organizational-chart.

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.

Although the proposed Environmental Studies major will be interdisciplinary in nature, administration of the program will be housed within the Department of Geography in the College of Arts and Sciences. The 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 affiliated departments (Geography, Geology, Sociology, Biological Sciences) for the program will each have a liaison who serves on the Environmental Studies Committee and who confers with their own department's curriculum committee regarding any matter of courses offered that are part of the major. Each liaison will then report to the program director for environmental studies, who will coordinate courses offered, program requirements and the advising of students in the 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.

The title of the lead administrator for the Environmental Studies major will be the program director. The term of directorship shall be four years and can be renewed. The program director will be appointed by the dean of the College of Arts and Sciences in consultation with the members of the Environmental Studies Committee and with the chairs of the four associated departments. The director will be granted release time from teaching load. Since much of the work will occur over the summer, compensation during this period may be provided.

The program director will be responsible for the day-to-day running of the Environmental Studies major, will serve as the primary contact and advisor for students interested in the program or who major in the program, and will guide the development, expansion and marketing of the program as needed. These activities will be done in consultation with an interdisciplinary Environmental Studies Committee.

Professor David H. Kaplan will serve as the inaugural program director. See appendix A for Dr. Kaplan's curriculum vita

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 Geography faculty, comprising 18 tenured, tenure-track and non-tenure track faculty.

The program was also supported by the faculty in the departments of Sociology, Geology and Biological Sciences. Further approval was obtained from the College of Arts and Sciences Curriculum Committee, which is chaired by the associate college dean for curriculum and includes representatives from each department.

4.2 Program development

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

The proposed program aligns with Kent State's mission as it will allow students to expand their intellectual horizons through exposure to different aspects of environmental studies and through the achievement of core competencies in the field. The advantage of this degree is that is requires the development of key aspects of scientific knowledge in biology, geology and physical geography; the attainment of some methodological expertise; and a great deal of exposure to social science topics related to the environment. Organizations want to hire individuals, particularly those at the managerial level, who understand environmental challenges and have the tools to act on these challenges as they present themselves in the public and private sector. In addition, the program aligns with the university's mission in that students will be exposed to diverse learning environments (e.g., internships, student organization involvement and education abroad.)

Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings. If completed, submit the full analysis as an appendix item.

Please see Appendix B for a 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.

The decision to propose this program was reached after extensive consultations with appropriate curricular and administrative bodies in the College of Arts and Sciences (e.g., college dean; Undergraduate Curriculum Committee; and departments of Geology, Geography, Sociology and Biological Sciences).

In addition, several business groups and government agencies were consulted and have written letters of support (see Appendix C).

The Environmental Studies Advisory Committee will be composed of one representative from each of the constituent departments (Geology, Geography, Sociology, Biological Sciences) and will be chaired by the program director. This body will serve as the curricular committee for the Environmental Studies major and will be the most involved with inter-disciplinary course selection and development of those courses under the ENVS subject designator.

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.

Not applicable. This program will not require specialized accreditation.

4.3 Collaboration with other Ohio institutions

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

The only public institution in Northeast Ohio to offer an Environmental Studies major is Cleveland State University (39 miles from the Kent Campus). Cleveland State's program focuses more on the basic science requirements in biology, geology and geography; whereas the Kent State program will focus more on the social sciences aspect.

Private institutions in the region that offer the program are Hiram College (20 miles) and Case Western Reserve University (36 miles). In addition, Baldwin Wallace University (37 miles) offers a Sustainability major. These private institutes constitute a separate student market than that of Kent State.

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

The proposed major was not developed in collaboration with any other institution.

SECTION 5: STUDENT SERVICES

5.1 Admissions policies and procedures

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

The admissions policies and procedures for this major are the same or similar as for all existing majors in the College of Arts and Sciences:

Admission Requirements at the Kent Campus: 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. 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.

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 Credit Transfer Office 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. Kent State major courses are aligned with the Transfer Assurance Guide (TAG) and in progress with the Career Technical Assurance Guide (CTAG). 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 Environmental Studies 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 Environmental Studies major. No new services are necessary.

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 Arts degree in Environmental Studies prepares students to integrate concepts and knowledge on environmental issues from across multiple disciplines and to communicate about those in important ways. Basic scientific knowledge about environmental processes is used to inform different social goals. Environmental Studies students will develop a set of key

competencies in earth systems science, environmental social science, human-natural systems and sustainability science to be able to solve specific environmental problems.

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 Environmental Studies major seeks to provide students a broad, comprehensive understanding of the environment and how it relates to human activity, human resource needs and human cognition. The curriculum prepares students to grasp the interconnections between environmental and human systems and how those play out in particular problem areas. Students will be able to articulate how environmental problems are framed and how public attitudes and policies can be harnessed to provide solutions to environmental degradation.

These goals and objectives in the curriculum are integrated into the learning outcomes in the courses Nature and Society (ENVS 22070), Environmental Studies and Sustainability (ENVS 32091) and the Integrative Senior Project (ENVS 42099). The department curriculum committee has the general oversight of the curriculum in the major and reviews syllabi to ensure conformance. Further, these learning outcomes are part of the assessment rubric established to fulfill the requirements of our accrediting agencies. When assessment results fall below established benchmarks, steps are taken that reviews the instructors' coverage of the materials to ensure that students are adequately prepared to learn the expected outcomes.

6.3 Course offerings/descriptions

Complete the following table to indicate the courses that comprise the program. Please list courses in groups by type (e.g., major/core/technical, general education, elective) and indicate if they are new or existing courses.

Course (number/name)	Cr hrs	Major	Gen Ed (Kent Core)	Elec- tive	OTM TAG CTAG	New/ Existing
MAJOR REQUIREMENTS (40 credits)						
BSCI 10110 Biological Diversity Fulfills Kent Core Basic Sciences and lab	4	•	•		TAG	Existing
ENVS 22070 Nature and Society *	3					Existing
ENVS 32091 Environmental Studies and Sustainability *	2					Existing
ENVS 42099 Integrative Senior Project Fulfills writing intensive course requirement	2	•				New
GEOL 21062 Environmental Earth Science fulfills Kent Core Basic Sciences	3					Existing
Biological Sciences Elective, choose one: BSCI 30274 Forestry (3) BSCI 30277 Economic Botany (2) BSCI 30360 General Ecology (4) BSCI 40525 Wildlife Resources (3)	2-4	•				Existing
Geology Elective, choose one: GEOL 42065 Watershed Hydrology (3) GEOL 42067 Introductory Hydrogeology (3)	3	•				Existing

Course (number/name)	Cr hrs	Major	Gen Ed (Kent Core)	Elec- tive	OTM TAG CTAG	New/ Existing
Geography Elective, choose one: GEOG 21062 Physical Geography (3) fulfills Kent Core Basic Sciences					TAG	
GEOG 41051 Natural Disasters and Society (3) GEOG 41066 Climate Change and Its Impacts (3) GEOG 41073 Conservation of Natural Resources (3) GEOG 41074 Resource Geography (3)	3	•				Existing
Methods Elective, choose one: GEOG 49070 Geographic Information Science (4) GEOG 49230 Remote Sensing (3) GEOL 42035 Scientific Methods in Geology (3) POL 30310 Public Policy Analysis (3) SOC 32210 Researching Society (3)	3-4	•				Existing
Social Sciences Electives, choose five: ECON 32084 Economics of the Environment (3) GEOG 31070 Population and Environment (3) GEOG 45085 Urban Transportation (3) GEOG 46070 Urban and Regional Planning (3) GEOG 46080 Urban Sustainability (3) PHIL 30025 Environmental Ethics (3) POL 30350 Environmental Conflict Resolution (3) POL 40440 U.S. Environmental Politics and Policies (3) POL 40540 Politics of Development (3) SOC 42560 Sociology of Food (3)	15	•				Existing
KENT CORE (GENERAL EDUCATION / ADDIT)	ONA	L REQ	UIREM	ENTS	(80 cred	lits)
US 10097 Destination Kent State: First Year Experience	1					Existing
Foreign Language	14				TAG	Existing
Kent Core Composition	6				OTM	Existing
Kent Core Mathematics and Critical Reasoning	3				OTM	Existing
Kent Core Humanities and Fine Arts	9				OTM	Existing
Kent Core Social Sciences	6				OTM	Existing
Kent Core Additional	6		-		OTM	Existing
College General Requirement (Basic Sciences)	3		-		OTM	Existing
College General Requirement (Social Sciences)	3				OTM	Existing
General Electives credits required depends on meeting minimum overall 120 hours and 42 upper-division hours	29					Existing

^{*} Courses now exist under the Geography (GEOG) subject. They will be revised to be under Environmental Studies (ENVS).

Provide number, name and description of each course in the proposed program as it would appear in the course catalog. Submit syllabi for new courses as appendix items.

See Appendix D for syllabus for new course.

BSCI 10110 BIOLOGICAL DIVERSITY

This introductory course examines the biodiversity of life from its origins to present-day prokaryotes and eukaryotes; their behavior, ecology, and reproduction. Three hours lecture and two hours of lab weekly. Students must earn a final grade of at least C in order to meet prerequisites for selected upper-division BSCI courses. Prerequisite: None.

BSCI 30274 FORESTRY

Management of the forest resource within appropriate environmental constraints for sustained use relative to watershed protection, lumber production, recreation and wildlife. Prerequisites: BSCI 10110 and 10120 with minimum C grades.

BSCI 30277 ECONOMIC BOTANY

Biology of plants important to man and their relation to climate and geography. Prerequisites: BSCI 10110 and 10120 with minimum C grades.

BSCI 30360 GENERAL ECOLOGY

Principles of ecology based on field studies of local plant and animal communities. Lecture three hours, lab three hours weekly. Prerequisites: BSCI 10110 and 10120 with minimum C grades.

BSCI 40525 WILDLIFE RESOURCES

(Slashed with BSCI 50525 and BSCI 70525) Ecological parameters are discussed relative to the preservation and management of wild animal populations. Aesthetic, economic and environmental values are discussed. Prerequisites: minimum C grade in BSCI 10110 and BSCI 10120; and 4 credit hours of biology (BSCI) courses.

ENVS 22070 NATURE AND SOCIETY (currently GEOG course)

Provides an introduction to interdisciplinary perspectives in nature-society scholarship, focusing on human dimensions of environmental problem domains such as natural resources, ecosystems, climate, and sustainability. It provides a balance of theory and application to illustrative case studies. Prerequisite: None.

ENVS 32091 ENVIRONMENTAL STUDIES AND SUSTAINABILITY (currently GEOG course) (Repeatable for credit) Various aspects of environmental studies are explored. Topics will vary. Prerequisite: ENVS 22070.

ENVS 42099 INTEGRATIVE SENIOR PROJECT **NEW** See Appendix D

This is the capstone course for the Environmental Studies major. Students will learn about methods of investigation and presentation in the area of environmental studies. The course will culminate in a major research project developed and written by each student. Prerequisites: ENVS 22070 and ENVS 32091.

ECON 32084 - ECONOMICS OF THE ENVIRONMENT

Examines economic theory of environmental and resource economics in a fashion that is understandable by students with varied backgrounds in economics. Emphasis on microeconomic theory and its application to environmental issues. Topics covered include "market failure" and its impact on the environment; cost benefit analysis; and input-output analysis. Designed for those interested in the environment or who may be planning careers in environmental or natural sciences. Prerequisite: ECON 22060.

GEOG 21062 PHYSICAL GEOGRAPHY

Introduction to the study of the spatial characteristics of the Earth's physical environment, including how humans interact with it. Topics include weather and climate, vegetation, soils, ecosystems, landforms and land-formation processes, human impacts on Earth systems and human societal adaptations to the physical environment. Prerequisite: none.

GEOG 31070 POPULATION AND THE ENVIRONMENT

This course examines the interrelations of population growth, resource depletion and the environment from a geographic perspective including the principal themes of space and place. Prerequisite: None.

GEOG 41051 NATURAL DISASTERS AND SOCIETY

Study of natural disasters, the physical causes of the hazards associated with the disasters, their effects on humans and societies, spatial and temporal distributions, and strategies to reduce the occurrences of disasters. Natural disasters include hurricanes, tornadoes, floods, landslides, heat waves, wildfire, blizzards. earthquakes, tsunami, and volcanoes. Mitigation for disasters and responses to disasters are studied across economically developing nations and developed nations. Taught through the analysis of numerous case studies of natural disasters. Prerequisite: none.

GEOG 41066 CLIMATE CHANGE AND ITS IMPACT

(Slashed with GEOG 51066, GEOG 71066) Examination of the evidence and causes of climate change and how these data are assessed. Past, present and future impacts of climate change and variability are discussed along with policy implications. Prerequisite: None.

GEOG 41073 CONSERVATION OF NATURAL RESOURCES

(Slashed with GEOG 51073, GEOG 71073) Evaluation of past and current problems associated with the management of natural resources and the environments associated with their utilization. Prerequisite: None.

GEOG 41074 RESOURCE GEOGRAPHY

Culture-technology and distance in relation to resource adequacy and management concepts for societal decisions about common property and situations with external economies. Prerequisite: Junior standing.

GEOG 45085 URBAN TRANSPORTATION

(Slashed with GEOG 55085, GEOG 75085) Spatial analysis of urban transportation, travel behavior, modes. Trip generation and distribution models, transportation planning, urban transportation problems. Prerequisite: none.

GEOG 46070 URBAN AND REGIONAL PLANNING

(Slashed with GEOG 56070, GEOG 76070) Analysis of geographical aspects of planning for cities and regions. Prerequisite: none.

GEOG 46080 URBAN SUSTAINABILITY

(Slashed with GEOG 56080, GEOG 76080) Provides an introduction to interdisciplinary perspectives on urban sustainability, focusing on environmental challenges caused by urbanization and the innovative ways urban dwellers seek to address those challenges. It provides background on relevant disciplinary perspectives and their application to environmental challenge domains. Prerequisite: None.

GEOG 49070 GEOGRAPHIC INFORMATION SCIENCE

(Slashed with GEOG 59070, GEOG 79070) Introduction to theories and methods for geographic data processing, including data capture and input data storage and management and data analysis and displays. Emphasis is on laboratory exercises using GIS software packages for real world applications. Non-geographers should contact the Department of Geography to discuss the course prerequisites. Prerequisite: GEOG 29160.

GEOG 49230 REMOTE SENSING

(Cross-listed with GEOL 42030; slashed with GEOG 59230, GEOG 79230, GEOL 52030, GEOL 72030) Computer analysis of multispectral satellite datasets. Applications in Terrestrial Earth Science are emphasized. Prerequisite: none.

GEOL 42035 SCIENTIFIC METHODS IN GEOLOGY

(Slashed with GEOL 52035) Applying scientific methods to geologic data in the field and lab; models and sampling procedures. Collecting and analyzing data. Formulating and testing hypostheses. Provides background necessary for upper-level geology courses for majors. Lecture two hours, lab two hours weekly. Prerequisite: none.

GEOL 42065 WATERSHED HYDROLOGY

(Slashed with GEOL 52065) Study of water movement, storage, and transformation across landscapes. Prerequisite: Junior standing.

GEOL 42067 INTRODUCTORY HYDROGEOLOGY

(Slashed with GEOL 52067) Occurrence of ground water in geologic materials; emphasizing utilization, conservation and management of ground water resources. Prerequisite: Junior standing.

PHIL 30025 ENVIRONMENTAL ETHICS

A philosophical examination of ethical issues in environmental studies, including topics such as: animal ethics and the sources of our food; the value of nature and environmental aesthetics; sustainability and biodiversity; ecofeminism, social justice and radical ecology; and the human response to climate change. The course is designed to complement fields of study such as geography, environmental studies and biology. Prerequisite: None.

POL 30310 PUBLIC POLICY ANALYSIS

Introduces students to the political and economic tools used to analyze public policies and discusses the political elements influencing that analysis. Essentially, the goal is to ensure that students understand the basic economic principles used to evaluate different public policy proposals while questioning the assumptions underlying those economic assumptions. Prerequisite: None.

POL 30350 ENVIRONMENTAL CONFLICT RESOLUTION

Examines alternative dispute resolution principles applicable to complex, multi-party public sector disputes, especially environmental and land use disputes. Students learn about deliberative democracy, a variety of circle processes, consensus decision-making, collaborative problemsolving, digital dialogue processes, and town hall meeting structures among others. Case studies of environmental conflicts and multi-party mediation simulations are used. Prerequisite: none.

POL 40440 U.S. ENVIRONMENTAL POLITICS AND POLICIES

This is a course in United States environmental politics and policies. It deals with topics such as the history of the U.S. environmental movement, public opinion and environmental issues, environmental racism and classism, and environmental policy making and implementation. Prerequisites: POL 10100 or POL 10300.

POL 40540 POLITICS OF DEVELOPMENT

Examines practice, record and theories of political development for less developed, developing and developed political systems. Includes extensive analysis of issues, problems through case studies. Prerequisite: POL 10004 or POL 10500.

SOC 32210 RESEARCHING SOCIETY

Survey of methods and techniques of research; research design and data gathering instruments; qualitative and quantitative analysis. Prerequisite: SOC 12050 and junior standing.

SOC 42560 SOCIOLOGY OF FOOD

(Cross-listed with SOC 52560) Food is essential, but like every other aspect of our lives the meaning of food and the experience of its preparation and consumption are socially determined. In this course we'll explore the social dimensions of food consumption and production. We will consider the following questions and answer them by developing an understanding of sociological concepts and theories: What do our meals reveal about us – about our history, culture, our gender and race and ethnicity, socio-economic status, religious beliefs, and our family life? How does food consumption differ in different societies? How do the media and corporations influence our food choices? What does food mean symbolize and in what ways are these meanings manipulated and why? How is food production carried out in different contexts and what can we learn about the social organization of work from studying food production? How does what we eat contribute to local and global environmental problems? Prerequisite: SOC 12050.

6.4 Program sequence

First Year			
Fall	Hours	Spring	Hours
ENVS 22070 Nature and Society	3	BSCI 10110 Biological Diversity	4
US 10097 Destination Kent State:	1	GEOL 21062 Environmental	3
First Year Experience		Earth Science	
Kent Core Requirement	3	Kent Core Requirement	3
Kent Core Requirement	3	Kent Core Requirement	3
Kent Core Requirement	3	Kent Core Requirement	3
-	13	_	16
Second Year			
Fall	Hours	Spring	Hours
Geography Elective	3	Biological Sciences Elective	2
Social Sciences Elective	3	Methods Elective	3
Foreign Language	4	Foreign Language	4
College General Requirement	3	Kent Core Requirement	3
Kent Core Requirement	3	General Elective	4
	16		16
Third Year			
Fall	Hours	Spring	Hours
Geology Elective	3	ENVS 32091 Environmental	2
Social Sciences Elective	3	Studies and Sustainability	
Foreign Language	3	Social Sciences Elective	3
Kent Core Requirement	3	Foreign Language	3
College General Requirement	3	Kent Core Requirement	3
		General Elective	3
	15		14

Fourth Year			
Fall	Hours	Spring	Hours
Social Sciences Elective	3	ENVS 42099 Integrative Senior Project	2
General Electives	6	Social Sciences Elective	3
General Electives	6	General Electives	10
	15		15
Total Hours: 120			

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

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

The proposed major will not be offered online or with an accelerated delivery model.

•	0	•	VI.	11 3	,
Co-o	1 .	1 .	1	Student Teaching Clinical Practicum	⊠ Other

If one or more of the items is checked, please provide a <u>brief</u> description of the off-site component(s).

As part of the requirements for any baccalaureate at Kent State, all students must satisfy an experiential learning requirement, which may be fulfilled through by a course, a component of a course or a non-credit paid or unpaid experience on or off campus. An experiential learning activity may fall into one or more of the following categories: research, civic engagement, study away/abroad, practical experiences or creative/artistic activities.

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 Environmental Studies major will be assessed and evaluated through the university's program assessment process, which is used for other undergraduate programs in the college. Student outcomes are examined in the capstone course (ENVS 42099), using the metrics developed for this process. The Department of Geography is responsible for directing assessment efforts for the proposed Environmental Studies major. The Environmental Studies Advisory Committee, as well as the college associate dean and college's Undergraduate Curriculum Committee, will assist in this effort.

Various outcomes such as writing and communication effectiveness, knowledge of environmental processes and core competencies in environmental studies will be used to assess the goals and objectives listed in Section 6.2. Some of the data on these metrics will be collected every other spring and fall semesters of alternate years to measure how well students are performing in comparison with expected outcomes.

Data from the program assessment will be shared with all faculty members teaching the particular subject area immediately after it is collected so that corrective action can be taken in time for the next assessment period. Data will be shared with the college-wide Curriculum Committee during the yearly reporting cycle.

Results from the program assessment will be benchmarked against established metrics for that purpose. While results below established metrics provide opportunity for improvements in the course syllabi, coverage and delivery methods, those that are continuously above the metrics could provide opportunities for revising the metrics and benchmarks.

7.2 Measuring student success

Describe the policies and procedures in place to measure individual student success in the proposed program. In your response, include the following: name of the unit/position responsible for directing these efforts; description of any committees or groups that assist the unit; description of the measurements used; frequency of data collection; frequency of data sharing; how the results are used to inform the student as they progress through the program; and initiatives used to track student success after program completion.

Student outcomes are examined in the capstone course (ENVS 42099) using the metrics developed for this process. The Department of Geography is responsible for directing assessment efforts for the proposed Environmental Studies major. The Environmental Studies Advisory Committee, as well as the assistant college dean and college's Undergraduate Curriculum Committee, will assist in this effort.

Various outcomes such as writing and communication effectiveness, knowledge of environmental processes, and core competencies in environmental studies will be used to assess the goals and objectives listed in Section 6.2. Some of the data on these metrics will be collected every other spring and fall semesters of alternate years to measure how well students are performing in comparison with expected outcomes.

Data from the program assessment will be shared with all faculty members teaching the particular subject area immediately after it is collected so that corrective action can be taken in time for the next assessment period. Data will be shared with the college-wide Curriculum Committee during the yearly reporting cycle.

Results from the program assessment will be benchmarked against established metrics for that purpose. While results below established metrics provide opportunity for improvements in the course syllabi, coverage and delivery methods, those that are continuously above the metrics could provide opportunities for revising the metrics and benchmarks.

SECTION 8: FACULTY

8.1 Faculty appointment policies

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

Kent State University uses three faculty tracks: "tenure track," "non-tenure track" and "adjunct" to deliver instruction to its programs. Tenure-track and non-tenure-track faculty are full-time employees of the university, while adjunct faculty are part time and are employed as needed. Further, tenure-track faculty must have earned a terminal degree in their discipline (e.g., PhD). While a terminal degree is not required for non-tenure track and adjunct faculty members, it is preferred because it may allow them to teach at any academic level (undergraduate and graduate), especially if they also meet an accrediting agency's standards for teaching at those levels.

Finally, ranks within each faculty track vary. At initial hire, tenure-track faculty members hold the rank of assistant professor; through teaching and research accomplishments the faculty member may be promoted to associate professor and, eventually, full professor. Conversely, non-tenure-track faculty members hold the ranks of lecturer, associate lecturer and senior lecturer. However, if they have earned a terminal degree, they are hired as assistant professor and advance through the ranks as do tenure-track faculty members.

Describe the credentialing requirements for faculty who will be teaching in the program (e.g., degree requirements, special certifications or licenses, experience).

Credentialing requirements for faculty who will be teaching in the program are the same as those for College of Arts and Science's existing degree programs. These faculty members are already teaching the courses required for existing majors within the college. At a minimum, the faculty members teaching in the program will have a master's level degree.

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

The load policy for faculty teaching in the proposed program is the same for those teaching in other programs at the university. According to Kent State University policies, a full-time tenure-track faculty member is to be given 24 credit hours, while non-tenure track faculty members shall be given 30 credit hours of workload every academic year, including equivalences for research, administration and other activities. Any load beyond these is to be compensated as overtime/overload.

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

Since the curriculum of the Environmental Studies major will comprise existing courses regularly offered in other college and university programs, current faculty resources are sufficient to begin the program.

8.2 Program faculty

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

Full-time: 5 Less than full-time: 0

Provide an estimate of the number of <u>faculty members to be added</u> during the first two years of program operation.*

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

* Teaching courses designated with the ENVS course subject.

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. <u>Include a faculty handbook outlining the expectations and documenting support as an appendix item.</u>

To be current in their respective fields, all faculty in the College of Arts and Sciences are expected to engage in scholarship activities such as publishing refereed journal articles and proceedings; authoring, editing and contributing to book chapters and books; grant writing, consulting; attending academic and teaching seminars; and making professional presentations. Each faculty member is required to have engaged in these activities substantially within the most recent five-year period. Full time faculty members are given workload equivalencies and a budget amount every academic year that allows them to engage in these activities.

Expectations for engagement in these activities are different depending on the faculty member's designation and the level of our program in which she/he teaches. For more detail on these expectations please see the College of Arts and Sciences Faculty Handbook attached as Appendix E.

8.4 Faculty matrix

Complete a faculty matrix for the proposed program. A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below). A copy of each faculty member's CV must be included as an appendix item.

Faculty listed on next page will teach the Environmental Studies (ENVS) courses. The remaining curriculum comprise existing, required courses in other degree programs (e.g., biology, geography, geology, sociology, political science) and are offered and taught by faculty in the respective departments. See Appendix F for each faculty member's curriculum vita.

* Number of courses	taught by the facu	ılty member each y	year at all campuses

	Rank or title		Degree, discipline, institution, year	Years teach	Additional expertise	Course faculty will teach	Load *
V. Kelly	Assistant	FT	PhD, Geography,	3	Sustainable urbanism	ENVS 22070	4
Turner	Professor		Arizona State University			Nature and	
			2013			Society;	
						ENVS 32091	
						Environmental	
						Studies and	
						Sustainability	
Christopher		FT	PhD, Soil Microbial	10	Population ecology,	ENVS 32091	4
Blackwood	Professor		Ecology, Michigan State		ecosystems	Environmental	
			University, 2001			Studies and	
						Sustainability	
Joseph	Professor	FT	PhD, Oceanography,	21	Water quality, remote	ENVS 32091	4
Ortiz			Oregon State University,		sensing, paleoclimate,	Environmental	
			1995		sedimentary geology	Studies and	
						Sustainability	
David H.	Professor	FT	PhD, Geography,	25	Sustainable urbanism	ENVS 42099	4
Kaplan			University of Wisconsin,		and transportation	Integrative	
			1991			Senior Project	
Susan	Professor	FT	PhD, Sociology,	22	Sociology of food	ENVS 42099	4
Roxburgh			University of Toronto,			Integrative	
			1994			Senior Project	

SECTION 9: LIBRARY RESOURCES AND INFORMATION LITERACY

9.1 Library resources

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

The library liaison for the department will provide information literacy in the form of in-class instruction sessions, personal one-on-one student sessions, workshops and other forms as needed. The liaison will also be responsible for collection development; ensuring resources are up-to-date and meet the current standards for the field. To achieve this, the liaison will work closely with the faculty to make sure that each of their classes has the appropriate resources to assist their students with research. The library budget for this program will come from each of the constituent departments. A similar formula is used with Kent State's interdisciplinary Digital Sciences major. In the future, a separate fund for this program may be created depending on the resources required.

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

The following library resources are already in place for the proposed Environmental Studies major:

Monographs. Most monographs in the disciplines related to environmental studies 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 Arts and Sciences. 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 librarian or requested by College of Arts and Sciences 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 Arts and Sciences 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 environmental studies is an interdisciplinary process. Students and faculty in the college benefit from additional library collection development in the areas of biology, geology, geography, political science, environmental science, environmental studies, sustainability studies, public administration, as well as government documents. 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.

Databases. In addition to the many monographs on this subject, Kent State students have access to databases GeoBase, GeoRef, Inspec and Environment Complete. The Web of Science Core Collection will also be of great assistance to this major. In addition, Kent State offers Academic Search Complete and the Discovery@Kent State search engine, which searches more than 150 databases, as well as KentLink and OhioLink, with one query.

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 Kent Campus main library is open seven days a week. During the fall and spring semesters the library is open 24/5 for the entire semester. To guide students and faculty in the extensive collections, reference librarians are available five days a week, and reference graduate assistants are available on the weekends.

There are several services points in the main library to assist students and faculty. The reference desk, staffed during the day and evening hours, provides assistance in: (a) locating materials and (b) acquiring materials if Kent State does not own them. In addition to in-person assistance, the reference department provides email, instant messaging and telephone reference services. If the research needs of students or faculty require the subject expertise of a particular librarian, requests will be accommodated. Appointments can be scheduled with the librarian, either during office hours or through an appointment set up at the faculty or student's convenience. Course-integrated instruction on library resources may be requested by faculty for any of their classes. The librarians tie this instruction to specific assignments or knowledge requirements for the class.

In addition to course-based instruction, Kent State University Libraries, on all campuses, offer numerous independent learning sessions for students and faculty in the form of web-based instruction.

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.

Few additional resources will be needed to support the proposed program as the faculty and curriculum for the Environmental Studies major are already in place. The courses in the proposed major are delivered for other majors currently offered by the College of Arts and Sciences.

Some small expenses related to the administration of what is expected to be a robust program will include the expenses of a graduate assistant to help with advising, coordination of class schedules across departments, marketing and other items that facilitate student success. There will also be some expenses for administrative summer salary and release time for the program director.

10.2 Budget/financial planning

Fiscal Impact Statement for New Degree Programs

Fiscal Impact Statement for New	- 0	0		
	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Headcount full time	22	44	66	88
Headcount part time	3	6	9	12
Full-time equivalent (FTE) enrollment	25	50	75	100
II. Projected Program Income				
Tuition (paid by student or sponsor)	\$250,000	\$500,000	\$750,000	\$1,000,000
Expected state subsidy	\$62,500	\$125,000	\$187,500	\$250,000
Externally funded stipends, as applicable				
Other income (describe in narrative section below)				
Total Projected Program Income	\$312,500	\$625,000	\$937,500	\$1,250,000
III. Program Expenses				
New personnel				
Instruction				
Full time: 0				
Part time: 0				
Non-instruction				
Full time: 0				
Part time: 0.5 time graduate assistant	\$23,000	\$23,000	\$23,000	\$23,000
New facilities/building/space renovation				
Scholarship/stipend support				
Additional library resources				
Additional technology or equipment needs				
Other expenses (1/8 annual cost for program director)	\$25,000	\$25,000	\$25,000	\$25,000
Total Projected Expense	\$48,000	\$48,000	\$48,000	\$48,000

Budget Narrative:

Historically, environmental studies programs gain more majors as students become aware of the field. Therefore, the university expects to see a net increase of at least 25 new students each year. The program income is based on the tuition cost per student (\$10,000) and the state subsidy per student (\$2,500). The program expenses are based on the cost of a graduate assistant at the master's level in the Department of Geography and one-eighth the annual cost for the program director, in addition to the cost for one month of summer compensation.

APPENDICES

Appendix Description

- A Curriculum vitae for Environmental Studies program director
- B Program's needs assessment/market analysis
- C Letters of support
- D Syllabus for new course ENVS 42099 Integrative Senior Project
- E College of Arts and Sciences Faculty Handbook
- F Curricula vitae for faculty teaching ENVS courses

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

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

Respectfully,

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



United States Department of the Interior

NATIONAL PARK SERVICE

Cuyahoga Valley National Park 15610 Vaughn Road Brecksville, Ohio 44141-3097

IN REPLY REFER TO: 10.D. (CUVA)

March 1, 2016

Dr. David H. Kaplan Department of Geography Kent State University Kent, Ohio 44242

Dear Dr. Kaplan,

We are pleased to express our support for the proposed Bachelor of Arts in Environmental Studies degree program at Kent State University. Cuyahoga Valley National Park is part of the National Park Service. This federal agency is responsible for land stewardship within the National Park System, and also leads community programs that promote stewardship activities in nearly every county in the United States. Providing related educational programs and visitor services is also part of our mission.

We rely on an environmentally literate staff that has a thorough knowledge of human-natural systems, environmental social science, environmental policy, and sustainability science. Our agency needs people to conduct environmental policy analysis, assess the environmental impacts of particular activities, and work to educate the public about the environment. We believe that the curriculum of the proposed Environmental Studies major will greatly expand students' knowledge in this ever-evolving field.

The National Park Service has over 20,000 employees and works with many partner organizations. We hire many students through Pathways and other internship programs. A number of employees of Cuyahoga Valley National Park and its partners are recent graduates of Kent State University.

We look forward to seeing Kent State University expand majors that can lead to careers with the National Park Service. If there are any additional areas where we can be helpful, please do not hesitate to contact me.

Sincerely,

Craig Kenkel Superintendent



February 23, 2016

To whom it may concern,

I would like to express my interest and support for the proposed Bachelor of Arts in Environmental Studies degree program at Kent State University. As the Sustainable Communities Advocate for the "Greenest Zoo in America", I understand the demand for more graduates in this type of field. The Cincinnati Zoo & Botanical Garden's goal is to inspire visitors with wildlife every day. Our mission and vision is dedicated to creating adventure, conveying knowledge, conserving nature, and serving the community. We cannot fulfill this mission without staff that is not only dedicated and believes in this mission, but also understands the very real impact we all have on the planet.

The Cincinnati Zoo & Botanical Garden is attuned to the real-world demands and expectations placed on individuals in this field. We rely on an environmentally literate staff who have a thorough knowledge of human-natural systems, environmental social science, environmental policy, and sustainability science. Our organization needs people to conduct field research, work as sustainability coordinators, assess the environmental impacts of particular activities, work to educate the public about environmental risks and issues, construct and manage sustainable buildings, and solve real world challenges. Individuals that have completed an Environmental Studies major possess the skills and knowledge needed to fulfill many of these needs. Many of our current animal keepers, environmental educators, and sustainability focuses positions have a background in Environmental Studies or Environmental Science.

I believe that the curriculum of the proposed Environmental Studies major will greatly expand students' knowledge in this ever-evolving field. I believe that the completion of this degree will broaden career opportunities and beneficially position graduates to excel in the professional world. Most importantly, I believe a student's studies and experience in this degree will help create more conservationists that are as dedicated to protecting this planet and its natural resources as we are.

I look forward to working with Kent State and the Environmental Studies committee as this new program develops, and assisting program students and graduates in finding internships and possible employment opportunities. If there are any additional areas where I can be helpful, please do not hesitate to contact me. I am excited about the future of this new program and the highly qualified professionals it will create.

Sincerely.

in afrester Fia Cifuentes

Sustainable Communities Advocate Cincinnati Zoo & Botanical Garden sophia.cifuentes@cincinnatizoo.org

(513) 487-3355



National Council for Science and the Environment 2 | Page 25

Improving the scientific basis for environmental decision-making

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Honorary Members of the Board Hon. Hazel O'Leary Hon. William K. Reilly Hon. William D. Ruckelshaus James Gustave Speth, Esq.

Hon. Barbara Sheen Todd

February 24, 2018

Dr. David Kaplan Department of Geography Kent State University 440 McGilvrey Hall

Dear Dr. Kaplan,

I am pleased to express my support for the proposed Bachelor of Arts in Environmental Studies degree program at Kent State University.

The Center for Environmental Education Research (CEER) at the National Council for Science and the Environment conducts longitudinal, empirical research on interdisciplinary environmental and sustainability (IES) education and research across the US. Our research provides evidence of the relevance of the proposed program in the national IES higher education and workforce landscape.

IES education is in high demand. The number of IES programs continues to increase dramatically—by 57% from 2008 to 2012. Matriculation in IES program also increased over the same four years—average number of majors rose 49% for undergraduate programs and 15% for master's programs over the four year period.¹ Indications are these trends are continuing.

Job opportunities for the graduates of IES programs are strong. The United States Department of Labor predicts an 11% increase in the number of environmental scientist and specialist positions between 2014 and 2024, higher than the average for physical scientists (7%), and higher than the average for all occupations (7%).² A 2013 study revealed that college graduates in environmental fields have some of the lowest unemployment rates compared with other majors including majors in other physical and life sciences.³

The 2008 Jobs and Environment Initiative study analyzed the environmental job market nationally and in nine states (Arizona, California, Connecticut, Florida, Michigan, Minnesota, North Carolina, Ohio and Wisconsin). It identified the size of the environmental industry as \$341 billion/year and growing (projected to reach \$496 billion in 2020; larger than most industrial sectors and the top Fortune 500) and estimated that the industry was responsible for the creation of 5.3 million jobs in 2005 distributed across all employment sectors. The study also found that the environmental sector is more resilient or "recession-proof" in economic downturns. In Ohio, this sector represented 3.2% of state GDP and 3.5% of jobs.

¹ Vincent, Bunn and Sloane (2013) Interdisciplinary environmental and sustainability education on the nation's campuses 2012: curriculum design. National Council for Science and the Environment. Washington DC.

² Bureau of Labor Statistics. US Department of Labor *Occupational Outlook Handbook 2016-17 Edition: Environmental Scientists and Specialists.* http://www.bls.gov/ooh/life-physical-and-social-science/environmental-scientists-and-specialists.htm

³ Carnevale and Cheah (2013) *Hard Times: College Majors, Unemployment and Earnings*. Washington, DC: Georgetown University Center on Education and the Workforce

⁴ Bezdek, Wendling, and DiPerna (2008) Environmental Protection, the economy, and jobs: National and regional analyses. *Journal of Environmental Management*, 86, 63-79

The Environmental Studies program would represent the first interdisciplinary environmental degree program at Kent State. The University offers discipline-based programs with environmental concentrations—in environmental geology, environmental and conservation biology, public health environmental sciences, and architecture and environmental design—but no degree programs in the distinct field of IES studies. Kent State lags other research universities in establishing such programs, almost all US research universities (98%) offer environmental studies, environmental science, sustainability and/or other IES degree programs—and many offer a variety of IES degree programs at the baccalaureate, master's and doctoral level.

I believe that the creation of this degree program will benefit the university and its mission and the Kent State students who desire IES education and careers in the dynamic and rapidly growing environmental workforce sector.

Sincerely,

Shirley Vincent, PhD

Shirley Vincent

Director, Center for Environmental Education Research National Council for Science and the Environment

cc: Michelle Wyman, Executive Director, NCSE



Working for Healthy Homes, Communities, & Climate

3500 Lorain Ave., #300 Cleveland, Ohio 44113

(216)961-4646 (p) (216)961-7179 (f) www.ehw.org



- Will Allen, founder and CEO of Growing Power Inc.
- Harriet Applegate, Executive
 Secretary- North Coast AFL-CIO
- David Beach Director, Green City
 Blue Lake
- Greg Brown, Executive Director-Policy Bridge
- Phyllis Cleveland, Majority Leader-Cleveland City Council
- Dorr G. Dearborn, PhD, MD Mary Ann Swetland Professor and Chair, -Dept. of Environmental Health Sciences
- Mike Foley, Director Cuyahoga County Department of Sustainability
- Sumita B. Khatri, MD MS, Co-Director-- Asthma Center Cleveland Clinic Foundation
- Michele Kilroy, LEED AP, Executive Director - Northeast Ohio Chapter of the US Green Building Coalition
- Mark McDermott ,V.P., Ohio Market Leader-Enterprise Community Partners
- Randy McShepard, Vice President of Public Affairs- RPM International Inc.
- Jim Rokakis, Director- Thriving Communities Institute
- Zach Schiller Policy Matters Ohio
- Michael Skindell, Practicing Attorney- Ohio State legislator
- Shanelle Smith, Deputy Director, Cuyahoga County Department of Sustainability

March 2, 2016

Dr. David H. Kaplan Department of Geography Kent State University Kent, OH 44242

Dear Dr. Kaplan,

I am excited to express my support for the proposed Bachelor of Arts in Environmental Studies degree program at Kent State University.

The mission of Environmental Health Watch is to offer information, assistance and advocacy to help people protect themselves from environmental threats and to influence corporate, government and personal actions to promote human health and sustain the natural environment. Our programs encompass two broad and interrelated areas: Healthy and Green Housing and Community Environmental Health, with an overarching focus on greenhouse gas reduction. Our knowledgeable and experienced staff works on real-world solutions for our communities and our environment.

Through our ongoing programs and research projects Environmental Health Watch has employed people to provide education, assessments of environmental risks to human health, and on policy development. I believe that students in the proposed Environmental Studies major will gain knowledge in social and environmental issues that is critical to our work. Completion of this degree will broaden career opportunities and beneficially position graduates to excel in the professional world.

I look forward to working with Kent State and the Environmental Studies committee as this new program develops, and to assisting program students and graduates in finding internships and possible employment opportunities. If there are any additional areas where we can be helpful, please do not hesitate to contact me.

Sincerely,

Kim Foreman, Executive Director Environmental Health Watch



March 3, 2016

Dr. David H. Kaplan Department of Geography Kent State University Kent, OH 44242

Dear Dr. Kaplan:

I am excited to express my support for the proposed Bachelor of Arts in Environmental Studies degree program at Kent State University.

Kurtz Bros., Inc. is an Ohio-based construction and landscape material supplier. Our vision is to be the waste-to-resource leader in the United States through the development of innovative products, services and solutions which provide value to our customers and help form a more sustainable planet to "make the good earth better". Our company is attuned to the real-world demands and expectations placed on individuals in this field. We rely on an environmentally literate staff that has a thorough knowledge of human-natural systems, environmental social science, environmental policy and sustainability science. Our company needs people to conduct environmental policy analysis, work as sustainability coordinators, assess the environmental impacts of particular activities, work to educate the public about environmental risks and other tasks. I believe that the curriculum of the proposed Environmental Studies major will greatly expand students' knowledge in this ever-evolving field. Most importantly, I believe that the completion of this degree will broaden career opportunities and beneficially position graduates to excel in the professional world.

I look forward to working with Kent State and the Environmental Studies committee as this new program develops and to assisting program students and graduates in finding internships and possible employment opportunities.

If there are any additional areas where we can be helpful, please do not hesitate to contact me at 216-986-7020 (office) or via e-mail at johnk@kurtz-bros.com. Once again, we are excited about the future of this new program and the highly qualified professionals it will create.

Sincerely,

John T. Kurtz President Kurtz Bros., Inc.

www.kurtz-bros.com

February 26, 2016

Dr. David H. Kaplan
Department of Geography
Kent State University
Kent, Ohio 44242

Re: Letter of Support for Environmental Studies Major at Kent State University

Dear Dr. Kaplan:

EnviroScience, Inc. recognizes the importance of understanding the interrelatedness of humans and the environment. In fact, we embody this concept as our work has supported environmental design and regulatory requirements servicing federal, state, and municipal governments, ODOT and other DOTs, as well as mining, industrial, engineering and the private sector since our inception in Ohio in 1989. During EnviroScience's history, we have hired 18 undergraduates and 5 graduates with Bachelor of Science, Master of Science and Doctorate degrees from Kent State University. We recognize that Kent State University produces talented and dedicated students that transition into highly productive employees.

The proposed curriculum for the Environmental Studies major will greatly expand students' knowledge of human-natural systems, environmental social science, environmental policy, and sustainability science. Our company relies on people with skills in these areas and we believe that completion of this degree will broaden career opportunities and beneficially position graduates to excel in the professional world. We fully support the proposed Bachelor of Arts in Environmental Studies degree program at Kent State University and look forward to working with graduates from this program.

We also look forward to working with Kent State and the Environmental Studies committee as this new program develops and assisting with internships and possible employment opportunities. If there are any additional areas where we can be helpful, please do not hesitate to contact EnviroScience, Inc. Once again, we are excited about the future of this new program and the highly qualified professionals it will create.

Respectfully on behalf of EnviroScience, Inc.,

Emmalisa Kennedy Wetland Ecologist



Cisco Systems, Inc. 170 West Tasman Drive San Jose, CA 95134-1706

Direct: 408 526 4000 FAX: 408 526 4100 www.cisco.com

Dr. David H. Kaplan Department of Geography Kent State University Kent, OH 44242

I am excited to express my support for the proposed Bachelor of Arts in Environmental Studies degree program at Kent State University.

Global companies like Cisco Systems have moved beyond simple compliance and cost management. Sustainability is a core strategy for growing revenue as well as attracting and retaining top talent.

This shift requires passionate and knowledgeable individuals who show up on day one with a fundamental understanding of human-natural systems, environmental social science, environmental policy, and sustainability science. We rely on these people either as direct employees or through our service delivery vendors to not only assess the environmental impacts of operations, but to innovate new ways to achieve goals and drive the sustainability conversation forward at a global scale. The curriculum of the proposed Environmental Studies major will greatly expand students' knowledge in this ever-evolving field. Most importantly, I believe that the completion of this degree in conjunction with the strength of the general education provided by Kent State will open up career opportunities and beneficially position graduates to excel in the professional world regardless of whether they focus on an environmental career or not.

I look forward to working with Kent State and the Environmental Studies committee as this new program develops, and to assisting program students and graduates in finding internships and possible employment opportunities. If there are any additional areas where we can be helpful, please do not hesitate to contact me. Once again, we are excited about the future of this new program and the highly qualified professionals it will create.

Sincerely,

Ali H. Ahmed Senior Manager Global Energy Management and Sustainability aliahme@cisco.com

Phone: +1 330 523 2021 Mobile: +1 216 392 2483



PORTAGE COUNTY SOLID WASTE

MANAGEMENT DISTRICT

District Recycling Center William G. Steiner II, Director

Solid Waste Management District Commissioners Kathleen Chandler, Maureen T. Frederick, Vicki A. Kline, CPA

March 2, 2016

Dr. David H. Kaplan Department of Geography Kent State University Kent, OH 44242

Dear Dr. Kaplan,

I am excited to express my support for the proposed Bachelor of Arts in Environmental Studies degree program at Kent State University.

It is the mission of Portage County Solid Waste Management District to provide the highest quality, cost effective and integrated recycling services to the residents and commercial/industrial sectors of Portage County. The District provides ethical environmental leadership and education to promote the public good through innovative and responsible strategies leading to the management of all waste as a resource. Our staff, which includes the Director of the Portage County Solid Waste District, a Planner, an Education specialist, and an Environmental compliance officer, must be well versed in the social and environmental issues in our district. The proposed Environmental Studies major will help students gain the knowledge that is needed to work productively in the environmental field.

I look forward to working with Kent State and the Environmental Studies committee as this new program develops, and to assist students and graduates in finding internships and possible employment opportunities. If there are any additional areas where we can be helpful, please do not hesitate to contact me. Once again, we are excited about the future of this new program and the highly qualified professionals it will create.

Sincerely,

William G. Steiner II

Director

Portage County Solid Waste Management District

February 23, 2016

To Whom It May Concern:

I am pleased to express our support for the proposed Bachelor of Arts in Environmental Studies degree program at Kent State University.

The Cleveland Water Alliance (CWA) is a 501(c)(3) network of leading corporations, regional universities and research institutions, public agencies, stewardship organizations and utilities in Ohio that serves to coordinate, facilitate, and foster economic development through a water innovation cluster and accelerator while elevating the value of Ohio's fresh water assets. Northeast Ohio has a unique eco-structure of water related industry and researchers that contribute over \$6 billion in direct economic impact to Northeast Ohio's economy annually.

CWA and its members are attuned to the real-world workforce development demands and expectations placed on individuals in the field of sustainability. We rely on an environmentally literate workforce who have a thorough knowledge of human-natural systems, environmental social science, environmental policy, sustainability science, and impacts facing our communities around water quality and quantity concerns. Our organization and its members need people to conduct environmental policy analysis, work as sustainability coordinators, assess the environmental impacts of particular activities, work to educate the public about environmental risks, drive economic value from sustainable practices, and other tasks. I believe that the curriculum of the proposed Environmental Studies major will greatly expand students' knowledge in this ever-evolving field. Most importantly, I believe that the completion of this degree will broaden career opportunities and beneficially position graduates to excel in the professional world not only in Northeast Ohio but beyond.

I look forward to working with Kent State University as this new program develops, and to assisting program students and graduates in finding internships and possible employment opportunities. If there are any additional areas where we can be helpful, please do not hesitate to contact me. Once again, we are excited about the future of this new program and the highly qualified professionals it will create.

Sincerely,

Bryan Stubbs

Executive Director

BRYAN Stobbs

March 7, 2016

Dr. David Kaplan
Department of Geography
Kent State University
413 McGilvrey Hall

Dear Dr. Kaplan,

I am excited to express my support for the proposed Environmental Studies major at Kent State University's Department of Geography.

For the past 12 years, I have been a GIS specialist with the Ohio Department of Natural Resources. I have worked with many coworkers and colleagues who specialize in environmental and natural science fields. I have observed first-hand the expertise and passion required to excel in these positions. Many of the professionals that I have worked with have earned advanced degrees in biology, conservation, forestry, geology, natural resources or environmental studies. I believe that an established Environmental Studies curriculum at Kent State University will greatly prepare graduating students for a broad range of environmental career opportunities in these and related fields. The proposed curriculum is balanced and diverse and will greatly expand students' knowledge and beneficially position graduates to excel in the professional world.

I believe that the creation of this degree program is a prime example of the Department of Geography's continual growth and demonstrates a commitment to students. As a proud alumni of Kent State University's Department of Geography (B.A. 2001, M.A. 2003), I fully support the Department's establishment of an accredited Environmental Studies program.

Sincerely,

Brian D. George, M.A., GISP

GIMS Specialist, Ohio Department of Natural Resources

Kent State University, Department of Geography Alumni



March 2, 2016

Dr. David H. Kaplan Department of Geography Kent State University Kent, OH 44242

Dear Dr. Kaplan,

I am writing to express my support for the proposed Bachelor of Arts in Environmental Studies degree program at Kent State University.

The Office of Sustainability works to implement sustainable practices at Kent State University in areas such as energy, transportation, waste reduction, food and green building. This requires a broad knowledge of social and environmental systems and their interrelationship. When hiring we look for individuals with an education in environmental issues as well as experience with the realities of implementing positive change. The curriculum of the proposed Environmental Studies major will greatly expand students' knowledge in this ever-evolving field, and the experiential learning in the required senior project will be invaluable. Most importantly, I believe that the completion of this degree will broaden career opportunities and beneficially position graduates to excel in the professional world.

I look forward to working with the Environmental Studies committee as this new program develops, and to assisting program students and graduates in finding internships and possible employment opportunities. If there are any additional areas where we can be helpful, please do not hesitate to contact me. Once again, we are excited about the future of this new program and the highly qualified professionals it will create.

Sincerely,

Melanie I Knowles

New Program Needs Analysis and Faculty Credentials

ESTABLISH A NEED FOR THE PROPOSED PROGRAM

Using the NCSE census, there has been a 57% increase in the number of interdisciplinary environmental science (IES) degrees offered nationwide. Environmental Studies program comprise about one quarter of all (IES) degrees, and there is anecdotal evidence that specifically environmental *studies* programs have been growing faster than interdisciplinary environmental programs (which would include programs in environmental *sciences*) as a whole¹.

a. Number and name of businesses involved in the sample

This is where we can use the letters written by representatives of some of the businesses and agencies we contact.

- b. Employment opportunities by job titles including:
 - i. Number of job openings (due to growth)
 - ii. Salary for these employees

One of the advantages of this interdisciplinary degree is that it would serve graduates for openings in a variety of occupations. The increase in demand for interdisciplinary environmental and sustainability education is aligned with strong job opportunities for graduates. In regard to directly applicable categories, the category "Environmental Scientists & Specialists, Including Health" used in the Ohio Occupational Employment* Projections Report, 2012-2022. shows employment at 2,560 in 2012 projected to increase to 2800 in 2022, a 9.4 percent increase. Nationally, there were 88,000 such jobs. In 2013, these jobs paid \$33.32 an hour. A related category – "Environmental Science & Protection Tech, Including Health" shows employment of 1,210 in 2012 to increase to 1,390 in 2020, a 14.9 percent increase. Nationally, there were 33,000 such jobs. These jobs paid \$19.29 an hour.

Based on her experiences in conducting external evaluations of 30 environmental studies programs over the last 5 years, Shirley Vincent, Director of the Center for Environmental Education Research at the National Council for Science and the Environment, says that the quality of students in environmental studies programs equals or exceeds the quality of average students in STEM related fields. Career placement is diverse but strong. Between a quarter and a third enter graduate programs and the rest are almost all employed immediately after graduation, most in careers directly related to their degrees. The categories discussed above cover just a sliver of the jobs available to somebody majoring in environmental studies. Environmental studies majors are also able to pursue careers in education, urban and regional planning, natural resource management, or archivists and curators.

The following letters from representatives of businesses and agencies attest to the demand for majors in this field:

1

¹ Information provided by the *Center for Environmental Education Research*http://www.ncseonline.org/education-research-program and from Interdisciplinary Environmental Education on the Nation's Campuses: Elements of Field Identity and Curriculum Design

Businesses

Emmalisa Kennedy, Wetland Ecologist for EnviroScience

John T. Kurtz, President, Kurtz Brothers

Ali Ahmed, Senior Manager, Cisco Systems

Public Agencies

Craig Kenkel, Superintendent of the Cuyahoga Valley National Park

William Steiner, Director, Portage County Solid Waste Management District

Brian George, GIMS Specialist, Ohio Department of Natural Resources

Melanie Knowles, Direct of Kent State University's Office of Sustainability

Non-Profit Agencies

Fia Cifuentes, Sustainable Communities Advocate for the Cincinnati Zoo & Botanical Garden

Shirley Vincent, Director, Center for Environmental Education Research; National Council for Science and the Environment

Bryan Stubbs, Executive Director of the Cleveland Water Alliance

Kim Foreman, Executive Director, Environmental Health Watch

PROJECTED STUDENT AND GRADUATE DATA

We thought that the best way to gauge potential student interest in an environmental studies program at Kent State was to run a sample survey of existing students. This was conducted through Kent State's own Survey Research Lab and comprised a representative sample of 616 students. The questionnaire was sent via email and collected through a web site.

We were interested in whether they preferred interdisciplinary majors or traditional disciplinary majors. We wanted to know what their potential interest would be in an environmental studies program (the program was briefly described ahead of the questionnaire). We were interested in whether students would like to double major in environmental studies along with their existing major. Finally we asked whether students would like to pursue a career that involved working with the environment. Our questions were phrased slightly differently depending on whether the student was at the beginning of her college career (where questions would ask if they would be interested) or closer to the end (where questions were asked whether they would have been interested).

The results show a great deal of interest for interdisciplinary majors in general. This is particularly true among seniors who may be frustrated by the lack of interdisciplinarity in existing programs.

Table 1. Interest in Interdisciplinary Studies by Class

Status	Prefer interdisciplinary major	No preference	Prefer traditional disciplinary major
Freshman	18.4%	54.2%	27.4%
Sophomore	25.4%	49.3%	25.4%
Junior	28.3%	31.5%	40.2%
Senior	42.9%	30.4%	26.8%
Total	28.7%	41.9%	29.4%

Regarding an Environmental Studies program, we found that the level of interest was high in general, with over one fifth of all students saying that they would be somewhat or very likely to major in environmental studies. This percentage is clearly higher than our expectations, but it does show that across the entire range of students, environmental studies could become an extremely popular major.

Table 2: Likelihood of majoring in Environmental Studies, should it be offered. By Class.

Status	Not at all likely	Fairly unlikely	Not sure	Somewhat likely	Very likely	Some/ Very
Freshman	46.4%	22.3%	19.6%	8.4%	3.4%	11.7%
Sophomore	32.4%	17.6%	24.6%	16.2%	9.2%	25.4%
Junior	36.2%	26.8%	18.1%	12.6%	6.3%	18.9%
Senior	35.7%	19.6%	17.9%	17.9%	8.9%	26.8%
Total	38.1%	21.4%	20.0%	13.6%	6.8%	20.5%

We had asked for student majors and were interested I what Colleges the greatest degree of interest may come from. Almost 30 percent of all students in an Arts and Sciences program were somewhat or very likely to want to major in Environmental Studies. Those students who were undecided or did not list a major were also quite interested, followed by business students. Since the program would be housed in Arts and Sciences, it would be a natural fit for many of the students already affiliated there. But we think the real strength would be among the undecided students who are looking for a program.

Table 3: Likelihood of majoring in Environmental Studies, should it be offered. By College.

College	Not at all likely	Fairly unlikely	Not sure	Somewhat likely	Very likely	Some/ Very
Arts & Sciences	34.8%	17.4%	18.8%	20.3%	8.7%	29.0%
No Major/ Undecided	36.3%	20.5%	21.8%	13.7%	7.7%	21.4%
Business	47.6%	14.3%	16.7%	14.3%	7.1%	21.4%
Education	35.6%	28.8%	16.9%	13.6%	5.1%	18.6%
Arts	60.5%	21.1%	10.5%	5.3%	2.6%	7.9%
Communication	40.5%	29.7%	16.2%	13.5%	0.0%	13.5%
Nursing	41.4%	13.8%	31.0%	6.9%	6.9%	13.8%
Public Health	23.5%	41.2%	23.5%	11.8%	0.0%	11.8%

Because the Environmental Studies program is designed to be interdisciplinary, this may facilitate the option of a student using this as a second major. Anecdotal evidence from the University of Oregon suggested that many of the Environmental Studies students there also majored in a traditional discipline. To gauge interest in this possibility, we asked student whether they might be interested in a double major with environmental studies and some other major. The responses tracked that of students interested in the Environmental Studies major as a rule.

Table 4: Likelihood of double-majoring in Environmental Studies, should it be offered. By Class.

Status	Not at all likely	Fairly unlikely	Not sure	Somewhat likely	Very likely	Some/ Very
Freshman	45.8%	22.9%	19.0%	10.1%	2.2%	12.3%
Sophomore	33.1%	20.4%	25.4%	15.5%	5.6%	21.1%
Junior	37.8%	22.8%	13.4%	15.0%	11.0%	26.0%
Senior	32.1%	20.2%	21.4%	17.3%	8.9%	26.2%
Total	37.5%	21.6%	20.0%	14.3%	6.7%	20.9%

Finally, we asked whether students – regardless of major – would be interested in an environmental career, broadly defined. As table 5 demonstrates, there is significant interest. As further analysis shows, there is also a considerable overlap between those students who are interested in pursuing an environmental career and those who would be excited about an Environmental Studies major.

Table 5: Interest in an Environmental Career. By Class.

Status	Not at all interested	Not very interested	Not sure	Somewhat interested	Very interested	Some/Very
Freshman	29.1%	26.3%	21.2%	17.3%	6.1%	23.5%
Sophomore	25.0%	20.0%	16.4%	24.3%	14.3%	38.6%
Junior	17.3%	19.7%	22.8%	22.0%	18.1%	40.2%
Senior	16.7%	18.5%	19.6%	28.6%	16.7%	45.2%
Total	22.3%	21.3%	20.0%	23.0%	13.4%	36.3%

Of course, these are all hypotheses based on declared student interest. But if even 1 percent of Kent State student majored in Environmental Studies, that would yield upwards of 400 majors. For comparative purposes, we can present information on the number of majors and graduates of Environmental Studies programs from the Census conducted by the *Center for Environmental Education Research*. These data show that there is an average of over 200 Environmental Studies majors at institutions comparable to Kent State. If we achieved only half of that average within the next 2-3 years, we would have a major that would be in the top fifth of existing majors in Arts and Sciences (based on data from the Institutional Research Office).

Table 6: Enrollment for BA/BS in Environmental Studies at Doctoral/Research Institutions

	Enrollment Average 2009-12		Graduates Average 2009-12		Minority Student Average 2009-12		Foreign Student Average 2009-12	
	Mean	Max	Mean	Max	Mean	Max	Mean	Max
Environmental	236	1000	66	250	48	320	5	20
Studies BA								
n=11								
Environmental	192	550	49	175	5	14	2	5
Studied BS								
n=7								
Environmental	213	1000	59	250	32	320	4	20
Studies BA or								
BS n=18								
*Degree progra	ms at doct	oral/resea	rch univer	sities that	participate	d in 2012	NCSE surv	rey.

COMMUNICATION WITH BUSINESS AND INDUSTRY

We did not conduct a systematic survey or focus group with any local businesses or agencies. But we did consult with those agencies who are well represented by the letters in the appendix.

FACULTY CREDENTIALS AND CAPACITY

Faculty Credentials

The faculty teaching in this major all have PhDs in their area of specialization and have attended nationally accredited graduate programs. What is more, all faculty have an impressive track record of publication and external grant support with broad connections to people in business and government. Plus they are all excellent teachers.

Faculty Capacity

- Faculty resources are sufficient to meet the teaching, scholarship, service and advising needs of the program and the expectations of the institution.
- Each 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.



TO: Educational Policies Council

FROM: Senior Vice President and Provost Todd A. Diacon

SUBJECT: Agenda for Monday, 19 September 2016

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

DATE: 13 September 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 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 16 September 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 May 2015. Attachment 1

2. Approval of minutes of 22 August 2016. Attachment 2

Division of Research and Sponsored Programs (presented by Vice President Paul E. DiCorleto)

3. Establishment of a Brain Health Research Institute Effective Spring 2017 | Attachment 3

UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

INFORMATION ITEM

College of Arts and Sciences

Department of Geography

1. Establishment of Environmental Studies [ENVS] major within the Bachelor of Arts [BA] degree, approved by the EPC on 22 August 2016, will be offered fully at the Stark Campus, in addition to the Kent Campus.

Effective Fall 2017 Pending Final Approval | Attachment 4 (updated to include information for offering at the Stark Campus)

UNDERGRADUATE EPC continued

LESSER ACTION ITEMS

College of Communication and Information

School of Journalism and Mass Communication

- Revision of course requirements for the Advertising [ADV] major within the Bachelor of Science [BS] degree. Revision includes removing ANTH 18210 and PSYC 11762 as required and creating an either/or option between both courses. Minimum total credit hours to program completion decreases, from 123 to 120. Effective Fall 2017
- Revision of course requirements for the Digital Media Production [DMP] major within the Bachelor of Science [BS] degree. Revision includes removing JMC 33092 as required and reducing the general elective hours, from 27 to 24. Minimum total credit hours to program completion decreases, from 124 to 120. Effective Fall 2017

School of Visual Communication Design

3. Revision of course requirements for the Visual Communication Design [VCD] major within the Bachelor of Fine Arts [BFA] degree. Revision includes replacing VCD 40025 with VCD 40035; reducing the guided elective hours, from 30 to 27; and moving the upper-division Art History elective from required to guided electives. Minimum total credit hours to program completion decreases, from 126 to 120.

Effective Fall 2017

GRADUATE EDUCATIONAL POLICIES COUNCIL

LESSER ACTION ITEMS

College of Business Administration

Department of Economics

 Revision of the course requirements for the Economic Analysis [ECAN] concentration in the Economics [ECON] major within the Master of Arts in Economics [MAE] degree. Revision includes establishing a 3-credit hour requirement of applied microeconomics courses; and replacing ECON electives with ECON 52050, ECON 62055 and ECON 62056. Minimum total credit hours to program completion is unchanged at 30. Effective Fall 2017

College of Communication and Information

School of Library and Information Science

2. Inactivation of the Advanced Study in Library and Information Science [C837] post master's certificate. The certificate admits a very limited number of students each academic year; therefore, it is not a fiscally solvent academic program for the school. Effective Fall 2017

GRADUATE EPC continued

LESSER ACTION ITEMS continued

College of Education, Health and Human Services

3. Establishment of policy to regulate graduate certificates, which includes progression requirement and limits on the amount of transfer, workshop and previously earned credit hours that may be applied to a certificate.

Effective Fall 2017

UNIVERSITY REQUIREMENTS COURSE REVISIONS

Course Approved for Experiential Learning Requirement for Fall 2017						
TECH 46000 Computer Engineering Technology Capstone (3)	Revise					
Course Approved for Writing Intensive Requirement for Fall 2017						

COURSE REVISIONS

Course Revisions Effective Fall 2017

JMC	30034	Programming for Digital Media (3)	Revise
JMC	45010	Feature Film Preproduction (3)	Revise
JMC	45011	Feature Film Production (6)	Revise
JMC	45013	Feature Film Post Production (3)	Revise
JMC	45020	Avid Editor Certification (3)	Revise
JMC	60701	Advising Student Media (3)	New
JMC	67073	Web Development for High School Journalism Educators (3) to: (2)	Revise
NRST	10003	Nursing Agency I (6)	Revise



Educational Policies Council Minutes of the Meeting Monday, 16 May 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, Donald F. Palmer, Eboni J. Pringle, Amy L. Reynolds, Robert G. Sines, Douglas L. Steidl, Susan J. Stocker, Wendy A. Umberger; Associate Deans Janis H. Crowther (representing Dean James L. Blank), Catherine E. Hackney (also representing Dean Mark A. Kretovics), LuEtt J. Hanson, Robert D. Hisrich, William T. Willoughby; Assistant Dean Elizabeth A. Sinclair (representing Dean Deborah F. Spake); Assistant Director Susan R. Peti (representing Director Robert A. Walker)

Ex-officio Members not present (or represented): Associate Deans I. Richmond Nettey, Cynthia R. Stillings; Senior Associate Dean Vincent J. Hetherington; Assistant Dean Thomas E. Klingler

Faculty Senate-Appointed Representatives present (or represented): Professors Jay M. Jahangiri, Kathyrn A. Kerns, Donald L. White; Assistant Professors James E. Seelye, Terrence L. Uber

Faculty Senate-Appointed Representatives not present (or represented): Professors Edward Dauterich, Jay Lee; Associate Professors Soumitra Basu, Willie H. Oglesby III, Zhiqiang M. Wang; Assistant Professor Amy Fritsche

Council Representatives present (or represented): Professors Michael W. Chunn; Associate Professors Athena Salaba, Jonathan F. Swoboda; Assistant Professors Lindsay C. Baran, Sheryl. L. Chatfield, Mary A. Mooney, Pamela L. Stephenson, David (Blake) B. Stringer

Council Representatives not present (or represented): Professors Thomas W. Brewer, Stacy R. Rose, Nichole L. Egbert-Scheibelhoffer; Associate Professor Jessie Carduner, Robert E. Cimera, Pamela K. Evans, Jayaram (Jay) Muthuswamy; Assistant Professors John C. Duncan, Jonathan P. Fleming, Debra S. Shelestak, Belinda S. Zimmerman

Observers not present: Undergraduate Student Government Director James Flanagan; Graduate Student Senate Vice Executive Chair Andrea Meluch

Consultants and Guests present: Susan M. Augustine, Louise M. Ditchey, Julie A. Gabella, Jennifer S. Kellogg, O. Felix Offodile, Kathleen J. Spicer, Therese E. Tillett, Laurie S. Walker, Lana K. Whitehead

Senior Associate Provost Melody J. Tankersley called the meeting to order at 3:20 p.m., on Monday, 16 May 2016, in the Governance Chambers of the Kent Student Center.

Joint EPC Action Item 1: Approval of minutes of 18 April 201.

Associate Dean Robert D. Hisrich moved for approval of the minutes, and the motion was seconded by Associate Dean Catherine E. Hackney. Professor Kathryn Kerns asked for her misspelled name to be corrected in the attendance. Faculty Senate Chair Linda L. Williams called for a vote, and the minutes were unanimously approved.

Joint EPC Information Item 1: EPC meeting schedule and deadline submissions for academic year 2016-2017.

Executive Director Therese E. Tillett informed the committee members that the schedule has been updated with the meeting location and that all of the meetings for the academic year 2016-2017 will be held in the Governance Chambers of the Kent Student Center.

Undergraduate EPC Action Item 1: Revision of the 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.

Dean Eboni J. Pringle introduced the item and explained that this proposal was prompted by the state and the ACT making changes. The Compass placement assessment has been discontinued nationally and ACT will "sunset" the software by the end of November 2016. With Compass no longer being an option we will be mandated to use Accuplacer. ACT/SAT and Accuplacer scores can be used for placement in mathematics and english for two years from the date of assessment.

Dean Donald F. Palmer made a motion for approval of item, which was seconded by Dean Amy Reynolds. EPC members had no questions or discussion and passed the motion unanimously.

Undergraduate EPC Action Item 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.

Dean Susan J. Stocker moved for approval of the item, which was seconded by Dean Douglas L. Steidl. Faculty Senate Chair Linda L. Williams asked for clarification why the name change was being proposed. Dean Stocker explained that the current name Information Technology for Administrative Professional closely resembles the name of a professional organization and the new name better reflects what the curriculum and profession is all about.

With no additional questions or discussion, members passed the item unanimously.

Senior Associate Provost Tankersley adjourned the meeting at 3:33 p.m.

Respectfully submitted,

Jennifer S. Kellogg

Academic Program Coordinator, Curriculum Services

Office of the Provost



Educational Policies Council Minutes of the Meeting Monday, 22 August 2016

Ex-Officio Members present (or represented): Provost Todd A. Diacon; Faculty Senate Chair Deborah Smith; Deans, James K. Bracken, Barbara A. Broome, John R. Crawford-Spinelli, Mark A. Kretovics, Eboni J. Pringle, Robert G. Sines, Deborah F. Spake, Nathen Ritchey; Associate Deans, Mary Ann Haley (representing Dean James L. Blank)

Ex-officio Members not present (or represented): Deans, Sonia A. Alemagno, Kenneth J. Burhanna Donald F. Palmer, Amy L. Reynolds; Associate Deans, Danielle S. Coombs, Janis H. Crowther, Robert D. Hisrich, Mark S. Mistur Stephen A. Mitchell I. Richmond Nettey, Cynthia R. Stillings; Melody J. Tankersley Wendy A. Umberger. William T. Willoughby; Senior Associate Dean Vincent J. Hetherington; Assistant Dean Kenneth J. Burhanna; Director Robert A. Walker

Faculty Senate-Appointed Representatives present (or represented): Professors Jay M. Jahangiri, Donald L. White; Assistant Professor James E. Seelye,

Faculty Senate-Appointed Representatives not present (or represented): Professors Susan J. Roxburgh, Robin R. Selinger; Associate Professors Soumitra Basu, Farid S. Fouad, Zhiqiang M. Wang; Assistant Professors Vinay K. Cheruvu, Amy Fritsche, Terrence L. Uber

Council Representatives present (or represented): Professors Thomas W. Brewer, Pamela K. Evans, Debra S. Shelestak, David (Blake) B. Stringer; Associate Professors, Andrew Wiley (representing Robert E. Cimera)

Council Representatives not present (or represented): Professors, Michael W. Chunn; Stacy R. Rose, Nichole L. Egbert-Scheibelhoffer; Associate Professor Jessie Carduner, Stacy R. Rose, Athena Salaba, Jonathan F. Swoboda, Jayaram (Jay) Muthuswamy; Assistant Professors Lindsay C. Baran, Sheryl. L. Chatfield, John C. Duncan, Jonathan P. Fleming, Mary A. Mooney, Timothy L. Scarnecchia, Pamela L. Stephenson, Belinda S. Zimmerman

Observers present:

Observers not present: Undergraduate Student Government Director James Flanagan; Graduate Student Senate Information Services Chair Mark Rhodes

Consultants and Guests present: Susan M. Augustine, Joan Inderhees, David H. Kaplan, Jennifer S. Kellogg, Scott C. Sheridan, Elizabeth A. Sinclair, Kathleen J. Spicer, Linnea A. Stafford, Therese E. Tillett, Aimee J. Van Domelen, Catherine M. Zingrone

Provost Todd Diacon called the meeting to order at 3:22 p.m., on Monday, 22 August 2016, in the Governance Chambers of the Kent Student Center.

Revision of the Transient Undergraduate Work at Another University policy to fold it into the Transfer of Undergraduate Credit policy. In addition, policy requirements and language regarding the transfer of coursework (for new and current students) are revised.

Dean Deborah F. Spake made a motion for approval, seconded by Associate Dean Mary Ann Haley. Assistant Dean Elizabeth A. Sinclair summarized the proposal on behalf of the Associate and Assistant Deans Committee. She explained the major revision to the transient section was the elimination of the 2.000 GPA requirement for current Kent State students to be eligible to take courses elsewhere and transfer them back. The rationale for the previous requirement was the misunderstanding among some students that they could bolster their Kent State GPA by transferring grades back (transfer course credit will count in students' overall credit hours for Kent State graduation, but transfer grades do not count in their Kent State GPA). However, the GPA requirement is unenforceable as it conflicts with the transfer policy that states Kent State will accept for transfer any college-level course with a passing grade.

Other changes included the creation of a new form to be completed by the student in consultation with and approval by an advisor, the use of the term "active student" to define an enrolled student and the removal of the term "transient," which is not commonly used or understood among students.

An EPC member inquired about the red-lined version in the materials, which seemed unclear and incomplete. An explanation was made that some information was not included, and it was then asked for it to be included before the proposal went to Faculty Senate.

With no additional questions or discussion, members passed the item unanimously.

Undergraduate EPC Action Item 2: Establishment of Environmental Studies [ENVS] major within the Bachelor of Arts [BA] degree. One course will be established (ENVS 42099) and two courses revised (GEOG 22070, 32091) for the new major. Minimum total credit hours to program completion are 120.

Associate Dean Mary Ann Haley moved for approval of the item, which was seconded by Dean John R. Crawford-Spinelli. Associate Dean Haley explained that faculty from the departments of Geography, Geology, Biology and Sociology worked on the curriculum for the proposed interdisciplinary major in Environmental Studies. Professor David H. Kaplan from the Department of Geography, which will administer the program, explained that the major will be, fundamentally, a social sciences program, with a grounding of natural science studies. He stated that environmental studies is a popular major at other universities, but Cleveland State University is the only other public institution to offer a similar program in Northeast Ohio.

An EPC member asked about difference between this program and environmental science. Professor Kaplan explained that environmental science focuses more on natural sciences.

Members did not have any additional questions or discussion. A vote was called, and the item was passed unanimously.

There were no requests or motions to discuss any of the lesser action items on the agenda. Provost Diacon adjourned the meeting at 3:39 p.m.

Respectfully submitted,

Aimee Van Domelen Academic Program Coordinator, Curriculum Services Office of the Provost

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	Preparation Date 1-Sep-16		Curriculum Bulletin	
	Et	ffective Date	Spring 2017	Approved by EPC
Department	Division of Researcl	n and Sponso	red Programs	
College		оролоо		
Proposal	Establish Institute			
Proposal Name	Establishment of a l	Brain Health R	esearch Instit	ute
r ropodar rtaino				
Description of prop	oosal:			
and expand this e approximately 40 researchers, grad institute. Brain he	existing multidisciplina faculty across multi-d luate programs and inf ealth is one of the stror rs having received 85 a	ry area of res isciplines stud rastructure to ngest areas of	earch strength dying brain he facilitate the c ongoing rese	e (BHRI), which will support at Kent State University. With alth, Kent State offers existing emergence of the proposed arch at Kent State with brain, totaling more than \$8.8
•	n other programs, policie ions; need, audience)	es or procedure	es (e.g., duplica	tion issues; enrollment and
those do not serve broad area of resemphasize specification. Units consulted (of The Research Adlargely of deans a proposed five pocommunity feedby	ve to compete with the earch, which allows the fic programs of research ther departments, progravisory Committee of Rand/or their designees assible research initiatives was sought and research the search the research the resea	proposed instead of the to-be-hired of the third instance of the chair res to focus seceived. Brain	titute. Brain he director and according to consister the second property of the Universect researchealth representations.	grams (RASP), consisting
	R	EQUIRED EN	DORSEMENTS	3
				1 1
Department Chair	/ School Director			
				1 1
Campus Dean (for	Regional Campuses pro	oposals)		'
				1 1
College Dean (or o	designee)			
•	,			, ,
Dean of Graduate	Studies (for graduate pr	onosals)		
Dodn or Graduate	Stadios (ioi graduate pr	opodulo)		

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

Proposal to Establish an Academic Administrative Structure

Brain Health Research Institute

Description of proposal:

This proposal seeks to establish the Brain Health Research Institute (BHRI), which will support and expand this existing multidisciplinary area of research strength at Kent State University. We plan to hire a visionary director to catalyze and foster collaborations among our growing multidepartment/college/campus Brain Health program. The Research Advisory Committee of Research and Sponsored Programs (RASP), consisting largely of deans and/or their designees and the chair of the University Research Council, proposed five possible research initiatives to focus strategic research investment. KSU community feedback was sought and received. Brain Health represents arguably the largest area of existing research strength at KSU and spans departments/colleges/campuses. The Director of the BHRI will possess an exemplary track record of research in areas relevant to Brain Health with a desire to engage broadly with others in the field and build relationships within and beyond Kent State. The Director will maintain his/her established extramurally funded research program, while leading, fostering and engaging in collaborative research and building productive relationships relative to the mission of KSU with internal and external partners. The Director will also hold the faculty rank of Associate Professor or Professor with tenure in the appropriate academic unit.

1. The quality of the faculty, students, and programs:

With ~ 40 faculty across multi-disciplines studying Brain Health, Kent State offers existing researchers, graduate programs, and infrastructure to facilitate the emergence of the BHRI. Brain Health is one of the strongest areas of ongoing research at Kent State with researchers in Brain Health having received 85 awards in the last five years totaling over \$8.8 million in funding. Notable recent grants include a \$3.5 million award (only ~ \$1 million has been expended, thus \$2.5 million is not included in the \$8.8 million above) to Drs. Fresco and Hughes in Psychological Sciences to study "Mindfulness-Based Stress Reduction for High Blood Pressure: A Two-Site RCT" and a \$444,000 award to Gemma Casadesus-Smith in Biological Sciences to study "Mechanisms of Metabolic Hormone Amylin Action on Alzheimer's Disease Pathogenesis". Moreover, seven Brain Health faculty have received Kent State's Outstanding Research & Scholarship Award (Hughes, Delahanty, Gunstad, Riccio, Dunlosky, Rawson, Bracher). Finally, Brain Health faculty have been the recipients of numerous awards and honors including Dr. Katherine Rawson receiving the Presidential Early Career Award for Scientists and Engineers and the Outstanding Early Career Award from the Psychonomic Society, Dr. Hughes being named a Fellow of the American Association of Cardiovascular and Pulmonary Rehabiliation, and Dr. Barnbaum receiving the bronze IPPY Award in the Medicine, Health and Nutrition category for her book *The Ethics of Autism*. Last, the Fenwick report noted that Kent State was ranked in the top three of institutions nationally for quantity and quality of publishing in the area of trauma/post-traumatic stress and was ranked first for Memory and Learning (both

topics being pursued by Brain Health faculty). Thus, we consistently disseminate high-quality publications in this area.

With respect to students working with Brain Health faculty, there is an extensive list of graduate students publishing in high impact journals including first authored publications in Science, Health Psychology, Neuropsychology, Psychosomatic Medicine, Developmental Psychology, Memory and Cognition, and Physiology and Behavior. Further, recent graduates have been able to successfully compete for federal funding as interns and postdocs, with 4 K- awards, an F32, and a T32 awardee in the Neuropsychology program alone. Also our graduate students are often recipients of "best poster" and "best presentation" awards at national conferences, and are frequent recipients of travel awards and grant funds to support their dissertation research.

The Director of the BHRI will have the opportunity to recruit additional faculty to support the Institute and its shared vision and to extend collaborative opportunities for our faculty and students. Existing programs/areas of research strength that would benefit from the BHRI include, but are not limited to:

- Neuroscience
- Stress/traumatic brain injury
- Learning strategies (SOLE Center)
- Neurodegenerative disorders
- Cognition in youth and the elderly
- Substance abuse and addiction
- Healing Stanzas WICK poetry center
- Exercise/wellness and cognition
- Mindfulness and integrative health
- 2. Centrality and coherence to the mission and strategic directions of the university and other academic units:

After extensive consultation with faculty, staff, students and community members, including two listening tours, President Warren announced her bold, new strategic roadmap for Kent State University. The establishment of the BHRI directly addresses Strategic Aim #2: A Nationally Distinctive Kent State. More specifically, it will aid in accomplishing Initiative 2.1: To build a culture of research and innovation. Dr. Warren has set a goal of doubling extramurally-funded research at KSU in the next five years. Strategic investment in research areas of strength will directly build and increase the culture of research at KSU. Hiring of a federally funded director and additional funded faculty will immediately increase KSU's external funding. It is also anticipated that funding will increase further via collaborative grants submitted among current faculty and Institute personnel. Creation of the BHRI also fulfills a number of other goals as presented in the strategic roadmap: the hiring of additional tenure-track faculty and the identifying and supporting of prominent academic programs. Existing expertise in Brain Health is truly multidisciplinary, with individuals in virtually all colleges engaged in research that would be relevant to the BHRI.

3. Comparative advantage versus other structures:

According to the Policy Register:

- 1. An institute may be created to facilitate comprehensive research on a major problem or on a cluster of significant related topics or issues. The topics or issues that provide the focus for the institute shall involve two or more departments or schools and incorporate a university-wide perspective. Ordinarily, institutes are created because the organization, advantages, and support they provide are not feasible under existing department or school structures. Institutes shall be supported insofar as possible through extramural resources; and,
- 2. 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.

Thus, the BHRI, with a primary focus of facilitating and expanding KSU's research prominence, is the ideal structure for organizing this cross-department/college/campus research area.

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

As mentioned, there is a critical mass of faculty across the KSU campuses engaged in research that would fall under the topic of Brain Health. Oftentimes, these faculty are unaware of similar research being done at KSU by their colleagues in other departments/colleges. As KSU looks to strategically invest in research areas of strength in order to build a culture of research and a nationally distinctive KSU, Brain Health is arguably our largest area of research strength. Investment in individuals with active funding will directly impact our goal of doubling externally funded research.

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

RASP's Research Advisory Committee proposed five possible research initiatives to focus strategic research investment. KSU community feedback was sought. We received well over 100 responses to the survey inquiring about Research Institutes. This was about triple the typical response rate for university-wide surveys. While there were concerns about how the Institutes would be organized and supported, there was strong support for the BHRI (as well as the other proposed Research Institutes). As the director and additional hires into the BHRI will have traditional academic homes in relevant departments, there will be no graduates from the Institute. However, graduate students of Brain Health faculty will benefit greatly from the BHRI and collaborative opportunities afforded by the BHRI. Current and recent graduate trainees are already accomplishing great things, including students in Anthropology receiving funding for their research from NSF and Sigma Chi, and students in Psychological Sciences receiving funding from the Mind and Life Institute to use imaging techniques to

better understand meditation. Our graduate students engaged in research on Brain Health also are extremely competitive for internships, post-docs, and faculty positions. For instance, Neuropsychology has a 100% placement rate for internships in Psychological Sciences. Recent graduates from Brain Health labs have gone onto postdocs at Duke University, Brown University Medical Center, Howard University, Syracuse University, and Ohio State University, and others have taken tenure-track positions at the University of Pittsburgh, the Mayo Clinic, Nova Southeastern University, West Virginia University, Walsh University, Adelphia University, and the University of Maine.

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

No duplication of existing programs is perceived. Other universities in the state and region have developed centers/institutes to recognize and extend the research expertise of their faculty, but those do not serve to compete with the proposed institute. Brain Health is a highly fundable, broad area of research, which allows the to-be-hired director and additional faculty to direct and emphasize specific programs of research under this topic consistent with their own expertise.

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

The BHRI reflects the most efficient approach to optimizing strategic investment into our research strengths. As mentioned, Brain Health researchers exist in all colleges although there is limited interaction/organization of these faculty despite their overlapping research interests. By centralizing the BHRI, these researchers will be able to optimize infrastructure support while interacting collaboratively with each other and the new faculty hired as a part of the BHRI. As we are focusing on hiring only currently funded individuals for the BHRI, grants will offset a portion of their salaries, while also bringing in indirect costs. Further, this will immediately increase our rates/amounts of external funding, bringing us closer to the goal of doubling extramurally-funded research. The anticipated growth in indirect cost recovery due to the recruitment of funded faculty and new program grants facilitated by the institute will provide funds to support a continuing administrative core for the BHRI. This core will support pilot studies, clerical and administrative support for grant preparation, seminar series and annual retreats for BHRI faculty.

8. Administrative reporting structure:

The Director of the BHRI will report to the Vice President for Research, who reports to the President of the University. The Director and other hires in the BHRI will also be members of the departments most in line with their research/training interests. Performance reviews will be done jointly with the appropriate academic unit chair and the VP for Research.

9. Space and capital budget needs:

The BHRI will be launched with strategic funds allocated by the President. At the end of this initial funding period, the BHRI will be evaluated for future funding. This approach is similar to the model suggested for all centers and institutes at KSU. It is anticipated that continuing support and space allocation will be provided by RASP and the academic units that are administrative homes to the Director and newly recruited BHRI faculty.

10. Evaluation procedures including academic assessment procedures:

The VP for Research will work with the Director of the BHRI to establish goals and performance metrics for evaluation. Input will be obtained from the Research Advisory Committee and the heads of the affected academic units. The VP for Research will convey results of evaluations to the President of the University. In addition, it is anticipated that the Director will establish both an internal and an external BHRI Advisory Committee to provide continuing input on the mission of the BHRI and to advise on goals and metrics.

11. A timetable for proposal implementation:

We have formed a search committee for the Director position (at this point the Director of an Initiative, until approval is granted for the establishment of the BHRI). The search committee is chaired by Jim Blank with the following members: Maria Zaragoza, Laura Leff, John Johnson, John Gunstad, Doug Delahanty, Jeff Hallam, Ernie Freeman, Angela Ridgel. The BHRI will be proposed to the Educational Policies Council in September, to Faculty Senate in November, and the Board of Trustees in December. Assuming approvals, the first semester of operation would be Spring of 2017.



John R. Kasich, Governor John Carey, Chancellor

Request for Approval

Submitted by Kent State University

Establishment of a
Bachelor of Arts Degree in
Environmental Studies

Date of Submission (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: Bachelor of Arts degree with the major Environmental Studies

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

Delivery sites: Kent Campus, Stark 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 (anticipated December meeting)

Proposed start date: Fall 2017

Institution's programs: Degree programs at the associate, bachelor's, master's,

post-master's, doctoral levels; undergraduate and graduate certificate programs; undergraduate minors

Educator Preparation Programs:

Indicate the program request leads to educator preparation licenses or endorsements.

Licensure: No Endorsement: No

SECTION 1: INTRODUCTION

1.1 Kent State University proposes to establish the Environmental Studies major within the Bachelor of Arts degree to be fully offered at the university's Kent and Stark campuses. The Environmental Studies major will be interdisciplinary, involving the areas of biology, geology, 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, 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.

Kent State presently offers discipline-specific environmental 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.

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 2015.¹

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 the notification as an appendix item.

Notification to the Higher Learning Commission will occur after the Ohio Department of Higher Education has approved the program. The Environmental Studies major will not be accredited by a specialized accreditor.

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 academic and administrative organizational structures can be found at www.kent.edu/president/organizational-chart.

¹ Correspondence from HLC President Barbara Gellman-Danley (February 4, 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.

Although the proposed Environmental Studies major will be interdisciplinary in nature, administration of the program will be housed within the Department of Geography in the College of Arts and Sciences. The 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 affiliated departments (Geography, Geology, Sociology, Biological Sciences) for the program will each have a liaison who serves on the Environmental Studies Committee and who confers with their own department's curriculum committee regarding any matter of courses offered that are part of the major. Each liaison will then report to the program director for environmental studies, who will coordinate courses offered, program requirements and the advising of students in the 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.

The title of the lead administrator for the Environmental Studies major will be the program director. The term of directorship shall be four years and can be renewed. The program director will be appointed by the dean of the College of Arts and Sciences in consultation with the members of the Environmental Studies Committee and with the chairs of the four associated departments. The director will be granted release time from teaching load. Since much of the work will occur over the summer, compensation during this period may be provided.

The program director will be responsible for the day-to-day running of the Environmental Studies major, will serve as the primary contact and advisor for students interested in the program or who major in the program, and will guide the development, expansion and marketing of the program as needed. These activities will be done in consultation with an interdisciplinary Environmental Studies Committee.

David H. Kaplan, professor of geography, will serve as the inaugural program director. See appendix A for Dr. Kaplan's curriculum vita.

On the Stark Campus, Christopher Post, associate professor of geography, will take on the role of coordinating the Environmental Studies major. Secretarial support and other forms of support are available through the Stark Campus's Office of Academic Affairs under the purview of Assistant Dean Aloysius B. Kasturiarachi. Dr. Post's CV is in appendix F.

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 Geography faculty, comprising 18 tenured, tenure-track and non-tenure track faculty. The program was also supported by the faculty in the departments of Sociology, Geology and Biological Sciences. Further approval was obtained from the dean of the College of Arts and Sciences and the College of Arts and Sciences Curriculum Committee, which is chaired by the associate dean for curriculum and includes representatives from each department. In addition, the proposal was approved by the dean and chief administrative officer of the Stark Campus and by the vice president for Kent State system integration, who has oversight of the university's seven regional campuses.

4.2 Program development

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

The proposed program aligns with Kent State's mission as it will allow students to expand their intellectual horizons through exposure to different aspects of environmental studies and through the achievement of core competencies in the field. The advantage of this degree is that it requires the development of key aspects of scientific knowledge in biology, geology and physical geography; the attainment of some methodological expertise; and a great deal of exposure to social science topics related to the environment. Organizations want to hire individuals, particularly those at the managerial level, who understand environmental challenges and have the tools to act on these challenges as they present themselves in the public and private sector. In addition, the program aligns with the university's mission in that students will be exposed to diverse learning environments (e.g., internships, student organization involvement and education abroad.)

Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings.

A census from the National Center for Science Education indicates there has been a 57 percent increase in the number of interdisciplinary environmental science degree programs offered nationwide. Environmental studies programs comprise approximately one quarter of all interdisciplinary environmental science degrees. In addition, there is anecdotal evidence that, specifically, environmental studies programs are growing faster than interdisciplinary environmental programs (which would include programs in environmental science) as a whole.²

One of the advantages of this interdisciplinary degree is serving graduates for openings in a variety of occupations. The increase in demand for interdisciplinary environmental and sustainability education is aligned with strong job opportunities for graduates.

² Information provided by the Center for Environmental Education Research (www.ncseonline.org/education-research-program) and from Interdisciplinary Environmental Education on the Nation's Campuses: Elements of Field Identity and Curriculum Design (https://natcouncilscienv.wufoo.com/forms/m1wlci3615cny7a/).

The Ohio Occupational Employment Projections Report, 2012-2022,³ shows employment projected to increase by nearly 10 percent between 2012 and 2022 for environmental scientists and specialists. For a related position, environmental science and protection technicians, the projections report shows employment to increase by nearly 15 percent.

Table 1: Ohio Occupationa	al Employmer	nt Projections Report
Employment	Change in	Job Openings Median

	Employment		Change in	Job Openings Median Wag			
Occupation	2012	2022	Employment	(2012-2022)	(May 2013)		
Environmental Scientists and Specialists	2,560	2,800	240 (9.4%)	100	\$33.32		
Environmental Science/ Protection Technicians	1,210	1,390	180 (14.9%)	66	\$19.29		

At the national level, the U.S. Bureau of Labor and Statistics projects employment growth of nearly 15 to 19 percent between 2012 and 2022, plus a substantial number of job openings due to turnover.

Table 2: U.S. Bureau of Labor and Statistics

	Employment		Change in	Job Openings	
Occupation	2012	2022	Employment	(2012-2022)	
Environmental Scientists and Specialists	90,000	103,200	13,200 (14.6%)	39,700	
Environmental Science/ Protection Technicians	32,800	38,900	6,200 (18.8%)	19,000	

Based on her experiences in conducting external evaluations of 30 environmental studies programs over the past five years, Shirley Vincent, director of the Center for Environmental Education Research at the National Council for Science and the Environment, stated that the quality of students in environmental studies programs equals or exceeds the quality of average students in STEM-related fields. Career placement is diverse but strong. Between a quarter and a third enter graduate programs, and the rest are almost all employed immediately after graduation, most in careers directly related to their degrees. The categories discussed above do not cover all the jobs available to somebody majoring in environmental studies. Graduates are also able to pursue careers in education, urban and regional planning, natural resource management and in archiving and curating in natural history and science museums.⁴

To gauge potential student interest in an environmental studies program, Kent State University's Survey Research Laboratory (under the auspicious of the Department of Sociology) conducted a sample survey of a representative sample of 616 current students at the Kent Campus. The questionnaire was sent via email and collected through a website.

The purpose of the survey was to understand if students prefer interdisciplinary majors to traditional disciplinary majors; if they express any interest in an environmental studies program and if students favor having environmental studies as a double major with their existing major. The survey also asked if students would like to pursue a career that involved working with the environment. Questions were phrased slightly differently depending on whether the students were at the beginning or end of their college career.

³ 2022 Ohio Job Outlook Employment Projections. Ohio Department of Job and Family Services. Retrieved from http://ohiolmi.com/proj/Projections/Ohio Job Outlook 2012-2022.pdf.

⁴ S. Vincent, personal communication, September 16, 2015.

The results show a marked interest for interdisciplinary majors in general. This is particularly true among seniors who may be frustrated by the lack of interdisciplinarity in existing programs.

Class	Prefer inter- disciplinary major	No preference	Prefer traditional disciplinary major
Freshman	18.4%	54.2%	27.4%
Sophomore	25.4%	49.3%	25.4%
Junior	28.3%	31.5%	40.2%
Senior	42.9%	30.4%	26.8%
Total	28.7%	41.9%	29.4%

Table 3. Interest in Interdisciplinary Studies by Class

Regarding interest in an environmental studies program, survey results showed that the level of interest was high in general, with over one fifth of all students saying that they would be somewhat or very likely to major in environmental studies. This percentage is clearly higher than expectations, but it does show that across the entire range of students, environmental studies could become an extremely popular major.

Table 4: Likelihood of Majoring in Environmental Studies by Class

	Not at	Fairly	Not	Somewhat	Very	Some/
Class	all likely	unlikely	sure	likely	likely	Very
Freshman	46.4%	22.3%	19.6%	8.4%	3.4%	11.7%
Sophomore	32.4%	17.6%	24.6%	16.2%	9.2%	25.4%
Junior	36.2%	26.8%	18.1%	12.6%	6.3%	18.9%
Senior	35.7%	19.6%	17.9%	17.9%	8.9%	26.8%
Total	38.1%	21.4%	20.0%	13.6%	6.8%	20.5%

The survey also sought respondents' majors and their respective academic college. Nearly 30 percent of all students in a College of Arts and Sciences program were somewhat or very likely to want to major in environmental studies. Those students who were undecided or did not list a major were also quite interested, followed by business students. Since the proposed major will be housed in the College of Arts and Sciences, it will be a natural fit for many of the students already affiliated there. But it also anticipated that the real strength of interest will be from undecided students who are looking for a program.

Table 5: Likelihood of Majoring in Environmental Studies by College

College	Not at all likely	Fairly unlikely	Not sure	Somewhat likely	Very likely	Some/ Very
Arts and Sciences	34.8%	17.4%	18.8%	20.3%	8.7%	29.0%
Undecided	36.3%	20.5%	21.8%	13.7%	7.7%	21.4%
Business	47.6%	14.3%	16.7%	14.3%	7.1%	21.4%
Education	35.6%	28.8%	16.9%	13.6%	5.1%	18.6%
Arts	60.5%	21.1%	10.5%	5.3%	2.6%	7.9%
Communication	40.5%	29.7%	16.2%	13.5%	0.0%	13.5%
Nursing	41.4%	13.8%	31.0%	6.9%	6.9%	13.8%
Public Health	23.5%	41.2%	23.5%	11.8%	0.0%	11.8%

Because the Environmental Studies major is designed to be interdisciplinary, the curriculum may facilitate the option for students to declare it as a second major. Anecdotal evidence from the University of Oregon suggested that many of the environmental studies students there also major in a traditional discipline. To gauge interest in this possibility, the survey asked student whether they might be interested in a double major with environmental studies and another major. The responses tracked that of students interested in the Environmental Studies major as a rule.

Class	Not at all likely	Fairly unlikely	Not sure	Somewhat likely	Very likely	Some/ Very
Freshman	45.8%	22.9%	19.0%	10.1%	2.2%	12.3%
Sophomore	33.1%	20.4%	25.4%	15.5%	5.6%	21.1%
Junior	37.8%	22.8%	13.4%	15.0%	11.0%	26.0%
Senior	32.1%	20.2%	21.4%	17.3%	8.9%	26.2%
Total	37.5%	21.6%	20.0%	14.3%	6.7%	20.9%

Table 6: Likelihood of Double-Major with Environmental Studies by Class

Finally, the survey asked students—regardless of their chosen major—if they would be interested in an environmental career, broadly defined. As table 7 demonstrates, there is significant interest. As further analysis shows, there is also a considerable overlap between students who are interested in pursuing an environmental career and students who would be excited about an Environmental Studies major.

	Not at all	Not very	Not	Somewhat	Very	Some/
Class	interested	interested	sure	interested	interested	Very
Freshman	29.1%	26.3%	21.2%	17.3%	6.1%	23.5%
Sophomore	25.0%	20.0%	16.4%	24.3%	14.3%	38.6%
Junior	17.3%	19.7%	22.8%	22.0%	18.1%	40.2%
Senior	16.7%	18.5%	19.6%	28.6%	16.7%	45.2%
Total	22 30/0	21 3%	20.0%	23.0%	13.4°	36.3%

Table 7: Interest in an Environmental Career by Class

Of course, these are all hypotheses based on declared student interest. But if even one percent of Kent State students majored in environmental studies, that would yield upwards of 400 majors. For comparative purposes, information is presented below on the number of majors and graduates of environmental studies programs from a 2012 census conducted by the Center for Environmental Education Research, National Council for Science and the Environment (NCES). Results on the data (years 2009-2012) show that there is an average of 236 enrolled students in a BA degree in Environmental Studies at institutions comparable to Kent State University. If the university achieves only half of that average within the next two to three years, Kent State will have a major in the top fifth of existing majors in the College of Arts and Sciences (based on data from Kent State's Office Institutional Research).

Table 8: Enrollment in Environmental Studies Majors at Doctoral/Research Institutions

	Enroll	ment	Gradı	ıates	Minority Student		Foreign Student	
	Aver	age	Aver	age	Average		Average	
Degree	Mean	Max	Mean	Max	Mean	Max	Mean	Max
BA, <i>n</i> =11	236	1000	66	250	48	320	5	20
BS, $n=7$	192	550	49	175	5	14	2	5
BA/BS, <i>n</i> =18	213	1000	59	250	32	320	4	20

Stark Campus

In order to assess the need for an Environmental Studies major at Kent State University at Stark (located in the City of North Canton, Stark County), an environmental scan was conducted. According to the U.S. Bureau of Labor and Statistics, the Canton-Massillon Metropolitan Area employs 160 environmental scientists and technicians. The location quotient shows a higher employment rate of environmental technicians than other geographic areas.

Table 9: U.S. Bureau of Labor and Statistics Employment in Canton-Massillon Metropolitan Area, Ohio

Occupation	Employment	Location Quotient
Environmental Scientists and Specialists	70	0.65
Environmental Science/ Protection Technicians	90	2.16

Stark State College (located less than half a mile from the Stark Campus) offers an associate degree in environmental, health and safety technology and regularly refers its graduates to other colleges for an advanced degree. These students can benefit from a bachelor's degree program in environmental studies program at Kent State University at Stark.

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 Arts and Sciences (e.g., college dean; Undergraduate Curriculum Committee; and departments of Geology, Geography, Sociology and Biological Sciences) and at the Stark Campus.

In addition, several business groups and government agencies were consulted and have written letters of support (see Appendix B).

The Environmental Studies Advisory Committee will be composed of one representative from each of the constituent departments (Geology, Geography, Sociology, Biological Sciences) and will be chaired by the program director. This body will serve as the curricular committee for the Environmental Studies major and will be the most involved with inter-disciplinary course selection and development of those courses under the ENVS subject designator.

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.

Not applicable. This program will not require specialized accreditation.

4.3 Collaboration with other Ohio institutions

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

Public institutions in Northeast Ohio that offer an Environmental Studies major are Cleveland State University (39 miles from the Kent Campus and 54 miles from the Stark Campus) and Youngstown State University (42 miles from the Kent Campus and 60 miles from the Stark Campus). Both of those programs focus more on the basic science requirements in biology, chemistry, geology and geography; whereas the Kent State program will focus more on the social sciences aspect.

Private institutions in the region that offer the program are Hiram College, John Carroll University and Case Western Reserve University. In addition, Baldwin Wallace University offers a Sustainability major, Malone University offers an Environment Management major and both Walsh University and University of Mount Union offer an Environmental Science major. These private institutes constitute a separate student market than that of Kent State.

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

The proposed major was not developed in collaboration with any other institution.

SECTION 5: STUDENT SERVICES

5.1 Admissions policies and procedures

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

The admissions policies and procedures for this major are the same or similar as for all existing majors in the College of Arts and Sciences:

Admission Requirements at the Kent Campus: 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. 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.

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 Credit Transfer Office 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. Kent State major courses are aligned with the Transfer Assurance Guide (TAG) and in progress with the Career Technical Assurance Guide (CTAG). 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 both the Kent and Stark campuses are adequate to support the Environmental Studies 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 both the Kent and Stark campuses are adequate to support the Environmental Studies major. No new services are necessary.

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 Arts degree in Environmental Studies prepares students to integrate concepts and knowledge on environmental issues from across multiple disciplines and to communicate about those in important ways. Basic scientific knowledge about environmental processes is used to inform different social goals.

Environmental Studies students will develop a set of key competencies in earth systems science, environmental social science, human-natural systems and sustainability science to be able to solve specific environmental problems.

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 Environmental Studies major seeks to provide students a broad, comprehensive understanding of the environment and how it relates to human activity, human resource needs and human cognition. The curriculum prepares students to grasp the interconnections between environmental and human systems and how those play out in particular problem areas. Students will be able to articulate how environmental problems are framed and how public attitudes and policies can be harnessed to provide solutions to environmental degradation.

These goals and objectives in the curriculum are integrated into the learning outcomes in the courses Nature and Society (ENVS 22070), Environmental Studies and Sustainability (ENVS 32091) and the Integrative Senior Project (ENVS 42099). The department curriculum committee has the general oversight of the curriculum in the major and reviews syllabi to ensure conformance. Further, these learning outcomes are part of the assessment rubric established to fulfill the requirements of our accrediting agencies. When assessment results fall below established benchmarks, steps are taken that reviews the instructors' coverage of the materials to ensure that students are adequately prepared to learn the expected outcomes.

6.3 Course offerings/descriptions

Complete the following table to indicate the courses that comprise the program. Please list courses in groups by type (e.g., major/core/technical, general education, elective) and indicate if they are new or existing courses.

Course (number/name)	Cr hrs	Major	Gen Ed	Elec -tive	OTM TAG CTAG	New/ Existing	Offered at Stark Campus **
MAJOR REQUIREMENTS (40 credits)							
BSCI 10110 Biological Diversity Fulfills Kent Core Basic Sciences and lab	4	•	•		TAG	Existing	Yes
ENVS 22070 Nature and Society *	3					Existing	Yes-in future
ENVS 32091 Environmental Studies and Sustainability *	2					Existing	Yes-in future
ENVS 42099 Integrative Senior Project Fulfills writing intensive course requirement	2					New	Yes-in future
GEOL 21062 Environmental Earth Science fulfills Kent Core Basic Sciences	3					Existing	Yes
Biological Sciences Elective, choose one: BSCI 30274 Forestry (3) BSCI 30277 Economic Botany (2) BSCI 30360 General Ecology (4)	2-4	•		•		Existing	Yes No Yes
BSCI 40525 Wildlife Resources (3)							Yes-in future

Course (number/name)	Cr hrs	Major		Elec -tive	I A C	New/ Existing	Offered at Stark Campus **
Geology Elective, choose one:							Yes_in future
GEOL 42065 Watershed Hydrology (3)	3					Existing	Yes—in future
GEOL 42067 Introductory Hydrogeology (3)							1 es–111 Tutu1e
Geography Elective, choose one:							
GEOG 21062 Physical Geography (3)					TAG		Yes
fulfills Kent Core Basic Sciences							
GEOG 41051 Natural Disasters and Society (3)	3	•		•		Existing	Yes-in future
GEOG 41066 Climate Change and Its Impacts (3)							No
GEOG 41073 Conservation of Natural Resources (3)							Yes
GEOG 41074 Resource Geography (3)							Yes-in future
Methods Elective, choose one:							
GEOG 49070 Geographic Information Science (4)							Yes
GEOG 49230 Remote Sensing (3)	3-4					Deviation	Yes-in future
GEOL 42035 Scientific Methods in Geology (3)	3-4	-		-		Existing	Yes
POL 30310 Public Policy Analysis (3)							Yes-in future
SOC 32210 Researching Society (3)							Yes
Social Sciences Electives, choose five:							
ECON 32084 Economics of the Environment (3)							Yes-in future
GEOG 31070 Population and Environment (3)							Yes-in future
GEOG 45085 Urban Transportation (3)							No
GEOG 46070 Urban and Regional Planning (3)							No
GEOG 46080 Urban Sustainability (3)	15	•				Existing	No
PHIL 30025 Environmental Ethics (3)							Yes-in future
POL 30350 Environmental Conflict Resolution (3)							Yes-in future
POL 40440 U.S. Environmental Politics and Policies (3)							Yes-in future
POL 40540 Politics of Development (3)							No
SOC 42560 Sociology of Food (3)							Yes-in future
KENT CORE (GENERAL EDUCATION / AD	DIT	IONA	L RE	QUI	REME	NTS (80	credits)
US 10097 Destination Kent State: First Year	1					Existing	Voc
Experience	1		_			Existing	Yes
Foreign Language	14				TAG	Existing	Yes
Kent Core Composition	6				OTM	Existing	Yes
Kent Core Mathematics and Critical Reasoning	3				OTM	Existing	Yes
Kent Core Humanities and Fine Arts	9				OTM	Existing	Yes
Kent Core Social Sciences	6				OTM	Existing	Yes
Kent Core Additional	6				OTM	Existing	Yes
College General Requirement (Basic Sciences)	3				OTM	Existing	Yes
College General Requirement (Social Sciences)	3				OTM	Existing	Yes
General Electives credits required depends on meeting	20			_)	
minimum overall 120 hours and 42 upper-division hours	29					Existing	Yes

^{*} Course now exists under the Geography (GEOG) subject. IT will be revised to be under Environmental Studies (ENVS).

^{**} Courses marked "Yes-in future" have not been offered at the Stark Campus, but are planned to be offered in spring 2017 or later.

Provide number, name and description of each course in the proposed program as it would appear in the course catalog. Submit syllabi for new courses as appendix items.

BSCI 10110 Biological Diversity

This introductory course examines the biodiversity of life from its origins to present-day prokaryotes and eukaryotes; their behavior, ecology, and reproduction. Three hours lecture and two hours of lab weekly. Students must earn a final grade of at least C in order to meet prerequisites for selected upper-division BSCI courses. Prerequisite: none.

BSCI 30274 Forestry

Management of the forest resource within appropriate environmental constraints for sustained use relative to watershed protection, lumber production, recreation and wildlife. Prerequisites: BSCI 10110 and 10120 with minimum C grades.

BSCI 30277 Economic Botany

Biology of plants important to man and their relation to climate and geography. Prerequisites: BSCI 10110 and 10120 with minimum C grades.

BSCI 30360 General Ecology

Principles of ecology based on field studies of local plant and animal communities. Lecture three hours, lab three hours weekly.

Prerequisites: BSCI 10110 and 10120 with minimum C grades.

BSCI 40525 Wildlife Resources

(Slashed with BSCI 50525 and BSCI 70525) Ecological parameters are discussed relative to the preservation and management of wild animal populations. Aesthetic, economic and environmental values are discussed. Prerequisites: minimum C grade in BSCI 10110 and BSCI 10120; and 4 credit hours of biology (BSCI) courses.

ENVS 22070 Nature and Society

(currently GEOG course)

Provides an introduction to interdisciplinary perspectives in nature-society scholarship, focusing on human dimensions of environmental problem domains such as natural resources, ecosystems, climate, and sustainability. It provides a balance of theory and application to illustrative case studies. Prerequisite: none.

ENVS 32091 Environmental Studies and Sustainability (currently GEOG course)

(Repeatable for credit) Various aspects of environmental studies are explored. Topics will vary. Prerequisite: ENVS 22070.

ENVS 42099 Integrative Senior Project NEW See Appendix C

Students will learn about methods of investigation and presentation in the area of environmental studies. The course will culminate in a major research project developed and written by each student. Prerequisites: ENVS 22070 and ENVS 32091.

ECON 32084 - Economics of the Environment

Examines economic theory of environmental and resource economics in a fashion that is understandable by students with varied backgrounds in economics. Emphasis on microeconomic theory and its application to environmental issues. Topics covered include "market failure" and its impact on the environment; cost benefit analysis; and inputoutput analysis. Designed for those interested in the environment or who may be planning careers in environmental or natural sciences. Prerequisite: ECON 22060.

GEOG 21062 Physical Geography

Introduction to the study of the spatial characteristics of the Earth's physical environment, including how humans interact with it. Topics include weather and climate, vegetation, soils, ecosystems, landforms and land-formation processes, human impacts on Earth systems and human societal adaptations to the physical environment. Prerequisite: none.

GEOG 31070 Population and the Environment

This course examines the interrelations of population growth, resource depletion and the environment from a geographic perspective including the principal themes of space and place. Prerequisite: none.

GEOG 41051 Natural Disasters and Society

Study of natural disasters, the physical causes of the hazards associated with the disasters, their effects on humans and societies, spatial and temporal distributions, and strategies to reduce the occurrences of disasters. Natural disasters include hurricanes, tornadoes, floods, landslides, heat waves, wildfire, blizzards. earthquakes, tsunami, and volcanoes. Mitigation for disasters and responses to disasters are studied across economically developing nations and developed nations. Taught through the analysis of numerous case studies of natural disasters. Prerequisite: none.

GEOG 41066 Climate Change and Its Impact

(Slashed with GEOG 51066, GEOG 71066) Examination of the evidence and causes of climate change and how these data are assessed. Past, present and future impacts of climate change and variability are discussed along with policy implications. Prerequisite: None.

GEOG 41073 Conservation of Natural Resources

(Slashed with GEOG 51073, GEOG 71073) Evaluation of past and current problems associated with the management of natural resources and the environments associated with their utilization. Prerequisite: None.

GEOG 41074 Resource Geography

Culture-technology and distance in relation to resource adequacy and management concepts for societal decisions about common property and situations with external economies. Prerequisite: Junior standing.

GEOG 45085 Urban Transportation

(Slashed with GEOG 55085, GEOG 75085) Spatial analysis of urban transportation, travel behavior, modes. Trip generation and distribution models, transportation planning, urban transportation problems. Prerequisite: none.

GEOG 46070 Urban and Regional Planning

(Slashed with GEOG 56070, GEOG 76070) Analysis of geographical aspects of planning for cities and regions. Prerequisite: none.

GEOG 46080 Urban Sustainability

(Slashed with GEOG 56080, GEOG 76080) Provides an introduction to interdisciplinary perspectives on urban sustainability, focusing on environmental challenges caused by urbanization and the innovative ways urban dwellers seek to address those challenges. It provides background on relevant disciplinary perspectives and their application to environmental challenge domains. Prerequisite: None.

GEOG 49070 Geographic Information Science

(Slashed with GEOG 59070, GEOG 79070) Introduction to theories and methods for geographic data processing, including data capture and input data storage and management and data analysis and displays. Emphasis is on laboratory exercises using GIS software packages for real world applications. Non-geographers should contact the Department of Geography to discuss the course prerequisites. Prerequisite: GEOG 29160.

GEOG 49230 Remote Sensing

(Cross-listed with GEOL 42030; slashed with GEOG 59230, GEOG 79230, GEOL 52030, GEOL 72030) Computer analysis of multispectral satellite datasets. Applications in Terrestrial Earth Science are emphasized. Prerequisite: none.

GEOL 42035 Scientific Methods in Geology

(Slashed with GEOL 52035) Applying scientific methods to geologic data in the field and lab; models and sampling procedures. Collecting and analyzing data. Formulating and testing hypostheses. Provides background necessary for upper-level geology courses for majors. Lecture two hours, lab two hours weekly. Prerequisite: none.

GEOL 42065 Watershed Hydrology

(Slashed with GEOL 52065) Study of water movement, storage, and transformation across landscapes. Prerequisite: Junior standing.

GEOL 42067 Introductory Hydrogeology

(Slashed with GEOL 52067) Occurrence of ground water in geologic materials; emphasizing utilization, conservation and management of ground water resources. Prerequisite: Junior standing.

PHIL 30025 Environmental Ethics

A philosophical examination of ethical issues in environmental studies, including topics such as: animal ethics and the sources of our food; the value of nature and environmental aesthetics; sustainability and biodiversity; ecofeminism, social justice and radical ecology; and the human response to climate change. The course is designed to complement fields of study such as geography, environmental studies and biology. Prerequisite: None.

POL 30310 Public Policy Analysis

Introduces students to the political and economic tools used to analyze public policies and discusses the political elements influencing that analysis. Essentially, the goal is to ensure that students understand the basic economic principles used to evaluate different public policy proposals while questioning the assumptions underlying those economic assumptions. Prerequisite: None.

POL 30350 Environmental Conflict Resolution

Examines alternative dispute resolution principles applicable to complex, multi-party public sector disputes, especially environmental and land use disputes. Students learn about deliberative democracy, a variety of circle processes, consensus decision-making, collaborative problem-solving, digital dialogue processes, and town hall meeting structures among others. Case studies of environmental conflicts and multi-party mediation simulations are used. Prerequisite: none.

POL 40440 U.S. Environmental Politics and Policies

This is a course in United States environmental politics and policies. It deals with topics such as the history of the U.S. environmental movement, public opinion and environmental issues, environmental racism and classism, and environmental policy making and implementation. Prerequisites: POL 10100 or POL 10300.

POL 40540 Politics of Development

Examines practice, record and theories of political development for less developed, developing and developed political systems. Includes extensive analysis of issues, problems through case studies. Prerequisite: POL 10004 or POL 10500.

SOC 32210 Researching Society

Survey of methods and techniques of research; research design and data gathering instruments; qualitative and quantitative analysis. Prerequisite: SOC 12050 and junior standing.

SOC 42560 Sociology of Food

(Cross-listed with SOC 52560) Food is essential, but like every other aspect of our lives the meaning of food and the experience of its preparation and consumption are socially determined. In this course we'll explore the social dimensions of food consumption and production. We will consider the following questions and answer them by developing an understanding of sociological concepts and theories: What do our meals reveal about us about our history, culture, our gender and race and ethnicity, socio-economic status, religious beliefs, and our family life? How does food consumption differ in different societies? How do the media and corporations influence our food choices? What does food mean symbolize and in what ways are these meanings manipulated and why? How is food production carried out in different contexts and what can we learn about the social organization of work from studying food production? How does what we eat contribute to local and global environmental problems? Prerequisite: SOC 12050.

6.4 Program sequence

First Year			
Fall	Hours	Spring	Hours
ENVS 22070 Nature and Society	3	BSCI 10110 Biological Diversity	4
US 10097 Destination Kent State:	1	GEOL 21062 Environmental	3
First Year Experience		Earth Science	
Kent Core Requirement	3	Kent Core Requirement	3
Kent Core Requirement	3	Kent Core Requirement	3
Kent Core Requirement	3	Kent Core Requirement	3
•	13	•	16
Second Year			
Fall	Hours	Spring	Hours
Geography Elective	3	Biological Sciences Elective	2
Social Sciences Elective	3	Methods Elective	3
Foreign Language	4	Foreign Language	4
College General Requirement	3	Kent Core Requirement	3
Kent Core Requirement	3	General Elective	4
-	16		16
Third Year			
Fall	Hours	Spring	Hours
Geology Elective	3	ENVS 32091 Environmental	2
Social Sciences Elective	3	Studies and Sustainability	
Foreign Language	3	Social Sciences Elective	3
Kent Core Requirement	3	Foreign Language	3
College General Requirement	3	Kent Core Requirement	3
		General Elective	3
	15		14
Fourth Year			
Fall	Hours	Spring	Hours
Social Sciences Elective	3	ENVS 42099 Integrative Senior Project	
General Electives	6	Social Sciences Elective	3
General Electives	6	General Electives	10
	15		15
Total Hours 120			

Total Hours: 120

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

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):

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

If one or more of the items is checked, please provide a <u>brief</u> description of the off-site component(s).

As part of the requirements for any baccalaureate at Kent State, all students must satisfy an experiential learning requirement, which may be fulfilled through by a course, a component of a course or a non-credit paid or unpaid experience on or off campus. An experiential learning activity may fall into one or more of the following categories: research, civic engagement, study away/abroad, practical experiences or creative/artistic activities.

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 Environmental Studies major will be assessed and evaluated through the university's program assessment process, which is used for other undergraduate programs in the college. Student outcomes are examined in the capstone course (ENVS 42099), using the metrics developed for this process. The Department of Geography is responsible for directing assessment efforts for the proposed Environmental Studies major. The Environmental Studies Advisory Committee, as well as the college associate dean and college's Undergraduate Curriculum Committee, will assist in this effort.

Various outcomes such as writing and communication effectiveness, knowledge of environmental processes and core competencies in environmental studies will be used to assess the goals and objectives listed in Section 6.2. Some of the data on these metrics will be collected every other spring and fall semesters of alternate years to measure how well students are performing in comparison with expected outcomes.

Data from the program assessment will be shared with all faculty members teaching the particular subject area immediately after it is collected so that corrective action can be taken in time for the next assessment period. Data will be shared with the college-wide Curriculum Committee during the yearly reporting cycle.

Results from the program assessment will be benchmarked against established metrics for that purpose. While results below established metrics provide opportunity for improvements in the course syllabi, coverage and delivery methods, those that are continuously above the metrics could provide opportunities for revising the metrics and benchmarks.

7.2 Measuring student success

Describe the policies and procedures in place to measure individual student success in the proposed program. In your response, include the following: name of the unit/position responsible for directing these efforts; description of any committees or groups that assist the unit; description of the measurements used; frequency of data collection; frequency of data sharing; how the results are used to inform the student as they progress through the program; and initiatives used to track student success after program completion.

Student outcomes are examined in the capstone course (ENVS 42099) using the metrics developed for this process. The Department of Geography is responsible for directing assessment efforts for the proposed Environmental Studies major. The Environmental Studies Advisory Committee, as well as the assistant college dean and college's Undergraduate Curriculum Committee, will assist in this effort.

Various outcomes such as writing and communication effectiveness, knowledge of environmental processes, and core competencies in environmental studies will be used to assess the goals and objectives listed in Section 6.2. Some of the data on these metrics will be collected every other spring and fall semesters of alternate years to measure how well students are performing in comparison with expected outcomes.

Data from the program assessment will be shared with all faculty members teaching the particular subject area immediately after it is collected so that corrective action can be taken in time for the next assessment period. Data will be shared with the college-wide Curriculum Committee during the yearly reporting cycle.

Results from the program assessment will be benchmarked against established metrics for that purpose. While results below established metrics provide opportunity for improvements in the course syllabi, coverage and delivery methods, those that are continuously above the metrics could provide opportunities for revising the metrics and benchmarks.

SECTION 8: FACULTY

8.1 Faculty appointment policies

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

Kent State University uses three faculty tracks: "tenure track," "non-tenure track" and "adjunct" to deliver instruction to its programs. Tenure-track and non-tenure-track faculty are full-time employees of the university, while adjunct faculty are part time and are employed as needed. Further, tenure-track faculty must have earned a terminal degree in their discipline (e.g., PhD). While a terminal degree is not required for non-tenure track and adjunct faculty members, it is preferred because it may allow them to teach at any academic level (undergraduate and graduate), especially if they also meet an accrediting agency's standards for teaching at those levels.

Finally, ranks within each faculty track vary. At initial hire, tenure-track faculty members hold the rank of assistant professor; through teaching and research accomplishments the faculty member may be promoted to associate professor and, eventually, full professor. Conversely, non-tenure-track faculty members hold the ranks of lecturer, associate lecturer and senior lecturer. However, if they have earned a terminal degree, they are hired as assistant professor and advance through the ranks as do tenure-track faculty members.

Describe the credentialing requirements for faculty who will be teaching in the program (e.g., degree requirements, special certifications or licenses, experience).

Credentialing requirements for faculty who will be teaching in the program are the same as those for College of Arts and Science's existing degree programs. These faculty members are already teaching the courses required for existing majors within the college. At a minimum, the faculty members teaching in the program will have a master's level degree.

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

The load policy for faculty teaching in the proposed program is the same for those teaching in other programs at the university. According to Kent State University policies, a full-time tenure-track faculty member is to be given 24 credit hours, while non-tenure track faculty members shall be given 30 credit hours of workload every academic year, including equivalences for research, administration and other activities. Any load beyond these is to be compensated as overtime/overload.

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

Since the curriculum of the Environmental Studies major will comprise existing courses regularly offered in other college and university programs, current faculty resources are sufficient to begin the program.

8.2 Program faculty

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

Kent Campus faculty teaching ENVS courses Full-time: 5 Less than full-time: 0

Stark Campus faculty teaching courses in the program

Full-time: 9 Less than full-time: 2

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 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 be current in their respective fields, all faculty in the College of Arts and Sciences are expected to engage in scholarship activities such as publishing refereed journal articles and proceedings; authoring, editing and contributing to book chapters and books; grant writing, consulting; attending academic and teaching seminars; and making professional presentations. Each faculty member is required to have engaged in these activities substantially within the most recent five-year period. Full time faculty members are given workload equivalencies and a budget amount every academic year that allows them to engage in these activities.

Expectations for engagement in these activities are different depending on the faculty member's designation and the level of our program in which she/he teaches. For more detail on these expectations please see the College of Arts and Sciences Faculty Handbook and the Stark Campus Faculty Handbook attached as Appendix D.

8.4 Faculty matrix

Complete a faculty matrix for the proposed program. A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix. A copy of each faculty member's CV must be included as an appendix item.

Environmental Studies Major at the Kent Campus

Faculty listed below will teach the Environmental Studies (ENVS) courses on the Kent Campus. The remaining curriculum comprise existing, required and elective courses in other degree programs offered at the Kent Campus (e.g., biology, geography, geology, sociology, political science) and are taught by faculty in the respective departments on the Kent Campus. See Appendix E for each faculty member's curriculum vita.

* Number of	COULCES	taught l	ow the	faculty	member	each we	ear at all	camplices
· Number of	COUISES	тацены	ov ine	racunty	шешрет	each ve	cai al an c	cambuses

Name of	Rank	Full	Degree, discipline,	Years	Additional	Course faculty	Load
instructor	or title	part	institution, year	teach	expertise	will teach	*
V. Kelly	Assistant	FT	PhD, Geography,	3	Sustainable	ENVS 22070 Nature and	4
Turner	Professor		Arizona State		urbanism	Society; ENVS 32091	
			University 2013			Environmental Studies	
						and Sustainability	
Christopher	Associate	FT	PhD, Soil Microbial	10	Population	ENVS 32091	4
Blackwood	Professor		Ecology, Michigan		ecology,	Environmental Studies	
			State University,		ecosystems	and Sustainability	
			2001		·		
Joseph	Professor	FT	PhD, Oceanography,	21	Water quality,	ENVS 32091	4
Ortiz			Oregon State		remote	Environmental Studies	
			University, 1995		sensing,	and Sustainability	
					paleoclimate,		
					sedimentary		
					geology		
David	Professor	FT	PhD, Geography,	25	Sustainable	ENVS 42099	4
Kaplan			University of		urbanism and	Integrative Senior Project	
			Wisconsin, 1991		transportation	,	
Susan	Professor	FT	PhD, Sociology,	22	Sociology of	ENVS 42099 Integrative	4
Roxburgh			University of		food	Senior Project	
			Toronto, 1994			,	

Environmental Studies Major at the Stark Campus

Faculty listed below will teach the courses, required or elective, on the Stark Campus. See Appendix F for each faculty member's curriculum vita.

* Number of courses taught by the faculty member each year at all campuses

Name of			Degree, discipline,			Course faculty	Load
instructor	or title	part		teach	1	will teach	*
Katrina	Associate	FT	PhD, Sociology,	6	Inequality,	ENVS 42099 Integrative	3
Bloch	Professor		North Carolina State		social justice	Senior Project; SOC	
			University, 2009			32210 Researching	
						Society; SOC 42560	
						Sociology of Food	
Joel	Associate	FT	PhD, Political	6	International	POL 30310 Public Policy	2
Carbonell	Professor		Science, University		relations,	Analysis; POL 30350	
			of California		comparative	Environmental Conflict	
			Riverside, 2007		politics	Resolution; POL 40440	
						U.S. Environmental	
						Politics and Policies	
Kimberly	Associate	FT	PhD, Philosophy,	6	Ethical theory,	PHIL 30025	1
Garchar	Professor		University of		clinical ethics	Environmental Ethics	
			Oregon, 2006				
Robert	Assistant	FT	PhD, Biology,	11	Entomology,	ENVS 42099 Integrative	2
Hamilton	Professor		Rutgers University,		aquatic systems		
			2006			BSCI 30360 General	
						Ecology	
Nick	Instructor	PT	PhD candidate,	5	Sustainability	ENVS 32091	1
Morris			Cultural Foundations,			Environmental Studies	
			Kent State University			and Sustainability	
			(Dec 2016)				
Deepraj	Assistant	FT	PhD, Economics,	3	Economics	ECON 32084 Economics	1
Mukherjee	Professor		University of			of the Environment	
			Memphis, 2010				
Christopher	Associate	FT	PhD, Geography,	8	Cultural	ENVS 22010 Nature and	4
Post	Professor		University of Kansas,		landscape	Society; ENVS 42099	
			2006			Integrative Senior Project;	
						GEOG 21062 Physical	
						Geography; GEOG	
						31070 Population and	
						Environment	
Carrie	Professor	FT	PhD, Geology, Kent	16	Paleo-geology,	ENVS 42099 Integrative	3
Schweitzer			State University,		mass	Senior Project; GEOL	
			2000		extinctions	42065 Watershed	
						Hydrology; GEOL 42067	
						Intro Hydrogeology	

Name of	Rank	Full	Degree, discipline,	Years	Additional	J	Load
instructor	or title	part	institution, year	teach	expertise	will teach	*
Andrew	Instructor	PT	PhD, Geography,	2	GIS, forestry,	BSCI 30274 Forestry;	4
Scholl			Pennsylvania State		soils	ENVS 32091	
			University, 2008			Environmental Studies	
						and Sustainability; GEOG	
						21062 Physical	
						Geography; GEOG 41051	
						Natural Disasters and	
						Society; GEOG 41073	
						Conservation of Natural	
						Resources; GEOG 41074	
						Resource Geography;	
						GEOG 49070 Geographic	
						Information Science;	
						GEOG 49230 Remote	
						Sensing	
Gregory	Assistant	FT	PhD, Zoology,	2	Conservation	BSCI 40525 Wildlife	1
Smith	Professor		University of		biology	Resources	
			Oklahoma, 2007				
Eric	Assistant	FT	PhD, Geology, Ohio	4	Environmental	GEOL 21062	2
Taylor	Professor		State University,		geology	Environmental Earth	
			2012			Science; GEOL 42035	
						Scientific Methods in	
						Geology	

SECTION 9: LIBRARY RESOURCES AND INFORMATION LITERACY

9.1 Library resources

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

The library liaison for the department will provide information literacy in the form of in-class instruction sessions, personal one-on-one student sessions, workshops and other forms as needed. The liaison will also be responsible for collection development; ensuring resources are up-to-date and meet the current standards for the field. To achieve this, the liaison will work closely with the faculty to make sure that each of their classes has the appropriate resources to assist their students with research. The library budget for this program will come from each of the constituent departments. A similar formula is used with Kent State's interdisciplinary Digital Sciences major. In the future, a separate fund for this program may be created depending on the resources required.

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

The following library resources are already in place for the proposed Environmental Studies major:

Monographs. Most monographs in the disciplines related to environmental studies 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 Arts and Sciences. 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 librarian or requested by College of Arts and Sciences 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 Arts and Sciences 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 environmental studies is an interdisciplinary process. Students and faculty in the college benefit from additional library collection development in the areas of biology, geology, geography, political science, environmental science, environmental studies, sustainability studies, public administration, as well as government documents. 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.

Databases. In addition to the many monographs on this subject, Kent State students have access to databases GeoBase, GeoRef, Inspec and Environment Complete. The Web of Science Core Collection will also be of great assistance to this major. In addition, Kent State offers Academic Search Complete and the Discovery@Kent State search engine, which searches more than 150 databases, as well as KentLink and OhioLink, with one query.

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 Kent Campus main library is open seven days a week. During the fall and spring semesters the library is open 24/5 for the entire semester. To guide students and faculty in the extensive collections, reference librarians are available five days a week, and reference graduate assistants are available on the weekends.

There are several services points in the main library to assist students and faculty. The reference desk, staffed during the day and evening hours, provides assistance in: (a) locating materials and (b) acquiring materials if Kent State does not own them. In addition to in-person assistance, the reference department provides email, instant messaging and telephone reference services. If the research needs of students or faculty require the subject expertise of a particular librarian, requests will be accommodated. Appointments can be scheduled with the librarian, either during office hours or through an appointment set up at the faculty or student's convenience. Course-integrated instruction on library resources may be requested by faculty for any of their classes. The librarians tie this instruction to specific assignments or knowledge requirements for the class.

The Stark Campus houses a full academic library with access to information literacy instruction. The campus library presently serves the campus' three associate degree majors, 19 bachelor's degree majors and two master's degree majors. The library has access to most scientific databases and has a 3D printer and a large poster printer. The laboratory spaces are housed in the Science and Nursing Building – a LEED gold certified building. The laboratory facilities are excellent for biology and geology and are complemented by the nearby pond and wetlands on campus, and a wind turbine. A full time lab coordinator is responsible for maintaining the labs.

In addition to course-based instruction, Kent State University Libraries, on all campuses, offer numerous independent learning sessions for students and faculty in the form of web-based instruction.

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.

Few additional resources will be needed to support the proposed program as the faculty and curriculum for the Environmental Studies major are already in place. The courses in the proposed major are delivered for other majors currently offered by the College of Arts and Sciences.

Some small expenses related to the administration of what is expected to be a robust program will include the expenses of a graduate assistant at the Kent Campus to help with advising, coordination of class schedules across departments, marketing and other items that facilitate student success. There will also be some expenses for administrative summer salary and release time for the program director.

10.2 Budget/financial planning

Fiscal Impact Statement for the Environmental Studies Major at the Kent Campus

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Headcount full time	22	44	66	88
Headcount part time	3	6	9	12
Full-time equivalent (FTE) enrollment	25	50	75	100
II. Projected Program Income				
Tuition (paid by student or sponsor)	\$250,000	\$500,000	\$750,000	\$1,000,000
Expected state subsidy	\$62,500	\$125,000	\$187,500	\$250,000
Externally funded stipends, as applicable				
Other income (describe in narrative section below)				
Total Projected Program Income	\$312,500	\$625,000	\$937,500	\$1,250,000
III. Program Expenses				
New personnel				
Instruction				
Full time: 0				
Part time: 0				

	Year 1	Year 2	Year 3	Year 4
Non-instruction				
Full time: 0				
Part time: 0.5 time graduate assistant	\$23,000	\$23,000	\$23,000	\$23,000
New facilities/building/space renovation				
Scholarship/stipend support				
Additional library resources				
Additional technology or equipment needs				
Other expenses (1/8 annual cost for program director)	\$25,000	\$25,000	\$25,000	\$25,000
Total Projected Expense	\$48,000	\$48,000	\$48,000	\$48,000

Budget Narrative:

Historically, environmental studies programs gain more majors as students become aware of the field. Therefore, the campus expects to see a net increase of at least 25 new students each year. The program income is based on the tuition cost per student (\$10,000) and the state subsidy per student (\$2,500). The program expenses are based on the cost of a graduate assistant at the master's level in the Department of Geography and one-eighth the annual cost for the program director, in addition to the cost for one month of summer compensation.

Fiscal Impact Statement for the Environmental Studies Major at the Stark Campus in the process of being completed

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Headcount full time	8	16	24	32
Headcount part time	2	4	6	8
Full-time equivalent (FTE) enrollment	10	20	30	40
II. Projected Program Income				
Tuition (paid by student or sponsor)				
Expected state subsidy				
Externally funded stipends, as applicable				
Other income (describe in narrative section below)				
Total Projected Program Income				
III. Program Expenses				
New personnel				
Instruction				
Full time: 0				
Part time: 0				
Non-instruction				
Full time: 0				
Part time: 0				
New facilities/building/space renovation				
Scholarship/stipend support				
Additional library resources				
Additional technology or equipment needs				
Other expenses				
Total Projected Expense				

APPENDICES

Appendix Description

- A Curriculum vitae for Environmental Studies program director
- B Letters of support
- C Syllabus for new course ENVS 42099 Integrative Senior Project
- D College of Arts and Sciences Faculty Handbook and Stark Campus Faculty Handbook
- E Curricula vitae for faculty teaching ENVS courses at the Kent Campus
- F Curricula vitae for faculty teaching courses at the Stark Campus

Kent State University is committed to continual support of the delivery of the Bachelor of Arts in Environmental Studies at the Kent Campus and the Stark Campus. If Kent State decides in the future to close the program, at either campus or at both, the university will provide the necessary resources and means for matriculated students in the program to complete their degree.

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

Respectfully,

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



To: Educational Policies Council

FROM: Senior Vice President and Provost Todd A. Diacon

SUBJECT: Agenda for Monday, 17 October 2016

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

DATE: 11 October 2016

In the event that the action item proposal requires 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 a lesser action or course item on the agenda to an action or discussion item, please notify the Office of Curriculum Services by 14 October 2016, to ensure that the materials are available at the meeting for review.

UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEM

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

1. Revision of Dismissal policy for undergraduate students. Revision includes clarifying that the policy applies to all students in their first semester at Kent State (including College Credit Plus students); subjecting students to dismissal if they earn below a 2.000 overall GPA with 90 or more GPA hours; and limiting dismissal for students who earn a specific number of credit hours of failed coursework only to those in their first semester or on academic probation. Effective Fall 2017 | Attachment 1

INFORMATION ITEM

Regional College

1. Revision of instructional delivery for the Information Technology for Administrative Professionals [ITAP] major* within the Associate of Applied Business [AAB] degree. Delivery will be 100 percent online in addition to blended online/on-ground. The major is offered at the Ashtabula, Salem, Trumbull and Tuscarawas campuses; the 100 percent online program will be administered through the Tuscarawas Campus. Admission, course and graduation requirements are unchanged.

*Name change to Office Technology [OTEC] effective for fall 2017. Effective Fall 2017 | Attachment 2

LESSER ACTION ITEMS

College of the Arts

School of Art

1. Revision of course requirements for the Art Education [ARTE] major within the Bachelor of Arts [BA] degree. Revision includes replacing JMC 22001 with either/or option of ARTF 24010/ARTF 44011. Minimum total credit hours to program completion is unchanged at 122. Effective Fall 2017

College of the Arts and Sciences

Department of Philosophy

2. Revision of course requirements for the Philosophy [PHIL] minor. Revision includes removing the upper- or lower-division PHIL requirement; increasing PHIL upper-division requirement, from 3 to 6 credits; and specifying two sets of either/or options for the lower-division component (PHIL 11001/PHIL 21001 and PHIL 11009/PHIL 21001), as well as lowering the credit hours in this component, from 9 to 6. Minimum total credit hours to program completion decreases, from 21 to 18.
Effective Fall 2017

Department of Physics

3. Revision of concentration name and course requirements for the Physics [PHY] major within the Bachelor of Science [BS] degree. Revision includes changing the name of Applied Mathematics [APHY] concentration to Mathematical Physics [MTHP]; replacing an elective list with PHY 46101 in the Applied Mathematics [AMTH], Biological Sciences [BISC], Chemistry [CHEM] and Computer Science [CS] concentrations. Addition revision for the Chemistry concentration includes replacing the Organic Chemistry option with CHEM 30481 and CHEM 30482. Minimum total credit hours to program completion is unchanged at 120. Effective Fall 2017

Regional College

4. Revision of instructional delivery for the Medical Billing [C123] post-secondary certificate to be 100 percent online in addition to blended online/on-ground. The certificate is offered at the Salem and Tuscarawas campuses; the 100 percent online program will be administered through the Tuscarawas Campus. Admission, course and graduation requirements are unchanged. Effective Fall 2017

UNIVERSITY REQUIREMENTS COURSE REVISIONS

Writing Intensive Requirement Course Revision for Fall 2017

COURSE REVISIONS

Course Revisions Effective Spring 2017

NURS 20010 Interpersonal and Communication Skills for Health Care Professionals (2)..... Inactive

Course Revisions Effective Fall 2017

		Gourse Revisions Effective 1 an 2017	
ACCT	83098	Research in Accounting (3)	Revise
COMN	4 35550	Small Group Communication (3)	Inactive
JMC	21005	Advertising Messaging and Communication (3)	Revise
JMC	22001	Photography (3)	Revise
JMC	30004	Writing for Video and Audio Media (3)	Revise
JMC	33024	Broadcast Performance (3)	Revise
JMC	36008	Freelance Journalism (3)	Revise
JMC	36040	Magazine Editing and Design (3)	Revise
JMC	38002	Public Relations Case Studies (3)	Revise
JMC	40006	Law of Mass Communication (3)	Revise
JMC	40015	Media Marketplace (3)	Revise
JMC	40201	Public Relations Practice: Public Affairs (1)	Revise
JMC	41003	Advertising Account Management (3)	Revise
JMC	41005	Advertising Campaigns (3)	Revise
JMC	42001	Sports Photography (3)	Revise
JMC	45001	Advanced Lighting for Digital Film and Television (3)	Revise
JMC	45010	Feature Film Preproduction (3)	Revise
JMC	45011	Feature Film Production (6)	Revise
JMC	45013	Feature Film Post Production (3)	Revise
JMC	46001	Information Graphics (3)	Revise
JMC	46020	Magazine Design (3)	Revise
JMC	46057	Motion Graphics for Video Editing (3)	Revise
NURS	20025	Pharmacology and Alterations in Physiological Functioning I (3)	Revise
NURS	20030	Foundations of Nursing Interventions (5)	Revise
NURS	30035	Nursing of Adults Across the Lifespan (9)	Revise
NURS	30060	Basic Pharmacology for Nursing Practice (2)	Inactive

Course Revisions Effective Fall 2017 continued

NURS 35030	Pathophysiology: Analysis and Application of the Nursing Process (3)	Revise			
NURS 35035	Advanced Medical Surgical Simulation (3)	Revise			
NURS 40005	Professional Nursing Development (3)	Revise			
NURS 40020	Community Health Nursing (4)	Revise			
NURS 40030	Psychiatric Nursing and Mental Health Nursing Care (4)	Revise			
NURS 40045	Integration of Leadership and Management in Nursing (6)	Revise			
NURS 40872	Introduction to Evidence Based Practice (3)	Revise			
PHIL 41077	British and American Thought (3)	Inactive			
PHIL 41085	Philosophy and Cultural Theory (3)	Inactive			
PHIL 41086	Philosophy of Expression (3)	Inactive			
PHIL 51077	British and American Thought (3)	Inactive			
PHIL 51085	Philosophy and Cultural Theory (3)	Inactive			
PHIL 51086	Philosophy of Expression (3)	Inactive			
PHY 13001	General College Physics I (4)	Revise			
RSPC 31095	Special Topics in Respiratory Care (1-3)	Establish			
RTT 11002	Cardiopulmonary Diseases (3)	Revise			
RTT 11004	Therapeutics (6)	Revise			
RTT 11008	Blood Gas Analysis (2)	Revise			
RTT 21001	Mechanical Ventilation (5)	Revise			
RTT 21003	Perinatal and Pediatric Respiratory Therapy (2)	Revise			
VCD 34004	Visual Ethics (3)	Revise			
VCD 34006	Motion Design (3)	Revise			
VCD 40025	Professional Portfolio (2)	Revise			
VCD 40035	Professional Portfolio BFA Design (2)	New			
VCD 40052	Graphic Design – Travel and Field Experience (1-16) to: (1-6)	Revise			
VCD 43001	Interaction Design: Communities and Culture (3)	Revise			
VCD 48003	Professional Portfolio – Photo Illustration (2)	Revise			
VCD 50025	Professional Portfolio (2)	Revise			
	Update to 26 January 2015 EPC Agenda				
NURS 30030	Nursing of Adults (5)	Inactive			
effective term rep	orted as fall 2017, updated to spring 2017				
NURS 30040 Nursing of Adults with Rehab Needs and/or Gerontologic Changes (4) Inactive effective term reported as fall 2017, updated to spring 2017					

		Preparation Date	e 14-Sep-16	Curriculum Bulletin
		Effective Date	Fall 2017	Approved by EPC
Department				
College	PR - Provost			
Proposal	Revise Policy			
Proposal Name	Revision of Dismis	ssal Policy for ι	ındergraduate	students
students in their students to dism limiting dismissa only to those in t	issal policy includes first semester at Ken issal if they earn belo I for students who ea heir first semester or	t State (includir w a 2.000 overa rn a specific nu on academic p	ng College Creal all GPA with 9 amber of credi robation. In a	lies to all undergraduate edit Plus students); subjecting 0 or more GPA hours; and it hours of failed coursework ddition, "cumulative GPA" is ous student systems.
	n other programs, polic ions; need, audience)	ies or procedure	es (e.g., duplica	ation issues; enrollment and
students be inclustudents who has probabation and dismisal review p	ided in the dismissal we amassed a great a unlikely to graduate, process. The loosenin we been in good acac	review process mount of credit will prevent tho g of the 9 cred	The tighteni (90 or more) se students f its (6 for part-	that College Credit Plus ng of minimum GPA for but are on academic rom being overlooked in the time) of failed courses will allow ad semester to not be subject
•	ther departments, prog deans, University Co	•	-	this proposal):
		REQUIRED EN	DORSEMENT	s
Department Chair	/ School Director			
Campus Dean (for	Regional Campuses p	oroposals)		
College Dean (or o	designee)			
Dean of Graduate	Studies (for graduate p	oroposals)	-	
				1 1

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

Proposal Summary for a Policy Revision of the Undergraduate Academic Dismissal, Appeal and Reinstatement Policies

Subject Specification:

This proposal seeks to revise and provide clarity to the criteria for determining academic dismissal for undergraduate students and provide clarifying language to the existing policy and to include College Credit Plus students (CCP) due to the state mandate for these students to be subject to probation and dismissal review in accordance with university policy and practices. In addition, we are adjusting the last category in the grade point average ranges to include students who earn between a 1.91 to a 1.99 to be subject to dismissal.

UNIVERSITY CATALOG DISMISSAL, APPEAL AND REINSTATEMENT

Background Information:

The policies below are in force for undergraduate students. For graduate students, the policies for dismissal, appeals and reinstatement are found under Academic Standing - Graduate Student in the University Catalog

The dismissal policy was revised for the Fall 2015 catalog to include Fall dismissal review. After going through this process for over a year it was determined there was a need for additional clarity to the language within the policy. In addition, we also need to include CCP students due to the state mandate requiring these students must be subject to probation and dismissal review in accordance with university policy and practices.

Alternatives and Consequences:

The alternative is status quo in the University Catalog and Policy register and there would still be questions and interpretation. We would also not be in compliance with the state requirement that CCP students be included in the dismissal review process. We would also potentially allow students with a 1.91 to 1.99 to never be subject to the dismissal review process, which could result in students not progressing in order to obtain the needed 2.00 GPA to earn a degree from Kent State University.

Specific Recommendation and Justification:

We would like the policy to be revised to provide the clarifying language, to add CCP students to the review process, and include the students who fall within the 1.91 to 1.99 range. These changes would not only provide needed clarity to the policy and to current practice for dismissal, it allows us to comply with state requirements, and also stops students with a large number of accumulated hours and a low GPA from continuing on that are not making adequate academic progress.

Timetable and Actions Required:

Approval from Educational Policies Council	October 17, 2016
Approval from Faculty Senate	November 14, 2016
Implementation in University Catalog	Fall 2017

Dismissal, Appeal and Reinstatement

The policies below are in force for undergraduate students. For graduate students, the policies for dismissal, appeals and reinstatement are found under Academic Standing - Graduate Student in the University Catalog.

DISMISSAL

Students whose academic performance indicates a limited chance of obtaining the minimum grades required for good academic standing graduation will be subject to dismissal from the university. The provest will not dismiss a student if any of the following conditions apply to that student:

- 1. The student is in good academic standing at the end of the preceding term of enrollment.
- 2. The student earns a 2.000 term GPA (unadjusted for the recalculation provisions in the course repeat policy).

The provost may dismiss a student if any of the following conditions apply to that student:

- 1. Any The student who earns between a 0.000 and 0.500 grade point average (GPA) in the student's the first semester at Kent State.
- 2. Any continuing The student on academic probation who does not achieve a minimum 2.000 semester GPA (including the transfer student admitted on probation) when the student's and has an overall cumulative grade point average (GPA) is within the following ranges:
 - o Between 0.000 and 29.999 GPA hours: below 1.100 overall cumulative GPA
 - o Between 30.000 and 59.999 GPA hours: below 1.500 overall cumulative GPA
 - o Between 60.000 and 89.999 GPA hours: below 1.750 overall cumulative GPA
 - o 90.000 or more GPA hours: below 2.000 overall 1.900 cumulative GPA
- 3. Any The full-time student in the first semester at Kent State or on academic probation who receives 9 or more credit hours and the less-than-full-time student who receives 6 or more credit hours of any combination of the following grades or marks in the semester under review: F (Fail), NF (Never Attended–Fail), SF (Stopped Attending–Fail), U (Unsatisfactory). This policy applies without regard to whether the designated grades were included or excluded from the student's overall cumulative GPA.
- 4. Any less-than-full-time student in the first semester at Kent State or on academic probation who receives 6 or more credit hours of any combination of the following grades or marks in the semester under review: F (Fail), NF (Never Attended–Fail), SF (Stopped Attending–Fail), U (Unsatisfactory). This policy applies without regard to whether the designated grades were included or excluded from the student's overall GPA.

A student who is dismissed should expect to be away from the university for a minimum of 12 consecutive months. A dismissed student may not register for any coursework at any campus of Kent State University. The notation of academic dismissal will be printed on the student's official transcript. For further information concerning the conditions of <u>academic</u> probation and dismissal, students should contact their college or campus advising office. See guidelines for dismissal appeals below.

DISMISSAL APPEAL

A student who is dismissed has the right to appeal the decision. Appeals must be based on recent circumstances that were beyond the control of the student. Appeals must be made in writing to the college or campus at which the student was enrolled at the time of the dismissal.

The appeal letter must be composed, typed and signed by the student. The appeal letter may be delivered personally or sent by mail, fax or e-mail from the student's kent.edu account, and must include all pertinent documentation for the appeal to be considered. Appeal letters for dismissals must be received by the college or campus no later than 10 calendar days after final grades are posted on the student's FlashLine account. Dates when final grades are posted can be found at the calendar page of the Office of the University Registrar website.

Appeal letters must include the following:

- An explanation of the extenuating circumstances, such as personal illness/injury, critical family illness or other situations of sufficient severity that they may have adversely affected academic performance. These circumstances must be documented by providing physician statements or other appropriate official documents.
- 2. Proof of consistent satisfactory academic performance prior to the occurrence of the circumstances believed to be the cause of the dismissal. These efforts must be documented by course instructors, and their statements must be submitted on university letterhead or sent from each instructor's Kent State e-mail address. If errors have occurred for one or more reported grades, the course instructor must verify that a grade change has been submitted.
- 3. An explanation of why action such as course withdrawal, complete term withdrawal, request for an incomplete grade, etc., was not taken before the end of the semester.
- 4. A detailed plan of action for achieving academic success for any future enrollment at Kent State University.
- 5. The student's full name, Kent State ID number, current and permanent mailing addresses, current and permanent telephone numbers and Kent State e-mail address.

Appeals that do not meet these guidelines will not be reviewed.

REINSTATEMENT

Reinstatement after dismissal from Kent State University is neither automatic nor guaranteed. A student may be reinstated only if the student provides convincing evidence of probable academic success if permitted to return to the university. A dismissed student who has previously accumulated a substantial number of credit hours and/or an excessively low GPA should expect that reinstatement is not likely to be approved.

Application for reinstatement after the required period of time away from the university should be to the dean of the college or campus that houses the major program the student wishes to enter. Students wanting to be reinstated into a program with selective admission requirements, specified certification standards or additional graduation requirements may be approved to be reinstated into the university but not into that particular program. The application should include convincing evidence of the student's motivation to continue and of the student's specific efforts during the period of dismissal to eliminate previous weaknesses. After evaluating the application for reinstatement and all supporting materials, the dean will inform the student of the reinstatement decision.

A student who is reinstated is automatically placed on <u>academic</u> probation until good academic standing (minimum 2.000 <u>overall cumulative</u> GPA) is attained. Academic requirements will be determined by the Catalog-in-force at the time the student re-enrolls at the university. For further information concerning reinstatement, students should consult their college or campus advising office.

Dismissal, Appeal and Reinstatement

The policies below are in force for undergraduate students. For graduate students, the policies for dismissal, appeals and reinstatement are found under Academic Standing - Graduate Student in the University Catalog.

DISMISSAL

Students whose academic performance indicates a limited chance of obtaining the minimum grades required for good academic standing will be subject to dismissal from the university.

The provost may dismiss a student if any of the following conditions apply to that student:

- 1. Any student who earns between a 0.000 and 0.500 grade point average (GPA) in the student's first semester at Kent State.
- 2. Any continuing student on academic probation who does not achieve a minimum 2.000 semester GPA and has an overall GPA within the following ranges:
 - Between 0.000 and 29.999 GPA hours: below 1.100 overall GPA
 - Between 30.000 and 59.999 GPA hours: below 1.500 overall GPA
 - Between 60.000 and 89.999 GPA hours: below 1.750 overall GPA
 - 90.000 or more GPA hours: below 2.000 overall GPA
- 3. Any full-time student in the first semester at Kent State or on academic probation who receives 9 or more credit hours of any combination of the following grades or marks in the semester under review: F (Fail), NF (Never Attended–Fail), SF (Stopped Attending–Fail), U (Unsatisfactory). This policy applies without regard to whether the designated grades were included or excluded from the student's overall GPA.
- 4. Any less-than-full-time student in the first semester at Kent State or on academic probation who receives 6 or more credit hours of any combination of the following grades or marks in the semester under review: F (Fail), NF (Never Attended–Fail), SF (Stopped Attending–Fail), U (Unsatisfactory). This policy applies without regard to whether the designated grades were included or excluded from the student's overall GPA.

A student who is dismissed should expect to be away from the university for a minimum of 12 consecutive months. A dismissed student may not register for any coursework at any campus of Kent State University. The notation of academic dismissal will be printed on the student's official transcript. For further information concerning the conditions of academic probation and dismissal, students should contact their college or campus advising office. See guidelines for dismissal appeals below.

University Catalog - Clean Version continued

DISMISSAL APPEAL

A student who is dismissed has the right to appeal the decision. Appeals must be based on recent circumstances that were beyond the control of the student. Appeals must be made in writing to the college or campus at which the student was enrolled at the time of the dismissal.

The appeal letter must be composed, typed and signed by the student. The appeal letter may be delivered personally or sent by mail, fax or e-mail from the student's kent.edu account, and must include all pertinent documentation for the appeal to be considered. Appeal letters for dismissals must be received by the college or campus no later than 10 calendar days after final grades are posted on the student's FlashLine account. Dates when final grades are posted can be found at the calendar page of the Office of the University Registrar website.

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- 2. Proof of consistent satisfactory academic performance prior to the occurrence of the circumstances believed to be the cause of the dismissal. These efforts must be documented by course instructors, and their statements must be submitted on university letterhead or sent from each instructor's Kent State e-mail address. If errors have occurred for one or more reported grades, the course instructor must verify that a grade change has been submitted.
- 3. An explanation of why action such as course withdrawal, complete term withdrawal, request for an incomplete grade, etc., was not taken before the end of the semester.
- 4. A detailed plan of action for achieving academic success for any future enrollment at Kent State University.
- 5. The student's full name, Kent State ID number, current and permanent mailing addresses, current and permanent telephone numbers and Kent State e-mail address.

Appeals that do not meet these guidelines will not be reviewed.

REINSTATEMENT

Reinstatement after dismissal from Kent State University is neither automatic nor guaranteed. A student may be reinstated only if the student provides convincing evidence of probable academic success if permitted to return to the university. A dismissed student who has previously accumulated a substantial number of credit hours and/or an excessively low GPA should expect that reinstatement is not likely to be approved.

Application for reinstatement after the required period of time away from the university should be to the dean of the college or campus that houses the major program the student wishes to enter. Students wanting to be reinstated into a program with selective admission requirements, specified certification standards or additional graduation requirements may be approved to be reinstated into the university but not into that particular program. The application should include convincing evidence of the student's motivation to continue and of the student's specific efforts during the period of dismissal to eliminate previous weaknesses. After evaluating the application for reinstatement and all supporting materials, the dean will inform the student of the reinstatement decision.

A student who is reinstated is automatically placed on academic probation until good academic standing (minimum 2.000 overall GPA) is attained. Academic requirements will be determined by the Catalog-inforce at the time the student re-enrolls at the university. For further information concerning reinstatement, students should consult their college or campus advising office.

3341-3-01.10 Administrative policy regarding dismissal of undergraduate students for academic reasons

- (A) Purpose. A student whose academic performance indicates a limited chance of obtaining the minimum grades required for <u>good academic standing</u> graduation will be subject to dismissal from the university.
- (B) The provost will not dismiss a student if any of the following conditions apply to that student:
 - (1) The student was in good academic standing at the end of the preceding term of enrollment.
 - (2) The student earns a 2.000 term GPA (unadjusted for the recalculation provisions in the course repeat policy).
- (B)(C) Eligibility. Specifically, the provost may dismiss a student if any of the following conditions apply to that student:
 - (1) Any The student who earns between a 0.000 and 0.500 grade point average (GPA) in the student's the first semester at Kent state.
 - (2) Any continuing The student on academic probation who does not achieve a minimum 2.000 semester GPA (including the transfer student admitted on probation) when the student's and has an overall cumulative grade point average (GPA) is within the following ranges:
 - (a) Between 0.000 and 29.999 GPA hours: below 1.100 overall cumulative GPA.
 - (b) Between 30.000 and 59.999 GPA hours: below 1.500 overall cumulative GPA.
 - (c) Between 60.000 and 89.999 GPA hours: below 1.750 overall cumulative GPA.
 - (d) 90.000 or more GPA hours: below 2.000 overall 1.900 cumulative GPA.
 - (3) Any The full-time student in the first semester at Kent State or on academic probation who receives 9 or more credit hours and the less than full-time student who receives 6 or more credit hours of any combination of the following grades or marks in the semester under review: F (Fail), NF (Never Attended–Fail), SF (Stopped Attending–Fail), U (Unsatisfactory). This policy applies without regard to whether the designated grades were included or excluded from the student's overall cumulative GPA.
 - Any less-than-full-time student in the first semester at Kent State or on academic probation who receives 6 or more credit hours of any combination of the following grades or marks in the semester under review: F (Fail), NF (Never Attended–Fail), SF (Stopped Attending–Fail), U (Unsatisfactory). This policy applies without regard to whether the designated grades were included or excluded from the student's overall GPA.
- (C)(D) Required absence. Students meeting the above conditions will be subject to academic dismissal and should expect to be away from the university for a minimum of twelve consecutive months. A dismissed student may not register for any coursework at any campus of Kent state university. The notation of academic dismissal will be printed on the student's official transcript.
- (D)(E) Dismissal appeal. A student who is dismissed has the right to appeal the decision. Appeals must be based on recent circumstances that were beyond the control of the student.
 - (1) Appeals must be made in writing to the college or campus at which the student was enrolled at the time of the dismissal. The appeal letter must be composed, typed and signed by the student. The appeal letter may be delivered personally or sent by mail, fax or e-mail from the student's kent.edu account, and must include all pertinent documentation for the appeal to be considered.
 - (2) Appeal letters for dismissals must be received by the college or campus no later than 10 calendar days after final grades are posted on the student's FlashLine account.

Policy Register - Marked-Up Version continued

- (3) Appeal letters must include the following.
 - (a) An explanation of the extenuating circumstances, such as personal illness/injury, critical family illness or other situations of sufficient severity that they may have adversely affected academic performance. These circumstances must be documented by providing physician statements or other appropriate official documents.
 - (b) Proof of consistent satisfactory academic performance prior to the occurrence of the circumstances believed to be the cause of the dismissal. These efforts must be documented by course instructors, and their statements must be submitted on university letterhead or sent from each instructor's Kent state e-mail address. If errors have occurred for one or more reported grades, the course instructor must verify that a grade change has been submitted.
 - (c) An explanation of why action such as course withdrawal, complete term withdrawal, request for an incomplete grade, etc., was not taken before the end of the semester.
 - (d) A detailed plan of action for achieving academic success for any future enrollment at Kent state university.
 - (e) The student's full name, Kent state ID number, current and permanent mailing addresses, current and permanent telephone numbers and Kent state e-mail address.
- (4) Appeals that do not meet these guidelines will not be reviewed.

(E)(F) Reinstatement.

- (1) Reinstatement after dismissal from Kent state university is neither automatic nor guaranteed. A student may be reinstated only if the student provides convincing evidence of probable academic success if permitted to return to the university. A dismissed student who has previously accumulated a substantial number of credit hours and/or an excessively low GPA should expect that reinstatement is not likely to be approved.
- (2) Application for reinstatement after the required period of time away from the university should be to the dean of the college or campus that houses the major program the student wishes to enter. Students wanting to be reinstated into a program with selective admission requirements, specified certification standards or additional graduation requirements may be approved to be reinstated into the university but not into that particular program. The application should include convincing evidence of the student's motivation to continue and of the student's specific efforts during the period of dismissal to eliminate previous weaknesses. After evaluating the application for reinstatement and all supporting materials, the dean will inform the student of the reinstatement decision.
- (3) A student who is reinstated is automatically placed on <u>academic</u> probation until good academic standing (minimum 2.000 <u>overall cumulative</u> GPA) is attained. Academic requirements will be determined by the catalog-in-force at the time the student re-enrolls at the university.

3341-3-01.10 Administrative policy regarding dismissal of undergraduate students for academic reasons

- (A) Purpose. A student whose academic performance indicates a limited chance of obtaining the minimum grades required for good academic standing will be subject to dismissal from the university.
- (B) Eligibility. Specifically, the provost may dismiss a student if any of the following conditions apply to that student:
 - (1) Any student who earns between a 0.000 and 0.500 grade point average (GPA) in the student's first semester at Kent state.
 - (2) Any continuing student on academic probation who does not achieve a minimum 2.000 semester GPA and has an overall GPA within the following ranges:
 - (a) Between 0.000 and 29.999 GPA hours: below 1.100 overall GPA.
 - (b) Between 30.000 and 59.999 GPA hours: below 1.500 overall GPA.
 - (c) Between 60.000 and 89.999 GPA hours: below 1.750 overall GPA.
 - (d) 90.000 or more GPA hours: below 2.000 overall GPA.
 - (3) Any full-time student in the first semester at Kent State or on academic probation who receives 9 or more credit hours of any combination of the following grades or marks in the semester under review: F (Fail), NF (Never Attended–Fail), SF (Stopped Attending–Fail), U (Unsatisfactory). This policy applies without regard to whether the designated grades were included or excluded from the student's overall GPA.
 - (4) Any less-than-full-time student in the first semester at Kent State or on academic probation who receives 6 or more credit hours of any combination of the following grades or marks in the semester under review: F (Fail), NF (Never Attended–Fail), SF (Stopped Attending–Fail), U (Unsatisfactory). This policy applies without regard to whether the designated grades were included or excluded from the student's overall GPA.
- (C) Required absence. Students meeting the above conditions will be subject to academic dismissal and should expect to be away from the university for a minimum of twelve consecutive months. A dismissed student may not register for any coursework at any campus of Kent state university. The notation of academic dismissal will be printed on the student's official transcript.
- (D) Dismissal appeal. A student who is dismissed has the right to appeal the decision. Appeals must be based on recent circumstances that were beyond the control of the student.
 - (1) Appeals must be made in writing to the college or campus at which the student was enrolled at the time of the dismissal. The appeal letter must be composed, typed and signed by the student. The appeal letter may be delivered personally or sent by mail, fax or e-mail from the student's kent.edu account, and must include all pertinent documentation for the appeal to be considered.
 - (2) Appeal letters for dismissals must be received by the college or campus no later than 10 calendar days after final grades are posted on the student's FlashLine account.
 - (3) Appeal letters must include the following.
 - (a) An explanation of the extenuating circumstances, such as personal illness/injury, critical family illness or other situations of sufficient severity that they may have adversely affected academic performance. These circumstances must be documented by providing physician statements or other appropriate official documents.
 - (b) Proof of consistent satisfactory academic performance prior to the occurrence of the circumstances believed to be the cause of the dismissal. These efforts must be documented by course instructors, and their statements must be submitted on university letterhead or sent from each instructor's Kent state e-mail address. If errors have occurred for one or more reported grades, the course instructor must verify that a grade change has been submitted.

Policy Register - Clean Version continued

- (c) An explanation of why action such as course withdrawal, complete term withdrawal, request for an incomplete grade, etc., was not taken before the end of the semester.
- (d) A detailed plan of action for achieving academic success for any future enrollment at Kent state university.
- (e) The student's full name, Kent state ID number, current and permanent mailing addresses, current and permanent telephone numbers and Kent state e-mail address.
- (4) Appeals that do not meet these guidelines will not be reviewed.

(E) Reinstatement.

- (1) Reinstatement after dismissal from Kent state university is neither automatic nor guaranteed. A student may be reinstated only if the student provides convincing evidence of probable academic success if permitted to return to the university. A dismissed student who has previously accumulated a substantial number of credit hours and/or an excessively low GPA should expect that reinstatement is not likely to be approved.
- Application for reinstatement after the required period of time away from the university should be to the dean of the college or campus that houses the major program the student wishes to enter. Students wanting to be reinstated into a program with selective admission requirements, specified certification standards or additional graduation requirements may be approved to be reinstated into the university but not into that particular program. The application should include convincing evidence of the student's motivation to continue and of the student's specific efforts during the period of dismissal to eliminate previous weaknesses. After evaluating the application for reinstatement and all supporting materials, the dean will inform the student of the reinstatement decision.
- (3) A student who is reinstated is automatically placed on academic probation until good academic standing (minimum 2.000 overall GPA) is attained. Academic requirements will be determined by the catalog-in-force at the time the student re-enrolls at the university.

		Preparation Dat	e 28-Mar-16	Curriculum Bulletin
		Effective Date	Fall 2017	Approved by EPC
Department	ITAP			
College	RE - Region	al College		
Degree		ciate of Applied Busin	ess	
Program Name		Program Banner Code		
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Proposal	Offer progra	ım fully online		
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		Effective Dat	e Fall 2017	Approved by EPC
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College	RE - Reg	gional College		
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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: to come

Name of institution: Kent State University

Degree/degree program to be offered using online or blended/hybrid delivery:

Office Technology major within the Associate of Applied Business degree²

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

Proposed start date: Fall 2017

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

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:

² Office Technology is the new name of the major, effective for fall 2017. Prior to fall 2017, the major name is Information Technology for Administrative Professionals.

3. CURRICULUM

3.1 Will the online or blended/hybrid program be offered <u>instead of</u> or <u>in addition to</u> the onsite program?

The Office Technology major will be offered 100 percent online, in addition to on-ground. The associate degree program is approved to be offered on-ground at the following four Kent State campuses: Ashtabula, Salem, Trumbull and Tuscarawas. Administration of the online program will be done through the Tuscarawas Campus only.

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). If there are differences, please explain.

Admission and graduation requirements, student learning outcomes, number of credits and course availability will be equivalent for the two deliveries.

3.3 Describe how interaction (synchronous or asynchronous) between the instructor and the students and among the students is reflected in the design of the program and its courses.

The course design structure will be asynchronous, which will allow students to access course content and assignments at any time without the need for simultaneous instructor or peer involvement.

Kent State University utilizes a learning management system, Blackboard Learn, to facilitate student-instructor interaction via the online communication tools within the course management system. This technology provides one central location for course instructional materials, assessments, assignments and communication using discussion boards, journaling, email, message boards and announcements as appropriate.

3.4 Explain how students are supported and counseled to ensure that they have the skills and competencies to successfully complete the curriculum in an online learning environment.

Kent State University offers support and advising to online students through a variety of offices, departments and schools. Offices for advising and student services on each campus provide online information regarding all aspects of registration and advising. Online students will be afforded the same access to professional advisors as traditional students, and will be able to contact advisors by telephone or through their official Kent State e-mail accounts for advising advice (as well as having the same opportunities to see an advisor in person, if they so desire).

Additionally, Blackboard Learn includes imbedded tutorials to assist students with technology capabilities required to successfully complete their on-line coursework such as screen shots and course navigation.

The Kent State University Libraries provide online access to thousands of online journals, books and databases, and access to OhioLink and KentLink. Students may order books and other class resources online through the campus bookstores and have the materials delivered to any location. For technology assistance, the Kent State Online Support Center is available 24 hours a day, seven days a week.

Faculty delivering the curriculum will also be available online and by telephone to provide the same support and counsel, and students are encouraged to contact course instructors with curriculum-related questions. Instructor contact information and online office hours and by telephone are clearly posted on each course syllabus.

All regional campuses works closely with Kent State's Office of Student Accessibility Services to provide appropriate accommodations and ADA-compliant materials in online courses to students with recognized and confirmed disabilities.

3.5 Describe the evaluation systems used to measure the quality and effectiveness of the program delivered in an online or blended/hybrid format.

The same processes are used for on-ground and online evaluations. Student evaluations are used for student feedback. The goals and objectives of the program used to assess student learning outcomes are submitted to Office of Accreditation, Assessment and Learning, which oversees and coordinates the administration of a number of assessments to gauge student learning and practices associated with student success across students' educational experiences. This information is used in the development for students within the program.

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. 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.

Major Course Requirements	Online	On- ground	Blended hybrid	Currently required in program
OTEC 16620 Word Processing I				Yes
OTEC 16621 Word Processing I				Yes
OTEC 16625 Business Presentations				Yes
OTEC 16638 Google Applications for Administrative Professionals				Yes
OTEC 16639 Database Applications				Yes
OTEC 26611 Spreadsheet Applications				Yes
OTEC 26622 Desktop Publishing I				Yes
OTEC 26635 Administrative Resource Management				Yes
OTEC 26640 Current Technologies				Yes
OTEC 26691 Seminar for Administrative Professionals or				Yes
OTEC 26692 Internship for Administrative Professionals				ies
Additional Course Requirements	Online	On- ground	Blended hybrid	Currently required in program
ACTT 11000 Accounting I - Financial				Yes
COMT 21010 Workgroup Productivity Software				Yes
UC 10097 Destination Kent State: First Year Experience				Yes
Kent Core Composition				Yes
Kent Core Mathematics and Critical Reasoning				Yes
Kent Core Humanities and Fine Arts				Yes
Kent Core Social Sciences				Yes
Kent Core Basic Sciences				Yes

Additional Course Requirements continued	Online	On- ground	Blended hybrid	Currently required in program
Program Electives, choose 9 credits from courses listed below:				
BMRT 11000 Introduction to Business				Yes
BMRT 11009 Introduction to Management Technology				Yes
BMRT 21000 Business Law and Ethics				Yes
BMRT 31006 Human Resources Management				Yes
COMT 11000 Introduction to Computer Systems				Yes
COMT 11004 Survey of Information Technology				Yes
COMT 11005 Intro to Operating Systems and Networking Tech				Yes
COMT 11006 Introduction to Web Site Technology				Yes
OTEC 16640 Advanced Database Applications				Yes
OTEC 16680 Computer Keyboarding				Yes
OTEC 26623 Desktop Publishing II				Yes
OTEC 26636 Project Management for Administrative Professionals				Yes
OTEC 26638 Business Communications				Yes
OTEC 26695 Special Topics in Information Technology for Administrative Professionals				Yes

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.

Lecturer John J. Backer oversees the Office Technology major—online and on-ground. Responsibilities include teaching online major courses, assisting with the development of the schedule of classes, recommending of faculty teaching assignments and developing an advising program to ensure all students receive proper advising based on short- and long-term career goals. To ensure program stability, courses have been integrated into the major to provide students the skill set for the job market. These responsibilities will remain consistent with the on-ground program delivery.

Mr. Baker has 12 years of full-time college teaching experience, which includes developing and teaching online courses using Blackboard. He has also developed and presented Blackboard workshops for faculty members at Kent State's Tuscarawas Campus. In addition, Mr. Baker has 15 years of IT consulting experience, along with experience as a database administrator and IT manager. Mr. Baker holds a master's degree in human resource management and relevant IT certifications for teaching. See appendix A for curriculum vitae of Mr. Baker's and all faculty teaching major 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.

Program faculty members have between five and 15 years' experience teaching online courses. In accordance with the university's collective bargaining agreement, faculty members teach 12-15 credit hours per semester depending upon their rank along with other responsibilities, including committee participation. Teaching responsibilities will remain the same for faculty members teaching in an on-ground format. It is not anticipated that additional faculty members will need to be hired. Current faculty numbers are sufficient.

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.

Program faculty members have the background and credentials to teach in an online format. Training sessions are conducted regularly related to Blackboard Learn along with support from Kent State's Division of Information Services and Office of Continuing and Distance Education. The design, production and management of these courses are included in the "Quality Matters" training that online faculty must complete. The content in Blackboard Learn must be updated and checked on a regular basis through peer reviews along with student e-mail response. The shell for the online course is automatically created, and then faculty members create the content in an organized managed pedagogical method.

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. A copy of each faculty member's CV must be included as an appendix item.

Faculty members listed on the next page teach the major coursework for the major at the Kent State regional campuses. Additional courses required in the program (e.g., ACTT, BMRT, COMT) are required for their respective degree programs and are taught online by faculty attached to those programs.

See Appendix A for faculty curriculum vitae.

Instructor	Rank Campus	Full-/ part-time	Terminal degree title, discipline, institution, year	Courses taught	Experience teaching online courses/online professional development	Courses *
John	Lecturer	FT	MS, Human Resource	OTEC 16620	10 years developing and	8
Baker	Tuscarawas		Management,	OTEC 16621	offering online courses;	
			LaRoche College,	OTEC 16625	proficient with Blackboard	
			1990	OTEC 16638		
				OTEC 16639		
				OTEC 26611		
				OTEC 26638		
				OTEC 26692		
				OTEC 26695		
Christina	Lecturer	FT	MTech, Technology,	OTEC 16620	5 years teaching online	10
Burnworth	Ashtabula		Kent State University,	OTEC 16621	courses; proficient with	
			2006	OTEC 16625	Blackboard	
				OTEC 16636		
				OTEC 16639		
				OTEC 16640		
				OTEC 16680		
				OTEC 26611		
				OTEC 26622		
				OTEC 26623		
				OTEC 26635		
				OTEC 26636		
				OTEC 26638		
				OTEC 26640		
				OTEC 26691		
				OTEC 26692		
				OTEC 26695		
Marie	Adjunct	PT	MA, Education,	OTEC 16620	10 years teaching online	2
Contini	Tuscarawas		College of Mount St.	OTEC 16621	courses; proficient with	
			Joseph, 1985	OTEC 16625	Blackboard	
				OTEC 16639		
				OTEC 16680		
				OTEC 26611		
				OTEC 26638		
Cathleen	Adjunct	PT	MEd, Elementary	OTEC 16621	5 years teaching online	2
Misko	Tuscarawas		Education, Kent State	OTEC 26638	courses; proficient with	
			University, 2001		Blackboard	
Larry	Associate	PT	EdD, West Virginia	OTEC 16621	15 years developing and	2
Froehlich	Professor	***	University, 1984	OTEC 16639	offering online courses;	
	Salem				proficient with Blackboard	
William	Associate	PT	MA, Technology,	OTEC 16620	15 years developing and	2
Ward	Professor	**	Kent State University,	OTEC 16621	offering online courses;	
	Trumbull		1997	OTEC 26611	proficient with Blackboard	

^{*} Number of courses instructor will teach each year (online/on-ground)

^{**} Faculty are full-time at the university, but part-time for this program.

APPENDICES

Appendix	Appendix Description
A	Curriculum Vitae for Program Faculty

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



Office of the Provost

To: Educational Policies Council

FROM: Senior Vice President and Provost Todd A. Diacon

SUBJECT: Agenda for Monday, 21 November 2016

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

DATE: 15 November 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 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 18 November 2016, 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 Revisions
Course Revisions

JOINT EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

1. Approval of minutes of 19 September 2016. Attachment 1

2. Approval of minutes of 17 October 2016. Attachment 2

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

3. Revision of policy and procedures for temporary suspension of admission to an academic program. Current policy allows faculty three years for a program to be suspended before admission is to be reopened or the program to be inactivated. Proposed policy increases the suspension to five years, after which the program will declared inactivated. Effective Fall 2017 | Attachment 3

College of Applied Engineering, Sustainability and Technology (presented by Dean Robert G. Sines Jr.)
College of Architecture and Environmental Design (presented by Dean Mark S. Mistur)

4. Revision of administrative oversight of construction management faculty, programs and courses, from the College of Applied Engineering, Sustainibility and Technology to the College of Architecture and Environmental Design. Moving are the following: full-time construction management faculty; Construction Management [COMA] major within the Bachelor of Science [BS] degree; Construction Management [COMA] minor; 31 undergraduate CMGT courses and 11 graduate CMGT courses (see course list).
Effective Fall 2017 | Attachment 4

JOINT EPC AGENDA continued ACTION ITEMS continued

College of Communication and Information (presented by Dean Amy L. Reynolds) School of Digital Sciences (presented by Director Jeffrey W. Fruit)

5. Revision of administrative structure of the School of Digital Sciences, from a school independent of a college to a dependent school within the College of Communication and Information. Moving to the college are the following: school adjunct faculty and full-time staff; Digital Sciences[DS] major within the Bachelor of Arts [BA], Bachelor of Science [BS] and Master of Digital Sciences [MDS] degrees; Digital Sciences [DS] minor; Enterpreise Architecture [C631] graduate certificate; 20 undergraduate DSCI courses and 17 graduate DSCI courses (see course list). Effective Fall 2017 | Attachment 5

College of Education, Health and Human Services (presented by Dean Mark A. Kretovics)

School of Lifespan Development and educational Sciences

 Revision of name for the Counseling and Human Development Center. Name changes to the Counseling Center.
 Effective Fall 2017 | Attachment 6

INFORMATION ITEM

Office of Students Affairs / Office of the General Counsel / Office of the Provost

 Establishment of university policy regarding electronic and information technology accessibility (policy 3342-4-16).
 Effective Spring 2017 | Attachment 7

GRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

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

School of Library and Information Science

- 1. Establishment of Health Informatics [HI] major within the Master of Science [MS] degree. Program currently exists as a concentration within the Information Architecture and Knowledge Management [IAKM] major. Minimum total credit hours to program completion is 36. Effective Fall 2017 pending state and accreditor approvals | Attachment 8
- 2. Establishment of Knowledge Management [KNMN] major within the Master of Science [MS] degree. Program currently exists as a concentration within the Information Architecture and Knowledge Management major. Minimum total credit hours to program completion is 36. Effective Fall 2017 pending state and accreditor approvals | Attachment 9
- 3. Establishment of User Experience Design [UXDE] major within the Master of Science [MS] degree. Program currently exists as a concentration within the Information Architecture and Knowledge Management major. Minimum total credit hours to program completion is 36. Effective Fall 2017 pending state and accreditor approvals | Attachment 10

GRADUATE EPC AGENDA continued

ACTION ITEMS continued

College of Communication and Information continued School of Library and Information Science continued

4. Inactivation of Information Architecture and Knowledge Management [IAKM] major within the Master of Science [MS] degree. The program will be replaced by the proposed Health Informatics, Knowledge Management and User Experience Design majors. Effective Fall 2017 pending state and accreditor approvals | Attachment 11

INFORMATION ITEMS

College of Arts and Sciences

Department of Biological Sciences

- Temporary suspension of admission for the Biological Sciences—Botany [BBOT] major within the Master of Science [BS] and Doctor of Philosophy [PHD] degrees. Effective Fall 2017 | Attachment 12
- Temporary suspension of admission for the Biology [BSCI] major within the Master of Science [MS] degree. The Master of Arts degree in Biology will continue to admit students. Effective Fall 2017 | Attachment 13

College of Business Administration

3. Revision of instructional delivery for the Business Administration [BAD] major within the Master of Business Administration [MBA] degree. Delivery will be 100 percent online in addition to on-ground. The major is offered at the Kent and Stark campuses; the 100 percent online program will be administered through the Kent Campus. Admission, course and graduation requirements are unchanged. Effective Fall 2017 | Attachment 14

LESSER ACTION ITEMS

College of the Arts

School of Art

1. Revision of course requirements for the Art History [ARTH] major within the Master of Arts [MA] degree. Revision includes adding ARTH 62000 as required; and reducing electives, from 5 to 3 credit hours. Minimum total credit hours to program completion is unchanged at 35. Effective Fall 2017

College of Arts and Sciences

Department of Geology

2. Revision of graduation requirements for the Applied Geology [AOGL] major in the Doctor of Philosophy [PHD] degree. Revision includes requiring students to have a fundamental knowledge and understanding of earth materials and a field experience by the end of their second year, which will be fulfilled by previous equivalent coursework or by completing graduate directed readings and a three-to-five-week field experience. Minimum total hours to program completion is unchanged at 60 for post-master's and 90 for post-baccalaureate. Effective Fall 2017

GRADUATE EPC AGENDA continued LESSER ACTION ITEMS continued College of Arts and Sciences continued Department of Geology continued

3. Revision of graduation requirements for the Geology [GEOL] major in the Master of Science [MS] degree. Revision includes requiring students to have a fundamental knowledge and understanding of earth materials and a field experience by the end of their second year, which will be fulfilled by previous equivalent coursework or by completing graduate directed readings and a three-to-five-week field experience. Minimum total credit hours to program completion is unchanged at 32. Effective Fall 2017

College of Education, Health and Human Services

School of Foundations, Leadership and Administration

4. Revision of course requirements for the Disability Studies and Community Inclusion [C618] post's baccalaureate certificate. Revision includes removing CI 65592 and adding CI 65037. Minimum total credit hours to program completion is unchanged at 17. Effective Fall 2017

School of Health Sciences

5. Revision of course requirements for the Exercise Physiology [EXPH] major within the Doctor of Philosophy [PHD] degree. Revision includes removing data analysis electives and adding EXPH 73050 and EXPH 73051 as required. Minimum total credit hours to program completion increases, from 63 to 65.

Effective Fall 2017

School of Lifespan Development and Educational Sciences

6. Revision of course requirements for the Human Development and Family Studies [HDFS] major within the Master of Arts [MA] degree. Revision includes adding HDFS 64026 and reducing focus area electives, from 11 to 9 credit hours. Minimum total credit hours to program completion is unchanged at 32.

Effective Fall 2017

College of Nursing

7. Revision of course requirements for the Adult Gerontology Acute Care Nurse Practitioner [C840] post-master's certificate. Revision includes increasing credit hours for NURS 61292 and NURS 61392, from 1 to 2 each. Minimum total credit hours to program completion increases, from 19 to 21.

Effective Fall 2017

8. Revision of course requirements for the Adult Gerontology Acute Clinical Nurse Specialist [C844] post-master's certificate. Revision includes increasing credit hours for NURS 62192, from 2 to 3, and NURS 63192, from 1 to 2. Minimum total credit hours to program completion increases, from 17 to 19.

Effective Fall 2017

9. Revision of course requirements for the Adult Gerontology Primary Care Nurse Practitioner [C852] post-master's certificate. Revision includes increasing credit hours for NURS 61292 and NURS 62292, from 1 to 2 each. Minimum total credit hours to program completion increases, from 18 to 20.

Effective Fall 2017

GRADUATE EPC AGENDA continued LESSER ACTION ITEMS continued College of Nursing continued

- 10. Revision of course requirements for the Advanced Practice Nursing [APN] major within the Doctor of Nursing Practice [DNP] degree. Revision includes increasing credit hours for NURS 72392 and NURS 73392, from 1 to 2 each. Minimum total credit hours to program completion increases, from 30 to 32.
 Effective Fall 2017
- 11. Revision of course requirements for the Family Nurse Practitioner [C802] post-master's certificate. Revision includes removing NURS 60006; and increasing credit hours for NURS 61292, NURS 61692 and NURS 62292, from 1 to 2 each, and NURS 60325, from 3 to 4. Minimum total credit hours to program completion increases, from 25 to 26. Effective Fall 2017
- 12. Revision of admission and course requirements for the Nursing [NURS] major within the Master of Science in Nursing [MSN] degree. Admission revision includes eliminating the five-year time frame from the admission criteria for the undergraduate-level statistics course requirement. Course revision includes removing courses as required and reducing/increasing credit hours for courses that are required in the major. Minimum total credit hours to program completion increases/decreases, from 34-49 to 34-47, depending on concentration. Effective Fall 2017
- 13. Revision of course requirements for the Pediatric Primary Care Nurse Practitioner [C855] post-master's certificate. Revision includes removing NURS 60006; increasing credit hours for NURS 61792, NURS 62792 and NURS 63992, from 1 to 2 each; and decreasing credit hours for NURS 64792. Minimum total credit hours to program completion decreases, from 21 to 20. Effective Fall 2017
- 14. Revision of course requirements for the Psychiatric Mental Health Nurse Practitioner [C805] post-master's certificate. Revision includes removing NURS 60452; and increasing credit hours for NURS 62592 and NURS 63592, from 1 to 2 each. Minimum total credit hours to program completion is unchanged at 25. Effective Fall 2017
- 15. Revision of course requirements for the Women's Health Nurse Practitioner [C807] post-master's certificate. Revision includes removing NURS 60050; and increasing the credit hours for NURS 61492, NURS 62492 and NURS 64892, from 1 to 2 each. Minimum total credit hours to program completion is unchanged at 21. Effective Fall 2017

UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

College of the Arts (presented by Dean John R. Crawford-Spinelli)

School of Art

- Establishment of Ceramics [CERM] minor to be offered at the Kent Campus. The disciplinespecific minor will replace the Crafts minor, which will be inactivated (see lesser item). Minimum total hours to program completion is 18.
 Effective Fall 2017 | Attachment 15
- Establishment of Drawing [DRWG] minor to be offered at the Kent and Stark campuses. The
 discipline-specific minor will replace the Crafts minor, which will be inactivated (see lesser item).
 Minimum total hours to program completion is 18.
 Effective Fall 2017 | Attachment 16
- 3. Establishment of Glass [GLSS] minor to be offered at the Kent Campus. The discipline-specific minor will replace the Crafts minor, which will be inactivated (see lesser item). Minimum total hours to program completion is 18.

 Effective Fall 2017 | Attachment 17
- 4. Establishment of Jewelry, Metals and Enameling [JME] minor to be offered at the Kent Campus. The discipline-specific minor will replace the Crafts minor, which will be inactivated (see lesser item). Minimum total credit hours to program completion is 18. Effective Fall 2017 | Attachment 18
- Establishment of Painting [PNTG] minor to be offered at the Kent and Stark campuses. The
 discipline-specific minor will replace the Fine Arts minor, which will be inactivated (see lesser
 item). Minimum total credit hours to program completion is 18.
 Effective Fall 2017 | Attachment 19
- Establishment of Print Media and Photography [PMP] minor to be offered at the Kent Campus. The discipline-specific minor will replace the Fine Arts minor, which will be inactivated (see lesser item). Minimum total credit hours to program completion is 18.
 Effective Fall 2017 | Attachment 20
- Establishment of Sculpture and Expanded Media [SEM] minor to be offered at the Kent and Stark campuses. The discipline-specific minor will replace the Fine Arts minor, which will be inactivated (see lesser item). Minimum total credit hours to program completion is 18.
 Effective Fall 2017 | Attachment 21

College of Arts and Sciences (presented by Dean James L. Blank)

Department of Modern and Classical Language Studies

8. Revision of name and course requirements for the Spanish Literature, Culture and Translation [SLCT] major within the Bachelor of Art [BA] degree. Name changes to Spanish [SPAN]. Revision includes decreasing major requirements from 40 to 33 credit hours; moving five courses from required to elective; increasing major electives, from 9 to 15 credit hours; and increasing general electives. Minimum total hours to program completion is unchanged at 120. Effective Fall 2017 | Attachment 22

UNDERGRADUATE EPC AGENDA continued ACTION ITEMS continued

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

School of Library and Information Science / School of Visual Communication Design

 Establishment of User Experience Design [UXDE] minor to be offered at the Kent Campus. Minimum total credit hours to program completion is 18.
 Effective Fall 2017 | Attachment 23

College of Education, Health and Human Services (presented by Dean Mark A. Kretovics)

School of Foundation, Leadership and Administration

10. Establishment of Disability Studies and Community Inclusion [DSC] minor to be offered at the Kent Campus. The minor replaces a post-secondary certificate, which will be inactivated (see lesser item). Minimum total credit hours to program completion is 18.
Effective Fall 2017 | Attachment 24

INFORMATION ITEMS

College of Applied Engineering, Sustainability and Technology

 Temporary suspension of admission for the Technology [TECH] major within the Bachelor of Science [BS] degree.
 Effective Spring 2018

College of Nursing

2. Initial inquiry to establish Nursing for Registered Nurses major within the Bachelor of Science in Nursing degree. The major will be offered online-only, administered through the Kent Campus. The program currently exists as a concentration within the Nursing major.

Attachment 25

LESSER ACTION ITEMS

College of Applied Engineering, Sustainability and Technology

1. Inactivation of Liquid Crystal Display Engineering [LCDE] concentration in the Applied Engineering [AENG] major within the Bachelor of Science [BS] degree. The concentration has had low enrollment since it was established in 2013; and no courses dedicated to the concentration have been offered. In addition, all LCDE courses are inactivated (see course list). Effective Fall 2017

College of the Arts

School of Art

- 2. Revision of course requirements for the Accessories [ACES] minor. Revision includes removing textile arts or jewelry metals elective requirement. Minimum total credit hours to program completion decreases, from 21 to 18. Effective Fall 2017
- 3. Revision of course requirements for the Art History [ARTH] minor. Revision includes reducing art history upper-division electives, from 12 to 9 credit hours. In addition, the minor will also be offered fully at the Stark Campus, as well as the Kent Campus. Minimum total credit hours to program completion decreases, from 21 to 18.

UNDERGRADUATE EPC AGENDA continued LESSER ACTION ITEMS continued College of the Arts continued School of Art continued

- 4. Inactivation of Crafts [CRFT] minor. The minor is being replaced by minors in ceramics; drawing; glass; and jewelry, metals and enameling (see action items). Effective Fall 2017
- 5. Inactivation of Fine Arts [FNAR] minor. The minor is being replaced by minors in painting; print media and photography; and sculpture and expanded media (see action items). Effective Fall 2017

College of Arts and Sciences

Center for Comparative and Integrative Programs

6. Revision of admission requirements for the Integrative Studies [IGST] major within the Bachelor of Integrative Studies [BIS] degree. Applicants no longer need to complete a formal application, but must meet with a program academic advisor to discuss academic and career goals and develop a program of study. In addition, requirement is removed that students must have fewer than 91 earned credit hours to apply to the program. Effective Fall 2017

Department of Anthropology

7. Revision of course requirements for the Anthropology [ANTH] minor. Revision includes removing three elective lists; adding one ANTH elective; increasing upper-division ANTH electives, from 3 to 9 credit hours; and moving ARTH 18210, ARTH 18420 and ANTH 18630 to a 6-credit hour elective list. Minimum total credit hours to program completion decreases, from 21 to 18. Effective Fall 2017

Department of Geography

8. Revision of course requirements for the Geography [GEOG] major within the Bachelor of Arts [BA] degree. Revision includes adding GEOG 42070, GEOG 46081 and GEOG 46080 as social geography electives; and removing electives GEOG 41050 and GEOG 49165. Minimum total hours to program completion is unchanged at 120. Effective Fall 2017

Department of Modern and Classical Language Studies

- 9. Revision of course requirements for the Chinese [CHIN] minor. Revision includes removing required CHIN 35201, CHIN 35202 CHIN 45201 and CHIN 45202; adding as required CHIN 35211, CHIN 35221, CHIN 45322 and CHIN 45323; and adding as electives GEOG 37072, MUS 42151 and POL 30530. Minimum total credit hours to program completion decreases, from 26 to 18. Effective Fall 2017
- 10. Revision of course requirements for the Italian [ITAL] minor. Revision includes moving ITAL 35332 from required to either/or with ITAL 35331; and adding ITAL upper division electives. Minimum total hours to program completion is unchanged at 18. Effective Fall 2017
- 11. Revision of course requirements for the Japanese [JAPN] minor. Revision includes removing required JAPN 35102, JAPN 45201 and JAPN 45202; adding as required JAPN 35325, JAPN 35326, JAPN 45211 and JAPN 45212; and adding as elective JAPN 45411. Minimum total credit hours to program completion decreases, from 26 to 21.

 Effective Fall 2017

EPC UNDERGRADUATE AGENDA continued LESSER ACTION ITEMS continued College of Arts and Sciences continued

Department of Political Science

12. Revision of course requirements for the Political Science [POL] minor. Revision includes moving POL 10100 and POL 10300 from required to either/or; adding 3-credit POL elective; and allowing POL 40992 to count as upper-division elective. Minimum total credit hours to program completion is unchanged at 21. Effective Fall 2017

College of Communication and Information

School of Journalism and Mass Communication

- 13. Revision of course requirements for the Journalism [JNL] major within the Bachelor of Science [BS] degree. Revision includes merging two elective groups and reducing credit hours, from 15 to 12. Minimum total credit hours to program completion decreases, from 124 to 120. Effective Fall 2017
- 14. Revision of course requirements for the Public Relations [PR] major within the Bachelor of Science [BS] degree. Revision includes removing JMC 26005 as required; and moving JMC 21004 to elective. Minimum total credit hours to program completion decreases, from 124 to 120. Effective Fall 2017

School of Visual Communication Design

- 15. Revision of progression requirements for the Photo-Illustration [PHOI] major within the Bachelor of Fine Arts [BFA] degree. Revision includes adding a minimum 2.500 major GPA that students must maintain to continue taking VCD courses. Minimum total credit hours to program completion is unchanged at 120. Effective Fall 2017
- 16. Revision of progression requirements for the Visual Communication Design [VCD] major within the Bachelor of Arts [BA] degree. Revision includes adding a minimum 2.500 major GPA that students must maintain to continue taking VCD courses. Minimum total credit hours to program completion is unchanged at 120. Effective Fall 2017
- 17. Revision of course requirements for the Visual Communication Design [VCD] major within the Bachelor of Fine Arts [BFA] degree. Revision includes replacing VCD 40025 with VCD 40035; reducing electives, from 30 to 27 credit hours; and moving upper-division art history course from required to elective. Minimum total credit hours to program completion decreases, from 126 to 120. Effective Fall 2017

College of Education, Health and Human Services

School of Lifespan Development and Educational Sciences

18. Revision of course requirements for the Human Development and Family Studies [HDFS] major within the Bachelor of Science [BS] degree. Revisions include adding COMM 36505 as an elective for the Gerontology [GERO] concentration; reducing general electives, from 11 to 5 credit hours, for the Nursing Home Administration [NHA] concentration; and adding COMM 35600 and CES 37800 as either/or with HED 34060 for the Child and Youth Development [CYD] and Case Management for Individuals and Families [CMFI] concentrations. Minimum total credit hours to program completion is unchanged at 120. Effective Fall 2017

EPC UNDERGRADUATE AGENDA continued LESSER ACTION ITEMS continued

College of Education, Health and Human Services *continued* School of Lifespan Development and Educational Sciences *continued*

19. Revision of course requirements for the Nonprofit Studies [MPST] minor. Revision includes adding POL 40992 and IGST 40192 to internship/practicum electives; adding ANTH 38490 and COMM 30000 to methods/analysis electives; and adding COMM 36505 and COMM 46605 to developmental electives. Minimum total credit hours to program completion is unchanged at 18. Effective Fall 2017

College of Nursing

- 20. Revision of Clinical Compliance policy. The college will accept either American Heart Association Healthcare Provider or American Red Cross CPR/AED training for clinical compliance. Effective Fall 2017
- 21. Revision of Not Permitted to Continue policy. Dismissed students who are reinstated will not be permitted to continue in the Bachelor of Science in Nursing [BSN] degree if they fail one NURS course after re-instatement.

 Effective Fall 2017

Regional College

22. Revision of course requirements for the Engineering Technology [ENGT] major within the Bachelor of Science [BS] degree. Revision includes adding PHY 13002 as an option in the physics sequence for several concentrations; adding TECH 43700 as either/or with TECH 31020 for the Mechanical/Systems [MSY] and Electrical/Electronic [ELEL] concentrations; adding TECH 33870 as either/or with TECH 32002, and decreasing electives from, 18 to 15 credit hours, for Mechanical Systems [MSY] concentration; and replacing the option of CS 10061, DSCI 15310 or EERT 22003 with option of EERT 32003, COMT 20001, COMT 20011 or CS 10051 in the major. Minimum total hours to program completion is unchanged at 120. Effective Fall 2017

UNIVERSITY REQUIREMENTS COURSE REVISIONS

ARTF 44092 Field Experience: Travel Study in Fine Art (3) to: ARTF 44099 Senior Project: Fine Arts (3) to: ARTC 45092 Field Experience: Travel Studies in Crafts (3) to: ARTS Revise ARTC 45099 Senior Thesis Exhibition (3) to: ARTS Revise Writing Intensive Requirement Course Revisions for Fall 2017 TECH 41001 Methods in Technology Education (3) Inactive

Experiential Learning Requirement Course Revisions for Fall 2017

COURSE REVISIONS

Course Revisions Effective Fall 2017

ANTH 18095	Special Topics Anthropology (3)	. New
ANTH 18230	Introduction to Forensic Anthropology (3)	. New
ANTH 28095	Special Topics Anthropology (3)	. New
ANTH 28300	Introduction to Forensic Genetics (3)	. New
ANTH 38095	Special Topics Anthropology (3)	. New
ANTH 38250 48150	Religion: A Search for a Meaning (3) to:	. Revise
ANTH 38630	Principles of Biological Anthropology (3)	Inactive
ANTH 48300	Advanced Forensic Genetics (3)	. New
ANTH 58150	Religion: A Search for a Meaning (3)	. New
ANTH 58300	Advanced Forensic Genetics (3)	. New
ARTC 25300 ARTS	Textile Arts: Pattern (3) to:	. Revise
ARTC 25400 ARTS	Ceramics I (3) to:	. Revise
ARTC 25600 ARTS	Introduction to Glass Working (3) to:	. Revise
ARTC 25700 ARTS	Introduction to Jewelry Metals I (3) to:	. Revise
ARTC 25701 ARTS	Introduction to Jewelry/Metals For Non-Art Majors (3) to:	. Revise
ARTC 35095 ARTS	Crafts: Selected Topics (3) to:	. Revise
ARTC 35300 ARTS	Textile Arts: Dimensional (3) to:	. Revise
ARTC 35301 ARTS	Textile Art: Print Pattern (3) to:	. Revise
ARTC 35302 ARTS	Textile Arts: Feltmaking (3) to:	. Revise
ARTC 35305 ARTS	Textile Accessories: Design and Production (3) to:	. Revise
ARTC 35306 ARTS	Textile Art: Surface Color and Design (3) to:	. Revise
ARTC 35350 ARTS	Textile Arts: Design and Production (3) to:	. Revise
ARTC 35400 ARTS	Functional Approaches to Clay (3) to:	. Revise

ARTC 35401 ARTS	Sculptural Approaches in Clay (3) to:	Revise
ARTC 35600 ARTS	Glass Blowing (3) to:	Revise
ARTC 35601 ARTS	Sculptural and Kiln-Formed Glass (3) to:	Revise
ARTC 35700 ARTS	Jewelry Concepts and Techniques (3) to:	Revise
ARTC 35701 ARTS	Metalsmithing Concepts and Techniques (3) to:	Revise
ARTC 35702 ARTS	Enameling Concepts and Techniques (3) to:	Revise
ARTC 35703 ARTS	Textile Techniques in Metal (3) to:	Revise
ARTC 45095 ARTS	Crafts: Selected Topics (3) to:	Revise
ARTC 45096 ARTS	Individual Study: Crafts (3) to:	Revise
ARTC 45098 ARTS	Senior Thesis Research and Proposal (3) to:	
ARTC 45300 ARTS	Textile Art: Jacquard Weaving (3) to:	
ARTC 45301 ARTS	Textile Arts: Advanced Studio (3) to:	Revise
ARTC 45304 ARTS		
	Advanced Ceramics (3) to:	ъ ;
ARTC 45600 ARTS	Advanced Glass Working (3) to:	
ARTC 45700 ARTS		
ARTC 45701 ARTS	Tableware (3) to:	
	Advanced Enameling (3) to:	
	Advanced Studio Jewelry Metals Enameling (3) to:	
	Field Experience: Travel Studies in Crafts (3) to:	
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ARTC 55095 ARTS	Crafts: Selected Topics (3) to:	Revise
ARTC 55300 ARTS	Textile Art: Jacquard Weaving (3) to:	Revise
ARTC 55304 ARTS	Textile Art: Pictorial Weaving (3) to:	Revise
ARTC 65095 ARTS	Crafts: Selected Topics (3) to:	Revise
ARTC 65991 ARTS	Seminar in Crafts (3) to:	Revise
ARTC 65996 ARTS	Individual Study: Crafts (3) to:	Revise
ARTF 14000 ARTS	Drawing I (3) to:	Revise
ARTF 14001 ARTS	Drawing II (3) to:	Revise
ARTF 14055 ARTS	Sculpture I (3) to:	Revise
ARTF 14060 ARTS	Painting I (3) to:	Revise
ARTF 24001 ARTS	Drawing III (3) to:	Revise
ARTF 24005 ARTS	Sophomore Review: Fine Arts (3) to:	Revise
ARTF 24010 ARTS	Introduction to Fine Art Photography (3) to:	Revise
ARTF 24040 ARTS	Printmaking I (3) to:	Revise
ARTF 24055 ARTS	Sculpture II (3) to:	Revise
ARTF 24060 ARTS	Painting II (3) to:	Revise
ARTF 34001 ARTS	Drawing IV (3) to:	Revise
ARTF 34002 ARTS	Introduction to Figure Drawing (3) to:	Revise
ARTF 34040 ARTS	Printmaking: Intermediate Intaglio (3) to:	Revise
ARTF 34041 ARTS	Serigraphy I (3) to:	Revise

ARTF 34042 ARTS	Lithography I (3) to:
ARTF 34050 ARTS	Sculpture: Life Modeling (3) to:
ARTF 34055 ARTS	Sculpture III (3) to: Revise
ARTF 34060 ARTS	Painting III (3) to: Revise
ARTF 44003 ARTS	Drawing V (3) to:
ARTF 44010 ARTS	Advanced Fine Art Photography (3) to:
ARTF 44011 ARTS	Digital Fine Art Photography (3) to:
ARTF 44040 ARTS	Printmaking: Advanced Intaglio (3) to:
ARTF 44041 ARTS	Serigraphy II (3) to:
ARTF 44043 ARTS	Advanced Printmaking (3) to:
ARTF 44045 ARTS	Art of the Book (3) to:
ARTF 44055 ARTS	Sculpture IV (3) to:
ARTF 44060 ARTS	Painting IV (3) to:Revise
ARTF 44095 ARTS	Selected Topics in Fine Arts (3) to:
	Individual Study Fine Art (3) to:
	Digital Fine Art Photography (3) to:
	Art of the Book (3) to:
	Seminar: Studio (3) to:
	Field Experience: Travel Study in Fine Art (3) to: Revise
	Printmaking: Individual Study (3) to:

ARTF 64050 ARTS	Sculpture: Individual Study (3) to:	Revise
ARTF 64060 ARTS	Painting: Individual Study (3) to:	Revise
ARTF 64096 ARTS	Individual Investigation: Fine Art (3) to:	Revise
ARTF 64098 ARTS	Research (3) to:	Revise
ARTH 42064	Dada and Surrealism (3)	New
ARTH 42045	Italian Art from Giotto to Bernini (3)	New
ARTH 52045	Italian Art from Giotto to Bernini (3)	New
ARTH 62000	Art History Research Methods and Resources (2)	New
CCI 46001	Responsive Web Design (3)	New
CCI 56001	Responsive Web Design (3)	New
CHEM 40483	Intermediate Organic Chemistry (1)	Revise
CHEM 60291	Seminar: Recent Developments in Biochemistry (1)	Revise
CHEM 60391	Seminar: Recent Developments in Inorganic Chemistry (1)	Revise
CHEM 60591	Seminar: Recent Developments in Physical Chemistry (1)	Revise
CHEM 61191	Seminar: Problem Solving in Analytical Chemistry (1)	Revise
CHEM 61491	Seminar: Problem Solving in Organic Chemistry (1)	Revise
CHEM 62191	Seminar: Analytical Chemistry (1)	Revise
CHEM 62291	Seminar: Biochemistry (1)	Revise
CHEM 62391	Seminar: Inorganic Chemistry (1)	Revise
CHEM 62491	Seminar: Organic Chemistry (1)	Revise
CHEM 62591	Seminar: Physical Chemistry (1)	Revise
CHEM 70291	Seminar: Recent Developments in Biochemistry (1)	Revise
CHEM 70391	Seminar: Recent Developments in Inorganic Chemistry (1)	Revise
CHEM 70591	Seminar: Recent Developments in Physical Chemistry (1)	Revise
CHEM 71191	Seminar: Problem Solving in Analytical Chemistry (1)	Revise
CHEM 71491	Seminar: Problem Solving in Organic Chemistry (1)	Revise
CHEM 72191	Seminar: Analytical Chemistry (1)	Revise
CHEM 72291	Seminar: Biochemistry (1)	Revise
CHEM 72391	Seminar: Inorganic Chemistry (1)	Revise
CHEM 72491	Seminar: Organic Chemistry (1)	Revise
CHEM 72591	Seminar: Physical Chemistry (1)	Revise

CHIN 35211 Intensive Chinese Conversation (3)	New
CHIN 35221 Chinese in the Real World (3)	New
CHIN 45322 Chinese Fiction (3)	New
CHIN 45323 Chinese Composition (3)	New
CMGT 10001 Introduction to Construction Management (3)	Revise
CMGT 11044 Construction Safety (3)	Revise
CMGT 11071 Construction Materials and Methods I (3)	Revise
CMGT 21071 Construction Materials and Methods II (3)	Revise
CMGT 22200 Construction Document Reading (3)	Revise
CMGT 25000 Principles of L.E.E.D. (1)	Revise
CMGT 31015 Construction Technology (3)	Revise
CMGT 31023 Construction Surveying (3)	Revise
CMGT 31033 Mechanical Systems (3)	Revise
CMGT 31040 Electrical Systems for Construction Managers (3)	Revise
CMGT 31044 Advanced Construction Safety and Management (3)	Revise
CMGT 31045 Construction Risk Management (3)	Revise
CMGT 31046 Introduction to Insurance and Worker's Compensation (3)	Revise
CMGT 32001 Proposal Development and Analysis (3)	Revise
CMGT 37295 Special Topics in Construction Management (1-3)	Revise
CMGT 41040 Construction Estimating I (3)	Revise
CMGT 41041 Construction Estimating II (3)	Revise
CMGT 41047 Fundamentals of Industrial and Construction Hygiene (3)	Revise
CMGT 41048 Occupational Safety and Health Law (3)	Revise
CMGT 42030 Building Information Modeling for Construction Managers (3)	Revise
CMGT 42050 International Construction Management (3)	Revise
CMGT 42051 Alternative Energy Systems in Building Design (3)	Revise
CMGT 42052 Mechanical and Electrical Estimating (3)	Revise
CMGT 42053 Subcontractor Leadership and Practices (3)	Revise
CMGT 42054 Civil Estimating (3)	Revise
CMGT 42055 Civil Utility Systems (3)	Revise
CMGT 42056 Soils and Materials (3)	Revise
CMGT 42105 Construction Contracts and Law (3)	Revise
CMGT 42107 Construction Scheduling (3)	Revise
CMGT 42110 Construction Management Capstone (3)	Revise

CMGT	43096	Individual Investigation in Construction Management (1-3)	Revise
CMGT	51040	Construction Estimating I (3)	Revise
CMGT	51041	Construction Estimating II (3)	Revise
CMGT	52105	Construction Contracts and Law (3)	Revise
CMGT	52107	Construction Scheduling (3)	. Revise
CMGT	52110	Advanced Construction Management (3)	Revise
CMGT	62030	Building Information Modeling for Construction Management (3)	Revise
CMGT	62040	Construction Methods Improvements (3)	Revise
CMGT	62050	International Construction Management (3)	Revise
CMGT	67295	Special Topics in Construction Management (1-4)	Revise
CMGT	67296	Individual Investigation in Construction Management (1-3)	Revise
CMGT	67320	Applied Sustainability in Construction Management (3)	Revise
CRIM	34500	Understanding Criminal Law Through Fiction (3)	. New
CS	43301	Software Development for Robotics (4)	. New
CS	44003	Mobile Apps in iOS Programming (3)	. New
CS	53301	Software Development for Robotics (4)	. New
CS	54003	Mobile Apps in iOS Programming (3)	. New
CS	67017	Big Data Management (3)	. New
CS	73017	Big Data Management (3)	. New
DAN	37167	Ballet III-B (2)	Revise
DAN	37168	Modern Dance Technique III-B (3)	Revise
DAN	47055	Ballet IV-A (2)	Revise
DAN	47155	Ballet IV-B (2)	Revise
DAN	47070	Jazz Styles III (2)	Revise
DAN	47170	Jazz Styles IV (2)	Revise
DSCI	10010	Society, Culture and the Digital Sciences (3)	Revise
DSCI	10310	My Story on the Web (3)	Revise
DSCI	10410	Information Ethics and Social Responsibility (3)	Revise
DSCI	13210	Design Processes and Principles (3)	Revise
DSCI	15310	Computational Thinking and Programming (3)	Revise
DSCI	19995	Special Topics in Digital Sciences (1-4)	Revise
DSCI	23410	Cognition in Technology (3)	Revise
DSCI	26010	Telecommunication Infrastructure (3)	Revise
DSCI	29995	Special Topics in Digital Sciences (1-4)	Revise

DSCI	31010	Enterprise Architecture (3)	. Revise
DSCI	33310	Human-Computer Interaction (3)	. Revise
DSCI	34410	Digital Information Management and Processing (3)	. Revise
DSCI	39995	Special Topics in Digital Sciences (1-4)	. Revise
DSCI	40910	Capstone in Digital Sciences (3)	. Revise
DSCI	41510	Project Management and Team Dynamics (3)	. Revise
DSCI	41610	Digital Systems Security (3)	. Revise
DSCI	49910	Emerging Technologies in Digital Sciences (1-3)	. Revise
DSCI	49992	Internship in Digital Sciences (1-6)	. Revise
DSCI	49995	Special Topics in Digital Sciences (1-4)	. Revise
DSCI	49996	Individual Investigation in Digital Sciences (1-3)	. Revise
DSCI	51510	Project Management and Team Dynamics (3)	. Revise
DSCI	51610	Digital Systems Security (3)	. Revise
DSCI	59910	Emerging Technologies in Digital Sciences (1-3)	. Revise
DSCI	59995	Special Topics in Digital Sciences (1-4)	. Revise
DSCI	60998	Capstone Project in Digital Sciences (3)	. Revise
DSCI	61010	Enterprise Architecture (3)	. Revise
DSCI	61310	Enterprise Architecture: Enterprise Architecture Center of Excellence Methodology (2)	. Revise
DSCI	61510	Project Management Leadership (3)	. Revise
DSCI	62010	Business Architecture (3)	. Revise
DSCI	64010	Data Architecture (3)	. Revise
DSCI	64210	Data Science (3)	. Revise
DSCI	65010	Application and Technology Architecture (3)	. Revise
DSCI	69199	Thesis I (2-6)	. Revise
DSCI	69299	Thesis II (2)	. Revise
DSCI	69992	Internship in Digital Sciences (1-3)	. Revise
DSCI	69995	Special Topics in Digital Sciences (1-4)	. Revise
DSCI	69996	Individual Investigation in Digital Sciences (1-3)	. Revise
EERT	22003 32003	Technical Computing (3) to:	. Revise
EERT	22014	Microprocessors and Robotics	. Revise
EPI		Epidemiological Analysis (3)	
EPI		Epidemiological Analysis (3)	
LIT			

FDM	30124	Apparel Manufacturing Processes (3) to: Technical Design in the Fashion Industry	Revise
FDM	35012	Sustainability in Fashion (3)	Revise
FDM	35090	Fashion Image (3)	New
FDM	40098	Research in Fashion Design and Merchandising (3)	New
GERO	43092	Practicum in Nursing Home Administration I (6) to: (9)	Revise
GERO	43192	Practicum in Nursing Home Administration II (6) to: (9)	Revise
HDFS	44038	Professional Child and Youth Work Practice (3)	Revise
HDFS	64026	Professional Issues in Human Development and Family Studies (2)	New
НІ	41095	Special Topics in Health Informatics (1)	New
НІ	41096	Individual Investigation in Health Informatics (1-3)	New
НІ	60416	Health Informatics Issues: Policy, Politics and Ethics (3)	New
НІ	60691	Seminar in Health Informatics (1-3)	New
НІ	60693	Variable Title Workshop in Health Informatics (1-3)	New
НІ	60792	Elective Internship in Health Informatics (2-3)	New
НІ	61095	Special Topics in Health Informatics (1-3)	New
НІ	61096	Individual Investigation in Health Informatics (1-3)	New
НІ	66092	Master's Internship in Health Informatics (3)	New
НІ	66098	Master's Project in Health Informatics (3)	New
НІ	66198	Master's Research Paper in Health Informatics (3)	New
НІ	66199	Thesis I (2-6)	New
НІ	66299	Thesis II (2)	New
НІ	80691	Seminar in Health Informatics (1-3)	New
НІ	81095	Special Topics in Health Informatics (1-3)	New
НІ	81096	Individual Investigation in Health Informatics (1-3)	New
		Special Topics in Information Architecture and Knowledge Management (1-	,
IAKM	41096	Individual Investigation in Information Architecture, Information Use or Knowledge Management (1-3)	Inactive
IAKM	60002	Knowledge Organization Structures, Systems and Services (3)	Inactive
		Information Architecture I (3) to:	Revise
IAKM	60102	Information and Visual Design (3)	Inactive
		Researching The User Experience I (3) to:	Revise

	Usability I (3) to:	. Revise
	Information Technologies (3) to:	Revise
IAKM 60106	Content Strategy I (3) to:	
	Content Management Systems (3)	
	Online Branding (3)	
	Information Architecture II (3) to:	. Revise
	Researching the User Experience II (3) to:	. Revise
	Usability II (3) to:	. Revise
	Content Strategy II (3) to:	. Revise
	User Experience Design Principles and Concepts (3) to:	. Revise
	User Experience Design in Practice (3) to:	. Revise
	Professional Portfolio Design and Assessment (1) to: (3)	. Revise
	Foundational Principles of Knowledge Management (3) to:	. Revise
IAKM 60302	Foundations of Document Management (3) to:	
IAKM 60303	Knowledge Assessment and Evaluation (3) to:	
	Research Methods for Knowledge Management (3)	
	Communities of Practice (3) to:	. Revise
	Organizational Culture Assessment (3) to:	. Revise
	Organizational Learning (3) to:	. Revise
IAKM 60310	Intellectual Capital Management (3) to:	
	Business Process Management (3) to:	. Revise

	Business Intelligence-Competitive Intelligence (3) to:	. Revise
IAKM 60340	Business Narrative and Storytelling (3) to:	
		. Revise
	Semantic Analysis Methods and Technologies (3) to:	. Revise
	Health Informatics Management (3) to:	. Revise
	Legal Issues in Health Informatics (3) to:	. Revise
	Health Information Systems (3) to:	. Revise
	Health Records Management (3) to:	. Revise
	Clinical Analytics (3) to:	. Revise
	Clinical Decision Support (3) to:	. Revise
	Change Management in Health Informatics (3) to:	. Revise
	Human Factors and Usability in Health Informatics (3) to:	. Revise
	Health Informatics Inquiry and Assessment (3) to:	. Revise
IAKM 60691	Seminar in Information Architecture and Knowledge Management (1-3)	. Inactive
IAKM 60692	Practicum in Information Architecture and Knowledge Management (2-3)	. Inactive
IAKM 60693	Variable Title Workshop Information Architecture, Information Use or Knowledge Management (1-3)	. Inactive
IAKM 60792	Internship in Information Architecture and Knowledge Management (1-3)	. Inactive
IAKM 61081	Capstone Experience (3)	. Inactive
	Selected Topics in Information Architecture and Knowledge Management (1	
IAKM 61096	Individual Investigation in Information Architecture and Knowledge Manage	ement (3)
	Master's Project (3)	
	Thesis I (2-6)	
IAKM 61299	Thesis II (2)	. Inactive
IAKM 80002	Knowledge Organization Structures, Systems and Services (3)	. Inactive
IAKM 80102	Information and Visual Design (3)	. Inactive

IAKM	80110	Content Management Systems (3)	. Inactive
IAKM	80111	Online Branding (3)	. Inactive
	80301	Foundational Principles of Knowledge Management (3) to:	
KM			
		Research Methods for Knowledge Management (3)	. Inactive
IAKM HI	80401	Health Informatics Management (3) to:	. Revise
IAKM	81095	Selected Topics in Information Architecture and Knowledge Management (1-3)	. Inactive
IAKM	81096	Individual Investigation in Information Architecture and Knowledge Management (3)	. Inactive
JAPN	35325	Readings in Modern Japanese (3)	
		Readings in Traditional Japanese (3)	
_		Writing in Japanese (3)	
JAPN	45212	Oral Communication in Japanese (3)	. New
JAPN	45411	Voices from Japan (3)	. New
JAPN	35101	Advanced Intermediate Japanese I (5) to: Intensive Japanese Grammar (3)	. Revise
JMC	26007	Reporting (3)	. Revise
JMC		Broadcast Reporting (3)	
KBA ARTS	44080	Studio Experience in Fine Arts (3) to:	. Revise
KBA ARTS	45080	Studio Experience in Crafts (3) to:	. Revise
KBA ARTS	54080	Studio Experience in Fine Arts (3) to:	. Revise
KBA ARTS	55080	Studio Experience in Crafts (3) to:	. Revise
KM	41095	Special Topics in Knowledge Management (1-3)	. New
KM	41096	Individual Investigation in Knowledge Management (1-3)	. New
KM	60304	The Information and Knowledge of Economy (3)	
KM	60691	Seminar in Knowledge Management (1-3)	. New
KM	60693	Variable Title Workshop in Knowledge Management (1-3)	. New
KM	60792	Elective Internship in Knowledge Management (2-3)	. New
KM	61095	Special Topics in Knowledge Management (1-3)	. New
KM	61096	Individual Investigation in Knowledge Management (1-3)	. New
KM	66092	Master's Internship in Knowledge Management (3)	. New

KM	66098	Master's Project in Knowledge Management (3)	New
KM	66198	Master's Research Paper in Knowledge Management (3)	New
KM		Thesis I (2-6)	
KM	66299	Thesis II (2)	New
KM	80691	Seminar in Knowledge Management (1-3)	New
KM	81095	Special Topics in Knowledge Management (1-3)	New
KM	81096	Individual Investigation in Knowledge Management (1-3)	New
LCDE	37410	Introduction to Displays And Liquid Crystal Electro-Optical Device Technology (3)	Inactive
LCDE	47410	Introduction to Display Materials (3)	Inactive
		Cleanroom Techniques and Liquid Crystal Device Fabrication (3)	
LCDE	47560	Flat Panel Displays: Manufacturing, Science and Technology (3)	Inactive
LIS	60615	The Academic Library (3)	Revise
MERT	12000	Engineering Drawing (3)	Revise
NURS	45060	NCLEX Review Preparation (2-3) to: (3)	Revise
		Introduction to Family Assessment and Counseling in Nursing (3)	
NURS	60030	Health Promotion Across the Lifespan for Family Practice (1)	Inactive
NURS	60050	Pharmacology for Women's Health Nurse Practitioners (3)	Inactive
NURS	60205	Introduction to Applied Epidemiology (1)	Inactive
NURS	60325	Primary Care: Family Health and Chronic Illness (3) to: (4)	Revise
NURS	60355	Primary Health Care Concepts for the Psychiatric Mental Health Advanced Practice Nurse (3)	Inactive
NURS	60450	Ethical and Cultural Issues for Health Professionals (2)	Inactive
NURS	60451	Health Policy and Delivery Systems for Health Care Professionals (2)	Inactive
		Psychiatric Mental Health Family Nurse Practitioner Role (2)	
NURS	61192	Adult Gerontology Clinical Nurse Specialist I Practicum (2)	Revise
NURS	61292	Adult/Gerontology Primary Care I Practicum (1) to: (2)	Revise
NURS	61392	Adult Gerontology Acute Care Nurse Practitioner Role Practicum (1) to: (2).	Revise
NURS	61492	Women's Health Care Nurse Practitioner I Practicum (1) to: (2)	Revise
NURS	61592	Individual Therapy Practicum (2)	Revise
NURS	61692	Primary Care Pediatrics Practicum (1) to: (2)	Revise
NURS	61792	Pediatric Assessment for Advanced Practice Nurse Practicum (1) to: (2)	Revise
NURS	61892	Family and Adult/Gerontology Nurse Practitioner Role Practicum (1)	Revise
NURS	62192	Adult Gerontology Clinical Nurse Specialist II Practicum (2) to: (3)	Revise
NURS	62292	Primary Care II Practicum: Chronically Ill Adults (1) to: (2)	Revise

NURS 62392	Adult Gerontology Acute Care Nurse Practitioner I Practicum (2)	. Revise
NURS 62492	Women's Health Care Nurse Practitioner II Practicum (1) to: (2)	. Revise
NURS 62592	Medication Management and Individual Therapy Practicum (1) to: (2)	. Revise
NURS 62792	Pediatric Nurse Practitioner I Practicum (1) to: (2)	. Revise
NURS 63192	Adult Gerontology Clinical Nurse Specialist III Practicum (1) to: (2)	. Revise
NURS 63292	Primary Care: Family Health and Chronic Illness Practicum (2)	. Revise
NURS 63392	Adult Gerontology Acute Care Nurse Practitioner II Practicum (2)	. Revise
NURS 63492	Women's Health Care Nurse Practitioner III Practicum (1)	. Revise
NURS 63592	Family and Group Therapy (1) to: (2)	. Revise
NURS 63692	Adult Gerontology Comprehensive Primary Care III Practicum (2)	. Revise
NURS 63792	Pediatric Nurse Practitioner II Practicum (1)	. Revise
NURS 63992	Advanced Nursing Care of the Chronically Ill Child Practicum (1) to: (2)	. Revise
NURS 64292	Nursing and Health Care Management I Practicum (2)	. Revise
NURS 64392	Nursing and Health Care Management II Practicum (2)	. Revise
NURS 64592	Psychiatric Mental Health Practicum IV: Nurse Practitioner Role (2)	. Revise
NURS 64792	Pediatric Nurse Practitioner III Practicum (2) to: (1)	. Revise
NURS 64892	Women's Health Care Nurse Practitioner IV Practicum (1) to: (2)	. Revise
NURS 65892	Women's Health Care Nurse Practitioner V Practicum (2)	. Revise
NURS 71392	Doctor of Nursing Practice Scholarly Project Practicum I (2)	. Revise
NURS 72392	Doctor of Nursing Practice Scholarly Project Practicum II (1) to: (2)	. Revise
NURS 73392	Doctor of Nursing Practice Scholarly Project Practicum III (1) to: (2)	. Revise
NURS 74392	Doctor of Nursing Practice Scholarly Project Practicum IV (1)	. Revise
OCAT 20001	Professional Issues in Occupational Therapy (2) to: Occupational Therapy Management and Leadership Skills	. Revise
TECH 41002	Organization in Technology Education (3)	. Inactive
TECH 41051	Foundations and Contemporary Theories of Technology Education (3)	. Inactive
TECH 41052	Technology Education for Elementary School (3)	. Inactive
TECH 46031	Student Teaching (9)	. Inactive
THEA 21528	Sound and Projection Design and Technology (3)	. New
THEA 21526	Basic Costume Construction (3)	. New
THEA 31526	Flat Patterning for Theatre (3)	. New
THEA 41440	Shop Management (3)	. New
THEA 41540	Draping for Theatre I (3)	. New
THEA 41734	Costume Production Management (3)	. New

THEA	51440	Shop Management (3)	New
THEA	51540	Draping for the Theatre I (3)	New
THEA	51562	Advanced Projection Design and Technology (3)	New
THEA	51734	Costume Production Management (3)	New
THEA	61527	Shop Management (3)	Inactive
UXD	20001	Introduction to User Experience Design (3)	New
UXD	40101	Information Architecture (3)	New
UXD	40104	Usability (3)	New
UXD	41095	Special Topics in User Experience Design (1-3)	New
UXD	41096	Individual Investigation in User Experience Design (1-3)	New
UXD	60691	Seminar in User Experience Design (1-3)	New
UXD	60693	Variable Title Workshop in User Experience Design (1-3)	New
UXD	60792	Elective Internship in User Experience Design (2-3)	New
UXD	61095	Special Topics in User Experience Design (1-3)	New
UXD	61096	Individual Investigation in User Experience Design (1-3)	New
UXD	66092	Master's Internship in User Experience Design (3)	New
UXD	66098	Master's Project in User Experience Design (3)	New
UXD	66198	Master's Research Paper in User Experience Design (3)	New
UXD	66199	Thesis I (2-6)	New
UXD	66299	Thesis II (2)	New
UXD	80691	Seminar in User Experience Design (1-3)	New
UXD	81095	Special Topics in User Experience Design (1-3)	New
UXD	81096	Individual Investigation in User Experience Design (1-3)	New
VCD	33000	Graphic Design I (3)	Revise



Educational Policies Council Minutes of the Meeting Monday, 19 September 2016

Ex-Officio Members present (or represented): Provost Todd A. Diacon; Deans Sonia A. Alemagno, James L. Blank, James K. Bracken, Barbara A. Broome, John R. Crawford-Spinelli, Mark S. Mistur, Amy L. Reynolds, Melody J. Tankersley, Elizabeth A. Sinclair (representing Dean Deborah F. Spake), Robert G. Sines; Associate Deans Danielle S. Coombs, Alicia R. Crowe (representing Dean Mark A. Kretovics), Janis H. Crowther, Stephen A. Mitchell, I. Richmond Nettey, Cynthia R. Stillings, Wendy A. Umberger; Assistant Director Susan Peti (representing Interim Director Jeff W. Fruit)

Ex-officio Members not present (or represented): Faculty Senate Chair Deborah Smith; Deans Kenneth J. Burhanna, Donald F. Palmer, Eboni J. Pringle, Nathen Ritchey; Senior Associate Dean Vincent J. Hetherington; Associate Deans Robert D. Hisrich, William T. Willoughby; Assistant Dean Kenneth J. Burhanna

Faculty Senate-Appointed Representatives present (or represented): Professors Susan J. Roxburgh, Robin R. Selinger, Donald L. White; Assistant Professor Terrence L. Uber

Faculty Senate-Appointed Representatives not present (or represented): Professors Jay M. Jahangiri; Associate Professors Soumitra Basu, Farid S. Fouad, Zhiqiang M. Wang; Assistant Professors Vinay K. Cheruvu, Amy Fritsche, James E. Seelye

Council Representatives present (or represented): Professors Lindsay C. Baran, Michael W. Chunn, Debra S. Shelestak, David (Blake) B. Stringer, Jonathan B. VanGeest; Associate Professor Richard L. Mangrum, Robert Sturr, Jonathan F. Swoboda; Assistant Professors Yea-Jyh (Kathy) Chen, Insook Kim, Mary A. Mooney, Melissa D. Zullo

Council Representatives not present (or represented): Professors Nichole L. Egbert-Scheibelhoffer; Associate Professors Pamela K. Evans, Jayaram (Jay) Muthuswamy, Stacy R. Rose, Athena Salaba; Assistant Professors Jonathan P. Fleming, Timothy L. Scarnecchia, Belinda S. Zimmerman

Observers present: Graduate Student Senate Vice Executive Chair Mark Rhodes; Undergraduate Student Government Director of Academic Affairs Natalia Roman

Observers not present:

Consultants and Guests present: Susan M. Augustine, Emmanuel Dechenaux, Paul E. Dicorleto, Mary Ann Haley, Joan E. Inderhees, Jennifer S. Kellogg, Nicholas Peters, Matthew M. Rollyson, Kathleen J. Spicer, Linnea A. Stafford, Therese E. Tillett, Aimee J. Van Domelen, Lana K. Whitehead, Catherine M. Zingrone

Provost Todd A. Diacon called the meeting to order at 3:21 p.m., on Monday, 19 September 2016, in the Governance Chambers of the Kent Student Center.

Joint EPC Action Item 1: Approval of minutes of 16 May 2016.

Assistant Professor Debra S. Shelestak moved for approval of the minutes, which was seconded by Associate Dean Wendy A. Umberger and unanimously approved by members.

Joint EPC Action Item 2: Approval of minutes of 22 August 2016.

Associate Dean Cynthia R. Stillings moved for approval of the minutes, seconded by Professor Michael W. Chunn. Provost Diacon called for a vote, and the minutes were unanimously approved.

Joint EPC Action Item 2: Establishment of a Brain Health Research Institute

Dean James L. Blank moved for approval of the item, and the motion was seconded by Associate Dean I. Richmond Nettey. Vice President Paul E. DiCorleto explained the proposed institute is a result of the university's initiative to build a culture of research and innovation. The institute will incorporate what Kent State already has related to brain health research. The Research Advisory Committee of the Division of Research and Sponsored Programs surveyed the Kent State community and received feedback from approximately 150 people. Vice President DiCorleto stated that brain health represents arguably the largest area of existing research strength at the university in many departments, colleges, campuses. Plans are in place to hire a visionary director; Dean James L. Blank will chair that search.

An EPC member asked that if the proposal does not pass, would a director still be hired. Provost Diacon explained that a plan B would be put in place if that were to happen, but the council should first address the current item and see if it passes.

Another EPC member asked how assessment would be measured, specifically, the success of the institute, revenue and any enhancements. Vice President DiCorleto explained that an annual review will be put in place to review the goals of the institute. The director's responsibilities will include tracking the process of the institute and report back any needs and changes. Provost Diacon also added that this institute will help with doubling the funds towards research at the university.

In response to an EPC member's inquiry if this institute will be a degree granting, and it was clarified that it will not be offering degrees.

Members did not have any additional questions or discussion, and the item was passed unanimously.

Undergraduate EPC Action Information Item 1: Establishment of Environmental Studies [ENVS] major within the Bachelor of Arts [BA] degree, approved by the EPC on 22 August 2016, will be offered fully at the Stark Campus, in addition to the Kent Campus.

Provost Diacon reminded the council that the Undergraduate EPC approved the establishment of the Environmental Studies major at the August meeting; since then, the proposal has been updated to include the Stark Campus as another location. The proposal will move on to the next Faculty Senate for a vote.

With no further items, questions or requests for discussion, Provost Diacon adjourned the meeting at 3:32 p.m.

Respectfully submitted,

Aimee J. Van Domelen

Academic Program Coordinator, Curriculum Services

Office of the Provost



Educational Policies Council Minutes of the Meeting Monday, 17 October 2016

Ex-Officio Members present (or represented): Faculty Senate Chair Deborah C. Smith; Deans James K. Bracken, Barbara A. Broome, Mark A. Kretovics (representing Associate Dean Alicia R. Crowe), Mark S. Mistur, Robert G. Sines, Melody J. Tankersley (representing Provost Todd A. Diacon), Deborah F. Spake; Associate Deans Danielle S. Coombs, Jeffrey S. Hallam (representing Dean Sonia A. Alemagno), Mary Ann Haley (representing Dean James L. Blank), Cynthia R. Stillings (representing Dean John R. Crawford-Spinelli); Assistant Director Susan Peti

Ex-officio Members not present (or represented): Deans Donald F. Palmer, Eboni J. Pringle, Amy L. Reynolds, Nathen Ritchey; Senior Associate Dean Vincent J. Hetherington; Associate Deans Janis H. Crowther, Robert D. Hisrich, Stephen A. Mitchell, Richmond R. Nettey, Wendy A. Umberger, William T. Willoughby; Assistant Dean Kenneth J. Burhanna; Interim Director Jeffrey W. Fruit

Faculty Senate-Appointed Representatives present (or represented): Professor Donald L. White; Assistant Professor Terrence L. Uber

Faculty Senate-Appointed Representatives not present (or represented): Professors Jay M. Jahangiri, Susan J. Roxburgh, Robin R. Selinger; Associate Professors Soumitra Basu, Farid S. Fouad, Zhiqiang M. Wang; Assistant Professors Vinay K. Cheruvu, Amy Fritsche, James E. Seelye

Council Representatives present (or represented): Professors Lindsay C. Baran, David (Blake) B. Stringer; Associate Professors Catherine E. Goodall, Robert D. Sturr, Jonathan F. Swoboda; Assistant Professors Insook Kim, Melissa D. Zullo

Council Representatives not present (or represented): Professors Michael W. Chunn, Nichole L. Egbert-Scheibelhoffer, Debra S. Shelestak, Jonathan B. VanGeest; Associate Professors Pamela K. Evans, Jan C. Leach, Richard L. Mangrum, Jayaram (Jay) Muthuswamy, Stacy R. Rose, Athena Salaba; Assistant Professors Yea-Jyh (Kathy) Chen, Jonathan P. Fleming, Mary A. Mooney, Timothy L. Scarnecchia, Belinda S. Zimmerman

Observers present: Undergraduate Student Government Director of Academic Affairs Natalia Roman

Observers not present: Graduate Student Senate Vice Executive Chair Mark Rhodes

Consultants and Guests present: Jennifer S. Kellogg, Jennifer L. Rogers, Matthew M. Rollyson, Charity L. Snyder, Kathleen J. Spicer, Linnea A. Stafford, Therese E. Tillett, Aimee J. Van Domelen, Devdatta Yogi, Catherine M. Zingrone

Senior Associate Provost Melody J. Tankersley called the meeting to order at 3:22 p.m., on Monday, 17 October 2016, in the Governance Chambers of the Kent Student Center.

Undergraduate EPC Action Item 1: Revision of Dismissal policy for undergraduate students. Revision includes clarifying that the policy applies to all students in their first semester at Kent State (including College Credit Plus students); subjecting students to dismissal if they earn below a 2.000 overall GPA with 90 or more GPA hours; and limiting dismissal for students who earn a specific number of credit hours of failed coursework only to those in their first semester or on academic probation.

Interim Associate Dean Alicia R. Crowe moved for approval of the item, and the motion was seconded by Assistant Professor Terrence L. Uber.

An EPC member asked if the dismissal process will be the same for a College Credit Plus (CCP) student taking just one class as opposed to a student taking multiple classes. Senior Associate Provost Tankersley explained that the process will be the same, no matter how many courses were taken, but emphasized that the student would be under review and not necessarily dismissed. The process is designed to set up a line of communication with the student. Assistant Dean Charity L. Snyder added that the university works closely with Ohio Department of Education to ensure Kent State's policy language is consistent with state policies for CCP. Assistant Dean Snyder also stated that each CCP student is assigned an advisor, who works with the student and a representative from the student's high school.

An EPC member raised a question on the consequences if a student is dismissed. As a junior, the student may not be ready for college-level classes, but as a senior, the student may be ready but is already been dismissed due to his/her overall GPA. Senior Associate Provost Tankersley stated there are various ways to handle the dismissal process, with the most common being to sit out a year. Assistant Dean Snyder added that every student has the right to appeal a dismissal decision.

An EPC member asked if the high school students have to go through the application process for enrollment. Assistant Dean Snyder confirmed that CCP students do go through the application process for enrollment.

Members did not have any additional questions or discussion, and the item was passed unanimously.

Senior Associate Provost Tankersley adjourned the meeting at 3:31 p.m.

Respectfully submitted,

Jennifer L. Rogers

Administrative Secretary, Curriculum Services

Office of the Provost

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	e 22-Oct-16	Curriculum Bulletin
		Effective Date	Spring 2017	Approved by EPC
Department				
College	PR - Provost			
Proposal	Revise Policy			
Proposal Name	Revision of the p	policy and proced	lures to tempo	rary suspend admission
program to more Specifially, the til years. During tha	o revise the policy fully align with the ne period for whicl	policy of the Ohi n a program may ty may reopen or	o Department be suspended inactivate the	admission into an academic of Higher Education. is increased, from three to five program. After five years of of the Provost.
staffing considerat	n other programs, point in other programs, point in other programs, point in other in other programs, point in other prog) .	, , ,	tion issues; enrollment and
Units consulted (of Office of the Prov	ther departments, pr vost	ograms or campus	ses affected by t	this proposal):
		REQUIRED EN	DORSEMENTS	S
				/
Department Chair	/ School Director			
Campus Dean (for	Regional Campuse	s proposals)		/
College Dean (or o	designee)			/
2 2 2 2 2 3 1 (0)	· 3 ··,			1
Dean of Graduate	Studies (for graduat	e proposals)		/
Senior Vice Presid	lent for Academic Af	fairs and Provost (or designee)	/

Revision of Policy and Procedures for Temporary Suspension of Admission into an Academic Program

Subject Specification:

Proposal seeks to revise the policy and procedures for suspending admission into an academic program to more fully align with the policy of the Ohio Department of Higher Education.

Background Information:

In 2009 (EPC, 16-Nov-09), the Office of the Provost developed a policy and procedures for faculty to suspend admission into an academic program (e.g., undergraduate and graduate majors, concentrations, minors, certificates). The process of suspension of an academic program is not intended as a means for *de facto* program inactivation. Rather, it is a temporary procedure before a final decision is made regarding the program's continuance. Faculty deciding to inactivate a program should follow the procedures for that action.

Recently, the Ohio Department of Higher Education Chancellor's Council on Graduate Studies (CCGS) revised its policy regarding suspension of admission, mandating that if admission into the program is not reopened after five years of suspension, the program will be declared inactivated. This policy differs from Kent State's policy that states faculty are to either reopen or inactivate within a three-year period. In addition, the state council established forms to be submitted to suspend and reopen; the forms differ from what Kent State currently requires.

While the CCGS oversees graduate programs only, Kent State will apply the policy for all academic programs to ensure consistency and organization.

Alternatives and Consequences:

Revisions to the policy will give faculty an additional two years to deliberate continuation or inactivation of an academic program. The alternate is keep the policy as is, with a three-year window.

Specific Recommendation and Justification:

It is recommended that revisions to the policy, procedures and paperwork, as specified on pages 2-4, are approved to align Kent State with the policy of the Ohio Department of Higher Education and, thereby, give faculty more time to decide a program's fate.

Timetable and Actions Required:

November 2016	. Approval by Provost
November 2016	. Approval by Educational Policies Council
December 2016	. Approval by Faculty Senate
Following Faculty Senate	. Implementation

CURRENT POLICY

A proposal for temporary admissions suspension of a program must be approved by the program's faculty, the department chair/school director, the college dean and (if appropriate) the dean of graduate studies. The proposal will then be submitted to the provost (copy to director of curriculum services) for review and inclusion as an information item on the agenda of the Educational Policies Council (EPC). Information items are neither discussed nor voted upon unless a motion is made by an EPC member; they are considered approved once the meeting is adjourned.

Final approval is with the Educational Policies Council. The director of curriculum services will notify the Ohio Board of Regents for undergraduate degree programs; the dean of graduate studies will notify the Regents' Advisory Committee on Graduate Study (RACGS) for graduate degree programs.

Once temporary suspension of admissions to a program has been so approved, the director of curriculum services will work with Admissions and the Registrar to ensure that students cannot apply to the program or successfully submit a Change of Program request. Curriculum Services will remove roadmaps (if any) from the GPS website and from the catalog and add the following line in red to the top of the program catalog page: Admission to the program is temporarily suspended and will resume by [term and year] contingent on university approval procedures.

During the suspension, no new students will be admitted and no degrees will be granted unless the recipient was enrolled in the program at, or before, the time of the suspension.

Before or by the three-year deadline, if the program's faculty decides to inactivate the program, a full proposal for inactivation must be submitted to the appropriate bodies for review and approval (see Curriculum Guidelines for procedures and process of inactivation).

If the decision is made to continue the program and end the suspension, the program's faculty must notify the department chair/school director, who will then notify the college dean. The college dean, in turn, will notify the provost (copy to the director of curriculum services) and (if appropriate) the dean of graduate studies. If any changes to the program to warrant admission reactivation involve curriculum (e.g., changes to the program course requirements, admission and graduation requirements), a proposal to revise the program must be submitted. Notification of a program's admission reactivation will be listed on an EPC agenda as an information item. Any accompanying revisions to the program will be listed on an EPC agenda as a lesser action item. Neither are discussed or voted upon unless a motion is made by an EPC member. They are considered approved once the meeting is adjourned. Notice will then be given to the Ohio Board of Regents that the program has ended its suspension of admissions.

PROPOSED REVISED POLICY

A college may suspend admission into an academic program (e.g., major, concentration, minor, certificate) if the faculty plan to either reopen the program at a future date or phase out the program for future inactivation. A proposal for temporary suspension of admission into an academic program must be submitted through the college's standard curriculum review and approval process with a proposed effective term; the proposal will then be included as a lesser action item on the agenda of the Educational Policies Council (EPC). A program cannot be suspended for a term in which students have been admitted already.

Once temporary suspension of admissions to a program has been approved, the Office of Curriculum Services will work with the offices of Admissions and the Registrar to ensure that students cannot apply/be admitted to the program or submit a Change of Program request. The following sentence will be added to the program's page in the University Catalog: *Admission suspended as of [term]*. In addition, the dean of graduate studies will notify the Chancellor's Council on Graduate Studies (CCGS) for graduate programs.

During the suspension, no new or returning students will be able to declare the program. The college administering the program will ensure that active students declared in the program before the suspension will have the resources to complete their requirements within a timely manner.

At any time within five years of the initial suspension, the college may reopen admission or inactivate the program by submitting a proposal through the college's standard curriculum

Revision of Policy and Procedures for Temporary Suspension of Admission into an Academic Program

review and approval process; it will then be included on the EPC agenda. See the Curriculum Guidelines for procedures and process for the reopening of admission or program inactivation.

If admission into the program is not reopened within the specified five years, the program will be declared inactive by the Office of the Provost, which will notify all appropriate bodies.

CURRENT POLICY - MARKED UP TO SHOW REVISIONS

A college may suspend admission into an academic program (e.g., major, concentration, minor, certificate) if the faculty plan to either reopen the program at a future date or phase out the program for future inactivation. A proposal for temporary admissions suspension of admission into an academic program must be submitted through the college's standard curriculum review and approval process with a proposed effective term; the proposal will then be included approved by the program's faculty, the department chair/school director, the college dean and (if appropriate) the dean of graduate studies. The proposal will then be submitted to the provost (copy to director of curriculum services) for review and inclusion as a lesser action an information item on the agenda of the Educational Policies Council (EPC). A program cannot be suspended for a term in which students have been admitted already. Information items are neither discussed nor voted upon unless a motion is made by an EPC member; they are considered approved once the meeting is adjourned.

Final approval is with the Educational Policies Council. The director of curriculum services will notify the Ohio Board of Regents for undergraduate degree programs; the dean of graduate studies will notify the Regents' Advisory Committee on Graduate Study (RACGS) for graduate degree programs.

Once temporary suspension of admissions to a program has been so approved, the Office director of Ceurriculum Services will work with the offices of Admissions and the Registrar to ensure that students cannot apply/be admitted to the program or successfully submit a Change of Program request. Curriculum Services will remove roadmaps (if any) from the GPS website and from the catalog and add Tthe following sentence will be added to line in red to the top of the program's page in the University Ceatalog page: Admission to the program is temporarily suspended as of [term] and will resume by [term and year] contingent on university approval procedures. In addition, the dean of graduate studies will notify the Chancellor's Council on Graduate Studies (CCGS) for graduate programs.

During the suspension, no new <u>or returning</u> students will be <u>able to declare the program</u>. admitted and no degrees will be granted unless the recipient was enrolled in the program at, or before, the time of the suspension. The college administering the program will ensure that active students declared in the program before the suspension will have the resources to complete their requirements within a timely manner.

At any time within five years of the initial suspension, the college may reopen admission or inactivate the program by submitting a proposal through the college's standard curriculum review and approval process; it will then be included on the EPC agenda. See the Curriculum Guidelines for procedures and process for the reopening of admission or program inactivation. If the decision is made to continue the program and end the suspension, the program's faculty must notify the department chair/school director, who will then notify the college dean. The college dean, in turn, will notify the provost (copy to the director of curriculum services) and (if appropriate) the dean of graduate studies. If any changes to the program to warrant admission reactivation involve curriculum (e.g., changes to the program course requirements, admission and graduation requirements), a proposal to revise the program must be submitted. Notification of a program's admission reactivation will be listed on an EPC agenda as a lesser action item. Any accompanying revisions to the program will be listed on an EPC agenda as a lesser action item. Neither are discussed or voted upon unless a motion is made by an EPC member. They are considered approved once the meeting is adjourned. Notice will then be given to the Ohio Board of Regents that the program has ended its suspension of admissions.

If admission into the program is not reopened within the specified five years, the program will be declared inactive by the Office of the Provost, which will notify all appropriate bodies. Before or by the three-year deadline, if the program's faculty decides to inactivate the program, a full proposal for inactivation must be submitted to the appropriate bodies for review and approval (see Curriculum Guidelines for procedures and process of inactivation).

CURRENT FORM FOR SUSPENSION OF ADMISSION

- 1. Full explanation of why the temporary suspension of admission to the program is being proposed:
- 2. 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:
- 3. Effect on current students enrolled in the program, faculty, staff and active courses:
- 4. Fiscal and staffing impact of suspension, including library, facility, equipment; examples are budgeted expenditures that will be suspended or cancelled, funding that has been committed and now will not be used, and grants that could be jeopardized:
- 5. Term and year when it is anticipated that it will end (<u>no temporary suspension of admission may exceed three years</u>):

FUTURE FORM FOR SUSPENSION OF ADMISSION

- 1. Provide a rationale for the suspension of admission of the program.
- 2. Indicate number of students currently enrolled in the program and describe how the suspension of admission will affect them. Explain plans for notifying current students and assisting them in the completion of their program.
- 3. Describe whether there will be a loss of faculty or staff positions due to the suspension.
- 4. Indicate if any of the program's courses that will not be offered due to the suspension are used by other units for their programs (either as required or elective). Provide evidence that those units have been consulted regarding the offerings.
- 5. Describe the plan for communicating the suspension of admissions.

FUTURE FORM FOR REOPENING ADMISSION

- 1. Provide a rationale for reactivating the program.
- 2. Describe any changes (e.g., curricular, admission, administrative, online/off-campus delivery) that will made to the program as it is reactivated.
- 3. Describe whether current faculty resources are sufficient to reactivate the program.
- 4. Describe whether additional resources are needed to reactivate the program.
- 5. Indicate the projected number of students who will be enrolled in the program during the first three years of program operation.
- 6. Indicate whether the appropriate professional accrediting and/or state licensing agencies have been notified of the program's reactivation.

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Dat	e 19-Oct-16	Curriculum Bulletin
		Effective Date	Fall 2017	Approved by EPC
Colleges	AE - Architecture AT - Applied Engi			echnology
Degree	BS - Bachelor of S	Science	Minor	
Program Names	Construction Man	agement Prog	ram Banner Co	ode COMA
Proposal	Administrative Mo	ove of Programs	and Courses	
minor), courses (se	academic oversig	ilty to be moved	from the Colle	ement programs (major and ege of Applied Engineering, nvironmental Design.
Courses to be move CMGT 10001 Introd CMGT 11044 Const CMGT 21071 Const CMGT 2200 Const CMGT 25000 Princip CMGT 31015 Const CMGT 31015 Const CMGT 31044 Advant CMGT 31045 Const CMGT 31046 Introd CMGT 31046 Introd CMGT 31046 Const CMGT 31047 Const CMGT 41040 Const CMGT 41041 Const CMGT 41047 Funda CMGT 41047 Funda CMGT 42050 International CMGT 42051 Alternational CMGT 42051 Alternational CMGT 42051 CMGT 420	ruction to Construct ruction Safety (3) ruction Materials a ruction Materials a ruction Document ples of L.E.E.D. (1) ruction Technolog ruction Surveying anical Systems (3) ical Systems for Contruction Six Managuction Risk Managuction to Insurance sal Development a fal Topics in Construction Estimating ruction Estimating ructional Safety and ing Information Morational Construction ative Energy Systemical and Electrical intractor Leaderships stimating (3) ruction Contracts a ruction Scheduling ruction Managemental Investigation in	and Methods I (3 and Methods II (3 Reading (3) y (3) (3) onstruction Management (3) e and Worker's nd Analysis (3) uction Manager I (3) II (3) ial and Constru Health Law (3) deling for Consion Management ms in Building all Estimating (3) p and Practices and Law (3) (3) nt Capstone (3) n Construction	nagers (3) agement (3) Compensation nent (1-3) ction Hygiene cruction Manag (3) Design (3)	(3) gers (3)
•	•		,	57 No.
Does proposed revisi Current total credit ho	-	s total credit not 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):

Administrative change will not affect other programs. The College of Architecture and Environmental Design has the facilities to accommodate the program, faculty and students; the college also has in place an agreement for a dual degree for students in the BA in Architectural Studies and the BS degree in Construction Management.

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

College of Applied Engineering, Sustainability and Technology (faculty and administrators); College of Architecture and Environmental Design (faculty and administrators); Provost; Provost's Office; President

REQUIRED ENDORSEMENTS	
A = RO	10/25/16
Construction Management Program Director/Coordinator	
Robert & Swing	10,26,20/6
Dean of the College of Applied Engineering, Sustainability and Technology	
mous mism	10,25,16
Dean of the College of Architecture and Environmental Design	
Moder	10 126 12016
Senior Vice President for Academic Affairs and Provost (or designee)	

TILLETT, THERESE

From: Sines, Robert

Sent: Friday, October 28, 2016 6:56 PM

To: TILLETT, THERESE

Subject: Re: graduate CMGT courses

Yes for CAEST Bob

Sent from my iPhone

On Oct 28, 2016, at 16:10, TILLETT, THERESE < ttillet1@kent.edu> wrote:

Hello, Bob and Mark,

Would you replay to this e-mail with an affirmation that it's been agreed upon by the two colleges to move the graduate-level construction management courses (see list below) from the College of Applied Engineering, Sustainability and Technology to the College of Architecture and Environmental Design, effective for fall 2017.

This action will be included in the proposal to move the construction management programs and undergraduate courses.

CMGT 51040 Construction Estimating I (3)

CMGT 51041 Construction Estimating II (3)

CMGT 52105 Construction Contracts and Law (3)

CMGT 52107 Construction Scheduling (3)

CMGT 52110 Advanced Construction Management (3)

CMGT 62030 Building Information Modeling for Construction Management (3)

CMGT 62040 Construction Methods Improvements (3)

CMGT 62050 International Construction Management (3)

CMGT 67295 Special Topics in Construction Management (1-4)

CMGT 67296 Individual Investigation in Construction Management (1-3)

CMGT 67320 Applied Sustainability in Construction Management (3)

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

TILLETT, THERESE

From: Mistur, Mark

Sent:Friday, October 28, 2016 4:26 PMTo:TILLETT, THERESE; Sines, RobertCc:Willoughby, William; Kellogg, Jennifer

Subject: Re: graduate CMGT courses

Therese,

Yes, I agree on behalf of the CAED.

Mark

--

MARK MISTUR, AIA, DEAN

COLLEGE of ARCHITECTURE and ENVIRONMENTAL DESIGN

KENT STATE UNIVERSITY

(t) 330.672.2917 mistur@kent.edu www.kent.edu/caed

From: "TILLETT, THERESE" <ttillet1@kent.edu> Date: Friday, October 28, 2016 at 4:10 PM

To: "Sines, Robert" <rsines@kent.edu>, "Mistur, Mark" <mmistur1@kent.edu>

Cc: "Willoughby, William" <wwilloug@kent.edu>, "Kellogg, Jennifer" <jkellog7@kent.edu>

Subject: graduate CMGT courses

Hello, Bob and Mark,

Would you replay to this e-mail with an affirmation that it's been agreed upon by the two colleges to move the graduate-level construction management courses (see list below) from the College of Applied Engineering, Sustainability and Technology to the College of Architecture and Environmental Design, effective for fall 2017.

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CMGT 52107 Construction Scheduling (3)

CMGT 52110 Advanced Construction Management (3)

CMGT 62030 Building Information Modeling for Construction Management (3)

CMGT 62040 Construction Methods Improvements (3)

CMGT 62050 International Construction Management (3)

CMGT 67295 Special Topics in Construction Management (1-4)

CMGT 67296 Individual Investigation in Construction Management (1-3)

CMGT 67320 Applied Sustainability in Construction Management (3)

Thank you,

Proposal Summary for Academic Administrative Change

Administrative transfer of Construction Management programs (major and minor), courses, and faculty from the College of Applied Engineering, Sustainability and Technology (CAEST) to College of Architecture and Environmental Design (CAED).

Description of Action, Including Intended Effect

The College of Applied Engineering, Sustainability and Technology (CAEST) and its predecessor academic units (School of Technology, College of Technology) and the College of Architecture and Environmental Design (CAED), originated in the former College of Fine and Professional Arts (F&PA). CAEST offers an academic minor and a major towards the BS degree in Construction Management (CMGT). In addition to both CAED and CAEST stemming from the same college in the preceding decade, there is also a dual degree agreement in place for students in the BA in Architectural Studies and the BS degree in CMGT. This proposal requests the administrative transfer of CMGT programs (major and minor), associated courses, faculty, and services to the CAED.

The requested administrative transfer, jointly developed and submitted by CAED and CAEST, realigns CMGT degree programs, coursework, and faculty expertise with those in the allied academic disciplines of architecture and environmental design offered by CAED. This action will allow for greater collaboration between the learning models in design and construction management as each pertains to a changing building industry. The requested change allows for greater collaboration between programs in research and service-learning projects, the sharing of common resources and facilities, streamlining of services in the critical areas of IT and labs, sharing of coursework, faculty expertise, and faculty hiring. The faculty offices and instructional facilities of the CMGT programs are housed in the new Center for Architecture and Environmental Design, effective Fall 2016.

Note: This action does not include the administrative transfer of the CMGT's academic specialization in CAEST's Master of Technology (MTEC) degree program. The CMGT specialization in MTEC shall be transferred to CAED after a Master of Science in Construction Management degree program in CAEST is approved by the Ohio Department of Higher Education (f.k.a. Ohio Board of Regents).

Impact on Other Programs, Course Offerings, Students, Faculty, Staff

This administrative change is occurring in concert with a proposed name change for CAEST, emphasizing aeronautics and engineering. Faculty, student advising, and staff support for CMGT have been accommodated in the new Center for Architecture and Environmental Design. There is no known adverse impact of the requested administrative transfer on other programs, course offerings, students, faculty and staff. Construction Management students will continue to be admitted to, take courses at, and graduate from the Kent Campus.

Courses to be moved:

CMGT 10001 Introduction to Construction Management (3)

CMGT 11044 Construction Safety (3)

CMGT 11071 Construction Materials and Methods I (3)

CMGT 21071 Construction Materials and Methods II (3)

CMGT 22200 Construction Document Reading (3)

CMGT 25000 Principles of L.E.E.D. (1)

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CMGT 31015 Construction Technology (3)
CMGT 31023 Construction Surveying (3)
CMGT 31033 Mechanical Systems (3)
CMGT 31040 Electrical Systems for Construction Managers (3)
CMGT 31044 Advanced Construction Safety and Management (3)
CMGT 31045 Construction Risk Management (3)
CMGT 31046 Introduction to Insurance and Worker's Compensation (3)
CMGT 32001 Proposal Development and Analysis (3)
CMGT 37295 Special Topics in Construction Management (1-3)
CMGT 41040 Construction Estimating I (3)
CMGT 41041 Construction Estimating II (3)
CMGT 41047 Fundamentals of Industrial and Construction Hygiene (3)
CMGT 41048 Occupational Safety and Health Law (3)
CMGT 42030 Building Information Modeling for Construction Managers (3)
CMGT 42050 International Construction Management (3)
CMGT 42051 Alternative Energy Systems in Building Design (3)
CMGT 42052 Mechanical and Electrical Estimating (3)
CMGT 42053 Subcontractor Leadership and Practices (3)
CMGT 42054 Civil Estimating (3)
CMGT 42055 Civil Utility Systems (3)
CMGT 42056 Soils and Materials (3)
CMGT 42105 Construction Contracts and Law (3)
CMGT 42107 Construction Scheduling (3)
CMGT 42110 Construction Management Capstone (3)
CMGT 43096 Individual Investigation in Construction Management (1-3)
```

Fiscal, Enrollment, Facilities and Staffing Considerations

No additional funds or space needs are required to facilitate the requested administrative or physical transfer.

Currently, there are 190 declared majors in the BS in Construction Management and 20 declared minors. Sixty five percent, (or specifically, thirteen) of the 20 declared CMGT minors are CAED majors. No negative change is anticipated in CMGT enrollment. Coordinated student recruitment activities will be aligned to the CAED, whose focus is on the built environment and building industry. As an integral part of CAED, CMGT complements and completes the industry trend of addressing the complete building cycle by aligning design and construction with its overall management. In addition, CMGT and Architectural Studies offer a dual degree option for students.

Faculty offices, student advising, instructional facilities (classrooms, meeting spaces and equipment) associated with the CMGT programs, have already been accommodated and integrated effectively into the new Center for Architecture and Environmental Design. It is anticipated that if this administrative transfer is approved, an additional academic advisor will be added to the CAED.

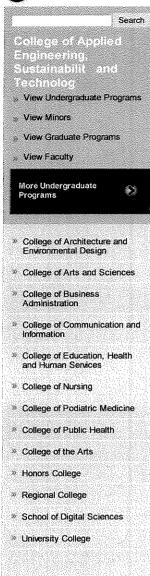
Evidence of Need and Sustainability if Establishing / Provisions for Phase-Out if Inactivating Not applicable.

Timetable and Actions Required:

Approval by CAEST Faculty, CCC, and Dean Approval by CAED Faculty, CCC, and Dean Submission to Curriculum Services Approval from Provost Approval from Educational Policies Council Approval from Faculty Senate Implementation October 2016 October 2016 31 October 2016 November 2016 21 November 2016 12 December 2016 AY 2017-2018 (Fall 2017)



Kent State Universit Catalog 2016 - 2017



Construction Management - B.S.

Kent State University 2016 Catalog > College of Applied Engineering, Sustainability and Technology > Undergraduate Programs > Download to print Construction Management - B.S.

College College of Applied Engineering, Sustainability and

Resources Roadmans

Department College of Applied Engineering, Sustainability and

Program Requirements

Technology 127 Aeronautics and Technology Building

Tel: 330-672-2892 E-mail: caest@kent.edu Web: www.kent.edu/caest Academic Policies

Description The Bachelor of Science degree in Construction Management employs a professional-service approach that applies effective management techniques and oversight to the building and management of construction projects. The major includes learning the business of construction from inception to completion of a project, including emphasis on construction materials and methods to enable graduates to estimate costs, schedule work, oversee construction work site activities and manage projects. The presence of major construction companies and large architect/engineering firms in the region provides ample co-operative opportunities. The migration to green technology emphasis and increasingly sophisticated construction projects require stronger project management emphasis, making the program viable well into the future. Students may also opt to choose an optional concentration in Civil Management, Mechanical and Electrical Management or Safety Management.

> Students interested in pursing a dual degree with the Architectural Studies major within the Bachelor of Arts degree may substitute certain coursework as outlined in the program requirements.

Opportunities

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

Admission Requirements

General Admissions 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: 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. 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

Minimum 2.000 GPA overall, 2.250 GPA in major, 120 total credit hours and 39 upper-division hours

required for graduation.

The Association of Technology, Management, and Applied Engineering; American Council for Accreditation

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- 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

Construction Management - B.S. Program Requirements

Kent State University 2016 Catalog > College of Applied Engineering, Sustainability and Technology > Undergraduate Programs > Construction Management - B.S. > Construction Management - 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 Kent Core, diversity, writing-intensive and the experiential learning requirements.

		KME	FIRST YEAR EXPERIENCE (1 credit)		
Attribute			Title	Credits	Min Grade
	UC	10097	Destination Kent State: First Year Experience 1	1	Š
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	CMGT	11071	Construction Materials and Methods I		TO ENGLAND AND AND AND AND AND AND AND AND AND
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	CMGT	22200	Construction Document Reading 2	3	
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Attribute	Course		Title	Credits	Min Grade
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KSS	ECON	22060	Principles of Microeconomics	3	:
	ECON	22061	Principles of Macroeconomics	3	, and the contract of
dictail faith-ear althraite	ENG	20002	Introduction to Technical Writing	3	
KMC	MATH	11010	Algebra for Calculus	3	, ones named and all and a
KMC	MATH	11022	Trigonometry	3	1 2200/11 2000000000
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KBS	PHY	13021	General College Physics Laboratory I	. 1	, more gradientes centrales
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CONTRACTOR CONTRACT	Kent Cor	e Basic S	Sciences (total hours in this category must be 8 for this major)	3	P DORAG EDIKUANIANAK !
	Kent Cor	e Humar	ities and Fine Arts (minimum one course from each)	9	Haramanana de transminina (n.
			Sciences (cannot be an ECON course)	3	ammouthedeleleidel
			REMENSIS OR CONCENSTRATION REQUIREMENTS (14 credits)		
			Requirements for those not choosing a concentration (14)	a rai rai manana na a a a a rai ha rai na a a a a a a a a a a a a a a a a a	1
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			lectrical Management concentration (14)	SCHOOLS CONTRACT THE PROPERTY OF THE PROPERTY	SANGES KARNEN ANALONSETTA
			ent concentration (14)	de selection de la commune en la commune se proportion de la commune de la commune de la commune de la commune	Complete American Complete Com
	Safety Ma	anagem e	ent concentration (14)		1

- 1. UC 10097 is not required of transfer students with 25 credits (excluding College Credit Plus) or students age 21+ at time of
- Students declaring a dual major with the BA in Architectural Studies may substitute AED 10102 Design Foundations Studio II for CMGT 22200 Construction Document Reading.
- 3. Students declaring a dual major with the BA in Architectural Studies may substitute AED 10101 Design Foundations Studio I for TECH 13580 Engineering Graphics I.
- 4. Students declaring a dual major with the BA in Architectural Studies may substitute ARCh 30421 The Environmental Imperative for TECH 27210 Introduction to Sustainability.
- 5. Aminimum C (2.000) grade must be earned to fulfill the writing-intensive requirement.

Additional Major Requirements (for those not choosing a concentration)

ADDITIONAL MAJOR REQUIREMENTS (14 credits)			
Attribute Course Title	Cre	dits Mir	n Grade
General Elective (upper-division) 1	1	4	
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1. Number of credits required depends on meeting FREE AGO BOOM No. 1 No. 10 No

Civil Management Concentration

Course		Title	Credits Min Grade
CMGT	42053	Subcontractor Leadership and Practices	3
CMGT	42054	Civil Estimating	3
CMGT	42055	Civil Utility Systems	3
CMGT	42056	Soil and Materials	3
e [6] = [1]	RATION R	OUIREMENTS (2 credits)	
Course		Title	Credits Min Grade
General F	Elective (ur	oper-division) 1	2
	CMGT CMGT CMGT CMGT CMGT COURSE	CMGT 42053 CMGT 42054 CMGT 42055 CMGT 42056 CMGT 42056 CONCENTRATION RE Course	CMGT 42053 Subcontractor Leadership and Practices CMGT 42054 Civil Estimating CMGT 42055 Civil Utility Systems CMGT 42056 Soil and Materials CONCENTRATION REQUIREMENTS (2 gradits)

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

Mechanical and Electrical Management Concentration

CONCENTR	ATIONR	EQUIRE	IENTS (12 credits) Co-rises co-ni in major GPA		
Attribute	Course		Title	Credits Min Grad	de
	CMGT	42030	Building Information Modeling for Construction Managers	3	
	CMGT	42051	Alternative Energy Systems in Building Design	3	
	CMGT	42052	Mechanical and Electrical Estimating	3	
DOLLAR WHO WAS A PARTY OF THE P	CMGT	42053	Subcontractor Leadership and Practices	3	
ANOTIKIDA	isce les	NTRATI	ON REQUIREMENTS (2 credits)		
Attribute	Course		Title	Credits Min Grad	de
	General	Elective	(upper-division) 1	2	
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1. Number of credits required depends on meeting minimum 120 credit hours and 39 upper-division hours.

Safet Management Concentration

	AND THE PROPERTY OF THE PARTY O
CMGT 41048 Occupational Safety and Health Law (3)	

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



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- Honors College
- Regional College
- School of Digital Sciences
- University College

Construction Management

Kent State University 2016 Catalog > College of Applied Engineering, Sustainability and Technology > Minors > Construction

College College of Applied Engineering, Sustainability and Technology

Department College of Applied Engineering, Sustainability and

Technology

127 Aeronautics and Technology Building

Tel: 330-672-2892 E-mail: caest@kent.edu Web: www.kent.edu/caest

The Construction Management minor gives students an introduction to the body of knowledge expected for entry-level professional construction management positions. The minor is particularly appropriate for students whose major or interest is architecture, interior design or business.

Graduation Requirements: minimum overall 2,500 GPA

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 Aris: KHU Kent Core Humanities; KMC Kent Core Mathematics and Critical Reasoning; KSS Kent Core Social Sciences; WIC Writing Intensive

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

WINOR PROG	AVI REQUI	KENENIS (18 credits)	
Attribute	Course		Title	Credits
	CMGT	41040	Construction Estimating I	3
8	CMGT	41041	Construction Estimating II	3
	CMGT	42107	Construction Scheduling	3
	CMGT	42110	Construction Capstone	3
/ Para transport Paras Diotesta	Choose fr	om the folic	owing:	6
	CMGT	10001	Introduction to Construction Management (3)	
	CMGT	22200	Construction Document Reading (3)	
	CMGT	31015	Construction Technology (3)	
	CMGT	42105	Construction Contracts and Law (3)	
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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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KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Dat	e 25-Uct-16	Curriculum Bulletin
		Effective Date	Fall 2017	Approved by EPC
Department	CE			
College	CI - Communicat	tion and Informati	on	
Proposal	Revise Academi	c Unit		
Proposal Name	Move Digital Sci	ences within the	College of Co	mmunication and Information
Description of prop				
This proposal rec Communication a	-	the School of Dig	gital Sciences	within the College of
	n other programs, po ions; need, audience		əs (e.g., duplic	ation issues; enrollment and
An extensive revi	ew has been cond	ucted - details an	d data are inc	luded in the proposal summary.
Two advisory cor Committee (ICC)		l Sciences includ linary Advisory C	ing the Interd	isciplinary Curriculum C), Faculty Senate Executive
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Department Chair	/ School Director	School of 1	S Jatique	u en es
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Campus Dean (for	Regional Campuse	s proposals)		
College Dear (or o	upro Cly		ANNELLIN MARIEN	11/15/16
Collège Dear (or de Mossy)	aly			11/15/16
Dean of Graduate	Studies (for graduat	e proposals)		
Senior Vice Presid	ent for Academic Af	fairs and Provost (or designee)	

Proposal Summary to Revise the Academic Administrative Structure of the School of Digital Sciences

From an Independent School to a Dependent School within the College of Communication and Information

The purpose of this proposal is to restructure the administration of Kent State University's School of Digital Sciences. The school will move from an independent unit outside any college to a dependent school within the College of Communication and Information.

The following is taken from 3343-2-03 *University Policy Regarding the Establishment or Revision of Academic Administrative Structures*.

The quality of the faculty, students and programs.

The School of Digital Sciences was established fall 2011 as an independent school, formed outside any of the existing Kent State colleges, to offer Bachelor of Arts, Bachelor of Science and Master of Digital Sciences degrees, as well as an undergraduate minor and a graduate certificate. As of fall 2016, enrollment in the school's programs numbered 792 students.¹

The programs' broad and flexible interdisciplinary curricula was designed to allow graduates to see the big picture of the traditional "digital" programs, gain experience working in multi-disciplinary teams and receive the necessary broad training to bridge the communication gap between disciplines. The school promotes a cross-functional approach to recruit existing university faculty experts in computer science, educational sciences, computer information systems, computer engineering technology and information architecture and knowledge management, among other fields. In addition, practitioners active in their field are engaged as adjunct instructors.

The College of Communication and Information was established in 2002 when its schools and programs separated from the former College of Fine and Performing Arts. The college and its four schools house approximately 85 full-time faculty and 50 administrators and staff; the schools offer eight bachelor's degree majors, six master's degree majors, 16 undergraduate minors and two graduate certificates. The college also offers an interdisciplinary PhD degree. In fall 2016, 4,144 students were declared in a program in the college.¹

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

One of Kent State's core values is to create a collaborative community. That value is ingrained in the mission of the School of Digital Sciences to bring together faculty and courses from academic disciplines to share common interests in the digital sciences. The school also aligns with the university's priority to increase enrollment of international students and strengthen diversity of students. Of total enrollment in the school's programs for fall 2016, 69 percent are international, 32 percent are female and four percent are from underrepresented groups.¹

¹ Enrollment based on 15th day census collection, Office of Institutional Research. Number does not include students declared in a non-degree program (e.g., guest, transient).

Comparative advantage versus other structures.

At the time of its inception, an independent School of Digital Sciences was desirable. The independence enabled the school to be nimble and flexible in reaching across the university to forge relationships and bring together faculty from multiple units to support the offering of digital sciences programs and coursework, while at the same time leaving them in their home unit to pursue disciplinary research and teach.

Digital Sciences is not Kent State's first independent school, as there existed the following four independent schools over the past 47 years:

- School of Library Science (1967-1993)
- School of Nursing² (1971-1999)
- School of Physical Education, Recreation and Dance³ (1971-1995)
- School of Technology (1996-2006)

However, all those former independent schools were led by a dean and housed full-time faculty. Two later gained college status, and two were moved under colleges. In contrast, the School of Digital Sciences is led by a director and houses no full-time faculty dedicated to the school's programs.

Direct oversight of an independent school falls under the auspices of the Office of the Provost, similar to administration of the university's colleges. No other academic unit of this nature reports to the provost, and as the School of Digital Sciences' programs have seen rapid growth (see data at next page), the Office of the Provost has had to make decisions that, normally, are assigned to a college dean (e.g., oversight of budget, hiring of faculty, approval of course offerings). In addition, a school with such large enrollment and no dedicated faculty has created an added resource challenge to other academic units to provide instructional support.

For those reasons, aligning the School of Digital Sciences within the university's standard academic administrative structure makes sense from administrative, operational and resource standpoints. In late summer 2016, the senior associate vice president and provost asked deans of degree-granting colleges who were interested in absorbing the School of Digital Sciences to submit a five-to-seven-page proposal. Three responses were by received by the deadline: from the College of Business Administration, the College of Communication and Information and the College of Applied Engineering, Sustainability and Technology.

The proposals were reviewed by the provost, associate provosts, vice president of Kent State system integration and the Faculty Senate Executive Committee. Members of the School of Digital Sciences' two committees—the Interdisciplinary Advisory Committee and the Interdisciplinary Curriculum Committee—reviewed and provided feedback on the merits of each proposal. Based on that feedback and a formal vote from the Faculty Senate Executive Committee—all indicating a preference for College of Communication and Information—the provost made the decision to move the School of Digital Sciences to the College of Communications and Information.

² The School of Nursing was established in 1967 in the College of Arts and Sciences before moving to independent school status in 1971 and then college status in 1999.

³ The School of Physical Education, Recreation and Dance was formerly called the School of Health, Physical Education and Recreation from 1971-1979.

What makes the unit particularly appropriate for Kent State University.

Over the past decade, digital technologies have transformed the disciplines in Kent State's College of Communication and Information (CCI). With the incorporation of the School of Digital Sciences, the college will become the only such unit in the nation to include both digital sciences and visual communication design. This is significant because the growth of colleges of communication and information are on the rise at top-tier, research-intensive universities; yet, none yet have innovated around the integration of a design discipline **and** an interdisciplinary digital technologies program as part of its core identity.

The School of Digital Sciences provides the opportunity to immediately emphasize and expand CCI and Kent State University's reputation as a national leader and standard-bearer in the integration of communication, information and digital technology.

One immediate example of national impact: In the context of CCI's School of Library and Information Science, the integration of data science will likely move the school higher in the national rankings (presently ranked #18, U.S. News and World Report⁵). Data science, the piece missing in CCI's library and information science program, but well established in the digital sciences program, is now an integral part of nine of the top 10-ranked peer programs. These schools have programs or specializations in data science at the graduate and/or undergraduate level.

The School of Digital Sciences will enhance CCI's pursuit of the interdisciplinary study of digital technologies, while CCI will enhances the school's interest in providing context and expertise about the relationship between society, information, communication, technology and people.

The addition of the School of Digital Sciences will allow CCI to build across its existing programs—particularly in the areas of data science, health informatics, information science, media and journalism, user experience design, global communication, knowledge management, organizational communication and visual communication design—while also maintaining the interdisciplinary nature of digital sciences. On the flip side, the School of Digital Sciences will benefit from more substantially integrating CCI's expertise in communication, information, design thinking, the social consequences of technology and its impact on the public good and civil society.

If moved into CCI, the School of Digital Sciences will continue to function as an interdisciplinary unit. CCI will work with other colleges to enhance the existing partnerships and programs.

The interdisciplinary nature of the programs within the School of Digital Sciences allows for the collaboration across the university. Courses from the following programs across six colleges⁶ are included in the digital sciences programs. Note that five of the 13 programs are in CCI:

- Communication Studies (CCI)
- Computer Science (A&S)
- Instructional Technology (EHHS)
- Journalism and Mass Communication (CCI)

⁴ For a recent example, read about the establishment of the College of Media, Communication and Information at the University of Colorado, at www.colorado.edu/cmci/about.

⁵ U.S. News & World Report (2017). Best Grad Schools in Library and Information Studies. Retrieved from http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools/top-library-information-science-programs/library-information-science-rankings?int=a31a09.

⁶ College abbreviations: A&S (College of Arts and Sciences); BADM (College of Business Administration); CAEST (College of Applied Engineering, Sustainability and Technology); EHHS (College of Education, Health and Human Services); and RC (Regional College).

- Computer Technology (RC)
- Evaluation and Measurement (EHHS)
- Geography (A&S)
- Information Architecture and Knowledge Management (CCI)
- Library and Information Science (CCI)
- Management and Information Systems (BADM)
- Psychology (A&S)
- Technology (CAEST)
- Visual Communication Design (CCI)

CCI will actively continue partnerships with all participating units, most notable, the College of Applied Engineering, Sustainability and Technology and the Department of Computer Science in the College of Arts and Sciences. These two areas have been central to the Digital Sciences major's most popular concentrations.

In addition, CCI will pursue potential data science-related strategic initiatives with the College of Business Administration regardless of the university's decision on where to house the school.⁷

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

In its five years of existence, the school has experienced rapid growth with enrollment increasing consistently in the BS and MDS degrees (table 1). Completion rates have followed suit (table 2) Likewise, enrollment in DSCI courses has grown considerably (table 3).

Enrollment in School of			Fall Se	mester	•	
Digital Sciences Programs	2011	2012	2013	2014	2015	2016
Digital Sciences (BA)	0	16	40	33	33	28
Digital Sciences (BS)	3	54	87	140	150	178
Master of Digital Sciences	0	21	59	165	540	569
Digital Sciences (undergraduate minor)	3	2	8	10	17	17
Enterprise Architecture (graduate certificate)	n/a	n/a	1	0	1	0
Total Enrollment	6	93	195	348	741	792

Table 1: Student enrollment in school programs, fall 2011 to fall 2016.8

Table 2: Credential earned in school programs, year 2012 to year 2016.8

Credential Earned in School of	Annually ⁹						
Digital Sciences Programs	2012	2013	2014	2015	2016		
Digital Sciences (BA)	0	0	7	7	8		
Digital Sciences (BS)	0	1	7	21	26		
Master of Digital Sciences	0	2	9	41	231		
Digital Sciences (undergraduate minor)	0	0	0	2	5		
Enterprise Architecture (graduate certificate)	n/a	n/a	0	0	1		
Total Earned	0	3	23	71	271		

⁷ The CCI dean has discussed with the college deans from Business Administration and Applied Engineering, Sustainability and Technology the collaborative opportunities for digital sciences across the three colleges. If the School of Digital Sciences moves to CCI, the dean has committed that the college will work with Applied Engineering, Sustainability and Technology to maintain the major's Digital Systems Telecommunication Networks concentration. In addition, CCI intends to work with the College of Arts and Sciences to maintain and grow the existing relationship with the Department of Computer Science and other interested units.

⁸ Enrollment based on 15th day census collection, Office of Institutional Research.

⁹ Annual is fiscal year, e.g., 2016 encompasses summer 2015, fall 2015 and spring 2016.

Table 3: Fall semester student enrollment in Digital Sciences (DSCI) courses, fall 2011 to fall 2016.10

Enrollment in Digital	Fall Semester					
Sciences Courses	2011	2012	2013	2014	2015	2016
Total Enrollment	67	231	425	556	1,014	1,427

While enrollment provides evidence of student demand for this area, the School of Digital Sciences faces some challenges. Among them are the ability to accomplish the following:

- Aptly define "digital sciences" as a discipline, as this is not the common terminology used for the range of concentrations that comprise the majors;
- Effective promoting of the programs to recruit students from a wide range of geographic areas;
- Determine clear admission standards that are appropriate for all of the programs;
- Provide student support for culturally diverse students;
- Grow the undergraduate digital sciences programs; and
- Establish a robust course management system to decide effective course capacity and availability, particularly at the graduate level.

CCI has the expertise and resources to tackle each of these challenges. With respect to program promotion and student recruitment, CCI has a strong public relations and marketing team and recently hired a full-time student recruitment specialist. CCI's student success data reflects its committed to the success of students, faculty and programs. The college's budget-related data also demonstrates CCI is strategically investing financial and human resources to promote and support faculty, students and staff, as well as incentivize innovation, globalization and collaboration across the college.

Moving the School of Digital Sciences into CCI fits the "Distinctive Kent State" university priority: "Drive innovation, idea generation and national distinction through top-tier academic and research programs, including the recruitment and support of talented faculty and staff." With this in mind, CCI sees two primary strategic goals for the school over the next three to five years:

- 1. The School of Digital Sciences must invest in faculty.
 - CCI plans to seed initially the school with quality interdisciplinary digital sciences faculty who will be directed by a disciplinary leader. To accomplish that, CCI's sees two avenues of action. The first is to work collaboratively within the college and with other colleges to hire digital sciences faculty over the next few years. The second course of action is to use the School of Library and Information Science's endowed Goodyear Professor chair—presently unoccupied—to hire a nationally prominent scholar or professional to share a joint appointment in both the School of Digital Sciences and the School of Library and Information Science, starting fall 2018.
- 2. The School of Digital Sciences needs to diversify its programs and students and grow its undergraduate programs. The school also needs to engage in thoughtful curriculum review and establish clear and rigorous admission standards.
 - These goals speak to most of the school's challenges, as previously noted. The program offerings are lopsided currently, with the bulk of Master of Digital Sciences students—71 percent—pursuing one concentration, in Digital Systems Telecommunication Networks (see chart 1).

¹⁰ Enrollment based on 15th day census collection, Office of Institutional Research.

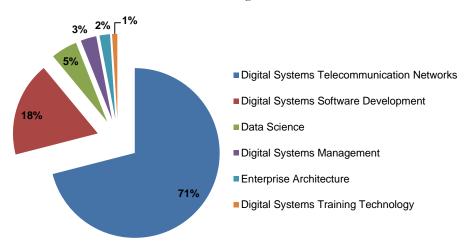


Chart 1: Student enrollment in MDS degree concentrations, fall 2016.¹¹

The overwhelming majority (99.5 percent) of these students is international (see table 4), with most coming from one region in India. While CCI is committed to serve and support these students and to continue working with the College of Applied Engineering, Sustainability and Technology (which offers the courses for that concentration), CCI wants to move away from relying so heavily on only one concentration and one region in the world for the majority of the degree's students.

In addition, CCI sees many opportunities to grow the BA, BS and minor in Digital Sciences, as well as strong potential to further develop the curriculum and hire faculty in the areas of data science, enterprise architecture and software development. As one aspect, CCI will consider the opportunities that mobile and wireless technologies present.

Table 4: Overall and international student enrollment MDS degree concentrations, fall 2	2016.11
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Fall 2016 Enrollment in Master of	Overall	International
Digital Sciences concentrations	Enrollment	(% concentration)
Digital Systems Telecommunication Networks	404	402 (99%)
Digital Systems Software Development	103	100 (97%)
Data Science	29	21 (72%)
Digital Systems Management	17	14 (82%)
Enterprise Architecture	11	3 (27%)
Digital Systems Training Technology	5	0 (00%)
Total Enrollment	569	540 (95%)

As CCI works to achieve these goals, the School of Digital Sciences will continue to utilize its Interdisciplinary Advisory Committee and Interdisciplinary Curriculum Committee so that cross-campus ideas and interests are represented in all discussions and processes, including hiring.

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

Programs within the School of Digital Sciences complement existing programs in CCI presently. CCI programs explore every important dimension of the broad concepts of design, media, communication and information and how they interact. The School of Digital Sciences intersects with the college's scholarly and professional disciplines in many ways.

¹¹ Enrollment based on 15th day census collection, Office of Institutional Research.

All of CCI's programs explore the relationship between information, technology and people. They question the role of information, technology, design and communication in human endeavors.

One example of a CCI program that embraces this concept is user experience design, which is currently a master's degree concentration and, proposed for fall 2017, will be an undergraduate minor. User experience design is an interdisciplinary and contemporary extension of the traditional field of human and computer interaction. It is this kind of interaction that reinforces why CCI's approach to integrating digital sciences moves beyond computer science and traditional educational efforts to bring technology into curricula and academic cultures. Technology is only one part of the equation. The user experience program already meets all of digital sciences stated program objectives, which include demonstrating "broad interdisciplinary knowledge and understanding of digital sciences across traditional college and professional boundaries," demonstrating "competence with a range of digital technologies," applying "design thinking to technological problems" and working on "multidisciplinary project teams."

Whether in design, communication, journalism or information science, CCI's curricula and scholarship emphasize the significance its disciplines have on society. The exploration of digital sciences in the context of societal needs and the public good is critical, questioning how technology changes the way people engage with each other across cultures and distances. CCI cares about technological innovation and is committed to understanding its social impact.

All of the schools in CCI demonstrate a commitment to the public good, both inside the classroom and out. Each semester, the School of Communication Studies partners with the Pulitzer Center on Crisis Reporting and the Gerald H. Read Center for International and Intercultural Education at Kent State to host the Global Communication Issues Forum. The forum addresses both the global and local effect of an important topic, and explores how it is communicated by the media.

In the School of Journalism and Mass Communication, the Poynter Kent State Media Ethics Workshop provides a setting for professionals and students across the country to confront and discuss significant issues crucial to understanding journalism and media ethics and their effects.

In the School of Visual Communication Design, coursework related to digital sciences includes Interaction Design: Communities and Culture (VCD 43001) and new course (in development) Interaction Design: Spaces and Systems. Faculty and students in the school's MFA degree actively investigate human-centered design problems and issues situated at the intersection of design and the digital humanities.

CCI faculty lead research directly relevant to digital sciences as a scholarly discipline, particularly in the area of data science. CCI expects that this continued focus should lead to increased research and grant productivity in both the college and the School of Digital Sciences in the future.

A report on big data by the U.S. Bureau of Labor Statistics, ¹³ notes that "recent advances in technology, such as e-commerce, smart phones and social networking are generating new types of data on a scale never seen before...." Today, many discussions around big data have evolved to focus on structured and unstructured data. "With the amount and variety of unstructured data—which can include videos, comments and other non-numerical data that are not easily analyzed—it is often unclear how the data should be interpreted" (p. 9).

¹² University Catalog (2016). Digital Sciences–BA/BS. Retrieved from www2.kent.edu/catalog/2016/ds/ug/DS.
13 Revistor, S. (full 2013). Working with him data Companie and Outlook Operations (1) Program of Labor.

¹³ Royster, S. (fall 2013). Working with big data. Occupational Outlook Quarterly. U.S. Bureau of Labor Statistics. Retrieved from www.bls.gov/careeroutlook/2013/fall/art01.pdf.

Information science scholars and professionals at Kent State are exploring the different mechanisms to implement smart data strategies (including structured and unstructured data) to achieve meaningful insights from data of any scale or size. For example, Professors Marcia Zeng and Yin Zhang in the School of Library and Information Science lead an interdisciplinary team of Kent State scholars from several areas¹⁴ who are actively pursuing the study of smart data and the digital humanities through grant-funded research.

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

The addition of the School of Digital Sciences to CCI will have immediate, positive national impact for Kent State University for the following reasons:

- Integration of digital sciences in CCI will provide the opportunity to emphasize and expand the college and Kent State's reputation as a leader and standard-bearer in the integration of communication, information and digital technology.
- The School of Digital Sciences will enhance CCI's pursuit of the interdisciplinary study of digital technologies, while CCI will enhance the school's interest in providing context and expertise about the relationship between society, information, communication, technology and people.
- If moved into CCI, the School of Digital Sciences will continue to function as an interdisciplinary unit across the university. CCI will work with other colleges to enhance the existing partnerships and programs, as well as explore opportunities on the regional campuses and distance learning.

CCI has the intellectual capital, enthusiasm and vision to lead nationally in this interdisciplinary space. The college is positioned to begin its collaborative work with the school immediately.

Administrative reporting structure.

Presently, the position of director of the School of Digital Sciences reports to the senior associate provost for academic affairs. School staff members who report to the director are a senior secretary, a business manager, two academic advisors (one part time, one full-time), an assistant director for curriculum and operations and an assistant director for advising and student services.

With the proposed structural change, the school director will report to the CCI dean; therefore, serving as an equivalent to the school directors in that college. The college dean will assume responsibility of evaluation, hiring and management of the school, and current staff of the school will be incorporated into CCI's administrative structure. School advising and student services will be incorporated into CCI's advising model, which is centralized administratively, with oversight from the college dean, but decentralized physically, with advising staff located in the schools.

¹⁴ Those areas include the Department of History, Department of Geography, Liquid Crystal Institute, School of Visual Communication Design and School of Library and Information Science.

CCI is a school-based unit that encourages collaboration. As such, addition of Digital Sciences as the college's fifth school will be a seamless integration, joining the other four schools:

- School of Communication Studies
- School of Journalism and Mass Communication
- School of Library and Information Science
- School of Visual Communication Design

Moreover, CCI also brings the following organizational advantages:

- CCI is well equipped to handle the existing scope and scale of the school's graduate enrollment. CCI's fall 2016 graduate degree enrollment is 1,042 students, with its Master of Library and Information Science degree having the largest graduate enrollment at Kent State (583 students).¹⁵
- CCI has a history of successfully growing independent, interdisciplinary programs that span
 multiple disciplines from a curriculum, staffing and general resource standpoint. One
 example is the college's Master of Science degree in Information Architecture and
 Knowledge Management.
- CCI faculty are already involved in the digital sciences curriculum. CCI faculty teach approximately 37 percent of the elective courses in the Master of Digital Sciences degree (in all six concentrations); and faculty from all of CCI's undergraduate programs are well represented in teaching elective courses in the BA and BS degrees in Digital Sciences. This year, the Kent State University Foundation awarded journalism Professor Joe Murray a \$50,000 grant "to prototype an innovative course and program of research to study and engage non-aeronautics majors in small, unmanned aerial systems (sUAS) operations for digital media, science, research, education and training."
- CCI has made a commitment to student services, investing in the personnel and resources necessary to effectively support diverse populations of students, faculty and staff. In 2016, CCI established an Office of Academic Diversity Outreach, hired a CCI director of global initiatives, launched a college-wide Global Initiatives Committee and a college-level Diversity Committee. Presently, CCI has the highest freshman retention rate on the Kent Campus, at 87.1 percent.
- CCI has a demonstrated ability to collaboratively develop degree programs that serve students on all of Kent State's campuses as well as an online population. Examples include the BA degree in Communication Studies, Applied Communication concentration, offered on six regional campuses, and several fully online master's degree programs. CCI employs two full-time instructional design/educational technology staff members
- CCI is in the process of launching a high-capacity, interdisciplinary, cloud-based computing laboratory that will facilitate smart-data research and teaching in the areas of data science, social networking analysis, data visualization and data journalism. Furthermore, the college offers faculty and students sophisticated digital technology, including a remote satellite production truck at TeleProductions, a full-service video production center; usability testing and mobile eye tracking technology at IdeaBase, the college's student-staffed design agency; and a digital preservation lab in the School of Library and Information Science. In 2016, CCI invested in virtual reality technology at IdeaBase to allow students to experiment with the creation of virtual reality content and assist faculty who want to conduct virtual reality research.

¹⁵ Enrollment based on 15th day census collection, Office of Institutional Research.

Space and capital budget needs.

The budget for the School of Digital Sciences, for the purposes of Responsibility Centered Management (RCM), will be integrated into CCI.

The School of Digital Sciences' present location will remain in the Mathematics and Computer Science Building (room 236) until space is identified. CCI's dean's offices and schools are located in three locations on the Kent Campus: Taylor Hall, Franklin Hall and the University Library (3rd floor).

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

Not applicable as the school has been fully functional with an operating budget for five years.

Evaluation procedures including academic assessment procedures.

As is done with every academic unit, the school and its programs will undergo a full review every seven years as determined by Kent State's Office of Accreditation, Assessment and Learning. The school will also follow any evaluation procedures in place within CCI.

Current evaluation procedures within the school include assessing and evaluating academic effectiveness and student success at the end of each semester, annually and upon each cohort's graduation. The school's director, Interdisciplinary Advisory Committee and Interdisciplinary Curriculum Committee will oversee the assessment efforts. Assessment directors in affiliated departments, schools and programs also are consulted to share "best practices" across those units.

In addition, as CCI works on the diversification of the programs and of students, the college will implement best practices for admissions, student success, student recruiting and strategic planning.

A timetable for proposal implementation.

The president, provost, Digital Sciences director, CCI dean and CCI faculty and administrators have approved the school's restructuring. It is anticipated that the structure revision will go before and be approved by the Educational Policies Council and the Faculty Senate in fall 2016 and by the Kent State University Board of Trustees in spring 2017.

Implementation—with the school and its programs, courses, faculty and staff moving under CCI administration—will occur at the start of 2018 fiscal year (1 July 2017) for budgetary and administrative purposes, and start of the fall 2017 academic year for program and course offerings.

Curriculum Bulletin _____

EPC Agenda | 21 November 2016 | Attachment 6 | Page 1 KENT STATE UNIVERSITY **CERTIFICATION OF CURRICULUM PROPOSAL**

Preparation Date 8-Sep-16

		Effective Date	Fall 2017	Approved by EPC
Department	LDES			
College		Health and Huma	n Sarviaca	
Proposal	Revise Center	realtii anu muma	iii Jeivices	
Proposal Name		incoling and Hilm	an Davalann	eant Cantar
rioposai Name	Rename the Cou	inseling and Hum	ian Developm	ient Center
Description of prop				
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	other programs, po ons; need, audience		es (e.g., duplic	ation issues; enrollment and
procedures. The F Psychological Ser continued use of to "services" that are	Psychological Clini rvices both have no the word "center" a e in the titles of the ogical Clinic, Cour	c in the Psycholo ames that clearly as is proposed wi o other two menta	ogy Departme reflect their s ill not be easi Il health facili	ner programs, policies, or nt at Kent State and services. Additionally, the ly confused with "clinic" or ties on campus (Psychological so clears up confusion with the
Directors at the He	gical Clinic, and Ps	oundation Couns	seling Center	this proposal): (Stark), Human Development ean Mark Kretovics; LDES
		REQUIRED ENI	DORSEMENT	S
Department Chair /	en- Intina			10 / 11 /2016
Department Grian /	School Director			
Campus Dean (for	Regional Campuses	proposals)		
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College Dean (or de	esignee)			10 121 116
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Senior Vice Preside	nt for Academic Affa	airs and Provost (o	r designee)	

Proposal Summary Revise the Name of the Counseling and Human Development Center

The purpose of this proposal is to change the name of the existing Counseling and Human Development Center (CHDC), housed in the School of Lifespan Development and Educational Sciences [LDES] in the College of Education, Health and Human Services [EH] to the Counseling Center. The CHDS has been in existence for over 30 years under a variety of names. Its current name, the Counseling and Human Development Center, was chosen in order to reflect the name of the counseling program (Counseling and Human Development Services) at Kent State University. The counseling program recently changed its name to Counselor Education and Supervision to be more in line with common language in the field of counseling. The proposal to change the name to is put forth in order to not only match common language in the field, but also to remove the "Human Development" component of the name. The primary service provided by the CHDC is mental health counseling for students at Kent State and not human development issues such as educational programming regarding development. Additionally, in recent years, the Counseling and Human Development Center has become known around campus commonly as the counseling center. Simplifying the name of the center is not only supported for the reasons stated above, but doing so will also reduce any confusion among students or employees as to the services provided by the center.

The proposed name change will have little to no impact on any other programs, policies, or procedures. The Psychological Clinic in the Psychology Department at Kent State and Psychological Services both have names that clearly reflect their services. Additionally, the continued use of the word "center" as is proposed will not be easily confused with "clinic" or "services" that are in the titles of the other two mental health facilities on campus (Psychological Services, Psychological Clinic, Counseling Center).

Directors at Psychological Services and the Psychological Clinic were both consulted about the proposed name change and neither had any concerns, especially since the terms "clinic" or "services" were not being proposed. Furthermore, Directors of the Human Development Center and of the counseling office on the Stark campus have given their approval. Dean Kretovics and Dr. Mary Dellmann-Jenkins, Director of LDES are also supportive of the name change.

The following is from 3343-2-03 University Policy Regarding the Establishment or Revision of Academic Administrative Structures.

1. The quality of the faculty, students and programs.

The Counseling and Human Development Center (CHDC) is the training clinic for students in the Counselor Education and Supervision (CES) program at Kent State. The CES program is one of the largest graduate programs in the University. All master's Clinical Mental Health Counseling and all doctoral CES students provide highly-supervised counseling services as part of their training in the CHDC.

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

The CHDC serves an essential function in meeting the mental health needs of current KSU students. This aids the overall direction of KSU by aiding students in achieving healthier lifestyles which impacts the success of the University.

3. Comparative advantage versus other structures.

This question may not be applicable to the current proposal. The structure and purpose of the CHDC will not change. The proposal only impacts the name of the center.

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

This question may not be applicable to the current proposal since the center has been in existence at KSU for over 30 years under a variety of names.

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

There is a very high demand for all mental health facilities on campus. We provide over 4200 hours of individual mental health counseling to KSU students annually. Our graduates are some of the most experienced in Northeast Ohio and are often hired immediately after graduation simply due to the thorough education our program is known to provide.

- 6. Duplication and interrelatedness of the unit's program(s) within the university, state, and region This question may not be applicable to the current proposal since the center has been in existence for over 30 years and regularly operates at capacity in terms of number of counseling sessions provided.
- 7. Efficiency and effectiveness of the unit in leveraging existing resources and expanding new resources.

While the CHDC regularly works to enhance services to KSU and manage resources effectively, this question may not be applicable to the current proposal to simply change the name of the center.

8. Administrative reporting structure.

Currently the Clinical Director reports to the School Director of Lifespan, Development, and Educational Sciences (LDES) within the College of Education, Health, and Human Services (EH) and to the Dean of the College.

9. Space and capital budget needs.

There are no additional needs being proposed at this time. This proposal is for the name change only.

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

While the CHDC currently has an operating budget, this question may not be applicable to this proposal due to this proposal only focusing on changing the name of the center.

11. Evaluation procedures including academic assessment procedures.

While formal evaluations of staff and informal evaluations of services in the CHDC exist, this question may not be applicable to the current proposal.

12. A timetable for proposal implementation.

The proposal will go through the required curriculum approval process with changes to take effect fall 2017. The following is the anticipated schedule:

CES program approval: October 1, 2015 LDES SCC approval: October 5, 2016 presented to EHHS for approval: October 21, 2016 presented to EPC for approval: November 21, 2016 presented to Faculty Senate for approval: December 12, 2016 presented to Board of Trustees for approval: March 2, 2017

RE: Quick Question

FARER-SINGLETON, PAMELA

- → MILLER, JASO U < jmille<@kent.edu>;
- ca. Updegraff aan ins kaapacora@kentiedu>;

Jason,

Thank you for asking. I do think that there is a lot of confusion that exist between the clinics already. So identifying yourself as the Counseling Center is good. It might be even better to use your location or department name as part of the name I(e.g. Counseling Ed. Counseling Center). That does not sound so jazzy, but you get the point. If you were to use Kent State University Counseling Center - it would sound like you are the official counseling center for the university, which would be misleading as we are the licensed professionals.

Maybe we should change our name too. People use to call us UPS or University Psychological Services. Now we are just Psychological Services. Toften use Psychological Services of University Health Services in my descriptions or presentations. will be interested to see what direction you go in.

By the way, I always use your official "Counseling and Human Development Center" so keeping the counseling and the center in your name sounds good to me.

hope your samester is going well. We started off with a bang.

Pamela Pamela Farer-Singleton, Ph.D. Chief Psychologist, Psychological Services **University Health Services** Kent State University (330) 672-2487

MONTH OF BUILDING

annual is not a secure form of communication, therefore confidentiality cannot be assured. To discuss any personal concerns, please call Psychological Services at 330-672-2487 during regular business hours (Monday through Friday, 8am to 5pm). For urgent concerns after hours or on weekends, please contact Townhall II's Help Line at 330-678-4357 or Coleman Professional Service's Access Jenter at \$30-296-3555. In the event of an emergency, please call 911 or go to the nearest emergency room,

From: MILLER ASON

Sent: Tuesday, September 08, 2015 12:00 PM To: Updegraff, Alanna; FARER-SINGLETON, PAMELA

Subject: Out Ouestion

Pam and Alamoa

Hi. I hope you and both well and enjoying a good start to the semester. We're good over here in our center. Almost the perfect start—busy, but not too busy. It's picking up though quickly. I have a question for you both. Recently our counseling program changed its name from Counseling and Human Development Services to Counselor Education and Supervision. As you both know, our center's official name (though no one uses it) is the Counseling and Human Development Center. Some of our faculty and I are interested in changing the center's name to reflect the change in our program. Also, while Human Development is certainly part of mental health, it really isn't a focus of what we do anymore. Much like your offices, we are very clinical in nature.

Anyway, our proposed change is to the Ker t State University Counseling Center (or simply just Counseling Center). Most refer to it as the "Counseling Center" already, so I don't see it as that big of a change. I really like the word "clinic", but I thought that would be confusing to students and really stepping on your toes Alanna. Our dean spoke with the provost last week about the proposed change and he requested email confirmation from you both about any objections to or approval of the change. So, your thoughts? I really don't mind discussing any concerns you may have. We're not 100% married to "Counseling Center" if you feel that will be a problem.

Let me know your thoughts, questions, or approval and we can go from there. Have a great week! Jason

Jason Miller, Ph.D., PCC-S
Director
Counseling and Human Development Center
Kent State University
325 White Hall
Kent, OH 44242
330-672-2208 (Center)
330-672-0720 (Office)
Jmille4@kent.edu

RE: Quick Question

Updegraff, Alanna

to MILLER, JASON < jmiller@kent.edu>;

I personally does to see a problem with Cour seling Center at all (Lagree staying away from "clinic" decreases confusion.) I will run it by our checal faculty and let you know if anybody had any concerns. Thanks for checking!

Fram: MILLER JASON

Sant: Tuesday, September 08, 2015 12:00 PM To: Updegraff, Alanna; FARER-SINGLETON PAMELA

Subject: Outok Question

Pam and Alanna

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Jason Miller, Ph.D., PCC-S Director Counseling and Human Development Center Kent State University 325 White Hall Kent, OH 44242 330-672-2208 (Center) 330-672-0720 (Office) Imille4@kent.edu

RE: Quick Question

Updegram, Alanna

1.00

与 MILLER, JASOR 《jmille4@kent.edu》,FARER SINGLETON,PAMELA <pfarer@kent.edu》;

Mi Jason,

Faculty don't seem to have a concern with the name "Counseling Center." Some folks did mention that if the Counseling Center were to become the Kent State Counseling Center they would want to see us called the Kent State Psychological Clinic (but since Pamela already expressed concern about that name, doesn't seem to be an issue.)

All bass.

Alanna

From: MILLER, JASON
Sent: Tuesday, September 08, 2015 12:00 PM
To: Updegraff, Alanna; FARER-SINGLETON, PAMELA
Subject: Quick Question

Pam and Alamia

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Let me know your thoughts, questions, or approval and we can go from there. Have a great week! Jason

Jason Miller, Ph.D., PCC-S Director Counseling and Human Development Center Kent State University 325 White Half Kent, OH 44242 330-672-2208 Center) 330-672-0720 Ciffice)

AUGUSTINE, SUSAN

Subject:

FW: Center Name Change

From: SMITH, GREGORY

Sent: Wednesday, October 05, 2016 11:41 AM

To: MILLER, JASON

Cc: Delimann-Jenkins, Mary

Subject: RE: Center Name Change

Hi Jason

Many thanks for your note.

I'm delighted by the proposed name change for your center and agree that it eliminates confusion regarding the activities of the two centers.

Best

Greg

From: MILLER, JASON

Sent: Wednesday, October 05, 2016 11:02 AM To: SMITH, GREGORY < gsmith2@kent.edu>

Subject: Center Name Change

Greg,

Hi. I hope this finds you well. As you may know, I am the director of the Counseling and Human Development Center. I have proposed a name change for our center to simply the Counseling Center. In this process, it was brought to my attention that KSU also has a Human Development Center (which I feel terrible that I didn't already know about). Our proposed name change will more closely reflect the common language of our profession and reduce confusion with other centers such as yours.

Please let me know if you have any concerns or questions about our proposed name change from Counseling and Human Development Center to the Counseling Center.

Thanks for your time, Jason

Jason Miller, Ph.D., PCC-S
Director
Counseling and Human Development Center
Kent State University
325 White Hall
Kent, OH 44242
330-672-2208 (Center)
330-672-0720 (Office)
Jmille4@kent.edu

AUGUSTINE, SUSAN

Subject:

FW: Name Change Question

From: RIBNIK, EMILY

Sent: Thursday, October 06, 2016 7:14 AM

To: MILLER, JASON

Subject: RE: Name Change Question

Hi Jason!

I think this is a great idea!! I agree...I doubt there would be significant confusion. I call my office Counseling Services, and not many people state our location in the herbet hoover Counseling center lol.

It's busy here too! And also in a good way:)

Em

Emily L Ribnik, LPCC-S

Mental health counselor & ALICE Instructor Kent State University at Stark Counseling Services

Sent from my Verizon Wireless 4G LTE smartphone

----- Original message -----

From: "MILLER, JASON" < jmille4@kent.edu>

Date: 10/5/16 11:10 AM (GMT-05:00)
To: "RIBNIK, EMILY" <eribnik@kent.edu>

Subject: Name Change Question

Hey Emily,

How are things in your office? Things are good here...busy, but a good kind of busy. Recently I proposed a name change for the Counseling and Human Development Center. If you remember CHDS changed its name to Counselor Education and Supervision a couple of years ago to more closely reflect the common terminology in our field. The CHDC needs to do the same (especially since it was probably named in conjunction with the CHDS program). The key is to minimize any confusion with other centers on campus. I have proposed the name change from CHDC to the Counseling Center. Pam and Alanna are good with that change, but your office was also mentioned in a meeting and I wanted to know if you had any concerns about such a name change. I don't think there would be much confusion since you are at Stark, but I wanted to check with you anyway.

Let me know if you have any concerns or questions and we can go from there.

Jason

Jason Miller, Ph.D., PCC-S Director Counseling and Human Development Center Kent State University 325 White Hall

3342-4-16 University policy regarding electronic and information technology accessibility

- (A) Policy Statement. It is the policy of the university to make its electronic and information technologies, accessible to all students, prospective students, employees, guests and visitors with disabilities, particularly those with visual, hearing, or manual impairments or who otherwise require the use of assistive technology to access information provided through the university's electronic and information technologies.
- (B) Definitions. Electronic and information technologies shall include all information provided through the university's website, online learning and course management systems, and curriculum, institutional and administrative data systems.
- (C) Scope. This policy shall apply to all staff, faculty, and third parties providing EIT to or on behalf of the university.
- (D) Requirements. All electronic and information technologies shall comply with Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. Section 794, and its implementing regulation at 34 C.F.R. Part 104, and the Title II of the Americans with Disabilities Act of 1990, 42 U.S.C. Section 12131 et seq., and its implementing regulation at 28 C.F.R. Part 35.
- (E) Implementation. The vice president for student affairs, the vice president for information services and the provost will be responsible for implementing this policy pursuant to a phased-in implementation schedule. Compliance with this policy will be prioritized based on academic, research and administrative needs, resource constraints and technology limitations.

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Dat	e 2-Mar-16	Curriculum Bulletin
		Effective Date	Fall 2017	Approved by EPC
Department	School of Library	/ and Information	Science	
College	CI - Communicati			
Degree		ster of Science	011	
Program Name	Health Informatic		ram Banner C	nde HI
Concentration(s)		ntration(s) Banner		
Proposal	Establish program		0000(0)	
Description of proportion of proportion of proposal see		aior in Health Inf	ormatics in th	ne Master of Science offered in
the School of Libr	ary and Information	science		is muster of ocience offered in
Does proposed revi	sion change progran	n's total credit hou Proposed total cr	tydddiadd y gant a gaddiddallada	□ No 39
There is no impact the major in Inform Units consulted (oth	ns; need; audience;	prerequisites; tea This program and Knowledge grams or campuse	cher education currently exis Management. es affected by	this proposal):
In an	2>	REQUIRED END	ORSEMENTS	03 / 02 / 2016
Department Chair / S	School Director			
				1 1
Campus Dean (for R	egional Campuses p	proposals)		
- Fuell	1			4 13 12016
College Dean (or de	signee)			
Dean of Graduate St	udies (for graduate p	proposals)		
				/
Senior Vice Presiden	t for Academic Affair	s or Provost (or d	esignee)	

Full Proposal To Establish Master of Science in Health Informatics

Prepared by
The School of Library and Information Science
Kent State University
September, 2016

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Introduction

This proposal seeks to establish a new major, Health Informatics, in the Master of Science degree program (MS in HI). HI is currently a concentration in the MS degree program of Information Architecture and Knowledge Management offered by the School of Library and Information Science (SLIS) at Kent State University.

What Is HI?

Health Informatics is an emerging field in health care that combines Clinical Informatics and Public Health Informatics. This includes applied research and practice. By way of enlarging the definition, Clinical Informatics is the application of biomedical informatics methods and techniques, including information technology, to deliver healthcare services. The American Medical Informatics Association (AMIA) considers all informatics when used for healthcare delivery to fall in this category, regardless of the health professional group involved (dentist, pharmacist, physician, nurse, or other health professional). Clinical informatics includes a wide range of topics ranging from clinical decision support to clinical documentation to provider order entry systems, and from system design to system implementation and adoption issues. Retrieved from: American Medical Informatics Association Website)

Public Health Informatics is the application of informatics in areas of public health, including surveillance, prevention, preparedness, and health promotion. Public health informatics and the related population informatics, work on information and technology issues from the perspective of groups of individuals. Public health is extremely broad and can even touch on the environment, work and living places and more. Generally, AMIA focuses on those aspects of public health that enable the development and use of interoperable information systems for public health functions such as bio surveillance, outbreak management, electronic laboratory reporting and prevention. (Retrieved from: American Medical Informatics Association Website)

Rationale for MS in HI

The designation of the degree as a Master of Science in Health Informatics follows a long standing tradition of awarding this degree in fields such as economics, health, medicine, computer science and statistics. Since Health Informatics can be viewed as a field where computer science, health science and information science intersect, it is important to designate the Health Informatics degree in a similar manner. The need for more scholarship and research in this evolving field, points in the direction of a degree providing professional preparation that can allow students to pursue individualized, independent projects that can further the discipline. Previous traditional "science" degrees and the intense focus on scholarship, research and assessment in the proposed degree, is justification for elevating the HI concentration to its own major and awarding a MS degree.

Background for the Proposal

The existing Master of Science in Information Architecture and Knowledge Management (IAKM), first established in 2001, currently includes three concentrations: Health Informatics, Knowledge Management, and User Experience Design. This proposal seeks approval for the establishment of a new major in the School of Library and Information Science (SLIS) at Kent State University, the Master of Science in Health Informatics (M.S-HI). The curriculum of the Health Informatics concentration previously utilized a common set of core courses with User Experience Design and Knowledge

Management. As a result of the maturation of the field of Health Informatics, (as well as the other two concentrations), coursework in the major will shift the current concentration requirements to major requirements; the common core course will be made an elective; and more elective options will be available. This will result in a degree that more closely reflects requirements for certification as a health informatics professional, requirements for program accreditation as well as the changing role of the health informatics professional.

Health Informatics (HI) has become much more clearly established as a discipline. Ten to fifteen years ago, the field was almost unheard of in all but the most progressive and forward thinking academic medical centers. As health care has become increasingly more reliant on technology to collect, store and utilize patient data, as well as utilize technology in the delivery of patient care (telehealth, surgical robots, as examples), the field has steadily evolved as has the need for Health Informatics graduates. In the past, the discipline was focused on the implementation of computer systems in hospitals. It is now focused on the utilization and analysis of the data coming from those systems to insure quality, safety and economy in patient care.

It is incumbent upon us to elevate Health Informatics from a concentration under the umbrella of IAKM to a freestanding major. HI has an accrediting body separate from those of the other concentrations within IAKM (Knowledge Management and User Experience Design.) The accreditation by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) is highly regarded. As a major, health informatics would have full control to build its curriculum with the guidance of CAHIIM standards as well as respond to changing needs of the profession. The accreditation process is beginning for this program. Making the change to a freestanding major would strengthen the program's chances to obtain CAHIIM accreditation. This requested change is primarily a change of structure, not offering. While the program is sustainable in its present iteration (MS-IAKM), a MS-HI will allow the program to compete more readily with other programs, meet the demand for health informatics professionals, and continue to grow.

The following considerations help to explain the rationale for inactivating the HI concentration and establishing it as its own major within SLIS.

- 1. The field of healthcare in general and health informatics in particular is highly volatile and in a constant state of change due to industry, government, regulatory and legislative initiatives. The curriculum, in addition to being bound by accrediting body standards, must be able to respond quickly to the changing needs of the field with new courses, workshops and student experiences.
- 2. Students with a major in Health Informatics are likely to be better able to find employment upon graduation when employers see a Master of Science in Health Informatics as opposed to a Master of Science in IAKM. A major in Health Informatics is a highly desired qualification by the healthcare industry. A Master of Science in Health Informatics gives employers a better understanding of the foundational education the student has received.
- 3. With the MS in HI, students would be able to apply to and sit for the exams for the following industry certifications: Certified Associate in Health Information and Management Systems (CAHIMS) and Certified Professional in Health Information and Management Systems (CPHIMS). Credentialing at the major level in HI will is required for certification at the CPHIMS level.

In order to be competitive in the health informatics program market, it is imperative that the program be established as a major in a Master of Science program. Establishing the Health Informatics program as a Master of Science program, will put Kent State University in line with other Health Informatics programs in the United States.

Establishing a new Major in Health Informatics will allow the program to determine its own core courses and electives. Another key goal of this proposal is for the students to receive the appropriate credentials necessary for their careers with a degree that reflects their education and also to provide clarity to potential employers about the skills and competencies of the graduates of these programs.

The proposed M.S.-HI includes minor curricular changes, retaining the minimum requirement for completion to a total of 36 credit hours.

The program is supportive of adult learners and includes pathways to degree completion and course offerings that allow students to focus one course at a time and allow them to complete the program in two years.

The Master of Science in IAKM is currently offered in an online format. Approval for online delivery of the Master in Science was completed for a launch in fall 2007. The Health Informatics concentration was approved by the state in 2010 and launched fall, 2011. The proposed new major will continue to be offered online.

Academic Quality

The Health Informatics program will be administered by the School of Library and Information Science in the College of Communication and Information. The School has a faculty member appointed as the Graduate Coordinator and will continue the assignment of faculty as Program Coordinators. A partial list of the responsibilities of the Program Coordinator is below:

- Teaching and advising
- Vetting and suggesting adjunct faculty who are Subject Matter Experts (SME's); conduct quarterly meetings with adjuncts
- Convening a program advisory committee
- Recruitment for and marketing of program
- Monitoring curriculum for compliance to current standards for certification and planned accreditation
- Suggesting curricular changes
- New course development
- Review selected admission packets

The School engages with students, alumni, employers, and other constituents for each program to assist in maintaining quality programs aligned with the University, College, and School missions to serve all stakeholders.

The program is subject to the Kent State University Graduate Studies policies and procedures in regards to admission requirements, academic standards, and graduate faculty membership.

Curriculum

The Health Informatics curriculum is based in both practice and theory. The program emphasizes knowledge of the theories operative in Health Informatics but also draws from experts are active in the Northeast Ohio healthcare informatics community. These experts are active practitioners in informatics research, consultants, system implementation specialists, clinical and system analysts and user experience designers. The program was developed and adheres to the curriculum standards of CAHIIM in anticipation of seeking accreditation.

The current HI concentration includes the following:

- 6 hours of major core
- 15 hours of health informatics required courses
- 9-12 hours of electives
- 3-6 hours of final requirement

The proposed major curriculum in Health Informatics includes:

- 21 hours of major core
- 12 hours of electives
- 3-6 hours of final requirement

The changes to the HI curriculum are minor and include:

- The addition of HI 60411 Clinical Analytics as a core course (important skill for HI professionals).
- Establishment of HI 66092 Master's Internship in Health Informatics as a final requirement option
- Establishment of HI 66198 Master's Research Paper in Health Informatics as a final requirement option

Four options are available for students to fulfil their final program requirement: Master's Project, Master's Internship, Master's Research Paper, and Thesis.

• The Master's Project in Health Informatics (HI 66098) as a final requirement gives students the opportunity to integrate knowledge from their courses with an information related activity in a health care organization. This allows the student the opportunity to work on a team within the organization and gain knowledge and insight into a specific type of HI product, setting or service. The result is usually a product of some type: a prototype, an executive summary, a computer program, or a course curriculum for an in-service activity. Since many of the students in the HI program are likely to move into higher level jobs in healthcare organizations, the project option allows them to function on a team in a real life situation. The project does entail some research but is not research intensive. In addition to the actual project or product, a brief paper delineating the reason for the project, the steps taken in the project and lessons learned is required.

- The Master's Internship in Health Informatics (HI 66092) as a final requirement option gives students the opportunity to integrate their knowledge from all of their courses into an experience in a healthcare organization under the direction of an experienced preceptor. The Master's Internship is a culminating experience, and requires a specific process for learning that facilitates the integration of their studies into a practical experience. Students consult with the advisor to identify an appropriate internship site, and students, supervisor, and advisor agree on the internship objectives. Once the internship is approved by the advisor, each internship student is supervised by an experienced health informatics professional, under the guidance of the faculty internship advisor to ensure internship objectives are achieved. Since the health informatics major is offered online as it has been since its inception, students choosing the internship option outside of the Northeast Ohio area are paired with health care institutions and preceptors in their geographic area.
- The Master's Research Paper in Health Informatics (HI 66198) as a final requirement gives students the ability to conduct research on a qualitative or quantitative platform. As with other final requirement options, the research paper gives students the opportunity to integrate their knowledge from their courses into a research paper. Students must state hypotheses or research questions and set up their paper as they would a quantitative or qualitative thesis. In some cases, human subjects or Protected Health Information may be utilized in the paper. In that case, the student must obtain IRB approval before the paper can be started.
- The Thesis option is offered for those students who wish to pursue a doctoral degree for an academic career or a career in Health Informatics research. The thesis or research paper is expected to be a substantial & original contribution to knowledge in Health Informatics. It is expected that rigorous standards of scholarship, methodology, and form of presentation be followed and that all rules pertaining to the thesis from the University, College and School are adhered to.

For students selecting the thesis or research paper option, selections from the following courses are recommended as electives:

- HI 60415 Health Informatics Inquiry and Assessment
- LIS 60050 Research and Assessment in Library and Information Science
- EVAL 65515 Quantitative Research Design and Analysis
- EVAL 65516 Qualitative Research Design
- Basic Statistics Course

Prior to registration for the thesis option, students must complete at least 30 hours of their coursework including coursework relevant to their research.

The following table offers a comparison between the current and proposed Health Informatics curriculum:

CURRENT		PROPOSED	
Health Informatics Concentration of		Health Informatics Major in Master of	
Master of Science in IAKM		Science	
Minimum of 36 credit hours		Minimum of 36 credit hours	
Core (6 hours)		Core (21 hours)	
Elective	3		
IAKM 60002 – Knowledge Organization	3	LIS 60636 – Knowledge Organization	3
Structures, Systems and Services		Structures, Systems and Services	
Required HI Concentration (15 hours)			
IAKM 60301 – Foundational Principles of	3	KM 60301 – Foundational Principles of	3
Knowledge Management		Knowledge Management	
IAKM 60401 – Health Informatics	3	HI 60401 – Health Informatics	3
Management		Management	
IAKM 60402 – Legal Issues in Health	3	HI 60402 – Legal Issues in Health	3
Informatics		Informatics	
IAKM 60403 – Health Information Systems	3	HI 60403 – Health Information Systems	3
IAKM 60410 – Health Records	3	HI 60410 – Health Records Management	3
Management			
Electives (12 hours), choose from:			
IAKM 60411 – Clinical Analytics	3	HI 60411 – Clinical Analytics	3
		Electives (12 hours), choose from:	
		HI 60412 – Clinical Decision Support	3
		HI 60413 – Change Management in Health	3
		Informatics	
		HI 60414 – Human Factors & Usability in	3
		Health Informatics	
		HI 60415 – Health Informatics Inquiry and	3
		Assessment	
		UXD 60101 – Information Architecture	3
		UXD 60104 – Usability I	3
		KM 60311 – Business Process	3
		Management	
		KM 60370 - Semantic Analysis Methods	3
		and Technologies	
			3
			3
			3
			3
IAKM 60691 - Seminar in IAKM	1-3	HI 60691 - Seminar in Health Informatics	1-3
IAKM 60692 – Practicum	2-3		
IAKM 60792 - Internship	1-3	HI 60792 – Elective Internship in Health	1-3
		Informatics	

IAKM 61095 – Special Topics in IAKM	1-3	HI 61095 – Special Topics in Health Informatics	1-3
IAKM 61096 – Individual Investigation	1-3	HI 61096 – Individual Investigation in	1-3
		Health Informatics	
		Up to 6 credit hours of KM, UXD, or LIS or	
		other KSU departments' courses may	
		count as HI electives with approval.	
Final Requirement (3-6 hours), choose		Final Requirement (3-6 hours), choose	
one:		one:	
IAKM 61081 - Capstone Experience	3		
IAKM 61096 – Individual Investigation	3		
		HI 66092 – Master's Internship Health	3
		Informatics	
IAKM 61098 - Master's Project	3	HI 66098 - Master's Project in Health	3
		Informatics	
		HI 66198 - Master's Research Paper in	3
		Health Informatics	
IAKM 61199 - Thesis I 6 (total)	6	HI 66199 - Thesis I 6 (total)	6
TOTAL	36	TOTAL	36

A copy of the Course Description Catalog is included in Appendix I.

The health informatics major will be offered online as it has been since its inception. Courses are offered on a regularly scheduled rotation, as 7-week online courses. Students have the opportunity to focus on one course at the time, if they wish to do so, allowing them to complete the program in two years.

Admissions and Graduation Criteria

The admission standards and procedures for the MS program at SLIS are in line with the general university admission policy. Regular admission is granted to applicants who have an undergraduate GPA of 3.0 or higher or another master's degree with a graduate GPA of 3.0 or higher. In addition to the application, prospective students must submit official transcripts, a resume, a statement of purpose, and three letters of reference. For the proposed new major, applicants who do not meet the minimum GPA requirement must take the Graduate Record Exam (GRE) and submit a Statement of Exception to be considered for conditional admission.

Additionally, SLIS admission standards and procedures are periodically reviewed by the Admissions and Awards Committee. Changes in standards must be approved by the Faculty Advisory Committee and the University.

At the end of each semester, a listing of all students with a GPA below 3.0 and students who received a B- or below in any course or U in any is generated. In addition, a list of students with conditional admission status is also generated. The Graduate Coordinator reviews these reports and prepares a Student Achievement Evaluation Report at the end of each semester, which is sent to the student and their academic advisor with recommendations for improvement.

At the completion of the program, for each student a graduation clearance audit is performed to ensure all program requirements are met. Students must achieve a carminative GPA of 3.0 or above, successfully complete all core requirements (with a grade of C or above), successfully complete the required number of electives, selected in consultation with their advisor, and complete one of the four options for the final requirement.

Faculty

The Health Informatics program has chosen a faculty model that is nontraditional. This streamlined model chosen to launch the concentration in health informatics is a direct result of the continuing evolution of the discipline. This approach allows for dedicated support of a small number of faculty and direct connection to current practice through part-time faculty. The curriculum can thus respond to the current issues in the field while being true to the theory of the discipline. Students are provided with focused support and connections to the field and current practitioners. This guarantees their success in the field and their continuing growth in the discipline.

Currently, support for student success in health informatics includes:

- 2 full-time faculty dedicated to the development of the program in health informatics: one tenure-track and one non-tenure track who is currently also serving as the Concentration Coordinator.
- 4 part-time faculty who are top working professionals teaching courses that will provide the skills for success in employment. These are Subject Matter Experts (SME's).
- Associated faculty in the School of Library and Information Science who teach courses, advise students for their program of study and career paths, and guide students on final projects
- Associate faculty and staff who support students in application and admission processes, program progress, and graduation clearance
- Associated faculty and staff in Northeastern Ohio Health and Health-related institutions who teach, advise and precept students in externships, internships and projects

The following table provides some basic information about the current faculty teaching exclusively in the Health Informatics program. A copy of their Curriculum Vitae is included in Appendix II.

Name	Position And Rank	Highest Degree	Teaching At SLIS Since:	HI Courses Taught
Hudak, Christine	FT NTT, Professor, HI Coordinator	PhD in Urban Education Administration	Fall 2012	 IAKM 60401 Health Informatics Management IAKM 61095 ST: Public Health Informatics IAKM 60403 Health Information Systems IAKM 61095 ST: HI Ethics Policy And Politics
Meehan, Rebecca	FT-TT, Assistant Professor	PhD in Sociology	Fall 2012	IAKM 60403 Health Information Systems IAKM 60415 Inquiry and Assessment in Health Informatics IAKM 60414 Human Factors and Usability in Health Informatics
Lawton, Chelsea	PT instructor	MS in Health Informatics	Fall 2014	IAKM 60410 Health Records Management
Lockshaw, James	PT instructor	МВА	Spring 2014	IAKM 60412 Clinical Decision Support
Sharp, John	PT Instructor	MSSA	Spring 2010	IAKM 60411 Clinical Analytics
Ylvisaker, Paul	PT Instructor	JD	Spring 2016	IAKM 60402 Legal Issues In Health Informatics

Note: Courses listed reflect current course numbering under the IAKM prefix and number. Faculty will continue teaching the equivalent course under the HI prefix and number.

As mentioned above, other SLIS full-time faculty teach a number of courses that are required, for example, Dr. Marcia Zeng, (Vitae is included in Appendix II) a renowned researcher in the area of knowledge organization, has developed and teaches the required Knowledge Organization Systems and Structures course, and often serves on or chairs Thesis committees of Health Informatics students, supervises HI Master's Research Papers and Projects. Other full-time faculty interact with HI students in their elective courses or for research projects.

The HI full-time faculty are very active in local and national professional associations that provide opportunities to collaborate outside of the university. The coordinator of the Kent State health informatics program is the former president and current education chair of the Northern Ohio Health Information Management Systems Society (NOHIMSS), where she leads the chapter in collaboration with other regional chapters (central Ohio, southern Ohio, western Pennsylvania, and northern West Virginia). HIMSS is currently establishing the HIMSS Innovation Center in the Global Center for Health Innovation in Cleveland, where many opportunities to facilitate projects for our students have already

been discussed. We currently have three students placed at the Center to support projects. The HI program has started a webinar series in conjunction with NOHIMSS to both educate and interest individuals in Health Informatics.

Health Informatics also has 4 part-time faculty members who are top professionals in the health informatics areas in which they teach and precept. The part-time faculty are not limited in location to Northeast Ohio.

The health informatics program offers opportunities for real-world experience whether through guided projects within courses, individual investigations or through capstone experiences. Students may choose an internship option in addition to the thesis or master's project option to ensure that students who do not have prior experience in a healthcare setting can gain it before they enter the work world. A variable credit summer intensive placement is also available for students with limited clinical experience as an elective. Because of the faculty, students are able to connect with professionals and organizations to gain experience while completing their degrees.

As mentioned above, students have four options for their final requirement. Their selection varies the amount of intensive advising that is necessary in this capstone. Full-time faculty have been able to effectively advise students because of this variability. Students who choose the internship option (about 30 percent) are getting intensive guidance from the preceptors on site in the healthcare organizations. Students who choose projects (about 25 percent) also get advising support from professionals in the organizations for which the projects are conducted. Those students choosing research papers (primarily non-thesis) are the focus of intensive guidance of the full-time faculty.

Additional faculty and staff considerations will be based on need related to increases in enrollment beyond projections to maintain a high-level of student support.

It must be noted that the option for theses may increase as the program grows and matures. While original programs in Health Informatics concentrated on the skills needed in and knowledge from practice, it is now crucial to the development of the profession to foster research agendas that support practice. It is important to expand opportunities for original research in Health Informatics. However, the profession recognizes and the KSU program is committed to grow the knowledge in this maturing field. The Health Informatics program will take a leadership role in fostering and disseminating the research. However, we cannot do this without growing our tenure track faculty in areas such as change management, data science, data analytics, health care policy, bioinformatics, and ethical uses of protected health information. By elevating the concentration to major, we hope to attract more faculty who can fill these tenure track positions and foster a research persona in some of our students.

Other Support

The program receives support from the Office of Continuing and Distance Education (OCDE), the College of Communication and Information, and the School in the form of instructional design and building and maintaining courses in Blackboard. Opportunities for full-time and part-time faculty for training on online teaching and Quality Matters are made available by OCDE and highly encouraged by the School.

The School is launching a new, more comprehensive program for adjunct faculty onboarding, teaching support and training, and mentoring.

The health informatics program currently exists as a concentration, so it will not require the regular start-up financial or human resources required of new programs.

This 36-credit-hour program was developed with the curriculum standards of CAHIIM in anticipation of seeking accreditation. An advisory board of health care informatics and related professionals is also used to serve as counsel to the program for curriculum refinement, recruitment, and support. In order to support this standardized curriculum and educate professionals for the health informatics field, the program has 2 full-time faculty working on program development. In addition, there are other full-time faculty within the School who teach required courses and advise students.

Recent developments in the health informatics major take advantage of the wealth of health-related programs and faculty throughout Kent State University in the development of courses that are of interest beyond just the major. Similarly, the program has access to library and research resources through the School, the College, the University Libraries, and Kent State in general.

1. Program Need

Health Informatics is significantly distinct that students and employers are increasingly interested in a unique program focusing in health informatics.

The School has held approximately 15 online open houses at various times with a variety of guest speakers and continues to do so. These open houses allow for student participation during the live event. They are also recorded and posted to the website for informational purposes. Each event usually has about 40 interested students registered to participate in the session. Within 24 hours of the live online event viewings of the webinar often double and continue to increase as the recorded event is shared through listservs and professional associations. This has been an effective way to recruit students and has resulted in many admissions to the program.

Enrollment History

The current Health Informatics concentration has seen some decrease in admissions and enrollment the last year. What is significant is that the User Experience Design concentration that has received independent targeted recruitment efforts has seen a large increase in both admissions and enrollment. Having and being able to recruit for a distinct Master of Science program in Health Informatics, will allow for independent curriculum design, and will be much more attractive to potential students but also to employers. An independent, targeted recruitment effort, similar to that in User Experience Design, will be undertaken in fall 2017. We are confident that with our partner organization in place, we will see a significant increase in program recruitment.

For each semester in the chart below, the total number of Health Informatics student enrollments are indicated. Information is based on the Kent State University Institutional Research 15th Day Student Enrollment Report.

MAJOR	Concentration	Fall 12	Sp 13	Fall 13	Sp 14	Fall 14	Sp 15	Fall 15	Sp 16
IAKM	Not declared	9	7	7	5	3	1	3	3
IAKM	HI	39	47	57	57	61	55	41	35

Health Informatics (HI) has become much more clearly established as a discipline and the time has come to elevate it from a concentration under the umbrella of IAKM to a freestanding major. HI also has an accrediting body separate from those of the other concentrations within IAKM (knowledge management and user experience design.) The accreditation by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) is highly regarded. As a major, health informatics would have full control over its individual curriculum to not only adhere to standards, but work to meet changes in the needs of students as dictated by the profession.

Program need was also addressed in the Introduction to this document. However, we have also attracted students to our program from a number of other colleges and Schools within the University. The program continues slow but steady growth in courses taken by students from the following colleges and schools: College of Nursing, College of Public Health, College of Business Administration, College of Podiatric Medicine, School of Digital Sciences, and the KSU Regional Campuses. Articulation agreements with Cuyahoga Community College, John Carroll University and Ursuline College also had contributed to the growth of the program in the past. Having a Master's of Science in Health Informatics, will provide new opportunities for collaboration and agreements with other educational institutions in the future. In addition, the other programs within the School of Library and Information Science (User Experience Design, Knowledge Management, and Library and Information Science) utilize HI courses as electives.

Job Outlook for Health Informatics

Health informatics refers to the special health care field that involves information science, social science, the behavioral sciences and computer science. It has evolved from a field that dealt mainly with paper records to one that increasingly requires ever-changing technology. The most common job duties of people in health informatics jobs may include:

- Working with health care workers to obtain data
- Creating departmental reports with attention to detail
- Developing health care reports with co-workers
- Communicating medical policies to other workers
- Conducting reviews on data quality
- Managing charts and records
- Completing administrative assistant tasks as needed
- Monitoring health records and updating them as needed
- Maintaining positive, professional relationships with staff members
- Organizing clinical databases as needed
- Tracking patient outcomes
- Providing administrative support to physicians and health care workers
- Managing implementation of health IT

- Acting as a liaison between health IT developers and clinical staff to build requirements, make fixes, and address enhancements
- Developing EHR software, health IT, and related applications

Candidates should hone their analytical skills as well as their interpersonal skills and technical skills. Succeeding in health informatics jobs also requires workers to be detail-oriented with a great deal of integrity. They should also be flexible and able to multitask as needed. (Retrieved from http://www.monster.com/jobs/q-health-informatics-jobs.aspx)

These multiple duties make it difficult to find specific information from the Bureau of Labor Statistics. For example, clinical analysts assist clinical staff with IT systems, interpret data, and manage patient records. That requires some of the skills both of a registered nurse and of an IT technician.

There is no job category in the Bureau of Labor Statistics for Health Informatics Specialist, Health Informatician or Health Informaticist. These are general job titles for what are very specific needs in Health Care Information Technology. A review of currently available jobs in Health Informatics from the Healthcare Information and Management Systems Society JobMine™ shows over 50 different job titles that fall under the heading of Health Informatics Job Functions (Retrieved from http://jobmine.himss.org/jobseeker/search/results/) Additionally, within those job functions, there are variations among the jobs listed. Thus, it is difficult to pinpoint job growth due to the variations in job titles. As an example, under the function Healthcare Informatics, the following job titles are seen:

- Director, Health Care Analytics
- Epic Clinical Applications Analyst
- BC/DR Informatics Program Lead (HER Downtime Recovery)
- Health IT Consultant
- Systems Analyst
- Clinical Informaticist
- PRISM Inpatient Manager
- Senior Business System Analyst

It must be stated that these jobs are very different than Health Information Technicians that is a job category in the Bureau of Labor Statistics. These technicians are usually referred to Medical records technicians and these job functions are very different than those of a Health Informatics Specialist. The American Health Information Management Association provides a concise definition of the differences between Health Information Management (HIM), Health Information Technology (HIT), and Health Informatics (HI). The KSU program is a HIT and HI program.

If one must utilize Bureau of Labor Statistics as a hallmark of job growth, then the closest occupational titles are: Medical & Health Services Managers that shows a 17% job growth until 2024, http://www.bls.gov/ooh/management/medical-and-health-services-managers.htm; and Computer Systems Analysts that shows a 21% job growth, http://www.bls.gov/ooh/computer-and-information-technology/computer-systems-analysts.htm.

As of today, the Bureau of Labor Statistics is considering the addition of a category titled, Health Information Technology, Health Information Management and Informatics Specialists and Analysts. While this preliminary information, it indicates that the BLS sees the Health Informatics Specialist as a separate and equal entity with all other job classifications.

http://www.bls.gov/soc/2018/soc 2018 definitions changes tracked.pdf

A search of Indeed.com, using "health informatics" yielded such titles as "Data Scientist", "Clinical Data Analyst", "Clinical Workflow Integration Specialist" as well as "Manager, Health Analytics" and "Clinical Transformation Specialist". The "Job Mine of the Health Information Management Systems Society (HIMSS) routinely has 150-160 jobs posted at any given time. Clinicians entering the program have more job opportunities awaiting them upon graduation. While it is hard to specifically state the number of jobs that are and will be available, there is strong evidence from the above sources that the HI field is a growth field and will continue to be.

Among the institutions that have hired our 42 graduates are:

- Akron Children's Hospital
- Akron General Medical Center
- Allego Health
- AMTrust Financial Services, Inc.
- Cleveland Clinic
- East Virginia Medical School
- Emory University
- Enterprise Group Planning
- HIMSS Innovation Center

- Kent State University College of Nursing
- Mayo Clinic
- Salem Community Hospital
- Select Specialty Hospital
- Summa Health System
- · University of Cincinnati
- University Hospitals Case Medical Center
- Wavefront Software

Prospective Growth in Health Informatics

The current goal for enrollment in the health informatics major is 100. With the further development of the discipline and the need for professionals, there appears to be no reason to believe that goal cannot be met and the enrollment maintained. As the program continues to grow, considerations for additional HI faculty members will be made to support advising and instruction.

As mentioned in section "2. Program Need," interest in the Master of Science degree in Health Informatics continues to increase. This is also evident from the interest generated from the well-attended webinars about the program and other topics. The School has held online open houses at various times with guest speakers drawn from the membership of the health informatics advisory board, many of whom are current employers in Northeast Ohio. The program will offer a new series of online open houses that will continue to feature advisory board members. In addition, the program will offer in-person events at a partner school for recruitment directly from its health information management undergraduate program.

2. Access and Retention of Underrepresented Groups

Since the establishment of the Master of Science in IAKM and the subsequent updates and additions of concentrations, the recruitment goals have been relatively broad in order to build a student body rather than targeting specific groups. Despite this generic approach we can still claim that 22 percent of our current students are minorities. In addition, 56 percent of our students are female, which matches the trend in graduate school, but not necessarily in the professional areas.

The School of Library and Information Science is undertaking an effort to recruit from colleges and universities in Ohio with traditionally high levels of minority enrollment such as Wilberforce, Central State, and Cleveland State University to increase awareness and interest in the programs available through the School including the Master of Science. In health informatics, recruitment mirrors the objectives of the recruitment of the profession by HIMSS to attract more underrepresented groups.

The following table shows a breakdown by ethnicity of New Enrolled HI graduate students:

MAJOR	MAJOR_CONC	ETHNICITY	2012	2013	2014	2015	2016
IAKM	HI	Asian	1		1		
IAKM	HI	African-American			3		1
IAKM	HI	Foreign				1	
IAKM	HI	Hispanic					
IAKM	HI	Multi-Racial			1		
IAKM	HI	Native American					
IAKM	HI	White	4	10	14	3	4
IAKM	HI	Not Reported	12	18	1		

The table below, shows a breakdown of HI graduates by ethnicity:

MAJOR	MAJOR_CONC	ETHNICITY	2012	2013	2014	2015	2016
IAKM	HI	Asian				1	
IAKM	HI	African-American			2	2	6
IAKM	н	Foreign					1
IAKM	HI	Hispanic				2	1
IAKM	HI	Multi-Racial		1			1
IAKM	HI	Native American					
IAKM	HI	White		1	9	18	10
IAKM	HI	Not Reported			2		2

Note that the numbers are not reported based on cohorts. Therefore, the two tables do not represent the same students. Data extracted from the Kent State University Institutional Research reports.

The College of Communication and Information is adding two new staff members: a Student Recruiting Specialist and an Academic Diversity Outreach Coordinator. Both of these additions will greatly benefit our efforts to recruit and retain underrepresented student groups.

Last, there is a strong advising component to all SLIS programs, including the existing Health Informatics program, and students receive excellent guidance from their faculty advisors in regards to their course of study as well as professional development. Such advising positively impacts retention and graduation.

4. Statewide Alternatives

Within the last 5 years, multiple state and private institutions have begun to offer online and on ground programs in Health Informatics. Due to the publicity surrounding the number of potential jobs within this area, programs exist in most every state, attempting to capitalize on a growing need in healthcare.

However, many of the programs do not possess the qualities and experiences seen in the Kent State University program. Hence, our program is different from many of those currently in effect.

This section of the proposal will focus only on those programs in the state of Ohio that might be considered competitors, and will draw differentiations between the KSU program and those programs.

Similar Programs in Ohio

Ohio State University offers a Master of Science in Health and Rehabilitation Services with Graduate concentrations in Health and Rehabilitation Education, Health and Rehabilitation Management, Clinical Nutrition and Health Informatics. Students take a common core for all of these programs that concentrates heavily on research and analytics. The Health Informatics Concentration consists only of 12 hours of cognate electives that can be taken from a number of different schools. The program accepts only those students with a baccalaureate in a health care field. The program is not online. We do not consider ourselves to be a competitor to this program.

The University of Cincinnati's Master of Health Informatics is perhaps the closest to the KSU program. Fully online, the program curriculum is similar to that required by the accrediting agency, CAHIIMS (Commission on Accreditation for Health Informatics and Information Management Education), but the program is not CAHIIM accredited. The program has a culminating experience called a practicum which is similar to KSU's. The program has very close ties with the American Health Information Management Association that focuses primarily on Medical Records issues in the hospitals. Unlike the KSU program, there are no close ties to the premier Health Information Systems organizations both at the local and national level.

Ohio University has a Graduate Certificate in Health Informatics that is offered in a blended format. It is interdisciplinary in nature. Courses are offered for graduate credit but since there is not a corresponding master's degree, the certificate is the only option for an advanced credential. Since the program is administered through the Department of Social and Public Health, the emphasis is on the Public Health and Public Administration aspect of informatics.

The University of Findlay is the last program to be considered for comparison. It is a master's degree as well as a certificate program that requires the following prerequisites: Medical Terminology, Anatomy and Physiology, Introduction to Computers (Word, Excel, PowerPoint) and Database Applications (Access or SQL). As the other programs, there is no provision for an immersion into health informatics for non-healthcare applicants. The program is fully online, requires a 3 credit Capstone/Professional Experience and follows a curriculum similar to that outlined by CAHIIMS.

Distinguishing Characteristics of the Kent State Health Informatics Program

Kent State University's Health Informatics program distinguishes itself on multiple levels. First, because the program is firmly rooted within the School of Library and Information Science, as well as being allied with the User Experience design and Knowledge Science concentrations, students can take advantage of many elective offerings in User Research, Information Architecture, Content Strategy, and Knowledge Organization. Additionally, students may take interdisciplinary electives in the School of Digital Sciences, the College of Applied Engineering, Sustainability & Technology, the College of Business Administration, the College of Public Health and the other related Schools of the College of Communication and Information.

Second, the Kent State Health Informatics Program is based in both practice and theory. That is, the program emphasizes knowledge of the theory of surrounding Health Informatics, but courses are also conducted using real world experiences and case studies from the practitioner-faculty teaching them. KSU Regular and adjunct faculty are well known and active in the Northeast Ohio healthcare informatics community, including active practice as researchers, consultants, system implementation specialists and user experience designers.

Third, the Health Informatics program is closely aligned with the Healthcare Information Management and Systems Society at both the local and national level. Students gain experience working with the professional organization as volunteers and participants in educational offerings. Members of the Northern Ohio Chapter of HIMSS are presenters at webinars given through the chapter in collaboration with Kent State. This Webinar series offers students the advantage of seeing real world practice come to life. Students may contact these presenters directly and can take advantage of their networks and their experiences. Members of the regular and adjunct faculty are active at the local and national level in HIMSS: serving as officers and committee members, editing and writing books for the organization, presenting at the national conference and shaping the future of the discipline and profession through Advocacy with state and national legislators. Because of this close alignment, students are able to take advantage of internship opportunities at the Global Center for Health Innovation in Cleveland and the HIMSS Innovation Center and headquarters within the Global center.

Fourth, the KSU program welcomes non-healthcare professionals into the student ranks and provides a field course for students without a health care background, HI 61096. This is conducted as an Independent study for variable credit hours and is individualized to each student. This course is given for credit and counts as an elective in the program. The diversity of the students ranges from non-healthcare students to students who are licensed as physicians, nurses, pharmacists, podiatrists and healthcare executives. This professionally diverse student body enriches the experiences of all by active

sharing and discussion. Additionally, there are no prerequisite courses for program entry. Only, the standard admission criteria apply.

The opportunity for Independent study within Health Informatics is another distinguishing characteristic of the program. Students who wish to delve more deeply into a specific area of Health Informatics may do so through an elective Independent study under the supervision of regular faculty or an outside preceptor identified by the faculty. The Independent study may be a project, experiential, experimental or theoretical. The limits are defined through the interests of the students and their preceptor. They Independent study may be transdisciplinary and involve members outside of the HI program.

The Culminating Experience is another distinguishing characteristic of the program. While most of the other programs have a similar requirement, the KSU program matches students learning needs with the placement within an internship. Internships are procured where the student lives so the online nature of the program is not disturbed. Since many students have had experience in Health Informatics, these students may choose the option of a project, a manuscript suitable for publication, a research paper with or without human subjects, development of curricula for specific Health Informatics topics or a combination of these. Preceptors are assigned to the students and virtual collaboration between the student, the preceptor and the student's advisor is completed on a regular basis.

Due to the regular and adjunct faculty's connections to the health care institutions in Northeast Ohio, student experience for internships and projects take advantage of facilities such as the Cleveland Clinic, MetroHealth Medical Center, University Hospitals of Cleveland, Akron General Hospital, Summa Health Care and Akron Children's Hospital. These world class facilities provide cutting edge experiences in Health Informatics and expose students to current trends in the fields.

Finally, the KSU Health Informatics program has had and continually seeks new articulation agreements with multiple colleges that allow students to transfer credit from undergraduate programs into the Master's program in health Informatics. Additional articulation agreements allow students obtaining a baccalaureate in computer science or health informatics to take advantage of the transfer credit option. It is notable that KSU's Health Informatics program offers both the Master's and a Certificate program. Credits earned in the Certificate Program (up to 12) are directly transferable into the Master's program.

The KSU Health Informatics program is a premier program within the state of Ohio. Citing the above characteristics, we see no competition with other programs currently operating in the state.

5. External Support

Articulation agreements with Cuyahoga Community College, John Carroll University and Ursuline College show some of the collaboration opportunities between Kent State University and external partners. In these agreements, students were drawn into the Master of Science after having studied health information technology on the undergraduate level.

Graduate students studying health informatics at Kent State have the option to complete their degree with an internship. Currently, there are standing agreements with Akron Children's Hospital, Akron

General Medical Center, and the HIMSS Innovation Center at the Global Center for Health Innovation, University Hospitals Cleveland Medical Center, The Cleveland Clinic, and the Louis Stoke Veterans Administration Medical Center for placement. More informal arrangements with other area health care institutions are in the process of formalization. The faculty's leadership in HIMSS and the Northeastern Ohio Health Care Community facilitates opportunities for projects and internships through the Global Center for Health Innovation.

Memos of support from health organizations and businesses employing health informatics professionals and researchers are included in Appendix III.

School of Library and Information Science

MS in Health Informatics Catalog Copy and Keywords

Catalog Copy

Information Architecture and Knowledge Management - M.S., print Kent State University 2015 Catalog > College of Communication and Information > Graduate Programs > Information Architecture and Knowledge Management - M.S. College College of Communication and Information Resources Program Requirements Academic Policies Department School of Library and Information Science E-mail: slisinfo@kent.edu Tel: 330-672-2782 Fax: 330-672-7965 Web: www.kent.edu/slis Description

The Master of Science in Information Architecture and Knowledge Management consists of three concentrations: Health Informatics, Knowledge Management and User Experience Design.

Health Informatics is the science of evaluating, implementing, and utilizing technology to manage all information related to the patient care delivery process: clinical, financial, technological and enterprise-wide. Three major components comprise the health informatics discipline. The Information Systems component focuses on such issues as information systems analysis, design, implementation, management and leadership. The Informatics component is concerned with the study of structure, function and transfer of information, socio-technical aspects of health computing, and human-computer interaction. Lastly, the Information Technology component focuses on computer networks, database and systems administration, security, and programming. The field also draws contributions from computer science, the clinical sciences, social and organizational influences and business practices.

Health informatics professionals typically work in managerial, analytical, consultative and executive roles.

The skills and tools required to manage a knowledge organization build upon, but are different from, those required to manage an industrial era organization. These new skills and tools are found in the emerging domain of **Knowledge Management** (KM). KM organizations of all types, in all sectors of the economy, face a growing need for knowledge management professionals. In fact, knowledge organizations are created and sustained by KM professionals working side by side with corporate executives, business and subject matter experts. A knowledge organization works smarter at the organizational, the community and the individual level because KM professionals envision and strategically manage the organization's knowledge, design knowledge architectures and build technologies that enable the organization to work smarter, and facilitate KM on a daily basis. Kent State is taking a leadership role in developing standards and competencies that define the field. Students learn best practices from their fellow students, many of whom are also professionals working in KM, and through courses or internships they get real-world, practical experience.

User Experience Designers engage in a variety of design activities that help produce aesthetic interfaces and also help organizations meet business goals. UXD addresses the structural, informational, psychological and emotional aspects of what makes a successful user interface, whether it's Web, mobile, tablet or any other device. At Kent State University, User Experience Design is thought of as a process where students learn, understand, imagine, evaluate and inform. The design team begins by gathering data/information about users, clients, the organizational culture, common tasks and work environments. After sufficient data/information is gathered, the team seeks to understand the context in which the project will be undertaken. This phase is the bridge between data collection and design. Design in the imagine phase involves brainstorming, iterative prototyping and critiquing. The design team needs to constantly evaluate their designs to see if they work in the real world. This may involve usability testing at Kent State's usability lab, eye tracking studies, paper prototyping or heuristic evaluations. The results of design must be communicated to appropriate audiences. This informing process involves giving presentations to clients and stakeholders, report writing and other forms of communication. Graduates of the program will come away with a solid understanding of usability, content strategy, information architecture and user research.

The Master of Science in Information Architecture and Knowledge Management can be part of a dual degree option with any other master's program, including the Master of Library and Information Science (M.L.I.S.).

Admission Requirements

Official transcript(s), three letters of recommendation, TOEFL or IELTS for international students, goal statement and resume. For more information about graduate admissions, please visit the <u>Graduate Studies</u>website.

Graduation Requirements

A minimum of 36 credit hours is required for the Health Informatics and User Experience Design concentrations. A minimum of 42 credit hours is required for the Knowledge Management concentration. Program plans must be approved by faculty advisors. A three-course, 9-credit core is required of all students. Students in each concentration are encouraged to select elective courses from the other two concentrations.

Thesis/ Dissertation

To complete the Master of Science, students must submit one of these: A Thesis (6 credits), Master's Project (3 credits), Capstone Experience (3 credits) or Individual Investigation (3 credits). To be approved, an Individual Investigation must provide a synthesis of the student's coursework.

Information Architecture and Knowledge Management - M.S. Program Requirements

Kent State University 2015 Catalog > College of Communication and Information > Graduate Programs > Information Architecture and Knowledge Management - M.S. > Information Architecture and Knowledge Management - M.S. > Program Requirements

CORE PR	ROGRAM R	EQUIREMENTS (6 credits)	
Course	\	Title	Credits
IAKM	60002	Knowledge Organization Structures, Systems and Services	3
Elective			3
CONCEN	TRATION I	PROGRAM REQUIREMENTS (27-33 credits)	
Choose o	ne of the fo	ollowing concentrations	
Health In	nformatics		
IAKM	60301	Foundational Principles of Knowledge Management	3
IAKM	60401	Health Informatics Management	3
IAKM	60402	Legal Issues in Health Informatics	3
IAKM	60403	Health Information Systems	3
IAKM	60410	Health Records Management	3
		om the following four elective courses whether in their own area of concentration or from neentrations	12
IAKM	60411	Clinical Analytics (3)	
IAKM	60691	Seminar in Information Architecture and Knowledge Management (1-3)	
IAKM	61095	Special Topics in Information Architecture and Knowledge Management (1-3)	
Courses 1	from other	concentration or approved courses from participating disciplines: BAD, COMM, CS, JMC,	
VCD.			
Knowled	ge Manag	ement	
ECON	62015	Economics of Information	3
IAKM	60301	Foundational Principles of Knowledge Management	3
IAKM	60302	Foundations of Document Management	3
IAKM /	60303	Knowledge Assessment and Evaluation	3
IAKM	60305	Communities of Practice	3

	60306	Organizational Culture Assessment	3
IAKM	60307	Organizational Learning	3
	\ -	our elective courses whether in their own area of concentration or from any of the other approved courses from participating disciplines: BAD, COMM, CS, JMC and/or VCD.	12
User Ex	perience D	esign	
IAKM	60101	Information Architecture I	3
IAKM	60102	Information and Visual Design	3
IAKM	60103	Researching the User Experience I	3
IAKM	60104	Usability I	3
IAKM	60105	Information Technologies	3
IAKM	60120	User Experience Design Principles and Concepts	3
IAKM	60121	User Experience Design in Practice	3
		rom the following: two elective courses whether in their own area of concentration or from	6
uny oj t	ine otner co	ncentrations	
IAKM	60110	Content Management Systems (3)	
IAKM	60110	Content Management Systems (3)	
IAKM	60110	Content Management Systems (3) Online Branding (3)	
IAKM IAKM	60110 60111 60112	Content Management Systems (3) Online Branding (3) Information Architecture II (3)	
IAKM IAKM IAKM	60110 60111 60112 60113	Content Management Systems (3) Online Branding (3) Information Architecture II (3) Researching the User Experience II (3)	
IAKM IAKM IAKM IAKM	60110 60111 60112 60113 60114	Content Management Systems (3) Online Branding (3) Information Architecture II (3) Researching the User Experience II (3) Usability II (3)	
IAKM IAKM IAKM IAKM IAKM IAKM	60110 60111 60112 60113 60114 60691 61095	Content Management Systems (3) Online Branding (3) Information Architecture II (3) Researching the User Experience II (3) Usability II (3) Seminar in Information Architecture and Knowledge Management (1-3)	
IAKM IAKM IAKM IAKM IAKM IAKM VCD.	60110 60111 60112 60113 60114 60691 61095	Content Management Systems (3) Online Branding (3) Information Architecture II (3) Researching the User Experience II (3) Usability II (3) Seminar in Information Architecture and Knowledge Management (1-3) Special Topics in Information Architecture and Knowledge Management (1-3)	

IAKM	61096	Individual Investigation in IAKM		3
IAKM	61098	Master's Project		3
IAKM	61199	Thesis I		6
			MINIMUM TOTAL	36-42

Certificates

Certificate programs are available for post-Bachelor's students who wish to focus in health informatics or knowledge management without pursuing the full Master of Science program. Each certificate program is a minimum of 18 credit hours with specific requirements. Please see the listing of certificates under the College of Communication and Information in this catalog for more information.

Health Informatics - M.S.

Kent State University 2017 Catalog > College of Communication and Information > Graduate Programs > Health Informatics - M.S.

College

College of Communication and Information

Resources

- Program Requirements
- Academic Policies

Department

School of Library and Information Science

E-mail: slisinfo@kent.edu Tel: 330-672-2782 Fax: 330-672-7965 Web: www.kent.edu/slis

Description

The Master of Science in Health Informatics prepares graduates for careers in managerial, analytical, consultative and executive roles working with healthcare systems and clinicians.

Health Informatics is the science of evaluating, implementing, and utilizing technology to manage all information related to the patient care delivery process: clinical, financial, technological and enterprise-wide. Three major components comprise the health informatics discipline. The Information Systems component focuses on such issues as information systems analysis, design, implementation, management and leadership. The Informatics component is concerned with the study of structure, function and transfer of information, socio-technical aspects of health computing, and human-computer interaction. Lastly, the Information Technology component focuses on computer networks, database and systems administration, security, and programming. The field also draws contributions from computer science, the clinical sciences, social and organizational influences and business practices.

The Master of Science in Health Informatics can be part of a dual degree option with any other master's program, including the Master of Library and Information Science (M.L.I.S.).

Admission Requirements

Official transcript(s), three letters of recommendation, GRE if total GPA is below 3.0 in highest completed degree, TOEFL for international students, goal statement, and a resume. In calculating the total GPA, all grades from all courses taken at relevant level (baccalaureate or master's) from all institutions are required. Prospective students should complete the application process no later than September 15 for spring admission, January 15 for summer admission and March 15 for fall admission. For further details on admission procedures and deadlines, prospective students should consult the <u>school's website</u>.

For more information about graduate admissions, please visit the Graduate Studies website.

Program Learning Outcomes

Upon the successful completion of the program, students will be able to:

- Reconcile the needs of clinical and non-clinical users of health information systems utilizing workflow analysis, systems
 analysis and project management principles.
- Analyze collected data of health information systems utilizing principles of data mining, statistics and clinical analytics.
- Manage the implementation of health information systems in multiple health care venues using principles of organizational dynamics, and change management.
- Facilitate communication between clinical and non-clinical users of health information systems.
- Successfully obtain the credential of Certified Associate in Health Information Systems.

Graduation Requirements

A minimum of 36 credit hours is required for the Health Informatics program. Program plans must be approved by faculty advisors. A seven-course, 21-credit core is required of all students.

Thesis/ Dissertation

To complete the Master of Science, students must submit one of these: A Thesis (6 credits), Master's Project (3 credits), Master's Research Paper (3 credits), or Master's Internship (3 credits)

Health Informatics - M.S. Program Requirements

<u>Kent State University 2017 Catalog</u> > <u>College of Communication and Information</u> > <u>Graduate Programs</u> > <u>Health Informatics - M.S.</u> > <u>Health Informatics - M.S. Program Requirements</u>

Cour	se	Title	Credit			
HI	60401	Health Informatics Management	3			
111	00401	Health informatics Management	3			
HI	60402	3				
HI	I 60403 Health Information Systems					
HI	I 60410 Health Records Management					
HI	H 60411 Clinical Analytics					
KM	M 60301 Foundational Principles of Knowledge Management					
LIS	IS 60636 Knowledge Organization Structures, Systems and Services					
Elect	ives. Choo	se from:	9-12			
UXD	60101 Info	ormation Architecture (3)				
UXD	60104 Usa	ability I (3)				
		ness Process Management (3)				
		antic Analysis Methods and Technologies (3)				
	*	ge Management in Health Informatics (3)				
		n Factors & Usability in Health Informatics (3) h Informatics Inquiry and Assessment (3)				
		al Decision Support (3)				
		nar in Health Informatics (3)				
		ve Internship in Health Informatics (3)				
HI 60						
	L095 Speci	al Topics in Health Informatics (3)				

All HI graduate courses may apply toward electives. Up to 6 credit hours of KM, UXD, and LIS courses may count as HI electives.

FIN	AL PROGRA	AM REQUIREMENTS (3 or 6 credits)	
HI	66092	Master's Internship in Health Informatics	3
HI	66098	Master's Project in Health Informatics	3
HI	66198	Master's Research Paper in Health Informatics	3
HI	66199	Thesis I	6
		MINIMUM TOTAL	36

Certificates

Certificate programs are available for post-Bachelor's students who wish to focus in health informatics pursuing the full Master of Science program. The certificate program is a minimum of 18 credit hours with specific requirements. Please see the listing of certificates under the College of Communication and Information in this catalog for more information.

Program Keywords

1. Health Informatics

- Allied Health
- Analysis
- Analytical Skills
- Analytical Tools
- Applications
- Applied
- Architecture
- Bioinformatics
- Biostatistics
- Biotechnology
- Chief Information Officer
- Clinical Analytics
- Clinical Decision Support
- Clinical Informatics
- Clinical Information

Systems

- CIO
- CIS
- CMIO
- CNIO
- Collaborative
- Communication
- Communication Skills
- Communications
- Computer
- Computer Enhanced

Imaging

- Computer Ethics
- Computer Information

Systems

• Computer Information

Systems (CIS)

- Computer Science
- Computer Technology
- Computers
- Consultant
- Consumer Behavior
- Coordinating
- Creation
- Critical Thinking
- Critical-Thinking Skills
- Culture

- Customer
- Data
- Data Mining
- Database
- Decision Making
- Design
- Developer
- Development
- Digital
- Digital Systems
- Displays
- Diversity
- Editing
- Electronic Health Record
- Electronic Medical Record
- Engineer
- Engineering
- Environment
- Ergonomics
- Executive
- Extranet
- Foundation
- Globalization
- Government
- Health
- Health Administration
- Health Care
- Health Informatics
- Health Information
- Health Information

Exchange

• Health Information

Management

• Health Information

Technology

- Health Policy
- Health Sciences
- Health Technology
- Healthcare
- Healthcare Informatics
- Heuristics
- Hospital

- Hospitals
- HR
- Human Computer

Interaction

- Human Resource
- Human Resources
- Ideas
- Implementation
- Industry
- Informatics
- Information
- Information Architecture
- Information Design
- Information Literacy
- Information Technology
- Initiative
- Innovation
- Integrated Health Studies
- Integration
- Intelligence
- Interactive Computing
- Interdisciplinary
- Interfaces
- International
- International Organization
- Internet
- Interpersonal

Communication

- Inventory
- Inventory Management
- Knowledge Acquisition
- Knowledge Base
- Knowledge Bases
- Knowledge Management
- Knowledgebase
- Legal
- Library
- Library And Information

Science

- Management
- Managing
- Medical

- Medical Devices
- Medical Imaging
- Medical Informatics
- Medical Technology
- Mission
- Mobile Devices
- Model
- Model Building
- Modeling
- Models
- Motivate
- Multimedia Development
- Multimedia Systems
- Network
- Objectives
- Operating System
- Opportunities
- Oral Communication Skills
- Organization
- Organizational

Communication

- People
- Pharmaceutical
- Pharmacy
- Planning
- Policy
- Politics
- Presentation
- Problem Solving
- Processes
- Productivity
- Professional
- Programming
- Project Management
- Psychology
- Public Communication
- Public Health
- Public Policy
- Regulation
- Regulations
- Resource Planning

- School Of Library And Information Science
- SLIS
- Software
- Software Development
- Software Engineer
- Standards
- Strategy
- Structures
- System Analysis
- System Analyst
- System Consultant
- System Engineer
- System Engineering
- Systems
- Systems Analyst
- Systems Integration
- Teamwork
- Tech
- Technology
- Telecommunications
- Text Analysis
- Transdisciplinary
- Utilization
- Visualization
- Web
- Wireless
- Workforce Education
- Writing
- Written Communication

Skills

• XML

MS- Health Informatics proposal

Appendix III: External Letters of Support

From: White, M.D., Robert < WHITER10@ccf.org>

Date: Fri, Apr 8, 2016 at 8:35 AM

Subject: support of the Kent State Information Architecture and Knowledge Management program

To: Chris Hudak < chudak 3@kent.edu >

To Whom It May Concern,

As the President of the Northern Ohio chapter of the Health Information Management Systems Society (HIMSS) and in my position at Cleveland Clinic, advancing higher education in our health information technology world is critical to the advancement of care delivery processes. Access to and the exchange of information is by far the cornerstone to healthcare systems providing care to patients and improving the health of populations. Institutions of higher learning who develop informatics programs like Kent State should be allowed to accelerate these types of degrees. We support the program and recommend acceleration of the approval as such. If there are questions on my comments, feel free to contact me. Regards,

Robert S. White, MD, FAAFP



Robert S. White, MD, FAAFP | Associate Chief Medical Information Officer Clinical Systems Office of the ITD | Cleveland Clinic 9500 Euclid Ave. | Cleveland, OH 44195 | Mobile (216) 903-9728

From: James Carroll < jcarroll@arha.org >

Date: Thu, Apr 7, 2016 at 1:51 PM

Subject: Letter of Support

To: Christine Hudak < chudak3@kent.edu>

April 7, 2016

Dr. Hudak,

I remember when I started working in health IT, our department was referred to as 'data processing' and we had very little to do with the clinical processes within the hospital. Today the new area of Health Informatics has become the foundation for many of the advances in healthcare today. Health Informatics is not limited to the boring bits and bytes of a data center rather we now see the integration of data that has been locked away in disparate systems.

Progressive organizations understand the value and opportunity provided by the integration of information technology, integrated communications and healthcare. The challenge is to find a qualified employee that will leverage these opportunities and continue to drive clinical innovation and improvements. Given that the field of Health Informatics is still in the early stages of growth, there are not a great deal of 'on the job' experienced employees available. There are many who have experience in one or more of the many different health IT areas, but very few understand the 'big picture' of Health Informatics.

Therein lies the opportunity for Kent State University's Master of Science in Health Informatics major to fill this need. Within this program, in a short period of time, students will be exposed to multifaceted applications of Health Informatics that will enable them to move into the field and be productive in a very short time frame.

I certainly hope the Higher Learning Commission in Ohio will support your proposed changes.

Make it a great day!

Jim

Jim Carroll, Director

Northeast Central Ohio Regional Extension Center A program of the Akron Regional Hospital Association Office 330-873-1500

Cell <u>330-780-6909</u>

From: Bungard, Barb < bbungard@chmca.org >

Date: Thu, Apr 7, 2016 at 2:39 PM Subject: RE: Letter of Support

To: Christine Hudak < chudak3@kent.edu>

Thank you for reaching out to the members of the Health Informatics Advisory Council. I am in support of changing the degree awarded from a Master of Science in Information Architecture and Knowledge Management to a Master of Science in Health Informatics. This degree helps to prepare individuals for the Health IT Community. Akron Childrens Hospital's IT department has grown over the past few years, not only in number of staff but also in the roles and responsibilities of those staff

Barb Bungard, MSN, CPHIMS

Manager of IT Regulatory Operations 330-543-3651



From: Kall, Greg < kallg@summahealth.org>

Date: Fri, Apr 8, 2016 at 8:20 AM Subject: RE: Letter of Support

To: Christine Hudak < chudak3@kent.edu>

Good Morning Christine!

I fully support the change the degree awarded from a Master of Science in Information Architecture and Knowledge Management to a Master of Science in Health Informatics.

Please let me know if there is anything else I can do to support this process.

Best Regards, Greg

Greg Kall

Senior Vice President/CIO

Summa Health

1077 Gorge Blvd.

Akron, OH 44310

234.312.6200

From: Piar, Pamela < PIARP@ccf.org > Date: Fri, Apr 8, 2016 at 10:48 AM Subject: RE: Letter of Support

To: Christine Hudak < chudak3@kent.edu>

I am in support of changing to a Master of Science in Health Informatics due mostly to the revolution in the health care industry. Today's patient care is driven by technology and communication to work on improving patient outcomes via quality and safety. We need educated individuals to help in developing the new model of patient care via technology.

Pamela M. Piar



From: Miker, Hollis < Hollis.Miker@tri-c.edu>

Date: Thu, Apr 7, 2016 at 2:32 PM Subject: Letter of Support

To: Christine Hudak < chudak 3@kent.edu>

Dear Dr. Christine Hudak,

On behalf of Cuyahoga Community College, I am writing to express my support for the proposal to change the degree awarded upon program completion from a Master of Science in Information Architecture and Knowledge Management to a Master of Science in Health Informatics at Kent State University. This programmatic change is necessary for the Health IT community and employers are increasingly seeking candidates with a major and degree in Health Informatics.

Sincerely,

Hollis Miker, MBA, CPC

Director

The Center for Health Industry Solutions Cuyahoga Community College – UTC 204 Phone: 216-987-2942

Mobile: 440-537-9090 Hollis.Miker@Tri-C.edu Tri-C® Where futures begin SM

www.tri-c.edu

From: Jason Shawbell < <u>Jason.Shawbell@akrongeneral.org</u>>

Date: Thu, Apr 7, 2016 at 1:44 PM Subject: Letter of Support

To: "chudak3@kent.edu" <chudak3@kent.edu>

To Whom It May Concern:

As a graduate of the Kent State University Master of Science in Information and Knowledge Management (IAKM) with a concentration in Health Informatics program in the fall of 2013, I understand the importance of having a quality advanced degree program in our region to support the technology and data driven evolution of our healthcare system.

I became a Heath Information Technology (Health IT) professional in 2008, and was drawn from another University's Health Informatics program to IAKM in the fall of 2011, because of the added value the new program provided. This included significant influence from industry leaders in the region.

In recent years with the increase in adoption and utilization of Health IT once ambiguous definitions and interoperability standards have solidified. The same holds true for the advance degree programs our professionals are seeking out to broaden their knowledge and expertise.

That being said, I support the proposal being submitted by Kent State University to change from a Master of Science in Information and Knowledge Management with a concentration in Health Informatics to a Master of Science in Health Informatics.

Best Regards, Jason Shawbell



Jason Shawbell MS, BSN, RN | Sr. Project Leader | Clinical Analytics Business Intelligence Cleveland Clinic Akron General | 1 Akron General Avenue | Akron, OH 44307 P: 330.344.2224 | F: 330.344.4020 Jason.Shawbell@akrongeneral.org

From: Simmons, Paul < Paul. Simmons@uhhospitals.org >

Date: Thu, Apr 7, 2016 at 6:52 AM

Subject: Letter of Support for Master of Science in Health Informatics Degree

To: Christine Hudak < chudak3@kent.edu>

As Past President and Current Board Member of the Northern Ohio Healthcare Information Management Systems Society, I support the degree program: Master of Science in Health Informatics as proposed by Kent State. There is a tremendous need for education for both employee jobs and for employers to have a qualified work force.

Paul Simmons, MS University Hospitals - Finance 3605 Warrensville Center Road MSC 9195 Shaker Heights, OH 44122

Phone: 216-286-1828 Office Location 1142D

E-Mail Paul. Simmons @UHhospitals.org





THE OFFICIAL HEALTH CARE PARTNER OF THE CLEVELAND BROWNS

From: Greg Sanker < gps@sequentiacare.com>

Date: Sun, Apr 10, 2016 at 8:20 PM Subject: Letter of Support | MSHIT

To: Christine Hudak < chudak3@kent.edu>

Hi Chris, just a quick note to let you know that I am in support of the name and program change to Master of Science in Health Informatics. I see this as an obvious improvement for the following reasons:

- The change (in name and major) is much more descriptive, current and approachable (understandable) by potential employers
- Employers will likely respond even more positively to a MSHIT 'major' (your comment below duly noted)
- Doing so could/would have the same effect on potential students increasing applications/enrollment

Chris, please let me know if you want or need more detail; I'm happy to help.

Greg

Greg Sanker Chief Financial Officer 216.650.7778 | mobile

Sequentia Corporation **Ariel International Center** 1163 E. 40th Street, Suite 206 Cleveland, OH 44107

www.sequentiacare.com

From: John Dorsky < jdorsky@mdconsult.us>

Date: Sun, Apr 10, 2016 at 11:04 AM Subject: Health Informatics Degree To: Christine Hudak <<u>chudak3@kent.edu</u>>

To whom it may concern:

I am writing in support of changing the degree of the Health Informatics Program to a Master of Science in Health Informatics. The HITECH Act of 2009 has been very successful at converting the majority of healthcare documentation to an electronic form. This has created a rapidly expanding industry that is focused on the technical aspects of electronic medical records and nuances associated with workflow and how we will manage, maintain, exchange and secure these records in the years to come. This is the field called Health Informatics and it is vitally important that the degree reflect training in this discipline. Giving graduates of this program a degree which reflects their preparedness to be involved and shape this evolving space will ensure they can be competitive in the job market.

John Dorsky MD FACS CPHIMS CHTS-CP MDConsult Ohio jdorsky@mdconsult.us

MS-Health Informatics MS-Knowledge Management MS-User Experience Design

Internal Letters of Support

Most letters address all three proposed programs, unless otherwise indicated

In response to:

The school of Library and Information Science respectfully requests your support for the proposed inactivation of the Master's of Science in Information Architecture and Knowledge Management (IAKM) and its three concentrations (Health Informatics, Knowledge Management, User Experience Design), and the proposed elevation of the three concentrations to the following three majors:

Master's of Science in Health Informatics (36-39 credits hours)
Master's of Science in Knowledge Management (36-39 credits hours)
Master's of Science in User Experience Design (36-39 credits hours)

I have enclosed a copy of the Proposal for your review, including rationale and curricular changes.

Best regards, Athena

Athena Salaba, Ph.D.

Associate Professor

School of Library & Information Science, Kent State University

330-672-0023 | 330-672-2782 (SLIS)

ALL THREE PROPOSED MS MAJORS

From: "CHILD, JEFFREY T." < jchild@kent.edu

Date: Friday, March 4, 2016 at 3:20 PM

To: Athena Salaba salaba@kent.edu

Subject: Re: IAKM program change - Proposal for MS majors

Hey there Athena -

Please accept this e-mail as support from the School of Communication Studies for the proposed changes in IAKM.

Thanks, Jeff

__

Jeffrey T. Child, Ph.D.
Associate Professor and Interim Director
Kent State University
School of Communication Studies
PO Box 5190
Kent, OH 44242

Office: (330) 672-1224 Fax: (330) 672-3510

From: "KENNEDY, JAIME D." < jkenned8@kent.edu>

Date: Monday, March 7, 2016 at 1:29 PM **To:** Athena Salaba asalaba@kent.edu **Cc:** Jeff Fruit jfruit@kent.edu

Subject: Re: IAKM program change - Proposal for MS majors

Athena,

VCD supports your proposal to move the Health Informatics, Knowledge Management, and User Experience Design concentrations to majors.

Best regards, Jaime K.

Jaime Kennedy
Interim Director
School of Visual Communication Design
Kent State University
jkenned8@kent.edu
330-672-7856

From: "Coombs, Danielle" < dcoombs@kent.edu>

Date: Tuesday, March 8, 2016 at 9:14 AM **To:** Athena Salaba <<u>asalaba@kent.edu</u>>

Cc: "Wasbotten, Thor" < twasbott@kent.edu >, Jeff Fruit < ifruit@kent.edu >

Subject: Re: IAKM program change - Proposal for MS majors

Hi Athena,

Thank you for sending this for our review. The School of Journalism and Mass Communication supports your proposals.

Best, Danielle

Danielle Sarver Coombs, Ph.D.
Associate Professor/Graduate Coordinator
School of Journalism and Mass Communication
305B Franklin Hall
330-672-8876
dcoombs@kent.edu

From: WALKER, ROBERT

Sent: Friday, March 11, 2016 1:20 PM

To: SALABA, ATHENA

Cc: FRUIT, JEFFREY; WALKER, ROBERT; PETI, SUSAN

Subject: Re: IAKM program change - Proposal for MS majors

Dr. Salaba,

On behalf of the School of Digital Sciences, I would like to express our support for your proposal to inactivate the IAKM major and, in its place, establish majors in Health Informatics, Knowledge Management, and User Experience Design within the Master of Science degree offered by the School of Library and Information Science.

Given the evolution of these three fields over the past decade, separate majors for each seems quite appropriate.

- bob

Robert A. Walker

rawalke1@kent.edu
walker@cs.kent.edu
236 Math & CS Building
330-672-9105

Director, School of Digital Sciences
http://www.kent.edu/dsci
Professor, Computer Science Department
http://www.cs.kent.edu/~walker
Kent State University, Kent OH 44242

From: Umberger, Wendy

Sent: Monday, March 14, 2016 12:14 PM

To: SALABA, ATHENA

Subject: RE: IAKM program change - Proposal for MS majors

Hi Again Athena,

Our Graduate Curriculum Committee (GCC) met this morning and voted unanimously to support the proposed elevation of the three concentrations (i.e., Health Informatics, Knowledge Management, and User Experience Design) to the following three majors:

- Master's of Science in Health Informatics (36-39 credits hours)
- Master's of Science in Knowledge Management (36-39 credits hours)
- Master's of Science in User Experience Design (36-39 credits hours)

So now you have the support of our College Advisory Committee and GCC. Good luck going forward with this.

Sincerely,

Wendy Umberger

Wendy A. Umberger PhD PMHCNS-BC
Professor and Associate Dean for Graduate Programs
Kent State University
College of Nursing
Henderson Hall, Room 311
Kent, OH 44242
330-672-8813 (O)
440-248-9211 (M)
wlewando@kent.edu

From: "Umberger, Wendy" <wlewando@kent.edu>

Date: Monday, March 7, 2016 at 9:34 AM

To: Athena Salaba <asalaba@kent.edu>

Subject: RE: IAKM program change - Proposal for MS majors

Hi Athena,

I discussed your proposal at our College Advisory Committee this morning and there was unanimous agreement to support it; however, I must also take it to our Graduate Curriculum Committee meeting on March 14, 2016 and get their support. Next Monday after GCC, if it is approved, I will draft an email/letter of support.

Wendy

SUPPORT for MS-KNOWLEDGE MANAGMENT

From: "Spake, Deborah" <dspake@kent.edu> Date: Sunday, October 30, 2016 at 12:26 PM

To: "Reynolds, Amy" <areyno24@kent.edu>, Athena Salaba <asalaba@kent.edu>

Cc: "ZINGRONE, CATHERINE" <czingron@kent.edu>

Subject: RE: Proposal for MS Knowledge Management major

Amy,

I spoke with the chair of the Department of Economics and have no further questions about your MS in Knowledge Management proposal. The College of Business Administration supports your efforts in proposing this degree.

Thanks for allowing us the opportunity to discuss the proposal.

Deborah

Sent via the Samsung Galaxy Mega® 2, an AT&T 4G LTE smartphone

From: "Spake, Deborah" <dspake@kent.edu>
Date: Thursday, October 27, 2016 at 6:45 PM
To: "Reynolds, Amy" <areyno24@kent.edu>

Cc: Athena Salaba <asalaba@kent.edu>, "ZINGRONE, CATHERINE" <czingron@kent.edu>

Subject: RE: Proposal for MS Knowledge Management major

Hi Amy,

The college has no concerns with the existing knowledge management courses in the proposal. It's the move to replace the Economics course with a new course that appears to be economics-like that raised questions in the college. I understand that the department chair was involved in the discussion, but he was with you in China and we haven't been able to discuss it in person since his return.

Can Therese proceed with the proposal with the existing Econ course listed until we resolve this? I'm out of town, but will call him tomorrow to try to gather more information.

Deborah

Sent via the Samsung Galaxy Mega® 2, an AT&T 4G LTE smartphone

From: "WILLIAMS, DONALD" < dwilliam@kent.edu>

Date: Saturday, March 5, 2016 at 2:32 PM **To:** Athena Salaba asalaba@kent.edu>

Subject: RE: Economics of Information course - ECON 62015

Dear Athena,

The economics department faculty has reviewed the draft proposal and supports the creation of this new course.

Best 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

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KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	Pi	reparation Date	2-Mar-16	Curriculum Bulletin
	Ef	ffective Date	Fall 2017	Approved by EPC
-				
Department	School of Library an			
College	CI - Communication	and Information	n	
Degree	MS - Master	of Science		
Program Name	Knowledge Manager	ment Progr	am Banner C	ode KM
Concentration(s)	Concentra	tion(s) Banner	Code(s)	
Proposal	Establish program			
				nt in the Master of Science
Current total credit I Describe impact on		oposed total cress or procedures	edit hours 36 - s (e.g., duplica	ation issues; enrollment and
the major in Inform Units consulted (oth	on other programs. The state of	d Knowledge I	Management s affected by	this proposal):
In On	RI	EQUIRED END	ORSEMENT	03 / 02 / 2016
Department Chair /	School Director			
HIBH H.	Regional Campuses pro	posals)	<u> </u>	4 /13 / 30//
College Dean (or de	signee)			4/13/20/6
Dean of Graduate S	tudies (for graduate pro	posals)		
Senior Vice Presider	nt for Academic Affairs	or Provost (or d	esignee)	

Full Proposal to Establish Master of Science in Knowledge Management

Prepared by
The School of Library and Information Science
Kent State University
September, 2016

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Introduction

The proposal seeks approval for the establishment of a new major in Knowledge Management in the Master of Science, offered in the School of Library and Information Science (SLIS) at Kent State University. The proposed major, Knowledge Management, currently exists as a concentration within the existing Master of Science under the Information Architecture and Knowledge Management (IAKM) major.

The phrase "knowledge management" has been in use since 1990, but its theories, principles and tasks have been in use for far longer. Since its establishment within the Master of Science program in fall 2001, the knowledge management concentration and discipline in general has become more clearly defined and independent. The use of "knowledge management" as the major is still supported as it was when it was introduced as a concentration at Kent State. Koenig uses bibliometric research to establish the continued growth in the discipline and allied professions. Research shows that in the business literature alone, more than 12,000 article titles included the phrase "knowledge management" or abbreviation KM.

Although the term has been used in different contexts, according to Girard and Girard² there is an agreement in the definitions found in the literature that Knowledge Management is the systematic process and strategy for creating, sharing, finding, organizing, using and managing the knowledge and information of an organization. As a discipline, it promotes an integrated approach to the creation, capture, organization, access and use of an organization's information assets. These assets include structured databases, textual information such as policy and procedure documents, and most importantly, the tacit knowledge and expertise resident in the heads of individual employees. More recently, KM is driving the adoption of tools that enable organizations to work at the semantic level, as part of the Semantic Web.

The Master of Science is the appropriate degree for a major in Knowledge Management, which places an emphasis on the professional preparation of its graduates and focuses on scholarship, research, and assessment, drawing both from qualitative and quantitative methodologies.

When the Master of Science in IAKM was first launched, it was meant to serve as an incubator for programs that shared foundational principles and interdisciplinary ties across library and information science, business, communications, and computer science. Three points on a spectrum of areas that lay at the intersection of information and technology were identified and curriculum was built with a strong core across the previously listed disciplines. From the start, there were foundational similarities, but the career paths were unique. Students were expected to share not only core courses, but to also gain an understanding of their program partners by taking electives in each area. This curricular structure was

¹ Koenig, M. E. (2012, May 04). What is KM? Knowledge Management Explained. Retrieved September 23, 2016, from http://www.kmworld.com/Articles/Editorial/What-Is-.../What-is-KM-Knowledge-Management-Explained-82405.aspx

² Girard, J.P., and Girard, J.L.. (2015). Defining knowledge management: Toward an applied compendium. *Online Journal of Applied Knowledge Management*, 3(1), 1-20

created to educate professionals who could serve as liaisons between the technology experts, managers, and clients in an organization. The core supported the development of IAKM graduates for that role. The electives and concentration requirements helped them to focus on their specific career paths.

The three concentrations eventually collapsed to two: knowledge management and user experience design. Health informatics found its home in IAKM in 2011 because it, too, shared the cross-disciplinary foundations. Over time, the needs of students in each area diverged from the others highlighting the need for focused curricular development to support the needs of our students, and future professionals. Graduates are still able to serve their liaison role, but without the need for a heavy transdisciplinary core.

Establishing a new Major in Knowledge Management will allow the program to determine its own core courses and electives. Another key goal of this proposal is for the students to receive the appropriate credentials necessary for their careers with a degree that reflects their education and also to provide clarity to potential employers about the skills and competencies of the graduates of these programs.

The proposed M.S.-KM includes minor curricular changes and a decrease of the minimum requirement for completion to a total of 36 credit hours from 42.

The program is supportive of adult learners and includes pathways to degree completion and course offerings that allow students to focus one course at a time and allow them to complete the program in two years.

The Master of Science in IAKM is currently offered in an online format. Approval for online delivery of the Master in Science was completed in Fall 2010. The proposed new major will continue to be offered online.

1. Academic Quality

The Knowledge Management program will be administered by the School of Library and Information Science in the College of Communication and Information. The School has a faculty member appointed as the Graduate Coordinator and will continue the assignment of a full-time faculty member in knowledge management as a program coordinator. At SLIS, graduate coordinators are overcseeing admissions, academic progress, graduation clearance, and application of graduate studies policies across all programs. Program coordinator responsibilities include, recruiting for and marketing of the program, recruiting instructors, overseeing curriculum needs and monitoring curricular changes, and convening program advisory board meetings.

The School engages with students, alumni, employers, and other constituents to assist in maintaining a quality program aligned with the University, College, and School missions to serve all stakeholders.

The program is subject to the Kent State University Graduate Studies policies and procedures in regards to admission requirements, academic standards, and graduate faculty membership.

The goals of the KM Master's degree will enable students to realize goals of knowledge management: (1) capturing knowledge by creating or enhancing knowledge repositories; (2) improving knowledge access by educating personnel in its methods and by facilitating processes of knowledge transfer between and among individuals and organizations; (3) enhancing the knowledge environment and infrastructure by facilitating and rewarding knowledge creation, transfer and use, and by promoting a culture of knowledge sharing; and (4) managing knowledge as an asset so as to maximize efficiency and productivity, and to cope with risk. The objectives of KM include: fostering knowledge leadership; fostering innovation; building intellectual capital, by locating and extruding existing knowledge, converting tacit and procedural knowledge into explicit knowledge, and recovering lost knowledge; enhancing decision-making by locating, collecting and sharing expertise from and among organizational members; strengthening the organization's and its personnel's ability to learn, grow, change and share new skills and knowledge; tapping or creating, developing, and sustaining communities of practice with an interest in best practices; and fostering competitive, business and social intelligence.

Curriculum

The current KM concentration includes the following:

- 6 hours of major core
- 21 hours of knowledge management required courses
- 9-12 hours of electives
- 3-6 hours of final requirement

The proposed major in Knowledge Management curriculum includes:

- 18 hours of major core
- 15 hours of electives
- 3-6 hours of final requirement

The changes to the KM curriculum are minor and include:

- Decrease the minimum required program credit hours from 42 to 36
- Establishment of KM 60304 The Information and Knowledge Economy
- Establishment of KM 66092 Master's Internship as a final requirement option
- Establishment of KM 66198 Master's Research Paper in Knowledge Management as a final requirement option
- Decrease the number of required (core) credit hours from 27 to 18 and increase elective credit hours from 9-12 to 15 to allow students the flexibility to focus on an area of study

Four options are available for students to fulfil their final program requirement: Master's Project, Master's Internship, Master's Research Paper, and Thesis.

The currently existing Master's Project in Knowledge Management (now KM 66098) as a final requirement option gives students the opportunity to integrate their knowledge from their courses, but in a shorter research option than the thesis. The Master's Project requires no less than 150 hours of

work on a finite project and a report accompanying the project upon submission. Projects are generally done in conjunction with a knowledge organization and under the joined supervision of a knowledge professional and a faculty advisor. The project gives students a chance to solve a specific problem in the form of a discrete project that usually results in a deliverable such as a database, intranet site, or business case. The project direction is determined in conjunction with the needs of the organization and research into current best theory and practice to complete the project.

The Master's Internship in Knowledge Management (KM 66092) as a final requirement option will give students the opportunity to apply their knowledge from their courses in the field, spending no less than 150 hours of work at a knowledge organization under the supervision of a knowledge professional and guidance of a faculty advisor. Students consult with the advisor to identify an appropriate internship site, and students, supervisor, and advisor agree on the internship objectives. Once the internship is approved by the advisor, each internship student is supervised by an experienced knowledge management professional, under the guidance of their faculty internship advisor to ensure internship objectives are achieved.

The Master's Research Paper in Knowledge Management (KM 66198) as a final requirement gives students the ability to conduct research that is more action-oriented and on a smaller scale than that required by a thesis. This option gives students the opportunity to integrate their knowledge from their courses into a research paper. Students choosing this option are less likely to continue their education to the doctoral level than those pursuing the thesis option. The deliverable for the Research Paper is an academic research paper and may also include a report targeted to an organization if the research is conducted with a specific site. Several organizations require that knowledge managers conduct research and assessment using various methodologies. This option allows students to gain experience in designing and completing research and target organization that do not require continuation to doctoral studies.

In the KM major, the thesis option is reserved for those students who intend to pursue a research career or a doctorate. Career paths in government, higher education, and large consulting firms such as Deloitte and Ernst & Young require that students can conduct various types of research. These organizations also hire professionals with doctorates in related fields. Conducting research through a thesis can provide graduates the experience to help them establish a path towards a doctorate and high-level management positions. The School of Library and Information Science (SLIS) has full-time tenured and tenure-track faculty with diverse research agendas and the ability to support students in their research in their theses. SLIS faculty have been supporting KM student theses since the first student to graduate in 2004. KM students pursuing theses have been interested in research that is well-supported in the knowledge organization, knowledge representation, and organizational management and culture areas.

Students pursuing a research option for their final requirement will be advised to complete a graduate-level research methods course or demonstrate previous knowledge of designing and conducting research.

CURRENT		PROPOSED	
Knowledge Management Concentration of		Knowledge Management Major in Master	
Master of Science in IAKM		of Science	
Minimum of 42 credit hours		Minimum of 36 credit hours	
Core (6 hours)		Core (18 hours)	
Elective	3		
IAKM 60002 – Knowledge Organization	3	LIS 60636 – Knowledge Organization	3
Structures, Systems and Services		Structures, Systems and Services	
Required KM Concentration (21 hours)			
ECON 62015 – Economics of Information	3	KM 60304 – The Information and	3
		Knowledge Economy	
IAKM 60301 – Foundational Principles of	3	KM 60301 – Foundational Principles of	3
Knowledge Management		Knowledge Management	
IAKM 60303 – Knowledge Assessment and	3	KM 60303 – Knowledge Assessment and	3
Evaluation		Evaluation	
IAKM 60305 – Communities of Practice	3	KM 60305 – Communities of Practice	3
IAKM 60307 – Organizational Learning	3	KM 60307 – Organizational Learning	3
IAKM 60302 – Foundations of Document	3	moved to electives, KM 60315	
Management			
IAKM 60306 – Organizational Culture	3	moved to electives, KM 60316	
Assessment			
Electives (12 hours), choose from:		Electives (15 hours), choose from:	
IAKM 60310 – Intellectual Capital	3	KM 60310 – Intellectual Capital	3
Management		Management	
IAKM 60311 – Business Process	3	KM 60311 – Business Process Management	3
Management			
IAKM 60312 – Business Intelligence –	3	KM 60312 – Business Intelligence –	3
Competitive Intelligence		Competitive Intelligence	
		KM 60315 – Foundations of Document	3
		Management (moved from core)	
		KM 60316 – Organizational Culture	3
		Assessment (moved from core)	
KM 60340 - Business Narrative and	3	KM 60340 - Business Narrative and	3
Storytelling		Storytelling	
KM 60370 - Semantic Analysis Methods	3	KM 60370 - Semantic Analysis Methods	3
and Technologies		and Technologies	

IAKM 60691 – Seminar in IAKM	1-3	KM 60691 – Seminar in Knowledge	1-3
		Management	
IAKM 60692 – Practicum	2-3		
IAKM 60792 – Internship	1-3	KM 60792 – Elective Internship	1-3
IAKM 61095 – Special Topics in IAKM	1-3	KM 61095 – Special Topics in Knowledge	1-3
		Management	
IAKM 61096 – Individual Investigation	1-3	KM 61096 – Individual Investigation in	1-3
_		Knowledge Management	
Electives: choose four elective courses		All KM graduate courses may apply toward	
whether in their own area of concentration		Electives. Up to 6 credit hours of HI, UXD,	
or from any of the other concentrations; or		LIS courses may count as HI electives.	
approved courses from participating			
disciplines: BAD, COMM, CS, JMC and/or			
VCD.			
Final Requirement (3-6 hours), choose one		Final Requirement (3-6 hours), choose	
		one	
IAKM 61081 - Capstone Experience	3		
IAKM 61096 – Individual Investigation	3		
		KM 66092 Master's Internship in	3
		Knowledge Management	
IAKM 61098 - Master's Project	3	KM 66098 - Master's Project In Knowledge	3
		Management	
		KM 66198 - Master's Research Paper in	3
		Knowledge Management*	
IAKM 61199 - Thesis I 6 (total)	6	KM 66199 - Thesis I 6 (total)*	6
TOTAL	42	TOTAL	36-39

^{*} Students pursuing a research paper or thesis option as their final requirement will receive action-oriented research coursework in the core courses, particularly, KM 60303 Knowledge Assessment and Evaluation. The paper and thesis will require more preparation in traditional research methods and approaches, so students will be guided towards courses such as the research course offered in the School of Library and Information Science – LIS 60050 Research and Assessment in Library and Information Science or, with faculty advisor consultation, other Kent State graduate coursework in research methodologies appropriate to their research study.

A copy of the Course Description Catalog is included in Appendix I.

The Knowledge Management major will be offered online as it has been since 2010. Courses are offered on a regularly scheduled rotation, allowing students to complete the program in two years.

Admissions and Graduation Criteria

The admission standards and procedures for the MS program at SLIS are in line with the general university admission policy. Regular admission is granted to applicants who have an undergraduate GPA of 3.0 or higher or another master's degree with a graduate GPA of 3.0 or higher. In addition to the application, prospective students must submit official transcripts, a resume, a statement of purpose, and three letters of reference. For the proposed new major, applicants who do not meet the minimum GPA requirement must take the Graduate Record Exam (GRE) and submit a Statement of Exception to be considered for conditional admission.

Additionally, SLIS admission standards and procedures are periodically reviewed by the Admissions and Awards Committee. Changes in standards must be approved by the Faculty Advisory Committee and the University.

At the end of each semester, a listing of all students with a GPA below 3.0 and students who received a B- or below in any course or U in any is generated. In addition, a list of students with conditional admission status is also generated. The Graduate Coordinator reviews these reports and prepares a Student Achievement Evaluation Report at the end of each semester, which is sent to the student and their academic advisor with recommendations for improvement.

At the completion of the program, for each student a graduation clearance audit is performed to ensure all program requirements are met. Students must achieve a cumulative GPA of 3.0 or above, successfully complete all core requirements (with a grade of C or above), successfully complete the required number of electives, selected in consultation with their advisor, and complete one of the four options for the final requirement.

Faculty

The Knowledge management curriculum draws upon expertise from different areas of the field, and resulted from a review of the field which involved consultation with major external thought leaders, as well as private and public sector organizations considered leaders in the discipline. In 2010 the revised curriculum was approved by SLIS and was further validated by the Knowledge Management Education Forum (kmef.iwiki.kent.edu) – an open forum of more than 100 thought leaders in the field.

To support the needs of the program, the concentration in knowledge management has operated through a model that relies on a small faculty dedicated to the creation of quality curriculum at the leading edge of education in the nascent discipline. The endowed Goodyear Professor position allows one full-time faculty to focus on research, program development, and significant external relationships, making contributions that benefit the students and the field. This position was vacated in May 2015 and the School is currently in the process of hiring a new person who is a leader who will combine the strengths of this established program with a vision for advancement of the discipline and the development of new leaders in professional practice. The addition of qualified part-time faculty from practice enables a creative and collaborative environment, not unlike the ideal professional environment in knowledge management. Students interact with this rich, supportive environment through their classes and advising.

Currently, support for student success in knowledge management includes:

- 1 full-time faculty position, dedicated to the development of the program, teaching, research, connections with external constituents, and the advising of students in knowledge management. A search for this position is currently underway.
- 11 part-time faculty members who are top-working professionals teaching courses that will provide the skills for success in employment
- Associated faculty in the School of Library and Information Science who teach courses, advise students for their program of study and career paths, and guide students on final projects
- Associated faculty and staff who support students in application and admission processes, program progress, and graduation clearance

The addition of full-time faculty will be considered as growth warrants to maintain a high-level of student support. In addition, there are other full-time faculty within the School who teach required courses, serve on or chair Thesis committees of KM students, supervise KM Master's Research Papers and Projects, interact with KM students in their elective courses, and many serve as their academic advisors. For example, Dr. Marcia Zeng, a renowned research in the area of knowledge organization, has developed and teaches the required Knowledge Organization Systems and Structures course. Other SLIS faculty working with KM students include:

- Emad Khazraee, PhD
- Lala Hajibayova, PhD
- Miriam Matteson, PhD
- Athena Salaba, PhD
- Marcia Zeng, PhD

The following table provides some basic information about the current full –time and part-time instructors teaching and supporting the Knowledge Management curriculum. A copy of all faculty Curriculum Vitae is included in Appendix II.

Name	Positon	Degree	Started teaching at SLIS	KM Courses taught
Bairatchnyi,	PT	PhD in Linguistics	Spring	IAKM 60306 Organizational
Iouri	instructor		2011	Culture
Davis, Harold	PT	MS-IAKM	Spring	IAKM 60305 (was 60313)
(Keith)	instructor		2015	Communities of Practice
Dolan, Sean	PT instructor	MLIS & MS-IAKM	Spring 2016	IAKM 60370 Semantic Analysis Methods
Fernandez,	PT	MS in Mathematics and Statistics	Spring	IAKM 61095 ST: Organizational
Nicole	instructor		2012	Network Analysis

Hajibayova, Lala	Assistant Professor	Ph.D. in Information Science	Fall 2016	IAKM 61098 Master's Project advisor
Khazraee, Emad	Assistant Professor	Ph.D. in Information Studies	Summer 2016	IAKM 61098 Master's Project advisor
Lewis, John	PT instructor	Ed.D. in Educational Psychology and Technology	Fall 2012	IAKM 60307 Organizational Learning
Matteson, Miriam	Associate Professor	Ph.D. in Information Studies	Spring 2016	IAKM 61098 Master's Project advisor
Moon, Brian	PT instructor	MS in Sociology	Fall 2012	IAKM 60340 Business Narrative and Storytelling
Morris, Edwin	PT instructor	MS-IAKM	Summer 2015	IAKM 60301 Foundational Principles of Knowledge Management
Rao, Anand	PT Instructor	MBA	Fall 2015	IAKM 60302 Foundations of Document and Records Management
Robinson, William	PT instructor	MLIS & MBA	Fall 2008	IAKM 60312 Business Intelligence – Competitive Intelligence
Salaba, Athena	Associate Professor	Ph.D. in Library and Information Studies	Spring 2016	IAKM 61098 Master's Project advisor
Wierman, Brian	PT instructor	MBA & MA in National Security Studies/International Relations	Fall 2015	IAKM 60303 Knowledge Assessment and Evaluation
Zeng, Marcia		PhD in Information Sciences	Spring 2004	IAKM 60002 Knowledge Organization Structures, Systems and Services; IAKM 61098 Master's project and IAKM 61199 Thesis advisor

Note: Courses listed reflect current course numbering under the IAKM prefix and number. Faculty will continue teaching the equivalent course under the KM prefix and number.

The knowledge management program offers opportunities for real-world experience whether through guided projects within courses or through capstone experiences. Students have four options for their final requirement: the master's project, master's paper, master's internship, or thesis, depending on the student's career goals. Because of extensive faculty networks, students are able to connect with professionals and organizations to gain experience while completing their degrees.

Faculty have been actively engaged in knowledge management conferences and events, including KM World, the European Conference on Knowledge Management, The European Conference on Intellectual Capital, the Annual International Deming Research Seminar, the International Conference on Knowledge Management, and the International Conference on Intellectual Capital, Knowledge Management and Organizational Learning.

Other Support

The program receives support from the Office of Continuing and Distance Education (OCDE), the College of Communication and Information, and the School in the form of instructional design and building and maintaining courses in Blackboard.

The Knowledge Management program currently exists as a concentration, so it will not require the regular start-up financial or resource courses required of new programs.

In 2013, Kent State's Knowledge Management Symposium uncovered the need for a center of excellence where faculty, practitioners and students can work together to solve knowledge management problems. In addition, Kent State University's knowledge management curriculum served as a model for the Association for Image and Information Management's Framework of Standards for Knowledge management.

Because of the breadth of the curriculum, knowledge management has affinity with many programs at Kent State University, but has close relationships with the School of Digital Sciences and the College of Business.

2. Program Need

Knowledge Management is significantly distinct that students and employers are increasingly interested in a unique program focusing in knowledge management.

The skills and tools required to manage a knowledge organization build upon, but are different from, those required to manage an industrial-era organization. These new skills and tools are found in the domain of Knowledge Management (KM). KM organizations of all types, in all sectors of the economy, face a growing need for knowledge management professionals. In fact, knowledge organizations are created and sustained by KM professionals working side by side with corporate executives, business and subject matter experts. A knowledge organization works smarter at the organizational, the community and the individual level because KM professionals envision and strategically manage the organization's knowledge, design knowledge architectures and build technologies that enable the organization to work smarter, and facilitate KM on a daily basis. Kent State is taking a leadership role in developing standards and competencies that define the field. Students learn best practices from their fellow students, many of whom are also professionals working in KM, and through courses or internships they get real-world, practical experience.

While the IAKM degree with a Knowledge Management concentration (KM) is one of the oldest established KM programs in the United States, the establishment of a clearly defined Master of Science in Knowledge Management will enhance the stature of the degree and bring it into alignment with the current state of the discipline. Many students entering the program today undertake or have been appointed to knowledge management roles and responsibilities. They come to the Kent State University degree program to learn what they need to know to succeed in their new roles. The Kent State University program is aligned with the needs of private and public sector and nonprofit organizations, including government and military, as evidenced by the University's support for the Knowledge

Management Education Forum. Graduates have been employed by the Federal Reserve Bank of Cleveland, NASA Glenn Research Center, Cleveland Clinic, Progressive and Hewlett Packard.

Enrollment History

The current Knowledge Management concentration has seen some decrease in admissions and enrollment. This is in part due to the fact that we did not actively recruit new students in this area until the new full-time faculty coordinator is in place. What is also significant is that the User Experience Design concentration that has received independent recruitment efforts has seen a large increase in both admissions and enrollment. Having and being able to recruit for distinct Master of Science programs in Knowledge Management will increase the visibility of the programs, will allow for independent curriculum design, and will be much more attractive to potential students but also to employers.

For each semester in the chart below, the total number of Knowledge Management student enrollments are indicated. Information is based on the Kent State University Institutional Research 15th Day Student Enrollment Report.

MAJOR	SUB_	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
	MAJOR	2012	2013	2013	2014	2014	2015	2015	2016
IAKM	KNMN	9	7	7	5	3	1	3	3
IAKM		35	38	35	36	32	28	22	20

Interest in the knowledge management major continues to increase.

The most compelling evidence of the need for this change is the continued need for KM professionals and the continued lack of a large number of degree programs in KM at the graduate and undergraduate level. Kent State University's program maintains an edge as a groundbreaking and stable program that has led efforts in disciplinary and curricular development such as the Knowledge Management Education Forum (KMEF) and the Knowledge Sciences Symposium. While a few programs have developed with KM curriculum, such as the program at Columbia, they are programs carving out niches in KM-related domains. The Kent State program has a history of providing a broad foundation under the KM umbrella and is poised to develop niches under that umbrella where SLIS has particular KM-related strengths, such as in the data science and knowledge organization and representation areas. Graduates of the KM program have already been completing final projects and research in these areas and then turning those experiences into career paths. Creating a major will provide the room for further development in these particular areas of existing faculty expertise.

In addition, allied professional associations continue to maintain special interest groups and divisions in knowledge management. One particular group, the Association of Information and Image Management, an internationally recognized standards development organization, is working to establish national standards for knowledge organizations, for knowledge management professionals, and for knowledge management education programs. Our previous full time and current part time faculty members are participating in this effort. The national and international standards effort is an indication of the market for knowledge management professionals, and of the maturity of the discipline and its importance to

the 21st century knowledge economy. The ability to confer a Master of Science in Knowledge Management in 2017 will put the university in a leading role, nationally and internationally.

The change from a concentration which grants a general degree in Information Architecture and Knowledge Management to a Master of Science in Knowledge Management will send a clear signal of the scientific and management-level rigor. The change also may address any questions from potential international students, their supporting organizations and governments and potential partners. From the start of the Master of Science, there has been great interest from international students, due in part because of how much more advanced international communities are in knowledge management initiatives at various levels. Offering KM as a major will provide additional opportunities to international students, supported by their governments, who wish to pursue a graduate degree in Knowledge Management.

Job Outlook for Knowledge Management

Knowledge management professionals do not exist in distinct departments within organizations, but are embedded in practice across organizations. This lack of clear boundaries is good for the development of the practice, but less so for the understanding of knowledge management as a profession. Until professionals within certain sectors, such as the U.S. Government, develop a job series, collecting job outlook data must rely on the next best data. Management analysts share characteristics with knowledge management professionals and can be used as a case for job outlook.

Results from job search sites for "knowledge management" show more than 2500 jobs available nationwide across sectors and industries with titles such as:

- Knowledge Management Specialist
- Knowledge Management Analyst
- Sharepoint Specialist
- Business/Knowledge Management Analyst
- Coordinator of Knowledge Management
- Knowledge Management Content Manager
- Director, Knowledge Management
- Knowledge Management Senior Operations Analyst
- Knowledge Manager

The Bureau of Labor Statistics indicates that management analysts can expect a growth in employment of 14 percent from 2014 to 2024. This is a greater increase than average across all jobs. The median pay for management analysts was \$80,880 per year, which is similar to salaries for KM positions posted to online job search sites.

Among the institutions that have hired our 36 graduates are:

- Progressive Insurance
- Federal Reserve Bank of Cleveland
- NASA Glenn Research Center

- Cleveland Clinic
- Hewlett Packard
- Deloitte
- OpenText

Prospective Growth in Knowledge Management

The Bureau of Labor Statistics³ does not include information on knowledge management. According to the reports for employment of management analysts, most closely related category included in the Bureau of Labor Statics to knowledge management, "is projected to grow 14 percent from 2014 to 2024, much faster than the average for all occupations." It is expected that the strongest demand will be for the healthcare industry, where knowledge management analysts will be needed to navigate mandated changes in the practices of healthcare providers and insurance companies. Similarly, strong growth is expected "in smaller consulting companies that specialize in specific industries or types of business function, such as information technology or human resources: and government agencies looking to improve efficiencies. The global expansion of many organizations will also contribute to the growing demand for knowledge management analysts.

Although there was a decline in the number of new students the last few years for the health informatics and knowledge management concentrations, the user experience design has seen a significant and steady growth. This is partially due to concentrated efforts to grow the user experience design program nationally and the engagement with Everspring for the recruitment of students. This academic year, our concentrated efforts are focusing on the growth of health informatics and knowledge management programs.

There are different efforts focusing on the growth of knowledge management, both at national and international levels. International efforts include recruitment of students from India, working closely with the Kent State recruitment in India. There is an increased demand for knowledge management professionals there and we are currently launching a campaign to grow awareness of the field and the program. A new faculty member will be hired for the Goodyear Professor position, who will be responsible for the growth of the program, teaching, and strengthening connections with the industry in the private sector, non-profit organization, government, and the military. The program's existing alignment with the needs of both private and public sector organizations, including government and military, its part-time faculty, and renewed recruitment efforts position the Master of Science in Knowledge Management perfectly for the expected global growth in demand for knowledge management professionals.

The target admission goal for the proposed knowledge management major is 20 in an academic year for the first few years. Over the long term, as faculty members are added, the goal is to sustain 80-100 students.

³ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Management Analysts, on the Internet at http://www.bls.gov/ooh/business-and-financial/management-analysts.htm (visited January 20, 2016).

3. Access and Retention of Underrepresented Groups

Since the establishment of the Master of Science in IAKM and the subsequent updates and additions of concentrations, the recruitment goals have been relatively broad in order to build a student body rather than targeting specific groups. Despite this generic approach we can still claim that 22 percent of our current students are minorities. In addition, 56 percent of our students are female, which matches the trend in graduate school, but not necessarily in the professional areas. Although the institutional data are not clear for 2012 and 2013 (5 of 11 new students and 9 of 10 new students respectively did not indicate their ethnicity), the trend shows a higher percentage of diversity among incoming KM students, also supported by the data on graduating students.

The School of Library and Information Science is undertaking an effort to recruit from colleges and universities in Ohio with traditionally high levels of minority enrollment such as Wilberforce, Central State, and Cleveland State University to increase awareness and interest in the programs available through the School including the Master of Science.

The following table shows a breakdown by ethnicity of New Enrolled KM graduate students:

MAJOR	MAJOR_CONC	ETHNICITY	2012	2013	2014	2015	2016
IAKM	KM	Asian					
		African-					
IAKM	KM	American			1		
IAKM	KM	Foreign			1		
IAKM	KM	Hispanic			1		
IAKM	KM	Multi-Racial					1
IAKM	KM	Native American				1	
IAKM	KM	White	6	1	2	1	
IAKM	KM	Not Reported	5	9	2		

The table below, shows a breakdown of KM graduates by ethnicity:

MAJOR	MAJOR_CONC	ETHNICITY	2012	2013	2014	2015	2016
IAKM	KNMN	Asian					2
IAKM	KNMN	African-American		1		1	
IAKM	KNMN	Foreign		1			1
IAKM	KNMN	Hispanic				1	
IAKM	KNMN	Multi-Racial					
IAKM	KNMN	Native American				1	
IAKM	KNMN	White	2	5	7	11	5
IAKM	KNMN	Not Responded	1				1

Note that the numbers are not reported based on cohorts. Therefore, the two tables do not represent the same students. Data were extracted from the Kent State University Institutional Research reports.

The College of Communication and Information is adding two new staff members: a Student Recruiting Specialist and an Academic Diversity Outreach Coordinator. Both of these additions will greatly benefit our efforts to recruit and retain underrepresented student groups.

There is a strong advising component to all SLIS programs, including the existing Master of Science in IAKM program, and students receive excellent guidance from their faculty advisors in regards to their course of study as well as professional development. Such advising positively impacts retention and graduation.

4. Statewide Alternatives

Through the work in the Knowledge Management Education Forum (KMEF) since 2011, it has become apparent how rare a complete (more than one or two courses) and fully supported graduate program in knowledge management is, not only in the state, but also in the nation. Programs that were competitive have been dissolving due to lack of university support or because of poor decision making in the administration and offering of the program. One such program offered a cohort model. Before too long, when the cohorts were failing, those students already admitted at that school came to Kent State University for our online program with the flexibility to begin their study in any semester. The Kent State program is online so the location of the program is not as important for students.

The leadership of the knowledge management program in education across the country provides a strong position from which to offer the program and collaborate with external partners in civic, nonprofit, and corporate institutions. Such opportunities are among the reasons the knowledge management program receives support from the School and College.

Nationally, the majority of programs that are tagged as offering knowledge management programs by various academic degrees tools are programs in organizational management, leadership, and change, which although may employee knowledge management principles and skills, are not knowledge management programs. The American Library Association's database of accredited programs retrieves fifteen programs that have indicated that they offer knowledge management education. When visiting the individual program web pages, out of the fifteen, only Kent State offers a program with fullydeveloped curriculum in knowledge management. Others offer a few classes in their master's programs in library and information science (LIS) or information science/studies (IS) programs. Such examples include the program at Louisiana State University, the information economics for management specialization at the University of Michigan, a technology, information, and management specialization at Rutgers, and the data analytics and knowledge management specialization at Drexel. One program at the Dominican University, offers a Post-Bachelor's certificate in data and knowledge management. Knowledge management coursework is also offered in some Business programs. Another example is the Master of Science in Information and Knowledge Strategy program at the School of Professional Studies of Columbia University, focusing on digital products management and requiring three residencies in New York City.

As previously mentioned, the knowledge management major plans to continue to offer the Master of Science completely online. Despite the lack of comparable programs across the state, this online major at Kent State University will provide the opportunity to serve students across the State of Ohio and beyond, rather than just regional students.

5. External Support

SLIS has an endowed faculty position partially supported by The Goodyear Tire & Rubber Company. This Goodyear Professor works with students to help Goodyear with the assessment and evolution of its internal global knowledge activities and needs. In addition, organizations like Timken, the Federal Reserve Bank of Cleveland, and Westfield Insurance among others have connected with the program to hire students or to look for help with their new knowledge initiatives. Students have found many opportunities for projects from governmental organizations such as the Secret Service and National Academies of Science.

Memos of support from health organizations, businesses employing knowledge management professionals, and user experience designers and researchers are included in Appendix III.

School of Library and Information Science

MS in Knowledge Management Catalog Copy and Keywords

Catalog Copy

Information Architecture and Knowledge Management - M.S. print

<u>Kent State University 2015 Catalog</u> > <u>College of Communication and Information</u> > <u>Graduate Programs</u> > <u>Information</u> Architecture and Knowledge Management - M.S.

College

College of Communication and Information

Resources

- Program Requirements
- Academic Policies

Department

School of Library and Information Science

E-mail: <u>slisinfo@kent.edu</u> Tel: 330-672-2782 Fax: 330-672-7965 Web: <u>www.kent.edu/slis</u>

Description

The Master of Science in Information Architecture and Knowledge Management consists of three concentrations: Health Informatics, Knowledge Management and User Experience Design.

Health Informatics is the science of evaluating, implementing, and utilizing technology to manage all information related to the patient care delivery process: clinical, financial, technological and enterprise-wide. Three major components comprise the health informatics discipline. The Information Systems component focuses on such issues as information systems analysis, design, implementation, management and leadership. The Informatics component is concerned with the study of structure, function and transfer of information, socio-technical aspects of health computing, and human-computer interaction. Lastly, the Information Technology component focuses on computer networks, database and systems administration, security, and programming. The field also draws contributions from

computer science, the clinical sciences, social and organizational influences and business practices. Health informatics professionals typically work in managerial, analytical, consultative and executive roles.

The skills and tools required to manage a knowledge organization build upon, but are different from, those required to manage an industrial-era organization. These new skills and tools are found in the emerging domain of **Knowledge Management** (KM). KM organizations of all types, in all sectors of the economy, face a growing need for knowledge management professionals. In fact, knowledge organizations are created and sustained by KM professionals working side by side with corporate executives, business and subject matter experts. A knowledge organization works smarter at the organizational, the community and the individual level because KM professionals envision and strategically manage the organization's knowledge, design knowledge architectures and build technologies that enable the organization to work smarter, and facilitate KM on a daily basis. Kent State is taking a leadership role in developing standards and competencies that define the field. Students learn best practices from their fellow students, many of whom are also professionals working in KM, and through courses or internships they get real-world, practical experience.

User Experience Designers engage in a variety of design activities that help produce aesthetic interfaces and also help organizations meet business goals. UXD addresses the structural, informational, psychological and emotional aspects of what makes a successful user interface, whether it's Web, mobile, tablet or any other device. At Kent State University, User Experience Design is thought of as a process where students learn, understand, imagine, evaluate and inform. The design team begins by gathering data/information about users, clients, the organizational culture, common tasks and work environments. After sufficient data/information is gathered, the team seeks to understand the context in which the project will be undertaken. This phase is the bridge between data collection and design. Design in the imagine phase involves brainstorming, iterative prototyping and critiquing. The design team needs to constantly evaluate their designs to see if they work in the real world. This may involve usability testing at Kent State's usability lab, eye tracking studies, paper prototyping or heuristic evaluations. The results of design must be communicated to appropriate audiences. This informing process involves giving presentations to clients and stakeholders, report writing and other forms of communication. Graduates of the program will come away with a solid understanding of usability, content strategy, information architecture and user research.

The Master of Science in Information Architecture and Knowledge Management can be part of a dual degree option with any other master's program, including the Master of Library and Information Science (M.L.I.S.).

Admission Requirements

Official transcript(s), three letters of recommendation, TOEFL or IELTS for international students, goal statement and resume. For more information about graduate admissions, please visit the <u>Graduate Studies</u>website.

Graduation Requirements

A minimum of 36 credit hours is required for the Health Informatics and User Experience Design concentrations. A minimum of 42 credit hours is required for the Knowledge Management concentration. Program plans must be approved by faculty advisors. A three-course, 9-credit core is required of all students. Students in each concentration are encouraged to select elective courses from the other two concentrations.

Thesis/ Dissertation

To complete the Master of Science, students must submit one of these: A Thesis (6 credits), Master's Project (3 credits), Capstone Experience (3 credits) or Individual Investigation (3 credits). To be approved, an Individual Investigation must provide a synthesis of the student's coursework.

Information Architecture and Knowledge Management - M.S. Program Requirements

<u>Kent State University 2015 Catalog</u> > <u>College of Communication and Information</u> > <u>Graduate Programs</u> > <u>Information</u> Architecture and Knowledge Management - M.S. > <u>Information Architecture and Knowledge Management - M.S.</u> Program Requirements

CORE PI	ROGRAM R	EQUIREMENTS (6 credits)	
Course		Title	Credits
IAKM	60002	Knowledge Organization Structures, Systems and Services	3
Elective			3
CONCEN	ITRATION	PROGRAM REQUIREMENTS (27-33 credits)	
		following concentrations	
Health II	nformatics		
IAKM	60301	Foundational Principles of Knowledge Management	3
IAKM	60401	Health Informatics Management	3
IAKM	60402	Legal Issues in Health Informatics	3
IAKM	60403	Health Information Systems	3
IAKM	60410	Health Records Management	3
Electives	: choose fr	om the following four elective courses whether in their own area of concentration or from	12
		ncentrations	
IAKM	60411	Clinical Analytics (3)	
IAKM	60691	Seminar in Information Architecture and Knowledge Management (1-3)	
IAKM	61095	Special Topics in Information Architecture and Knowledge Management (1-3)	
Courses	from other	concentration or approved courses from participating disciplines: BAD, COMM, CS, JMC,	
VCD.			
Knowled	lge Manag	ement	
ECON	62015	Economics of Information	3
			\

IAKM	60301	Foundational Principles of Knowledge Management	3
IAKM	60302	Foundations of Document Management	3
IAKM	60303	Knowledge Assessment and Evaluation	3
IAKM	60305	Communities of Practice	3
IAKM	60306	Organizational Culture Assessment	3
IAKM	60307	Organizational Learning	3
	=	our elective courses whether in their own area of concentration or from any of the other approved courses from participating disciplines: BAD, COMM, CS, JMC and/or VCD.	12
User Exp	erience De	esign	
IAKM	60101	Information Architecture I	3
IAKM	60102	Information and Visual Design	3
IAKM	60103	Researching the User Experience I	3
IAKM	60104	Usability I	3
IAKM	60105	Information Technologies	3
IAKM	60120	User Experience Design Principles and Concepts	3
IAKM	60121	User Experience Design in Practice	3
		om the following: two elective courses whether in their own area of concentration or from ncentrations	6
IAKM	60110	Content Management Systems (3)	
IAKM	60111	Online Branding (3)	
IAKM	60112	Information Architecture II (3)	
IAKM	60113	Researching the User Experience II (3)	
IAKM	60114	Usability II (3)	
IAKM	60691	Seminar in Information Architecture and Knowledge Management (1-3)	

IAKM	61095	Special Topics in Information Architecture and Knowledge Management (1-3)	/
Courses	rom other	concentration or approved courses from participating disciplines: BAD, COMM, CS, JMC,	
VCD.			

THESIS	, MASTER'	S PROJECT OR CAPSTONE EXPERIENCE REQUIREMENTS (3 or 6 credits)	
IAKM	61081	Capstone Experience	3
IAKM	61096	Individual Investigation in IAKM	3
IAKM	61098	Master's Project	3
IAKM	61199	Thesis I	6
		MINIMUM TOTAL	36-42

Certificates

Certificate programs are available for post-Bachelor's students who wish to focus in health informatics or knowledge management without pursuing the full Master of Science program. Each certificate program is a minimum of 18 credit hours with specific requirements. Please see the listing of certificates under the College of Communication and Information in this catalog for more information.

Knowledge Management - M.S.

Kent State University 2017 Catalog > College of Communication and Information > Graduate Programs > Knowledge Management - M.S.

College

College of Communication and Information

Resources

- Program Requirements
- Academic Policies

Department

School of Library and Information Science

E-mail: slisinfo@kent.edu
Tel: 330-672-2782
Fax: 330-672-7965
Web: www.kent.edu/slis

Description

The Master of Science in Knowledge Management (M.S.-KM) prepares knowledge professionals who can serve as leaders in all types of organizations who can assess and evaluate organizations on knowledge management principles including culture, learning, communities, and maturity. They will be able to build strategy for effective knowledge management for organizations.

The skills and tools required to manage a knowledge organization build upon, but are different from, those required to manage an industrial-era organization. These new skills and tools are found in the emerging domain of **Knowledge Management** (KM). KM organizations of all types, in all sectors of the economy, face a growing need for knowledge management professionals. In fact, knowledge organizations are created and sustained by KM professionals working side by side with corporate executives, business and subject matter experts. A knowledge organization works smarter at the organizational, the community and the individual level because KM professionals envision and strategically manage the organization's knowledge, design knowledge architectures and build technologies that enable the organization to work smarter, and facilitate KM on a daily basis. Kent State's leadership role in developing standards and competencies that define the field position this program to prepare knowledge management leaders. Students learn principles, values, assessment, and best practices from their instructors and fellow students, many of whom are also professionals working in KM. Through courses and internships, they get real-world, practical experience.

The Master of Science in Knowledge Management can be part of a dual degree option with any other master's program, including the Master of Library and Information Science (M.L.I.S.).

Admission Requirements

Official transcript(s), three letters of recommendation, GRE if total GPA is below 3.0 in highest completed degree, TOEFL for international students, goal statement, and a resume. In calculating the total GPA, all grades from all courses taken at relevant level (baccalaureate or master's) from all institutions are required. Prospective students should complete the application process no later than September 15 for spring admission, January 15 for summer admission and March 15 for fall admission. For further details on admission procedures and deadlines, prospective students should consult the school's website.

For more information about graduate admissions, please visit the **Graduate Studies** website.

Program Learning Outcomes

Upon completion of the program, students will be able to:

- Identify and apply principles of knowledge management in all types of organizations.
- Assess and evaluate organizations on knowledge management principles including, culture, learning, communities, and maturity.
- Build a strategy for effective knowledge management for individual organizations.

Graduation Requirements

A minimum of 36 credit hours is required. Program plans must be approved by faculty advisors. A six-course, 18-credit core is required of all students.

Thesis/ Dissertation

To complete the Master of Science, students must submit one of the following capstone experience options: Thesis (6 credits), Master's Project in KM (3 credits), Master's Research Paper (3 credits), or Master's Internship in KM (3 credits).

Knowledge Management - M.S. Program Requirements

Kent State University 2015 Catalog > College of Communication and Information > Graduate Programs > Knowledge Management - M.S. > Knowledge Management - M.S. Program Requirements

COR	E PROGR	AM REQUIREMENTS (18 credits)			
Cou	rse	Title	Credits		
KM	60301	Foundational Principles of Knowledge Management	3		
KM	60303	Knowledge Assessment and Evaluation	3		
KM	60304	The Information and Knowledge Economy	3		
KM	60305	Communities of Practice	3		
KM	60307	Organizational Learning	3		
LIS	60636	Knowledge Organization Structures, Systems and Services	3		
KM 6	Electives. Choose from: KM 60310 Intellectual Capital Management (3) KM 60311 Business Process Management (3) KM 60312 Business Intelligence – Competitive Intelligence (3)				
		indations of Document Management (3)			

		MINIMUM TOTAL	36				
KM	66199	Thesis I (6)					
		or					
KM	66198	Master's Research Paper in Knowledge Management (3)					
		or					
KM	66098	or Master's Project in Knowledge Management (3)	3-6				
KM	66092	Master's Internship in Knowledge Management (3)					
		RAM REQUIREMENTS (3 or 6 credits)					
	•	ay count as KM electives.					
All KM graduate courses may apply toward electives. Up to 6 credit hours of HI, UXD,							
KM 6	1096 Ind	ividual Investigation in Knowledge Management (3)					
	-	ecial Topics in Knowledge Management (3)					
		ctive Internship in Knowledge Management (3)					
		ninar in Knowledge Management (3)					
		nantic Analysis Methods and Technologies (3)					
	M 60316 Organizational Culture Assessment (3) M 60340 Business Narrative and Storytelling (3)						

Certificates

A Web-Enabled E-Learning Knowledge Management certificate program is available for post-Bachelor's students who wish to focus in knowledge management without pursuing the full Master of Science in Knowledge Management program. The certificate program is a minimum of 18 credit hours with specific requirements. Please see the listing of certificates under the College of Communication and Information in this catalog for more information.

Knowledge Management Keywords

- Analysis
- Analytical Skills
- Analytical Tools
- Applications
- Applied
- Applied Business
- Architecture
- Assets
- Automated Categorization
- Automated Classification
- Automated Indexing
- Automated Profiling
- Automated
 Summarization
- Behavioral
- Business
- Business Administration
- Business Architecture
- Business Capability Modeling
- Business Intelligence
- Business Management
- Business Management Technology
- Business Narrative
- Business Planning
- Capital
- Certification
- Chief Information Officer
- Cio
- Cis
- Collaborative
- Commerce
- Communication
- Communication Skills
- Communications
- Communities Of Interest
- Communities Of Practice
- Competitive Intelligence
- Computer
- Computer Ethics
- Computer Information Systems
- Computer Information Systems (Cis)

- Computer Science
- Computer Technology
- Computers
- Concept Extraction
- Concept Maps
- Consultant
- Content Architecture
- Content Management
- Coordinating
- Creation
- Critical Thinking
- Critical-Thinking Skills
- Culture
- Data Mining
- Database
- Decision Making
- Deloitte
- Development
- Digital
- Digital Systems
- Diversity
- Document Design
- Document Management
- Ecommerce
- Economics
- Economics Of Information
- Editing
- Engineer
- Engineering
- Entrepreneur
- Environment
- Ernst & Young
- Executive
- Foundation
- Globalization
- Government
- Health Administration
- Health Care Administration
- Health Care Management
- Heuristics
- Homeland Security
- Hr

- Human Computer Interaction
- Human Resource
- Human Resources
- Ideas
- Implementation
- Industry
- Informatics
- Information
- Information Architecture
- Information Economy
- Information Literacy
- Information
 Management
- Information Technology
- Initiative
- Innovation
- Integration
- Intellectual Capital Management
- Intelligence
- Interactive Computing
- Interdisciplinary
- International
- International Business
- International Organization
- Internet
- Interpersonal Communication
- Inventory
- Inventory Management
- Investment
- Knowledge Acquisition
- Knowledge Architecture
- Knowledge Audits
- Knowledge Base
- Knowledge Bases
- Knowledge Economy
- Knowledge Engineering
- Knowledge Exchange
- Knowledge Life Cycle
- Knowledge Management
- Knowledge Maps
- Knowledge Markets
- Knowledge Processing

- Knowledge Retention
- Knowledge Transfer
- Knowledge Typologies
- Knowledgebase
- Kpmg
- Leader
- Leadership
- Learning Organizations
- Legal
- Library
- Library And Information Science
- Local Government
- Management
- Managing
- Markets
- Medical Informatics
- Microeconomic
- Microeconomics
- Mission
- Model
- Model Building
- Modeling
- Models
- Motivate
- Network
- Objectives
- Online
- Online Degree
- Online Degrees
- Online Masters
- Online Programs
- Open Working Environments
- Opportunities
- Opportunity Recognition
- Oral Communication Skills
- Organization
- Organizational Collaboration
- Organizational
 - Communication
- Organizational Culture
- Organizational Knowledge
- Organizational Learning
- People

- Persuasion
- Planning
- Policy
- Politics
- Problem Solving
- Processes
- Productivity
- Professional
- Programming
- Project Management
- Psychology
- Public Communication
- Public Policy
- Records Management
- Regulation
- Regulations
- Resource Planning
- School Of Library And Information Science
- Semantic Analysis Technologies
- Slis
- Social Media
- Social Networks
- Software Engineer
- Standards
- Storytelling
- Strategic Information Management
- Strategy
- Structures
- System Analysis
- System Analyst
- System Consultant
- System Engineer
- System Engineering
- Systems
- Systems Analyst
- Systems Integration
- Target Audience
- Teamwork
- Tech
- Technology
- Text Analysis
- Total Quality
 Management
- Utilization
- Visualization

- Web
- Web Commerce
- Workforce Education
- Writing
- Written Communication Skills
- Xml

MS-Knowledge Management proposal

Appendix III: External Letters of Support

From: Stan Garfield <stangarfield@gmail.com>
Date: Saturday, April 16, 2016 at 3:45 PM
To: Athena Salaba asalaba@kent.edu
Cc: Thomas Froehlich <tfroehli@kent.edu>

Subject: Master's of Science degree in Knowledge Management at Kent State University

April 16, 2016

School of Library and Information Science Attn: Professor Athena Salaba Kent State University P.O. Box 5190 Kent OH 44242-0001

Dear Dr. Salaba:

It is my understanding that you will be offering a separate Master's of Science degree in Knowledge Management (MS in KM), replacing the current Knowledge Management concentration within the Master's of Science in Information Architecture and Knowledge Management (MS in IAKM). As a leader in an organization that uses employees with skills and understanding in Knowledge Management, it is good to see that an educational institution such as yours will be producing Knowledge Management graduates needed for employment. We wish you success in this venture, and hope to see your graduates in our organization.

Sincerely yours, Stan Garfield Deloitte

From: Arthur@organizationalzoo.com>
Date: Monday, April 18, 2016 at 7:49 PM
To: Athena Salaba <asalaba@kent.edu>

Subject: Investing in knowledge management education

April 19, 2016

School of Library and Information Science Attn: Professor Athena Salaba Kent State University P.O. Box 5190 Kent OH 44242-0001

Dear Sirs.

My knowledge network informs me you are considering offering a Master of Knowledge Management as a separate Master's of Science degree. Please allow me to congratulate your team on implementing a great vision. This is excellent news for all of us involved in the development and practice of knowledge management and KM education. Application of

knowledge applies across all parts of organizations, so freeing the insights of knowledge informed practices to a wider audience and scope of education will add credibility and impact to the graduates and the university. For too long, too many universities have treated Knowledge Management as a subset of other degrees, such as your concentration of KM within the Master's of Science in Information Architecture and Knowledge Management (MS in IAKM). As Edward de Bono stated, this is "Excellent, but not enough".

As the former Global Knowledge Director of an international organization that leveraged knowledge to drive innovation and stimulate value creation, we were constantly internally educating our own employees with skills and understanding of Knowledge Management. We needed to do this because they did not have a robust comprehension of knowledge creation and transfer when entering the workforce. In parallel to my knowledge consultancy practice over the past 10 years, I have been involved in embedding KM insights into a range of other courses such as MBA and Master of Project Management to widen the understanding of KM. Although this has paid dividends in the employability and career performance of our graduates, deepening their knowledge with a specialist degree would provide better results. Adding a specific KM course is a good evolution of this philosophy, which I am sure will be beneficial to students, learning facilitators, employers and of course your University. I am excited that an educational institution such as yours will be producing Knowledge Management graduates so needed to increase the performance in all marketplaces.

I hope this initiative is implemented and will be watching for the benefits it generates when your graduates start making an impact our organizations, both public and private. Thank you for making this investment in our collective futures. There is no doubt that deeper understanding of how to effectively create and leverage knowledge, makes stronger and more trusting and collaborative societies and organizations.

Regards

Dr Arthur Shelley

Buiness Owner: Intelligent Answers

Founder: The Organizational Zoo Ambassadors Network

Learning Facilitator: RMIT University

Author: The Organizational Zoo & Being a Successful Knowledge Leader

New Book due out 2016: KNOWledge SUCCESSion

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Free behavioural profiles:www.organizationalzoo.com

Blog:www.organizationalzoo.com/blog

From: Alice MacGillivray <alice@4km.net>
Sent: Wednesday, April 20, 2016 1:26 PM

To: FROEHLICH, THOMAS

Subject: Re: Favor to ask: Letter of support for upgraded Master's degree

Use this if it is helpful Thomas...

Kent State University has a demonstrated, long-term interest in information and knowledge management. I understand that you will be offering separate Master's of Science degree in Knowledge Management. The importance of strategic knowledge work in organizations continues to grow. There are challenges in this field, such as our focus on easily measured tangibles at the expense of critically important intangibles. We need thoughtful and innovative scholar-practitioners to help us effectively generate, acquire, share and use knowledge and expertise. We wish you success in this venture, and hope to see your graduates active in this field.

Alice MacGillivray, PhD
Consultant & Researcher
Director: Park System Leadership Course
Faculty: Royal Roads University
LinkedIn twitter Klout
Academia.edu Amazon

MS-Health Informatics MS-Knowledge Management MS-User Experience Design

Internal Letters of Support

Most letters address all three proposed programs, unless otherwise indicated

In response to:

The school of Library and Information Science respectfully requests your support for the proposed inactivation of the Master's of Science in Information Architecture and Knowledge Management (IAKM) and its three concentrations (Health Informatics, Knowledge Management, User Experience Design), and the proposed elevation of the three concentrations to the following three majors:

Master's of Science in Health Informatics (36-39 credits hours)
Master's of Science in Knowledge Management (36-39 credits hours)
Master's of Science in User Experience Design (36-39 credits hours)

I have enclosed a copy of the Proposal for your review, including rationale and curricular changes.

Best regards, Athena

Athena Salaba, Ph.D.

Associate Professor

School of Library & Information Science, Kent State University

330-672-0023 | 330-672-2782 (SLIS)

ALL THREE PROPOSED MS MAJORS

From: "CHILD, JEFFREY T." < ichild@kent.edu>
Date: Friday, March 4, 2016 at 3:20 PM
To: Athena Salaba < asalaba@kent.edu>

Subject: Re: IAKM program change - Proposal for MS majors

Hey there Athena -

Please accept this e-mail as support from the School of Communication Studies for the proposed changes in IAKM.

Thanks, Jeff

__

Jeffrey T. Child, Ph.D. Associate Professor and Interim Director Kent State University School of Communication Studies PO Box 5190 Kent, OH 44242 Office: (330) 672-1224 Fax: (330) 672-3510

From: "KENNEDY, JAIME D." < ikenned8@kent.edu>

Date: Monday, March 7, 2016 at 1:29 PM **To:** Athena Salaba <<u>asalaba@kent.edu</u>>

Cc: Jeff Fruit < <u>ifruit@kent.edu</u>>

Subject: Re: IAKM program change - Proposal for MS majors

Athena,

VCD supports your proposal to move the Health Informatics, Knowledge Management, and User Experience Design concentrations to majors.

Best regards, Jaime K.

Jaime Kennedy
Interim Director
School of Visual Communication Design
Kent State University
jkenned8@kent.edu
330-672-7856

From: "Coombs, Danielle" < dcoombs@kent.edu>

Date: Tuesday, March 8, 2016 at 9:14 AM **To:** Athena Salaba <<u>asalaba@kent.edu</u>>

Cc: "Wasbotten, Thor" < twasbott@kent.edu >, Jeff Fruit < ifruit@kent.edu >

Subject: Re: IAKM program change - Proposal for MS majors

Hi Athena,

Thank you for sending this for our review. The School of Journalism and Mass Communication supports your proposals.

Best, Danielle

Danielle Sarver Coombs, Ph.D.
Associate Professor/Graduate Coordinator
School of Journalism and Mass Communication
305B Franklin Hall
330-672-8876
dcoombs@kent.edu

From: WALKER, ROBERT

Sent: Friday, March 11, 2016 1:20 PM

To: SALABA, ATHENA

Cc: FRUIT, JEFFREY; WALKER, ROBERT; PETI, SUSAN

Subject: Re: IAKM program change - Proposal for MS majors

Dr. Salaba,

On behalf of the School of Digital Sciences, I would like to express our support for your proposal to inactivate the IAKM major and, in its place, establish majors in Health Informatics, Knowledge Management, and User Experience Design within the Master of Science degree offered by the School of Library and Information Science.

Given the evolution of these three fields over the past decade, separate majors for each seems quite appropriate.

- bob

Robert A. Walker

rawalke1@kent.edu
walker@cs.kent.edu
236 Math & CS Building
330-672-9105

Director, School of Digital Sciences
http://www.kent.edu/dsci
Professor, Computer Science Department
http://www.cs.kent.edu/~walker
Kent State University, Kent OH 44242

From: Umberger, Wendy

Sent: Monday, March 14, 2016 12:14 PM

To: SALABA, ATHENA

Subject: RE: IAKM program change - Proposal for MS majors

Hi Again Athena,

Our Graduate Curriculum Committee (GCC) met this morning and voted unanimously to support the proposed elevation of the three concentrations (i.e., Health Informatics, Knowledge Management, and User Experience Design) to the following three majors:

- Master's of Science in Health Informatics (36-39 credits hours)
- Master's of Science in Knowledge Management (36-39 credits hours)
- Master's of Science in User Experience Design (36-39 credits hours)

So now you have the support of our College Advisory Committee and GCC. Good luck going forward with this.

Sincerely,

Wendy Umberger

Wendy A. Umberger PhD PMHCNS-BC
Professor and Associate Dean for Graduate Programs
Kent State University
College of Nursing
Henderson Hall, Room 311
Kent, OH 44242
330-672-8813 (O)
440-248-9211 (M)
wlewando@kent.edu

From: "Umberger, Wendy" <wlewando@kent.edu>

Date: Monday, March 7, 2016 at 9:34 AM

To: Athena Salaba asalaba@kent.edu>

Subject: RE: IAKM program change - Proposal for MS majors

Hi Athena,

I discussed your proposal at our College Advisory Committee this morning and there was unanimous agreement to support it; however, I must also take it to our Graduate Curriculum Committee meeting on March 14, 2016 and get their support. Next Monday after GCC, if it is approved, I will draft an email/letter of support.

Wendy

SUPPORT for MS-KNOWLEDGE MANAGMENT

From: "Spake, Deborah" <dspake@kent.edu> Date: Sunday, October 30, 2016 at 12:26 PM

To: "Reynolds, Amy" <areyno24@kent.edu>, Athena Salaba <asalaba@kent.edu>

Cc: "ZINGRONE, CATHERINE" <czingron@kent.edu>

Subject: RE: Proposal for MS Knowledge Management major

Amy,

I spoke with the chair of the Department of Economics and have no further questions about your MS in Knowledge Management proposal. The College of Business Administration supports your efforts in proposing this degree.

Thanks for allowing us the opportunity to discuss the proposal.

Deborah

Sent via the Samsung Galaxy Mega® 2, an AT&T 4G LTE smartphone

From: "Spake, Deborah" <dspake@kent.edu>
Date: Thursday, October 27, 2016 at 6:45 PM
To: "Reynolds, Amy" <areyno24@kent.edu>

Cc: Athena Salaba <asalaba@kent.edu>, "ZINGRONE, CATHERINE" <czingron@kent.edu>

Subject: RE: Proposal for MS Knowledge Management major

Hi Amy,

The college has no concerns with the existing knowledge management courses in the proposal. It's the move to replace the Economics course with a new course that appears to be economics-like that raised questions in the college. I understand that the department chair was involved in the discussion, but he was with you in China and we haven't been able to discuss it in person since his return.

Can Therese proceed with the proposal with the existing Econ course listed until we resolve this? I'm out of town, but will call him tomorrow to try to gather more information.

Deborah

Sent via the Samsung Galaxy Mega® 2, an AT&T 4G LTE smartphone

From: "WILLIAMS, DONALD" < dwilliam@kent.edu>

Date: Saturday, March 5, 2016 at 2:32 PM **To:** Athena Salaba asalaba@kent.edu>

Subject: RE: Economics of Information course - ECON 62015

Dear Athena,

The economics department faculty has reviewed the draft proposal and supports the creation of this new course.

Best 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: <u>dwilliam@kent.edu</u>

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Dat	e 2-mar-16	Curriculum Bulletin
		Effective Date	Fall 2017	Approved by EPC
_		2021 2		
Department		y and Information		
College	CI - Communicat	ion and Informati	on	
Degree	MS - Ma	ster of Science		
Program Name	User Experience	Design Prog	ram Banner C	ode UXD
Concentration(s)	Conce	ntration(s) Banner	Code(s)	
Proposal	Establish progra	m		
Description of prop	osal:			
	ks to establish a mool of Library and			n in the Master of Science
Does proposed rev Current total credit	ision change progra hours: 36	m's total credit hou Proposed total c		
staffing consideration. There is no impact the major in Inform Units consulted (other).	ons; need; audience t on other program nation Architecture ner departments, pro sciences, School of	; prerequisites; tea s. This program and Knowledge grams or campuse Journalism and	cher educatio currently exis Management es affected by Mass Commu	sts as a concentration under this proposal): unication, School of Visual
The D	m>	REQUIRED END	ORSEMENTS	03 , 02 , 2016
Department Chair /	School Director		, , , , , , , , , , , , , , , , , , , ,	
Campus Dean (for F	Regional Campuses	proposals)		/
		, ,		4,13,2016
College Dean (or de	esignee)			
Dean of Graduate S	tudies (for graduate	proposals)		//
Senior Vice Preside	nt for Academic Affa	irs or Provost (or o	esignee)	/

Full Proposal to Establish

Master of Science in User Experience Design

Prepared by
The School of Library and Information Science
Kent State University
January, 2016

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Introduction

This proposal seeks to establish a new major, User Experience Design (UXD), in the Master of Science degree program (MS in UXD). UXD is currently a concentration in the MS degree program of Information Architecture and Knowledge Management offered by the School of Library and Information Science (SLIS) at Kent State University.

What is UXD?

UXD is an emerging field that has gained traction within business and other organizations. It is practice of making interfaces for web sites, mobile applications and other devices that require interactions with users easier, and more engaging to use. The main goal of UXD is to maximize user satisfaction with the use of an interface so that users will more likely have an experience that will result in a successful interaction. In addition, satisfied users are more likely to be repeat users. For these reasons, businesses and service providers are now quite keen on hiring UX designers to help their organizations maximize the success of their web and mobile efforts.

The way UX designers create satisfying experiences for users is through research, design, and evaluation. For example, let's say a (fictional) small business, Widget Industries, asks a UXD firm to redesign their web site in which they sell widgets. They feel that current sales on their web site are not as robust as they might be and they suspect that customers are finding the site difficult to use.

Before any design can take place, the UXD team needs to better understand the users of the site who buy these widgets, who the competitors are in the widget market, who the stakeholders within Widget Industries (i.e. who are the major players in determining what goes on the web site, etc.). Perhaps the team will do usability tests on the current site to see where customers run into problems. This is the research phase of the project and it involves qualitative and quantitative data collection to determine the answers to these questions. The data are used to guide the design phase of the project.

In the design phase of the project, research results are compiled and used to determine the design directions. Users are segmented into behavioral types called "personas," or fictional representations of users with different use motivations and behaviors. Ideas from competitors are used to improve current practice. Early designs may be crude drawings using paper and pencil. They are rapidly constructed and quickly evaluated using informal methods. As the project moves forward, high-fidelity prototypes of interactions and information pages are developed and tested.

Finally, when many of the problems have been worked out through prototype testing, a more formal evaluation is carried out on designs. Usability testing is the most common form of evaluation of this type. Usability testing may be done in a laboratory setting, in the user's natural environment, or remotely. The results of these formal evaluative tests are used to make final changes to the interfaces and structures prior to release.

As a result of the UXD process of research, design and evaluation, Widget Industries should be more competitive in the widget market because the structures and interactions used to sell their widgets are easy, and perhaps fun, to use.

Rationale for the MS in UXD

The designation of the degree as a Master of Science in User Experience Design follows a tradition of programs placing an emphasis on the professional preparation of graduates and focus on scholarship, research, and assessment, drawing both from qualitative and quantitative methodologies. UXD is dependent on research to inform design and practice. The research and evaluation pieces described above employ qualitative and quantitative methods such as surveys, interviews, observation, prototype testing, keystroke and click analysis, think-aloud protocols and eye-tracking. Research is integral in informing design decisions. Students who graduate from the UXD program should be well-versed in all of these methods and be ready to employ them in the field in order to do effective design. The fact that research is such an integral part of the practice of UXD is justification for its designation of the MS degree.

Background for this Proposal

For background, this proposal is part of a larger effort to establish three new Master of Science majors to be offered in SLIS. The existing Master of Science in Information Architecture and Knowledge Management (IAKM) includes three concentrations: Health Informatics, Knowledge Management, and UXD. We are proposing the elevation of these concentrations into the following programs:

- Master of Science in Health Informatics (M.S.-HI)
- Master of Science in Knowledge Management (M.S.-KM)
- Master of Science in User Experience Design (M.S.-UXD)

The curricular needs of each of the three areas of study are very different, which eliminates the need for shared core curriculum. The coursework of each concentration will remain mostly the same, removing the common core course and moving it to electives, shifting the concentration requirements to major requirements, and allowing for more options for electives. The proposed M.S.-UXD includes minor curricular changes, retaining the minimum requirement for completion to a total of 36 credit hours.

Establishing a new Major in User Experience Design will allow the program to determine its own core courses and electives. Another key goal of this proposal is for the students to receive the appropriate credentials necessary for their careers with a degree that reflects their education and also to provide clarity to potential employers about the skills and competencies of the graduates of these programs.

The program is supportive of adult learners and include pathways to degree completion and course offerings that allow students to focus one course at a time and allow them to complete the program in two years.

The Master of Science in IAKM is currently offered in an online format. Approval for online delivery of the Master in Science was completed for a launch in Fall 2010. The proposed new majors will continue to be offered online.

The User Experience Design concentration of the Master of Science in IAKM is also currently approved for contractual arrangement with Everspring Partners (hereafter, Everspring).

Academic Quality

The User Experience Design program will be administered by the School of Library and Information Science in the College of Communication and Information. The School has a faculty member appointed as the Graduate Coordinator and will continue the assignment of faculty as program coordinators. In addition to teaching and advising, program coordinator responsibilities include the recruitment of qualifies instructors, overseeing curriculum and monitor curricular changes, and coordination of course scheduling. The School engages with students, alumni, employers, and other constituents for each program to assist in maintaining quality programs aligned with the University, College, and School missions to serve all stakeholders.

The program is subject to the Kent State University Graduate Studies policies and procedures in regards to admission requirements, academic standards, and graduate faculty membership.

Curriculum

User experience design encompasses every aspect of the user's interaction with a product, service or company that make up the user's perceptions of the whole and prepares students for professional roles as user experience designers who will optimize interactions. The User Experience Design curriculum fits a general design process model, which was derived from the literature: LUMEN, which stands for Learn, Understand, iMagine, Evaluate, and iNform.

The current UXD concentration includes the following:

- 6 hours of major core
- 21 hours of user experience design required courses
- 6 hours of electives
- 3-6 hours of final requirement

The proposed major in User Experience Design curriculum includes:

- 21 hours of major core
- 12 hours of electives
- 3-6 hours of final requirement

The changes to the UXD curriculum are minor and include:

• Reduction of required (core) credits from 27 to 21 credit hours.

- Establishment of UXD 66092 Master's Internship as a final requirement option
- Establishment of UXD 66198 Master's Research Paper in User Experience Design as a final requirement option
- Revision of IAKM 60122 Professional Portfolio Design and Assessment (1 credit hour) to UXD 66090 (3 credit hours)

Five options are available for students to fulfil their final program requirement: Master's Project, Master's Internship, Master's Research Paper, Professional Portfolio Design and Assessment, and Thesis.

The currently existing Master's Project in User Experience Design (now UXD 66098) as a final requirement option gives students the opportunity to integrate their knowledge from all of their courses, but in a shorter research option than the thesis. The Master's Project requires no less than 150 hours of work on a finite project and the paper accompanying the project upon submission. Projects are generally done in conjunction with an organization and under the joint supervision of a user experience professional and a faculty advisor.

The Master's Internship in User Experience (UXD 66092) as a final requirement option will give students the opportunity to apply their knowledge from their courses in the field, spending no less than 150 hours of work at an organization under the supervision of a user experience professional and guidance of a faculty advisor. The Master's Internship is a culminating experience, and requires a specific process for learning that facilitates the integration of their studies into a practical experience. Students consult with the advisor to identify an appropriate internship site, and students, together with the supervisor, and advisor agree on the internship objectives. Once the internship is approved by the advisor, each internship student is supervised by an experienced UXD professional, under the guidance of their faculty internship advisor to ensure internship objectives are achieved. The user experience design major will be offered online as it has been since its inception. Students choosing the internship option outside of the Northeast Ohio area are paired with UXD institutions and professionals in their geographic area.

The Master's Research Paper in User Experience Design (UXD 66198) as a final requirement gives students the ability to conduct research that is more action-oriented and on a smaller scale than that required by a thesis. As with other final requirement options, the research paper gives students the opportunity to integrate their knowledge from their courses into a research paper. Students choosing this option are less likely to continue their education to the doctoral level than those pursuing the thesis option.

The Professional Portfolio Design and Assessment (UXD 66090) as a final requirement option will give students the opportunity to assemble and evaluate the work they completed throughout the User Experience Design program in the form of a professional portfolio that may be used in efforts to gain employment or freelance work.

In the UXD major, the thesis option is reserved for those students who intend to pursue a research career or a doctorate. Regardless of whether a student wishes to pursue the Thesis option, they must take these research oriented courses: UXD: Researching the User Experience I and Usability I. For students who wish to pursue the Thesis option as their final program requirement, it is recommended that they take the following elective courses that extend their knowledge of research methods for use in the preparation of a Thesis: Researching the User Experience II, and Usability II. It is possible that students may wish to take research courses that more specifically address some methodology. In that case, students may work with their advisor to identify courses from elsewhere in the university to address this need.

The following table offers a comparison between the current and proposed UXD curriculum:

CURRENT		PROPOSED	
User Experience Design Concentration of Master of Science in IAKM		User Experience Design Major in Master of Science	
Minimum of 36 credit hours		Minimum 36 credit hours	
Core (6 hours)		Core (21 hours)	
Elective	3	, ,	
IAKM 60002 – Knowledge Organization Structures, Systems and Services	3	LIS 60636 – Knowledge Organization Structures, Systems, and Services	3
Required UXD Concentration (21 hours)			
IAKM 60101 – Information Architecture I	3	UXD 60101 – Information Architecture I	3
IAKM 60102 – Information and Visual Design	3		
IAKM 60103 – Researching the User Experience I	3	UXD 60103 – Researching the User Experience I	3
IAKM 60104 – Usability I	3	UXD 60104 – Usability I	3
IAKM 60105 – Information Technologies	3	moved to electives, UXD 60110	
IAKM 60120 – User Experience Design Principles and Concepts	3	UXD 60001 – User Experience Design Principles and Concept	3
IAKM 60121 – User Experience Design in Practice	3	UXD 60002 – User Experience Design in Practice	3
		UXD 60106 – Content Strategy I	3
Electives (6 credit hours), choose from:		Electives (12 credit hours), choose from:	
IAKM 60110 – Content Management Systems	3		
IAKM 60111 – Online Branding	3		
		UXD 60110 – Information Technologies (moved from core)	3
IAKM 60112 – Information Architecture II	3	UXD 60111 – Information Architecture II	3
IAKM 60113 – Researching the User Experience II	3	UXD 60113 – Researching the User Experience II	3

CURRENT		PROPOSED	
IAKM 60114 – Usability II	3	UXD 60114 – Usability II	3
		UXD 60116 – Content Strategy II	3
IAKM 60691 - Seminar in IAKM	1-3	UXD 60691 – Seminar in User Experience Design	1-3
IAKM 61095 – Special Topics in IAKM	1-3	UXD 61095 – Special Topics in User Experience Design	1-3
IAKM 60792 – Internship in IAKM		UXD 60792 – Elective Internship in User Experience Design	1-3
		All UXD graduate courses may apply toward electives. Up to 6 credit hours of HI, KM, LIS courses may count as UXD electives.	
Final Requirement (3-6 hours), choose one		Final Requirement (3-6 hours), choose one	
IAKM 61081 - Capstone Experience	3		
IAKM 61096 – Individual Investigation	3		
		UXD 66090 - Professional Portfolio Design and Assessment	3
		UXD 66092 – Master's Internship in User Experience Design	3
IAKM 61098 - Master's Project	3	UXD 66098 - Master's Project in User Experience Design	3
		UXD 66198 - Master's Research Paper in User Experience Design	3
IAKM 61199 - Thesis I 6 (total)	6	UXD 66199 - Thesis I 6 (total)	6
Total	36	Total	36

A copy of the Course Description Catalog is included in Appendix I.

The user experience design major will be offered online as it has been since its inception. Courses are offered on a regularly scheduled rotation, as 7-week online courses. Each semester, four courses are offered:

- Two introductory courses, UXD 60001 and 60002, offered for incoming students
- Two additional courses for students who have completed the introductory courses.

Students have the opportunity to focus on one course at the time, allowing them to complete the program in two years.

Admissions and Graduation Criteria

The admission standards and procedures for the MS program at SLIS are in line with the general university admission policy. A regular admission is granted to applicants who have an

undergraduate GPA of 3.0 or higher or another master's degree with a graduate GPA of 3.0 or higher. In addition to the application, prospective students must submit official transcripts, a resume, a statement of purpose, and three letters of reference. For the proposed new major, applicants who do not meet the minimum GPA requirement must submit a Statement of Exception to be considered for conditional admission. The Statement must address educational and professional experience, interest in the program, career goals, and how the program, of study will help actualize the student's professional objectives.

Additionally, SLIS admission standards and procedures are periodically reviewed by the Admissions and Awards Committee. Changes in standards must be approved by the Faculty Advisory Committee and the University.

At the end of each semester, a listing of all students with a GPA below 3.0 and students who received a B- or below in any course or U in any is generated. In addition, a list of students with conditional admission status is also generated. The Graduate Coordinator reviews these reports and prepares a Student Achievement Evaluation Report at the end of each semester, which is sent to the student and their academic advisor with recommendations for improvement.

At the completion of the program, for each student a graduation clearance audit is performed to ensure all program requirements are met. Students must achieve a carminative GPA of 3.0 or above, successfully complete all core requirements (with a grade of C or above), successfully complete the required number of electives, selected in consultation with their advisor, and complete one of the four options for the final requirement.

Faculty

Since its inception, the concentration in user experience design has operated through a sleek program model that does not rely on a large faculty, but rather a small faculty dedicated to the creation of quality curriculum at the leading edge of education in the nascent discipline. The addition of part-time faculty direct from practice enables a creative and collaborative environment, not unlike the ideal professional environment in user experience design. Students interact with this rich, supportive environment through their classes, projects, and advising.

Currently, support for student success in user experience design includes:

- 3.5 full-time faculty members dedicated to the development of the program in user experience design, teaching, and advising
- Up to 22 part-time faculty members who are top working professionals teaching courses that will provide the skills for success in employment
- Associated faculty in the School of Library and Information Science who teach courses, advise students for their program of study and career paths, and guide students on final projects
- Associate faculty and staff who support students in application and admission processes, program progress, and graduation clearance

The following table provides some basic information about the current faculty teaching exclusively in the User Experience Design program. A copy of their Curriculum Vitae is included in Appendix II.

NAME	POSITION	HIGHEST DEGREE	Started Teaching at SLIS	UXD courses taught
Robins, David	FT TT, Associate Professor	PhD in Information Science	Fall 2004	IAKM 60101 - Information Architecture I; IAKM 60102 - Information and Visual Design; IAKM 60104 - Usability I; IAKM 60105 - Information Technologies; IAKM 60112 - Information Architecture II; IAKM 60120 - UXD Principles and Concepts; IAKM 60121 - UXD in Practice; IAKM 61081 - Capstone Experience; IAKM 61098 - Master's Project; IAKM 61199 - Thesis I; IAKM 61299 - Thesis II
Sherman, Paul	FT NTT, Assistant Professor	PhD in Psychology	Fall 2013	IAKM 60101 - Information Architecture; IAKM 60103 - Researching the User Experience I; IAKM 60104 - Usability I; IAKM 60105 - Information Technologies; IAKM 60106 - Content Strategy I; IAKM 60113 - Researching the User Experience II; IAKM 60114 - Usability II; IAKM 60116 - Content Strategy II; IAKM 60120 - UXD Principles and Concepts; IAKM 60121 - UXD in Practice
Woods, Daniel (Ben)	FT NTT	MS - IAKM, MBA	Spring 2011 as PT Instructor; Fall 2016 as FT NTT	IAKM 60102 - Information and Visual Design; IAKM 60113 - Researching the User Experience II; IAKM 60121 - UXD in Practice; IAKM 60693 - WKSP: Rich Media Experience; IAKM 60693; IAKM 60639 - Image Editing and Optimization; IAKM 60693 - Basic Website Coding;
Roll, David	FT NTT (1/2 for SLIS), Assistant Professor	MA in Visual Communication Design	Fall 2015	IAKM 60121 - UXD Principles and Concepts
Berlin, Daniel	PT Instructor	MBA, MS - Human Factors in Information Design	Fall 2014	IAKM 60105 - Information Technologies
Bond, Sarah	PT Instructor	MS - IAKM	Summer 2016	IAKM 60105 - Information Technologies;

NAME	POSITION	HIGHEST DEGREE	Started Teaching at SLIS	UXD courses taught
Bonzon, Denise	PT Instructor	MS in Applied Cognition & Neuroscience / Human Computer Interaction	Summer 2015	IAKM 60121 - UXD in Practice;
Ganey, Harris (Neil)	PT Instructor	PhD in Psychology - Applied Experimental / Human Factors	Spring 2016	IAKM 60103 - Researching the User Experience I;
Hood, Darren	PT Instructor	MS-IAKM, MS - Information Management for Executives	Fall 2015	IAKM 60103 - Researching the User Experience I; IAKM 60116 - Content Strategy II
Kelly, Valerie	PT Instructor	MA - Journalism and Mass Comm, MS - IAKM	Spring 2012	IAKM 60105 - Information Technologies
Line, Joshua	PT Instructor	MLIS & MS-IAKM	Fall 2015	IAKM 60106 - Content Strategy I; IAKM 60113 - Researching the User Experience II
Manganelli, Joe	PT Instructor	PhD in Planning Design & the Built Environment	Spring 2015	IAKM 60101 - Information Architecture; IAKM 60106 - Content Strategy I; IAKM 60112 - Information Architecture II; IAKM 60121 - UXD in Practice;
Mercer, Susan	PT Instructor	MS in Human Factors in Information Design	Spring 2015	IAKM 60104 - Usability II
Orrick, Ericka	PT Instructor	MS in Industrial Engineering: Cognitive Human Factors	Summer 2015	IAKM 60101 - Information Architecture
Pytlik, Kelsey	PT Instructor	MS - IAKM	Summer 2015	IAKM 60101 - Information Architecture; IAKM 60113 - Researching the User Experience II

NAME	POSITION	HIGHEST DEGREE	Started Teaching at SLIS	UXD courses taught
Randall, Angela	PT Instructor	MLS	Summer 2015	IAKM 60101 - Information Architecture; IAKM 60103 - Researching the User Experience I; IAKM 60113 - Researching the User Experience II; IAKM 60120 - UXD Principles and Concepts
Shipka, Andrew	PT Instructor	MS-IAKM	Spring 2015	IAKM 60104 - Usability I; IAKM 60112 - Information Architecture II;
Starmer, Samantha	PT Instructor	MLIS	Summer 2014	IAKM 60103 - Researching the User Experience I; IAKM 60120 - UXD in Practice
Surla, Stacy	PT Instructor	MA in Literature	Summer 2014	IAKM 60113 - Researching the User Experience II; IAKM 60121 - UXD in Practice
Von Hendrix, Rachel	PT Instructor	MLIS & MS-IAKM	Fall 2015	IAKM 60116 - Content Strategy II;

Note: Courses listed reflect current course numbering under the IAKM prefix and number. Faculty will continue teaching the equivalent course under the UXD prefix and number.

Full-time faculty maintain strong connections with the various professional associations and professionals in the field to inform the development of the curriculum. In doing so, they have established Kent State University as a highly-respected graduate program in user experience design.

As mentioned above, other SLIS full-time faculty teach a number of courses that are required, for example, Dr. Marcia Zeng, a renowned research in the area of knowledge organization, has developed and teaches the required Knowledge Organization Systems and Structures course. Other faculty teach elective courses available to the UXD students and often work with them on research projects, including supervision of Thesis or Research Papers. Other Full-time SLIS faculty who can teach in UXD courses or participate in Theses as chair or committee members include:

- Emad Khazraee, PhD
- Lala Hajibayova, PhD
- Miriam Matteson, PhD
- Rebecca Meehan, PhD
- Athena Salaba, PhD
- Yin Zhang, PhD

There has recently been an addition of one full-time faculty member (Ben Woods) and a full-time faculty member appointed jointly to the School of Visual Communication Design and the School of Library and Information Science (David Roll) who will spend half-time teaching and

developing content for the User Experience Design program. User experience design has been closely connected with the School of Visual Communication Design for several years. Faculty have worked together to co-teach courses of interest to students in both programs and where expertise between faculty overlap. There are more than 20 part-time faculty members available to support the resurgent program. The part-time faculty for UXD are highly-regarded professionals and content experts in UXD-related jobs.

Our curriculum and commitment to theory and research is growing along with this nascent, yet growing, field. 15 years ago, when this program was begun, it was necessary for our curriculum to be predominantly developed to deliver skills and knowledge from practice. However, as the field is beginning to mature, and as our curriculum has stabilized, we are now committed to developing leadership in the discipline through the development of research agendas to support practice and to advance knowledge rather than to simply reflect it. In order to do so, we will seek to grow our faculty with tenure track positions in the area of human-computer interaction, cognitive science and library and information science. The theory and knowledge brought from those areas will provide a base on which UXD can develop as an academic discipline and deepen our involvement with practitioners. We see the need to elevate the UXD program to a leader in advancing the research mission of the MS and ultimately contributing to the CCI PhD program in a meaningful way.

Other Support

In the initial stages of the Office of Continuing and Distance Education (OCDE), Kent State University implemented a system of support for programs with the goal of establishing a national reach in online learning. This system of "Strategic Initiatives" provides focused support for pedagogical and online delivery for programs in it. The User Experience Design concentration was one of the first chosen as a Strategic Initiative.

Strategic Initiative programs receive support from OCDE at Kent State University in the form of instructional design and the building of courses in Blackboard. Kent State University, through OCDE, has made great strides in developing support for not only the delivery of high-quality online courses, but also support for online students.

In addition, Kent State University has entered into an agreement with Everspring Partners to help provide support in the form of marketing, application procedures, student orientation, time management, and monitoring student participation.

The user experience design program began in Fall 2001 with the IAKM degree program, but in another form across two concentrations (information architecture and information use/usability). The program evolved as the related professions did. One significant change was a name change from Information Architecture to User Experience Design for Fall 2009. This change was fully supported by professionals and seen as an important step in the evolution of the profession and the program.

Program Need

Interest in the three concentrations of the Master of Science in IAKM has increased. Each of the concentrations is now significantly distinct that students and employers are increasingly interested in a unique program focusing in knowledge management, health informatics, or user experience design.

Since 2011, applications to the Master of Science have increased by 95 percent with 115 applications received in fall 2015. This is manly due the strong growth in the UXD concentration, and with a partnership with Everspring Partners and their marketing and recruitment efforts.

Enrollment History

The current User Experience Design concentration that has received has seen a large increase in both admissions and enrollment, as a result of independent and targeted recruitment efforts by an external partner. Having and being able to recruit for distinct Master of Science programs in User Experience Design will increase the visibility of the program and will be much more attractive to potential students but also to employers.

User experience design (UXD) has become a clearly established discipline and the time has come to elevate it from a concentration under the umbrella of IAKM to a major in its own right. User experience design has established professional stature and shown increased need for educated professionals across all sectors. Creating a new major will allow the user experience design program to have full control over its individual curriculum to not only adhere to standards in UXD, but to lead the development of standards in graduate education for the discipline.

For each semester in the chart below, the total number of UXD student enrollments are indicated. Information is based on the Kent State University Institutional Research 15th Day Student Enrollment Report.

Major	Concentration	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
IAKM	Not declared	9	7	7	5	3	1	3	3
IAKM	UXDE	27	31	40	47	90	112	154	178

The UXD concentration has grown its enrollment by 217% since the summer of 2014. In part, this increase is due to the efforts of UXD's third party partner, Everspring Partners. This enrollment increase is testament to the tremendous interest in UXD as a field, and to the fact that Kent State has been a leader in offering a UXD program.

In order to maintain a leadership role in user experience design education, making UXD a major as opposed to a concentration would be a clear indication of the growth and health of the discipline of user experience design as a sustained discipline. This change is primarily a change of structure, not offering. The program is currently sustainable and will continue to be so after

this change. Students however will see better success upon graduation with a clearer focus (major) in user experience design rather than information architecture and knowledge management, making it easier for employers to understand the foundation graduates have received in their Master of Science program. The program goal for growth is to sustain 200 students. That goal is achievable through the work with Everspring, which markets and recruits for the program as well as maintains some level of student support to ensure retention. Everspring's market research proved the viability of the growth of this program and has shown that it is attracting students from all of the major IT centers in the U.S.

Job Outlook for User Experience Design

The Bureau of Labor Statistics does not yet have a category specifically called "User Experience Design." The closest category available is "Web Developer," which they define as those who "...design and create websites. They are responsible for the look of the site. They are also responsible for the site's technical aspects, such as its performance and capacity, which are measures of a website's speed and how much traffic the site can handle. In addition, web developers may create content for the site." (http://www.bls.gov/ooh/computer-and-information-technology/web-developers.htm, searched June 24, 2016)

This definition closely resembles what a UXD professional does, and is close enough for the purposes of our discussion here. UXD professionals do, in fact, design web sites and in some cases create them. They are also responsible for the conceptual structures of web sites (and mobile applications), and for content. While they are responsible for the look and feel of sites, they are also responsible for making sure that sites are easy to use.

Outlook

The outlook for UXD professionals is good. The Occupational Outlook Handbook states that Web Developer positions will have a 27% job growth rate for the time period between 2014 – 2024, which they characterize as "much faster than normal." For the same time period, they estimate an increase of 39,500 jobs. They show the median salary in this field to be \$64,970 per year (or roughly \$31.23 per hour). (http://www.bls.gov/ooh/computer-and-information-technology/web-developers.htm, searched June 24, 2016)

Currently, a search of the job site Indeed.com for the terms "user experience" (limited to the United State) produced 197,079 results. We doubt that 197,079 full-time jobs exist. Among those numbers may be internships, part-time jobs, or even jobs with "User Experience" in their titles that might not actually be User Experience positions. However, those results do indicate a strong hiring economy for UXD professionals.

(http://www.indeed.com/jobs?q=user+experience&l=United+States, searched June24, 2016)

Recent searches on job sites for the terms "User Experience" yielded the following results.

Search System	Number of results	Date Searched
Indeed.com	193,540	1/11/2016
Monster	"1,000+"	1/11/2016

Search System	Number of results	Date Searched	
LinkedIn	6,807	1/11/2016	
CareerBuilder	13,383	1/11/2016	

Obviously, there is considerable variance in these results, but the fact remains that there are many UXD jobs, and that UXD is a growing field.

Among the organizations that have hired our 69 graduates (since 2010) are:

- American Greetings Interactive
- Federal Reserve Bank of Cleveland
- NASA Glenn Research Center
- Google
- Case Western Reserve University
- Society of Grownups (Mass Mutual Learning Initiative)
- Hyland Software
- Bosch
- Marriott
- Wells Fargo
- U.S. Bank
- Lending Club

- Yahoo
- Rosetta
- Consumer Reports
- Ernst & Young
- Nestle Research & Development
- Fidelity Investments
- Medical Mutual Ohio
- Westfield Group/Westfield Insurance
- OCLC
- KeyBank
- GoDaddy.com
- Intel Corporation
- Sherwin-Williams

Prospective Growth in User Experience Design

Interest in the user experience design major has significantly increased with online delivery. In the summer of 2014, there were 62 students in the UXD concentration. In the spring of 2016, there are over 216 enrolled. This represents a 248 percent growth in enrollment in a 17-month period. When the concentration launched its online delivery there were 200 prospective students on a list waiting to be notified of the program's availability online. Since fall of 2014, the user experience design focus in the Master of Science has admitted between 35 and 50 students per semester, and has had to ask some students to hold admission to an upcoming semester in order to be able to fully support the students

Access and Retention of Underrepresented Groups

Since the establishment of the Master of Science in IAKM and the subsequent updates and additions of concentrations, the recruitment goals have been relatively broad in order to build a student body rather than targeting specific groups. Despite this generic approach we can still claim that 22 percent of our current students are minorities. In addition, 56 percent of our students are female, which matches the trend in graduate school, but not necessarily in the professional areas. The UXD concentration has seen an even larger increase of underrepresented groups the last few years, since the overall increase in enrollment. Since 2014, the percentage of minorities has grown from about 20% to 35% of the new student body (excluding those who chose not to report ethnicity).

The following table shows a breakdown, for each year, by ethnicity of New Enrolled UXD graduate students:

MAJOR	MAJOR_CONC	ETHNICITY	2012	2013	2014	2015	2016
IAKM	UXDE	Asian	1		1	3	2
IAKM	UXDE	African-American	1		5	6	3
IAKM	UXDE	Foreign			1	2	
IAKM	UXDE	Hispanic			5	6	5
IAKM	UXDE	Multi-Racial			2	2	2
IAKM	UXDE	Native American					
IAKM	UXDE	White	2	5	35	72	22
IAKM	UXDE	Not Reported	4	18	4	8	4

The table below, shows a breakdown of UXD graduating students by ethnicity:

MAJOR	MAJOR_CONC	ETHNICITY	2012	2013	2014	2015	2016
IAKM	UXDE	Asian	0	0	1	0	2
IAKM	UXDE	African-American	2	1	1	0	1
IAKM	UXDE	Foreign	1	1	1	0	0
IAKM	UXDE	Hispanic	0	0	0	0	1
IAKM	UXDE	Multi-Racial	0	0	0	1	1
IAKM	UXDE	Native American	0	1	0	0	0
IAKM	UXDE	White	12	9	9	10	24
IAKM	UXDE	Not Reported	0	1	0	0	2

Note that the numbers are not reported based on cohorts. Therefore, the two tables do not represent the same students. Data extracted from the Kent State University Institutional Research reports.

The School of Library and Information Science is undertaking an effort to recruit from colleges and universities in Ohio with traditionally high levels of minority enrollment such as Wilberforce, Central State, and Cleveland State University to increase awareness and interest in the programs available through the School including the Master of Science.

The College of Communication and Information is adding two new staff members: a Student Recruiting Specialist and an Academic Diversity Outreach Coordinator. Both of these additions will greatly benefit our efforts to recruit and retain a diverse student body.

Last, there is a strong advising component to all SLIS programs, including the existing Master of Science in IAKM program, and students receive excellent guidance from their faculty advisors in

regards to their course of study as well as professional development. Such advising positively impacts retention and graduation.

Statewide Alternatives

In the State of Ohio, an equivalent graduate program does not exist. There are a handful of programs nationwide, but each with a slightly different perspective, such as Human Computer Interaction with a focus in computer science or Interaction Design with a focus on graphic design. Despite the lack of direct competition in Ohio universities, there is potential for collaboration with complementary programs and faculty whose research interests include user experience design. Specific targets for collaboration include the Interactive Media Studies Program at Miami University of Ohio, the School of Media Arts and Studies at Ohio University, and the School of Visual Communication Design at Kent State University. In terms of location, although this is an online program, it is important to note that with the School's Columbus location, the UXD major has opportunities to expand specifically in Columbus, which boasts the 14th largest job market for UXD in the country.

Similar Programs in Ohio

Miami University offers an MFA in Experience Design. It is a collaboration between a number of programs including Interactive Media Studies, Studio Art, Social Entrepreneurship, Computer Science, and Engineering. This program only accepts eight students per year, and it is not an online program. Kent State's online UXD program is rooted more firmly in its background with the School of Library and Information Science, particularly in the areas of User Research, Information Architecture, Content Strategy and Knowledge Organization. Miami's MFA program does not offer these courses.

In Other States

Programs with the specific title of User Experience Design are not at all common. There are, however, programs with other names that might or might not offer similar curricular content to the proposed MS in User Experience Design at Kent State University.

For example, Stanford University and Carnegie Mellon University both offer Master's degrees in "Design." Specifics on their curricula are not readily available, but in one way or another, they most certainly offer courses and lab work that emphasize user-centered design. While Kent State's current UXD emphasis is on web and mobile design, those two programs have a wider emphasis including Interaction Design, Industrial Design, Service Design and User Experience Design.

A field closely related to UXD is Interaction Design, which is the design of actions users take when directly interacting with an interface. We consider Interaction Design to be an integral part of User Experience Design, but not sufficient to address the entire process of UXD. The KSU UXD program addresses a wider array of disciplines including User Research, Interaction Design, Information Architecture, Usability and Content Strategy.

The University of Baltimore offers a MS in Interaction Design & Information Architecture, and this program may be the closest in emphasis to the KSU UXD program. They offer courses similar to the KSU degree, and some web programming, which KSU does not offer. Quinnipiac University has just begun offering MS in Interactive Media (fully online program). It is not clear from their web site exactly what courses they offer, but they rank highly in Google searches for "UXD programs."

Finally, many universities across the country off degrees in Human Computer Interaction (HCI). This discipline is similar to UXD in that it considers human needs in the design of computer systems, but in most cases, HCI is more academic in its emphasis, often leading to PhD work. HCI is often housed in Computer Science units. UXD at Kent State is more professionally focused. Its main goal is to education people who can take positions of leadership in the professional world where there is a dearth of such expertise. For these reasons, we do not consider ourselves direct competitors with HCI programs.

As previously mentioned, the School of Library and Information Science plans to continue to offer the user experience design program completely online. Despite the lack of comparable programs across the state, user experience design at Kent State University will provide the opportunity to serve students across the State of Ohio rather than just regional students.

External Support

The User Experience Design concentration of the Master of Science in IAKM is currently approved for contractual arrangement with Everspring Partners. Everspring provides marketing, recruitment and retention services for the program, enabling growth of the program.

Memos from organizations employing user experience designers and researchers is evidence of support for the program. Letters of support can be found in Appendix III.

School of Library and Information Science

MS in User Experience Design Catalog Copy and Keywords

Catalog Copy

Information Architecture and Knowledge Management - M.S. print

Kent State University 2015 Catalog > College of Communication and Information > Graduate Programs > Information Architecture and Knowledge Management - M.S.

College

College of Communication and Information

Resources

- Program Requirements
- Academic Policies

Department

School of Library and Information Science

E-mail: <u>slisinfo@kent.edu</u> Tel: 330-672-2782 Fax: 330-672-7965 Web: <u>www.kent.edu/slis</u>

Description

The Master of Science in Information Architecture and Knowledge Management consists of three concentrations: Health Informatics, Knowledge Management and User Experience Design.

Health Informatics is the science of evaluating, implementing, and utilizing technology to manage all information related to the patient care delivery process: clinical, financial, technological and enterprise-wide. Three major components comprise the health informatics discipline. The Information Systems component focuses on such issues as information systems analysis, design, implementation, management and leadership. The Informatics component is concerned with the study of structure, function and transfer of information, socio-technical aspects of health computing, and human-computer interaction. Lastly, the Information Technology component focuses on computer networks, database and systems administration, security, and programming. The field also draws contributions from computer science, the clinical sciences, social and organizational influences and business practices. Health informatics professionals typically work in managerial, analytical, consultative and executive roles.

The skills and tools required to manage a knowledge organization build upon, but are different from, those required to manage an industrial-era organization. These new skills and tools are found in the emerging domain of **Knowledge Management** (KM). KM organizations of all types, in all sectors of the economy, face a growing need for knowledge management professionals. In fact, knowledge organizations are created and sustained by KM professionals working side by side with corporate executives, business and subject matter experts. A knowledge organization works smarter at the organizational, the community and the individual level because KM professionals envision and strategically manage the organization's knowledge, design knowledge architectures and build technologies that enable the organization to work smarter, and facilitate KM on a daily basis. Kent State is taking a leadership role in developing standards and competencies that define the field. Students learn best practices from their fellow students, many of whom are also professionals working in KM, and through courses or internships they get real-world, practical experience.

User Experience Designers engage in a variety of design activities that help produce aesthetic interfaces and also help organizations meet business goals. UXD addresses the structural, informational, psychological and emotional aspects of what makes a successful user interface, whether it's Web, mobile, tablet or any other device. At Kent State University, User Experience Design is thought of as a process where students learn, understand, imagine, evaluate and inform. The design team begins by gathering data/information about users, clients, the organizational culture, common tasks and work environments. After sufficient data/information is gathered, the team seeks to understand the context in which the project will be undertaken. This phase is the bridge between data collection and design. Design in the imagine phase involves prainstorming, iterative prototyping and critiquing. The design team needs to constantly evaluate their designs to see if they work in the real world. This may involve usability testing at Kent State's usability lab, eye tracking studies, paper prototyping or heuristic evaluations. The results of design must be communicated to appropriate audiences. This informing process involves giving presentations to clients and stakeholders, report writing and other forms of communication. Graduates of the program will come away with a solid understanding of usability, content strategy, information architecture and user research.

The Master of Science in Information Architecture and Knowledge Management can be part of a dual degree option with any other master's program, including the Master of Library and Information Science (M.L.I.S.).

Admission Requirements

Official transcript(s), three letters of recommendation, TOEFL or IELTS for international students, goal statement and resume. For more information about graduate admissions, please visit the <u>Graduate Studies</u>website.

Graduation Requirements

A minimum of 36 credit hours is required for the Health Informatics and User Experience Design concentrations. A minimum of 42 credit hours is required for the Knowledge Management concentration. Program plans must be approved by faculty advisors. A three-course, 9-credit core is required of all students. Students in each concentration are encouraged to select elective courses from the other two concentrations.

Thesis/ Dissertation

To complete the Master of Science, students must submit one of these: A Thesis (6 credits), Master's Project (3 credits), Capstone Experience (3 credits) or Individual Investigation (3 credits). To be approved, an Individual Investigation must provide a synthesis of the student's coursework.

Information Architecture and Knowledge Management - M.S. Program Requirements

Kent State University 2015 Catalog > College of Communication and Information > Graduate Programs > Information Architecture and Knowledge Management - M.S. > Information Architecture and Knowledge Management - M.S. Program Requirements

CORE PROGRAM REQUIREMENTS (6 credits)

Course		Title	Credits
IAKM	60002	Knowledge Organization Structures, Systems and Services	3
Elective			3
CONCEN	TRATION I	PROGRAM REQUIREMENTS (27-33 credits)	
Choose o	ne of the fo	ollowing concentrations	
	formatics		
IAKM	60301	Foundational Principles of Knowledge Management	3
IAKM	60401	Health Informatics Management	3
IAKM	60402	Legal Issues in Health Informatics	3
IAKM	60403	Health Information Systems	3
IAKM	60410	Health Records Management	3
		om the following four elective courses whether in their own area of concentration or from ncentrations	12
IAKM	60411	Clinical Analytics (3)	
IAKM	60691	Seminar in Information Architecture and Knowledge Management (1-3)	
IAKM	61095	Special Topics in Information Architecture and Knowledge Management (1-3)	
Courses f VCD.	rom other	concentration or approved courses from participating disciplines: BAD, COMM, CS, JMC,	
Knowled	ge Manag	ement	
ECON	62015	Economics of Information	3
IAKM	60301	Foundational Principles of Knowledge Management	3
IAKM	60302	Foundations of Document Management	3
IAKM	60303	Knowledge Assessment and Evaluation	3
IAKM	60305	Communities of Practice	3
IAKM	60306	Organizational Culture Assessment	3

	60307	Organizational Learning	3
	_	our elective courses whether in their own area of concentration or from any of the other approved courses from participating disciplines: BAD, COMM, CS, JMC and/or VCD.	12
User Ex	perience D	esign	
IAKM	60101	Information Architecture I	3
IAKM	60102	Information and Visual Design	3
AKM	60103	Researching the User Experience I	3
IAKM	60104	Usability I	3
IAKM	60105	Information Technologies	3
IAKM	60120	User Experience Design Principles and Concepts	3
IAKM	60121	User Experience Design in Practice	3
Elective	es: choose f	rom the following: two elective courses whether in their own area of concentration or from	6
		Content Management Systems (3)	
IAKM	60110	Content Management Systems (3)	
IAKM IAKM	60110 60111	Content Management Systems (3) Online Branding (3)	
AKM AKM	60110	Content Management Systems (3)	
IAKM IAKM	60110 60111	Content Management Systems (3) Online Branding (3)	
AKM AKM AKM	60110 60111 60112	Content Management Systems (3) Online Branding (3) Information Architecture II (3)	
AKM AKM AKM AKM	60110 60111 60112 60113	Content Management Systems (3) Online Branding (3) Information Architecture II (3) Researching the User Experience II (3)	
AKM AKM AKM AKM AKM	60110 60111 60112 60113 60114	Content Management Systems (3) Online Branding (3) Information Architecture II (3) Researching the User Experience II (3) Usability II (3)	
AKM AKM AKM AKM AKM AKM Courses	60110 60111 60112 60113 60114 60691 61095	Content Management Systems (3) Online Branding (3) Information Architecture II (3) Researching the User Experience II (3) Usability II (3) Seminar in Information Architecture and Knowledge Management (1-3)	
IAKM IAKM IAKM IAKM IAKM IAKM IAKM IAKM	60110 60111 60112 60113 60114 60691 61095	Content Management Systems (3) Online Branding (3) Information Architecture II (3) Researching the User Experience II (3) Usability II (3) Seminar in Information Architecture and Knowledge Management (1-3) Special Topics in Information Architecture and Knowledge Management (1-3)	
IAKM IAKM IAKM IAKM IAKM IAKM IAKM IAKM	60110 60111 60112 60113 60114 60691 61095	Content Management Systems (3) Online Branding (3) Information Architecture II (3) Researching the User Experience II (3) Usability II (3) Seminar in Information Architecture and Knowledge Management (1-3) Special Topics in Information Architecture and Knowledge Management (1-3) or concentration or approved courses from participating disciplines: BAD, COMM, CS, JMC,	3

IAKM	61098	Master's Project		3
IAKM	61199	Thesis I		6
			MINIMUM TOTAL	36-42

Certificates

Certificate programs are available for post-Bachelor's students who wish to focus in health informatics or knowledge management without pursuing the full Master of Science program. Each certificate program is a minimum of 18 credit hours with specific requirements. Please see the listing of certificates under the College of Communication and Information in this catalog for more information.

User Experience Design - M.S.

Kent State University 2017 Catalog > College of Communication and Information > Graduate Programs > User Experience Design - M.S.

College

College of Communication and Information

Resources

- Program Requirements
- Academic Policies

Department

School of Library and Information Science

E-mail: slisinfo@kent.edu Tel: 330-672-2782 Fax: 330-672-7965 Web: www.kent.edu/slis

Description

The Master of Science in User Experience Design (UXD) prepares students for careers where they can apply their solid understanding of usability, content strategy, information architecture, and user research. Graduates will find success in positions such as User Experience Designer.

User Experience Designers engage in a variety of design activities that help produce aesthetic interfaces and also help organizations meet business goals. UXD addresses the structural, informational, psychological and emotional aspects of what makes a successful user interface, whether it's Web, mobile, tablet or any other device. At Kent State University, User Experience Design is thought of as a process where students learn, understand, imagine, evaluate and inform. The design team begins by gathering data/information about users, clients, the organizational culture, common tasks and work environments. After sufficient data/information is gathered, the team seeks to understand the context in which the project will be undertaken. This phase is the bridge between data collection and design. Design in the imagine phase involves brainstorming, iterative prototyping and critiquing. The design team needs to constantly evaluate their designs to see if they work in the real world. This may involve usability testing at Kent State's usability lab, eye tracking studies, paper prototyping or heuristic evaluations. The results of design must be communicated to appropriate audiences. This informing process involves giving presentations to clients and stakeholders, report writing and other forms of communication.

The Master of Science in User Experience Design can be part of a dual degree option with any other master's program, including the Master of Library and Information Science (M.L.I.S.).

Admission Requirements

Official transcript(s), three letters of recommendation, TOEFL for international students, goal statement, and a resume. In calculating the total GPA, all grades from all courses taken at relevant level (baccalaureate or master's) from all institutions are required. Prospective students should complete the application process no later than September 15 for spring admission, January 15 for summer admission and March 15 for fall admission. For further details on admission procedures and deadlines, prospective students should consult the school's web site.

For more information about graduate admissions, please visit the Graduate Studies website.

Program Learning Outcomes

Upon completion of the program, students will be able to:

- Create a portfolio as a means to demonstrate competencies.
- Design and conduct research in a variety of ways necessary to understand users, stakeholders and competitors.
- Apply principles of Information Architecture and Content Strategy to web and mobile design problems.
- Create and evaluate structures to support information and content organization.

- Test and critique existing designs and prototypes by employing usability testing methods.
- Communicate design ideas in a variety of ways to design teams, stakeholders and developers.

Graduation Requirements

A minimum of 36 credit hours is required. Program plans must be approved by faculty advisors. A seven-course, 21 credit core is required of all students.

Thesis/ Dissertation

To complete the Master of Science, students must submit one of these: A Thesis (6 credits), Master's Project (3 credits), Master's Research Paper (3 credits), Master's Internship (3 credits), or Professional Portfolio Design and assessment (3 credits).

User Experience Design - M.S. Program Requirements

<u>Kent State University 2017 Catalog</u> > <u>College of Communication and Information</u> > <u>Graduate Programs</u> > <u>User Experience Design - M.S.</u> > <u>U</u>

CORE PROGRAM REQUIREMENTS (21 credits)						
Cours	e	Title	Credits			
LIS	60636	Knowledge Organization Structures, Systems and Services	3			
UXD	60001	User Experience Design Principles and Concepts	3			
UXD	60002	User Experience Design in Practice	3			
UXD	60101	Information Architecture I	3			
UXD	60103	Researching the User Experience I	3			
UXD	60104	Usability I	3			
UXD	60106	Content Strategy I	3			
	Electives. Choose from:					
		nation Technologies (3) nation Architecture II (3)				
		rching the User Experience II (3)				
UXD 6	0114 Usabi	lity II (3)				
UXD 6	0116 Conte	ent Strategy II (3)				

UXD 60691 Seminar in User Experience Design (3)

UXD 61095 Special Topics in User Experience Design (3)

UXD 60792 Elective Internship in User Experience Design (3)

All UXD graduate courses may apply toward Additional Program Requirements. Up to 6 credit hours of HI, KM, LIS courses may count as UXD electives.

FINAL	PROGRAN	REQUIREMENTS (3 or 6 credits)	
UXD	66090	Professional Portfolio Design and Assessment	3
LIVD	66003	Or	,
UXD	66092	Master's Internship in User Experience Design Or	3
UXD	66098	Master's Project in User Experience Design	3
		Or	
UXD	66198	Master's Research Paper in User Experience Design	3
UXD	66199	Or Thesis I	6
טאט	00199	THESIS I	0
		MINIMUM TOTAL	36

User Experience Design Keywords

- Advertising
- Analysis
- Analytical Skills
- Analytical Tools
- Applications
- Applied
- Architecture
- Behavior
- Branding
- Business
- Certification
- Collaborative
- Communication
- Communication Skills
- Communications
- Computer
- Computer Ethics
- Computer Science
- Computer Technology
- Computers
- Consultant
- Consumer Behavior
- Coordinating
- Creation
- Creative
- Creativity
- Critical Thinking
- Critical-Thinking Skills
- Culture
- Customer
- Database
- Decision Making
- Design
- Design Analysis
- Designer
- Development
- Digital
- · Digital Media
- Digital Systems
- Disabilities
- Displays
- Diversity
- Drawing
- Editing
- Environment
- Ergonomics

- Extranet
- Foundation
- Globalization
- Government
- · Graphic Design
- Graphics
- Graphics Design
- Health
- Health Administration
- Heuristics
- Html
- Human Computer Interaction
- Ideas
- Implementation
- Informatics
- Information
- Information Architecture
- Information Design
- Information Literacy
- Information Technology
- Initiative
- Innovation
- Integration
- Intelligence
- Interactive Computing
- Interactive Media
- Interdisciplinary
- Interfaces
- International
- Internet
- Interpersonal Communication
- Knowledge Base
- Knowledge Bases
- Knowledge Management
- Knowledgebase
- Library
- Library And Information
- Science
- Linguistics
- Management
- Managing
- Market
- Marketing
- Markets
- Media
- Medical Technology

- Mission
- Mobile Devices
- Model
- Model Building
- Modeling
- Models
- Motivate
- Multimedia
- Multimedia Development
- Multimedia Systems
- Objectives
- Operating System
- Opportunities
- Oral Communication Skills
- Organization
- Organizational
- People
- Pharmaceutical

Communication

- Pharmacy
- Planning
- Policy
- Politics
- Presentation
- Problem Solving
- Processes
- Productivity
- Professional
- Programming
- Project Management
- Psychology
- Public Communication
- Public Policy
- Resource Planning
- School Of Library And Information Science
- Slis
- Software
- Software Development
- Software Engineer
- Sports Marketing
- Standards
- Strategy
- Structures
- Systems
- Systems Analyst

- Systems Integration
- Target Audience
- Teamwork
- Tech
- Technology
- Text Analysis
- User Experience Design

- Utilization
- Vcd
- Visual Communication Design
- Visual Communications
- Visualization
- Web
- Web Design

- Web Developer
- Web Development
- Web Site Development
- Workforce Education
- Writing
- Written Communication Skills
- Xml

MS-User Experience Design

Appendix III External Letters of Support

From: Warren Tsang < WTsang@dealersocket.com > Date: Thursday, January 28, 2016 at 7:37 PM
To: "ROBINS, DAVID" < drobins@kent.edu >

Subject: Testimonial letter from employer of Alesha Arp

To Dr. Robins,

My name is Warren Tsang and I'm the Director of UX Design at <u>DealerSocket</u>. In February of 2015 I hired one of your UXD Master's program graduates, Alesha Arp, as our UX Researcher. I'm told this was 2 months after she completed her degree. I was asked if I'd be willing to provide some feedback on what she's brought to my team.

I was not familiar with your program and she had no actual, prior job experience as a User Researcher. So my decision to hire her was based mostly on her online portfolio of projects she had completed during her degree program and also on her in-person interviews. In this respect I would say your program did a good job in selecting the right types of projects for your students. These projects were able to illustrate that Alesha had the right skill sets I was looking for despite her not having previous job experience to show.

Sometimes the person you think you hired does not pan out in the real work environment. However I'm happy to report that after 11 months here, Alesha has actually exceeded expectations. Her average quarterly performance review scores have been in the 3.2 - 3.6 range. An employee performing to expectations garners a 3.0.

Alesha was well prepared for the requirements of our UX Researcher position and got up to speed very quickly. Her skill set is very well-rounded and on several occasions she was able to contribute at higher levels than I had expected from her. In particular, her expertise in UXD principles/processes, information architecture, and data/knowledge management were put to use immediately. So clearly you and your teaching staff got it right when selecting areas of curriculum for your program.

In closing I just wanted to say I'm very impressed by your program and as a company we've benefited immensely by being able to bring on a UX Researcher of Alesha's capability. Thank you for making this possible.

Warren Tsang Director, UX/UI Design

DealerSocket, Inc.

P:949-900-0300 x663 F:949-940-1075

W:www.dealersocket.com

Dr. Robins - This is from Judy Foster my Agency Managing Director at Perficient Digital. Let me know if this doesn't work or you need anything else.

Derek

This was submitted via LinkedIn:

"Derek has been an integral member of our team for a number of years, and has brought valuable learnings from his classes at KSU, back to the agency. It has allowed him, and the team around him, to strengthen the conversations that are had with our clients and continue to prove our expertise. Derek was a great addition and we would love to welcome more graduates from KSU/UXD in the future".

Judy Foster, Agency Managing Director, Perficient Digital

From: Adam Sonnett <adam.sonnett@openfieldcreative.com>

Date: Monday, October 3, 2016 at 5:35 PM **To:** David Robins <drobins@kent.edu>

Subject: UX program - blurb about Julee Peterson

Dr. Robins-

We are excited to have Julee apart of the Openfield Creativef team. She is an extremely passionate and hard worker and takes on challenges with great enthusiasm. Julee's deep knowledge of UX and Interaction design are invaluable. She's a design thinker and her goal is to understand what the user sees and to learn how to direct her work toward their needs.

Hope that helps!

Best,

__

Adam Sonnett UX Lead Openfield Creative

From: Dave Robins <drobins@kent.edu>

Date: Thursday, October 13, 2016 at 11:55 AM

Subject: Re: Update on MS proposals

Here is another testimonial that I copied and pasted here from a LinkedIn message:

Here is what Derren provided:

"Jared was able to quickly hit the ground running and demonstrate a holistic approach to both problem solving and design thinking. While it's rare to find students that are equipped to make an immediate impact, he had all of the necessary skills and knowledge to do so. Clearly the KSU/UXD program set him up for success."

Derren Hermann Director, Interaction Design Nationwide

He's referring to Jared Vorkavich, one of our graduates.

If it's too late to include it, I understand.

Dave

David B. Robins, Ph.D.
Associate Professor
Interim Director
School of Visual Communication Design
Kent State University
Kent, OH 44242-0001
Phone: 330.672.5852
drobins@kent.edu

The knowledge that Marc applied from the Kent UXD program to our existing practice inspired the team to explore new techniques and processes. These advanced UX tactics strengthened conversations with our clients and allowed us to demonstrate our expertise. This enduring desire to understand the user's needs and develop concise ways to improve the product will ultimately advance our company. Due to this experience, our department will happily welcome more graduates from the KSU IAKM program in the future.

Dennis Sasinka Hyland Software Senior Manager, Development

MS-Health Informatics MS-Knowledge Management MS-User Experience Design

Internal Letters of Support

Most letters address all three proposed programs, unless otherwise indicated

In response to:

The school of Library and Information Science respectfully requests your support for the proposed inactivation of the Master's of Science in Information Architecture and Knowledge Management (IAKM) and its three concentrations (Health Informatics, Knowledge Management, User Experience Design), and the proposed elevation of the three concentrations to the following three majors:

Master's of Science in Health Informatics (36-39 credits hours)
Master's of Science in Knowledge Management (36-39 credits hours)
Master's of Science in User Experience Design (36-39 credits hours)

I have enclosed a copy of the Proposal for your review, including rationale and curricular changes.

Best regards, Athena

Athena Salaba, Ph.D.

Associate Professor

School of Library & Information Science, Kent State University

330-672-0023 | 330-672-2782 (SLIS)

ALL THREE PROPOSED MS MAJORS

From: "CHILD, JEFFREY T." < ichild@kent.edu>
Date: Friday, March 4, 2016 at 3:20 PM
To: Athena Salaba < asalaba@kent.edu>

Subject: Re: IAKM program change - Proposal for MS majors

Hey there Athena -

Please accept this e-mail as support from the School of Communication Studies for the proposed changes in IAKM.

Thanks, Jeff

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Jeffrey T. Child, Ph.D. Associate Professor and Interim Director Kent State University School of Communication Studies PO Box 5190 Kent, OH 44242 Office: (330) 672-1224 Fax: (330) 672-3510

From: "KENNEDY, JAIME D." < ikenned8@kent.edu>

Date: Monday, March 7, 2016 at 1:29 PM **To:** Athena Salaba <<u>asalaba@kent.edu</u>>

Cc: Jeff Fruit < jfruit@kent.edu>

Subject: Re: IAKM program change - Proposal for MS majors

Athena,

VCD supports your proposal to move the Health Informatics, Knowledge Management, and User Experience Design concentrations to majors.

Best regards, Jaime K.

Jaime Kennedy
Interim Director
School of Visual Communication Design
Kent State University
jkenned8@kent.edu
330-672-7856

From: "Coombs, Danielle" < dcoombs@kent.edu>

Date: Tuesday, March 8, 2016 at 9:14 AM **To:** Athena Salaba asalaba@kent.edu>

Cc: "Wasbotten, Thor" < twasbott@kent.edu >, Jeff Fruit < ifruit@kent.edu >

Subject: Re: IAKM program change - Proposal for MS majors

Hi Athena,

Thank you for sending this for our review. The School of Journalism and Mass Communication supports your proposals.

Best, Danielle

Danielle Sarver Coombs, Ph.D.
Associate Professor/Graduate Coordinator
School of Journalism and Mass Communication
305B Franklin Hall
330-672-8876
dcoombs@kent.edu

From: WALKER, ROBERT

Sent: Friday, March 11, 2016 1:20 PM

To: SALABA, ATHENA

Cc: FRUIT, JEFFREY; WALKER, ROBERT; PETI, SUSAN

Subject: Re: IAKM program change - Proposal for MS majors

Dr. Salaba,

On behalf of the School of Digital Sciences, I would like to express our support for your proposal to inactivate the IAKM major and, in its place, establish majors in Health Informatics, Knowledge Management, and User Experience Design within the Master of Science degree offered by the School of Library and Information Science.

Given the evolution of these three fields over the past decade, separate majors for each seems quite appropriate.

- bob

Robert A. Walker

rawalke1@kent.edu
walker@cs.kent.edu
236 Math & CS Building
330-672-9105

Director, School of Digital Sciences
http://www.kent.edu/dsci
Professor, Computer Science Department
http://www.cs.kent.edu/~walker
Kent State University, Kent OH 44242

From: Umberger, Wendy

Sent: Monday, March 14, 2016 12:14 PM

To: SALABA, ATHENA

Subject: RE: IAKM program change - Proposal for MS majors

Hi Again Athena,

Our Graduate Curriculum Committee (GCC) met this morning and voted unanimously to support the proposed elevation of the three concentrations (i.e., Health Informatics, Knowledge Management, and User Experience Design) to the following three majors:

- Master's of Science in Health Informatics (36-39 credits hours)
- Master's of Science in Knowledge Management (36-39 credits hours)
- Master's of Science in User Experience Design (36-39 credits hours)

So now you have the support of our College Advisory Committee and GCC. Good luck going forward with this.

Sincerely,

Wendy Umberger

Wendy A. Umberger PhD PMHCNS-BC
Professor and Associate Dean for Graduate Programs
Kent State University
College of Nursing
Henderson Hall, Room 311
Kent, OH 44242
330-672-8813 (O)
440-248-9211 (M)
wlewando@kent.edu

From: "Umberger, Wendy" <wlewando@kent.edu>

Date: Monday, March 7, 2016 at 9:34 AM

To: Athena Salaba asalaba@kent.edu>

Subject: RE: IAKM program change - Proposal for MS majors

Hi Athena,

I discussed your proposal at our College Advisory Committee this morning and there was unanimous agreement to support it; however, I must also take it to our Graduate Curriculum Committee meeting on March 14, 2016 and get their support. Next Monday after GCC, if it is approved, I will draft an email/letter of support.

Wendy

SUPPORT for MS-KNOWLEDGE MANAGMENT

From: "Spake, Deborah" <dspake@kent.edu> Date: Sunday, October 30, 2016 at 12:26 PM

To: "Reynolds, Amy" <areyno24@kent.edu>, Athena Salaba <asalaba@kent.edu>

Cc: "ZINGRONE, CATHERINE" <czingron@kent.edu>

Subject: RE: Proposal for MS Knowledge Management major

Amy,

I spoke with the chair of the Department of Economics and have no further questions about your MS in Knowledge Management proposal. The College of Business Administration supports your efforts in proposing this degree.

Thanks for allowing us the opportunity to discuss the proposal.

Deborah

Sent via the Samsung Galaxy Mega® 2, an AT&T 4G LTE smartphone

From: "Spake, Deborah" <dspake@kent.edu>
Date: Thursday, October 27, 2016 at 6:45 PM
To: "Reynolds, Amy" <areyno24@kent.edu>

Cc: Athena Salaba <asalaba@kent.edu>, "ZINGRONE, CATHERINE" <czingron@kent.edu>

Subject: RE: Proposal for MS Knowledge Management major

Hi Amy,

The college has no concerns with the existing knowledge management courses in the proposal. It's the move to replace the Economics course with a new course that appears to be economics-like that raised questions in the college. I understand that the department chair was involved in the discussion, but he was with you in China and we haven't been able to discuss it in person since his return.

Can Therese proceed with the proposal with the existing Econ course listed until we resolve this? I'm out of town, but will call him tomorrow to try to gather more information.

Deborah

Sent via the Samsung Galaxy Mega® 2, an AT&T 4G LTE smartphone

From: "WILLIAMS, DONALD" < dwilliam@kent.edu>

Date: Saturday, March 5, 2016 at 2:32 PM **To:** Athena Salaba asalaba@kent.edu>

Subject: RE: Economics of Information course - ECON 62015

Dear Athena,

The economics department faculty has reviewed the draft proposal and supports the creation of this new course.

Best 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

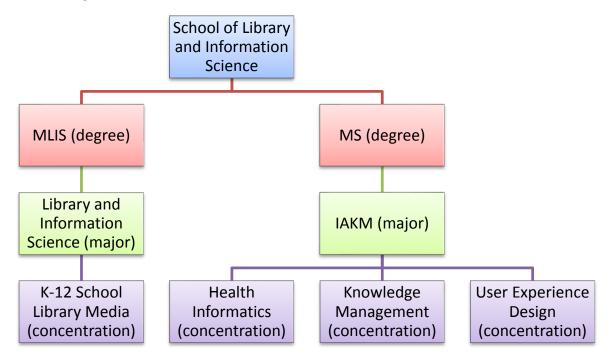
Ph: (1) 330 672 2366 | Email: <u>dwilliam@kent.edu</u>

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

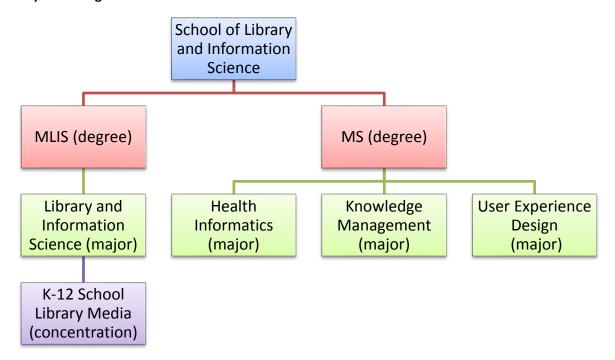
		Preparation Date	e 2-Mar-16	Curriculum Bulletin	_
		Effective Date	Fall 2017	Approved by EPC	-
Department	School of Library	/ and Information	Science		
College	CI - Communicati	ion and Informati	on		
Degree	MS - Ma	ster of Science			
Program Name	Information Arch	itecture and Kno	wledge Mana	agement Program Banner Code	IAKM
Concentration(s)	Health Information Concentration (s)			Jser Experience Design	
Proposal	Inactivate progra	m			
for the Master of S subject (IAKM).	ks to inactivate the Science in the Scho	ol of Library and	Information	I Knowledge Management major Science as well as the course	*1
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College of Communication and Information School of Library and Information Science

Current Program Structure



Proposed Program Structure



KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparatio	n Date	29-Feb-16	Curriculum Bulletin	
		Effective D	Date	Fall 2017	Approved by EPC	
Department College Proposal Course Subject Course Title Checked items	School of Libra CI - Communica Large-Scale Ch IAKM Coun See attached p Subject Number Title Title Abbrevia	ary and Information and Inform	mation somation rses See at Cross- Grade Credit	Science tached propo		
are new or revised	☐ Credit Hours ☐ Contact Hours ☐ Prerequisites ☐ Description ☐ Repeat for C ☐ Schedule Type	rs	Kent C Experie Writing Diversi Other	ore ential Learning -Intensive (WI ty	C)	
enrollment and staffi This proposal is in	ng consideration support of the purchaser Experience	s; need, audie proposed nev	ence, pre v major	erequisites; tea s of Health In	chment and duplication issues; acher education licensure): formatics, Knowledge program in the School of	
Units consulted (othe None	er departments, p	programs or ca	ampuse	s affected by t	his proposal):	
In an	>	REQUIRE	ED END	ORSEMENTS	03 / 02 / 2016	
Department Chair / S		_				
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College Dean (or de						
Senior Vice Presider	nt for Academic A	Affairs and Pro	ovost (or	designee)		

Proposal for a Large-scale change in courses School of Library and Information Science Master of Science

Effective Fall 2017

This proposal for large-scale course prefix change is in support of the proposed new majors in the Master of Science degree in the school of Library and Information Science: Health Informatics, Knowledge Management, and User Experience Design. A new course prefix is being established for each major to replace the IAKM course prefix that will be inactivated with the IAKM major. The following prefixes are being established:

HI - Health Informatics KM – Knowledge Management UXD – User Experience Design

Following are the courses that are included in the large-scale update.

Subject change

IAKM 60402 → HI 60402

IAKM 60403 → HI 60403

IAKM 60410 → HI 60410

IAKM 60411 → HI 60411

IAKM 60412 → HI 60412

IAKM 60413 → HI 60413

IAKM 60414 → HI 60414

IAKM 60415 → HI 60415

IAKM 60303 → KM 60303

IAKM 60305 → KM 60305

IAKM 60307 → KM 60307

IAKM 60310 → KM 60310

IAKM 60311 → KM 60311

IAKM 60312 → KM 60312

IAKM 60340 → KM 60340

IAKM 60370 → KM 60370

IAKM 60101 → UXD 60101

IAKM 60103 → UXD 60103

IAKM 60104 → UXD 60104

IAKM 60106 → UXD 60106

IAKM 60113 → UXD 60113

IAKM 60114 → UXD 60114

IAKM 60116 → UXD 60116

Remove any 8xxxx cross listings from the above 6xxxxx courses

As mentioned above, the Information Architecture and Knowledge Management major is being inactivated, causing the need to inactivate the IAKM course prefix. Below are courses that are not being updated with new prefixes and need to be inactivated for Fall 2017.

Inactivations

- IAKM 41095 Special Topics in Information Architecture and Knowledge Management
- IAKM 41096 Individual Investigation in Information Architecture, Information Use or Knowledge Management
- IAKM 60002/80002 Knowledge Organization Structures, Systems and Services
- IAKM 60102/80102 Information and Visual Design
- IAKM 60110/80110 Content Management Systems
- IAKM 60111/80611 Online Branding
- IAKM 60304/80304 Research Methods for Knowledge Management
- IAKM 60691 Seminar in Information Architecture and Knowledge Management
- IAKM 60692 Practicum in Information Architecture and Knowledge Management
- IAKM 60693 Variable Title Workshop in Information Architecture and Knowledge Management
- IAKM 60792 Internship in Information Architecture and Knowledge Management
- IAKM 61081 Capstone Experience
- IAKM 61095/81095 Selected Topics in Information Architecture and Knowledge Management
- IAKM 61096/81096 Individual Investigation in Information Architecture and Knowledge Management
- IAKM 61098 Master's Project
- IAKM 61199 Thesis I
- IAKM 61299 Thesis II

Prerequisites

- HI 60401 is pre- or co-requisite to all other HI courses (except variable courses)
- KM 60301 is pre- or co-requisite to all other KM courses (except variable courses)
- UXD 60001 is pre-requisite to all other UXD courses except UXD 60002 (pre- or co-requisite) and variable courses
- UXD 60002 is pre-requisite to all other UXD courses except variable courses
- Remove all 8xxxx level courses from pre-requisite statements in 6xxxx level courses

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Da	te 8-Jul-16	Curriculum Bulletin
		Effective Date	Fall-2016	Approved by EPC
			Fall 2617	
Department	Biological Scie			
College	AS - Arts and S	ciences		
Degree	MS - N	laster of Science		
Program Name	Botany Prog	ram Banner Code	BBOT	
Concentration(s)	Cond	centration(s) Banne	er Code(s)	
Proposal	Temporarily su	spend admissions	5	
Description of prop We are requesting		nto the MS progra		e temporarily suspended.
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Describe impact on staffing consideration No impact.	other programs, pons; need; audienc	olicies or procedure; prerequisites; te	es (e.g., duplica acher educatior	tion issues; enrollment and licensure):
Units consulted (oth No other units affer		rograms or campus	ses affected by	this proposal):
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KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation D	ate 8-Jul-16	Curriculum Bulletin
		Effective Date	Fall 2016	Approved by EPC
Department	Biologica	al Sciences	Fan Act	n-equipment of the second of t
College	AS - Arts	and Sciences		
Degree		PHD - Doctor of Philos	sophy	
Program Name	Botany	Program Banner Code	BBOT	
Concentration(s)		Concentration(s) Bann	ner Code(s)	
Proposal	Tempora	ırily suspend admissio	ns	
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Proposal Summary to Temporarily Suspend Admission MS/PhD Botany [8807]

Full explanation of why the temporary suspension of admission to the program is being proposed:

Due to disciplinary shifts in hiring over the last decade as well as an academic shift across the United States within the discipline, the MS/PhD programs in Botany no longer align with the faculty within the Department of Biological Sciences. Because of this, coursework that would fully support this degree has not been taught in several years. Further, no students have been admitted into the program for many years and therefore it seems appropriate to suspend it at this time.

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:

No courses would be affected with the suspension of this program.

Effect on current students enrolled in the program, faculty, staff and active courses:

There would be no effect 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:

There would be no impact.

Term and year when it is anticipated that it will end (no temporary suspension of admission may exceed three years):

It is the plan for the Department to evaluate the usefulness of this program over the next two years and determine if admissions will be re-opened or the program inactivated.

BSOI

Master of Science degree in Biological Sciences-Botany

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PhD degree in Biological Sciences-Botany

Student Enrollment in Fall (F) and Spring (S)

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RECE		Preparation Date	e 8-Jul-16	Curriculum Bulletin
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			2017	
Department	Biologica	al Sciences		
College	AS - Arts	and Sciences		
Degree	l	MS - Master of Science		
Program Name	Biology	Program Banner Code	BSCI	
Concentration(s)		Concentration(s) Banner	r Code(s)	
Proposal	Tempora	rily suspend admissions	;	
Description of propo We are requesting		ssion into the MS progra	m in Biology b	e temporarily suspended.
Does proposed revis Current total credit h	_	e program's total credit ho Proposed total c		⊠ No
Describe impact on o staffing consideration No impact.	other progras; need; a	ams, policies or procedure audience; prerequisites; tea	es (e.g., duplica acher educatior	tion issues; enrollment and licensure):
Units consulted (other No other units affect	•	ents, programs or campus	es affected by t	his proposal):
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Mary and College Dean (or des	n Ha	ley.		9 116 1 16
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Cours of Chadage Of	عارات والاد	jiuwate proposais,		

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

Proposal Summary to Temporarily Suspend Admission MS Biology [BSCI]

Full explanation of why the temporary suspension of admission to the program is being proposed:

The MS in Biology is not a formal program that is currently used in the Department. It does not specific curricular focus and thus, as is, is not particularly useful. No students have been admitted into the program for many years and therefore it seems appropriate to suspend it at this time.

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:

No courses would be affected with the suspension of this program.

Effect on current students enrolled in the program, faculty, staff and active courses:

There would be no effect 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:

There would be no impact.

Term and year when it is anticipated that it will end (no temporary suspension of admission may exceed three years):

It is the plan for the Department to evaluate the usefulness of this program over the next two years and determine if admissions will be re-opened or the program inactivated.



Degrees Earned

Master of Science degree in Biology

Student Enrollment in Fall (F) and Spring (S)

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EPC Agenda | 21 November 2016 | Attachment 14 | Page 1 KENT STATE UNIVERSITY **CERTIFICATION OF CURRICULUM PROPOSAL**

	Preparation	Date 28-Oct-16	Curriculum Bulletin
	Effective Da	te Fall 2017	Approved by EPC
Department	Graduate Programs		
College	BU - Business Administration		
Degree	MBA - Master of Busi	ness Administra	tion
Program Name	Master of Business Administr	ation Progr	am Banner Code BU-MBA-BAD
Concentration(s) Code(s) GSC, IB	Supply Chain Management, In US	ternational Busi	ness Concentration(s) Banner
Proposal	Offer program fully online		
Description of prop	osal:		
This is a proposa adults.	I to deliver the part-time MBA pr	ogram in a 100%	online format for working
Does proposed rev	vision change program's total credi hours: 37 Proposed to	t hours? ☐ Yes tal credit hours 37	
Part-time MBA er range will be able served in the area hired to support the Units consulted (of Architecture, Nur	ions; need; audience; prerequisites rollment is expected to increase to be accommodated. Special of as of the Regional Campuses to the faculty in the development arther departments, programs or campsing, Communication Studies, Ling and Distance Education	because studen effort will be mad start. Two Educa nd delivery of the npuses affected by	its from a larger geographic le to attract adult learners ational Technicians have been e courses.
/ <	REQUIRED	ENDORSEMENT	rs
X <i>DUNA M</i> Department Chair	Michty School Director		10128116
Campus Dean (for College Dean (or Colleg	Regional Campuses proposals) Jesignee)		10,28,16
	Studies (for graduate proposals)		
Sonior Vice Presis	ent for Academic Affairs or Provos	t (or designee)	
Semon vice Presid	CHUIO ACAUCHIIC AHAIIS UI PIUVOS	it (or designee)	



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: October 31, 2016

Name of institution: Kent State University

Degree/degree program to be offered using online or blended/hybrid delivery:

Business Administration (BAD) major within the Master of Business

Administration (MBA) degree

Primary institutional contact for the request

Name: Melody J. Tankersley

Title: Dean of Graduate Studies and Senior Associate Provost

Phone number: 330-672-8613 E-mail: mtankers@kent.edu

Proposed start date: FALL 2017

Date that the request received final approval from the appropriate institutional committee:

Approved by the Educational Policies Council, subcommittee of the Faculty Senate on 11-21-2016

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:

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.

The LMS, BlackBoard Learn (Bb Learn), will be used for the delivery of these online courses. Bb Learn is used throughout the university and has technological support structure and an online and phone Help Desk with in-person technicians to support students and faculty.

1.2 Describe the institution's options and processes for students and faculty in need of ADA accommodations for online teaching and learning.

Student Accessibility Services - Student Accessibility Services (SAS) provides assistance to students and faculty with varying degrees and types of disabilities in order to maximize educational opportunity and academic potential. Kent State provides a wide variety of assistance from templates to captioning and training for faculty to help prepare accessible courses.

1.3 Describe the technical and help desk support services available to students and faculty (hardware and software systems).

The portal to all technical support services at Kent State for faculty and students is: **Kent State University Helpdesk** at 330.672.HELP (4357), or **support.kent.edu**.

Other support services for Kent State University faculty, including Blackboard Learn tutorials; online tutoring through the Academic Success Center; online resources in Career Services Center; Online Academic Advising; Student Accessibility Services; Writing Commons; and other services for online students can be accessed from: https://onlinedegrees.kent.edu/support/student-services

Other support services for Kent State University faculty may be found at: http://www.kent.edu/onlineteaching/support

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 provides proctored testing either onsite, approved off-campus sites or through a software service, Proctor U, which provides remote test proctoring services.

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.

Kent State will develop content and deliver courses.

1.6 Have the appropriate accreditation agencies been informed of the proposed change?

An annual report is submitted to the Association to Advance Collegiate Schools of Business (AACSB), the accrediting agency. A five-year review will be held on site in 2017. The snapshot year is currently underway.

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)
 Online students may access links to all online resources through:
 http://www.kent.edu/onlinelearning/students-getting-started-your-online-course
 - Advising regarding program planning and progress Advising done by email, phone or Skype gradbus@kent.edu
 - Library resources
 Extensive options have long-existed for part-time MBA students who could not physically visit the library. Off campus access to electronic resources is provided through 'KSU Proxy' a service for off-campus and remote access to the University Libraries' electronic resources. Users can connect to databased, electronic journals, ebooks and streaming media services.
 http://www.library.kent.edu/help/connect-from-off-campus
 - Psycho-social counseling
 Psycho-social counseling is done through Kent State Psychological Services. The website
 and contact information can be found at: http://www.kent.edu/psych. They offer 24
 hour resources. Online students can telephone or email.
 - Career advising and Placement services
 Advising and placement services handled by Career Services Office in College of
 Business Administration by email or phone.
 http://www.kent.edu/business/careers
- 2.2 Describe the admission requirements for the online or blended/hybrid program. If these are different from those for the on-ground program, discuss the rationale for the differing requirements.

Admission requirements are the same as the current on-ground part-time MBA program: Application, Fee, official transcripts, 2 letters of recommendation, statement of goals and objectives, resume and GMAT/GRE. The GPA average is 3.0, and a minimum of two years of full-time work experience is required. The GRE average is 305; GMAT average is 520.

3. CURRICULUM

3.1 Will the online or blended/hybrid program be offered <u>instead of</u> or <u>in addition to</u> the onsite program?

The part-time MBA online program will be in addition to the existing onsite full-time MBA program.

3.2 Indicate whether the online or blended/hybrid program is equivalent to the on-ground program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain.

Curricular requirements are the same, but the one-credit "professional development" course is waived for those with two or more years of full-time work experience. Credit hours are 37 for both full- and part-time MBA students.

Students in the part-time MBA program attend at half the speed because of full-time work responsibilities and will on average take 24-27 months to complete the program.

Course availability is the same.

Goals and Objectives are the same.

3.3 Describe how interaction (synchronous or asynchronous) between the instructor and the students and among the students is reflected in the design of the program and its courses.

Courses will be offered asynchronously. Online courses will be designed according to the Kent State "Design to Teach" framework and Quality Matters standards. This design encourages a three-pronged approach to interaction: student-to-content; student-to-instructor; and student-to-student. Interaction between student and instructor is a fundamental concept of the design of all courses. Instructors provide continuous feedback and guidance using tools such as: discussion boards, announcements, synchronous video chat tools, podcasts, screen capture with audio narration, email and phone calls.

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 program will primarily consist of asynchronous courses offering students a true anytime/anywhere learning opportunity. Structure and timelines are important, however, and consistent schedules and due dates allow students and the instructor to interact regularly with each other, through discussion boards via text or audio messages. An orientation program will be held each semester to review the technological skills needed to successfully complete the courses, as well as other general information designed to help graduate business students.

There will be optional opportunities for the students to interact with the instructor synchronously via webcam, phone, text chat, or even live meetings for office hours, and scheduled meetings. Students may also choose to have synchronous meetings to complete group projects or consult with each other using the same tools. These tools will be available to students through the Learning Management System.

Webinars are required in Accounting, Spreadsheets, Finance, Statistics and Economics for any student not waived from these subjects due to an undergraduate major in that area. Online advising and electronic updates and newsletters are currently available. Online office hours by faculty will be available.

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 MBA degree program will be applying the Quality Matters TM (QM TM) rubric to the design of the online courses. (QM TM) is a nationally recognized, faculty-centric non-profit that includes both a rubric and a peer review process designed to certify the quality of online course design. The QM TM rubric includes 43 standards around design elements such as: course navigation, learning objectives, instructor presence, learner engagement, learner support and accessibility to help create effective online courses.

Each learning module in each online course contains a survey about the learning content and activities. The student responses are used to in the revision of the course. Course development is an iterative process with continual improvement based on student and instructor feedback.

Students are expected to complete the course evaluation forms at the end of each class, and are encouraged to do so by the Program Coordinator. In addition, the Program Coordinator has sought out additional information from students after classes about the structure and content of different classes. This information is used to revise the classes before they are offered again.

Materials gathered will be reviewed by the Associate Dean, the MBA curricular committee and the Departments Chairs and faculty.

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)
ACCT 63037: Financial					
Accounting for Decision	X	X		Yes	
Making					
ACCT 63038: Managerial					
Accounting for Decision	X	X		Yes	
Making					
MIS 64042: Global	37	77		Yes	
Technology Strategy	X	X		1 68	
ECON 62021: Global					
Conditions and	X	X		Yes	
Macroeconomic Policy					

Course	Online	On-ground (including web facilitated)	Blende d/ hybrid	Course currently required in approved program	Comments (as needed)
ECON 62022: Managerial Economics	X	X		Yes	
FIN 66060: Managerial Finance	X	X		Yes	
MIS 64271: Human Resource Management	X	X		Yes	
MIS 64158: Leadership and Managerial Assessment	X	X		Yes	
MKTG 65051: Marketing Management	X	X		Yes	
MIS 64041: Operations, Service and Supply Chain Management	X	X		Yes	
MIS 64005: Analytics for Decision Making	X	X		Yes	
FIN 66050: Law and Ethics	X	X		Yes	
MIS 64185: Business Strategy	X	X		Yes	
BAD 68051: Professional Development I		X		Yes	Waived with 2 years full time work experience
Supply Chain concentration:					
MIS 64026: Global Supply Chain Management and Sustainable Strategies	X			Elective	
MIS 64028: Global Supply Business Model	X			Elective	
MIS 64029: Supply Chain and Vendor Management Strategies	X			Elective	
International Business concentration:					
ECON 62076: International Finance		X		Elective	
FIN 66064: International Financial Management		X		Elective	
					_

Course	Online	On-ground (including web facilitated)	Blende d/ hybrid	Course currently required in approved program	Comments (as needed)
MIS 64026: Global Supply Chain Management and Sustainable Strategies	X			Elective	
MKTG 65054: International Marketing	X			Elective	
MKTG 65184: International Business	X			Elective	
Information Systems concentration:					
MIS 64080: Emerging Hardware and Software		X		Elective	
MIS 640482: Database Management and Database Analytics		X			
MIS 64081: Data Communication		X		Elective	
Finance concentration: FIN 66062: Financial Management II		X		Elective	
FIN 66063: Financial Markets and Institutions		X		Elective	
FIN 66064: International Finance		X		Elective	
FIN 66066: Advanced Security and Investment Theory		X		Elective	
Economics concentration: 15 courses to choose from		X		Elective	
ECON 52086: Economics of Health Care	X			Elective	
Accounting concentration:					
ACCT 53013: Advanced Management Accounting		X		Elective	
ACCT 53014: Advanced Accounting Systems		X		Elective	
ACCT 63025: Business Valuation		X		Elective	
ACCT 63030: International Accounting		X		Elective	

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.

Robert Hisrich, Associate Dean of Graduate and International Programs will oversee the online part-time MBA program with assistance from the staff of the Graduate Programs Office (GPO). Dr. Hisrich has had extensive experience in creating and teaching online programs at previous universities. The marketing of the on-line program will occur along with the marketing of all the graduate programs to keep consistency of message and brand. The College of Business Administration (COBA) has its own marketing staff headed by Kimberly Pleasant and uses outside service providers to attract students and deliver information in specifically identified market segments. Student advising will be done by each individual professor as well as by the staff in the GPO office and by the Associate Dean of Graduate and International Programs. The online program will use similar evaluation procedures and instruments as all the graduate programs in COBA on an individual course as well as an overall program basis.

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 who are presently teaching the full time on-ground program will be assigned to teach this same course in an online format. Each faculty member holds a PhD degree as will all faulty who teach in the online program in future years. The faculty member will be assisted in creating a quality online course which addresses the learning objectives of the course by a senior instructional designer who has an office in the COBA building. This individual will establish the initial overall design and template that will be used in each course and assist each professor in designing his/her specific online course. The senior instructional designer will be available for any questions or problems that develop in the creation and delivery of the course. To help ensure the design quality of the course, each professor will be given credit for 3 course hours for the delivery of the 2 credit hour course in the first year.

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.

We are hiring one senior technical staff member, and one junior staff member. There is a full-time Senior IT User Support Analyst currently on staff. The technical staff will also work with the Office of Continuing and Distance Education for additional design, production and management support and future enhancements.

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 instructo r will teach/ye ar (include tradition al and DL)
Wei Li	Associate Professor	FT	Ph.D., Accounting, Washington State University (2006)	ACCT 63037, Financial Accounting for Decision Making		4
Indrarini Laksmana	Associate Professor	FΤ	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
Nasr El-Bahnasawy	Associate Professor	FΤ	Ph.D., Economics, Colorado State University (2008)	ECON 62021 Global Conditions and Macroeconomi cs Policy	Taught Money, Credit and Baking DL and participated in DL training	4
Thomas Sahajdak	Assistant Professor	FΤ	Ph.D., Economics, University of Illinois (2016)	ECON 62022 Managerial Economics	Involved in developing courses at U of Illinois	4

David Dumpe	Assistant Professor	FT	Ph.D., Business Administration Kent State (1996)	FIN 66060 Managerial Finance	Taught over 60 DL classes. Completed Online Teaching and Refresher course and Advanced course.	4
Julia Levashina	Associate Professor	FT	Ph.D., Organizational Behavior and Human Resource Management, Purdue University (2005)	MIS 64271 Human Resource Management	Taught online MIS 64108 in Summer 2015 and 2016. Attended Online Learning Symposium, November 2016, Kent State	4
Mary Hogue	Associate Professor	FT	Ph.D., Industrial/Orga nizational Psychology, University of Akron (2002)	MIS 64158 Leadership and Managerial Assessment		3
Eileen Bridges	Professor	FΤ	Ph.D., Marketing, Northwestern University (1987)	MKTG 65051 Marketing Management	Developed and currently Teaching 'Services Marketing' both hybrid and online since 2013. Professional development: Online teaching, Basic; Online teaching Advanced, Effective Online Discussion, Applying Quality Matters Rubric. Grant for using technology to improve interactivity of class. Poster session about Flipping the Classroom	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/St	MIS 64005 Analytics for Decision		4

			atistics, SUNY- Buffalo (2005)	Making		
Lois Beier	Associate Professor	FT	JD, University of Akron (1980)	FIN 66050 Law and Ethics	MBA DL courses taught to Lorain CC campus; Blackboard Collaborate Fall 2016	8
Asli Arikan	Assistant Professor	FT	Ph.D., Business Administration, Ohio State University (2004)	MIS 64185 Business Strategy		4
Mark Whitmore	Assistant Professor	FT	Ph.D., The Ohio State University, Industrial/Orga nizational Psychology (1985)	BAD 68051 Professional Development		9

APPENDICES

Appendix Description

A Letters of support from partner programs: Nursing, Library Science, Communication, Translation, Architecture and Fashion Design and Merchandising

B Faculty Curricular Vitae

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



To Whom it May Concern

The School of Communication Studies has reviewed the proposal to create a fully online part-time MBA program starting in Fall 2017. As partners in the dual MBA/MA program that exists between our School and the College of Business, we see this proposal making the dual degree more accessible to working professionals who may experience long and unpredictable work schedules across different time zones. Given the Quality Matters rubric and guidelines, we feel certain that the delivery of the coursework in this online program will result in a positive experience for the online students.

If you have any questions, please contact me at negbert@kent.edu or 330-672-3314...

Sincerely,

Nichole Egbert, PhD

Professor and Graduate Coordinator



October 27, 2016

To Whom It May Concern regarding the proposal for a fully-online part-time MBA at Kent State University,

This letter is to verify that the faculty of the Fashion School at Kent State University of in strong support of the proposal from the College of Business Administration to create a fully-online version of their part-time MBA program at Kent State University, using asynchronous delivery methods that allow for maximum flexibility in accessing and engaging in the MBA curriculum.

We believe that the proposed change will help to increase/bolster our partnership with the College of Business Administration to offer the combined Fashion Merchandising to MBA program, and it will also be of great interest to many of our successful alumni in the fashion industry who are moving into early executive level roles in their respective firms, but are unable to take time away from the jobs to be physically present at Kent State in order to complete the degree requirements.

The proposed structure, organization, delivery and assessment measures appear to be well-reasoned and strong. We encourage the approval of the proposed change.

With Best Regards,

J.R. Campbell

Professor and Director

The Fashion School
College of the Arts

Kent State University

PO Box 5190

Kent, OH 44242-0001 USA

Phone: 1 (330) 672-3010 Fax: 1 (330) 672-3772 Email: jrcamp@kent.edu

EPC Agenda | 21 November 2016 | Attachment 15 | Page 1 **KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL**

		Preparation Date	e 12-Oct-16	Curriculum Bulletin
		Effective Date	Fall 2017	Approved by EPC
Department	School of Art			
College	CA - The Arts			
Degree	Minor (non degre	e)		
Program Name	Ceramics Progra	•	CERM	
Concentration(s)		ntration(s) Banner		
Proposal	Establish progra		0000(0)	
Crafts and Fine Art minors will be inac two broader minors	s proposing a cha is divisions into or tivated, and new d s. The minor in Ce	ne Studio Art divi liscipline-specific ramics will repla	ision. The exi c minors will ce the minor	ue to the recent merging of the sting Fine Arts and Crafts be proposed to replace these in Crafts with a Ceramics uire 18 rather than 21 credit
Does proposed revision Current total credit h		ກ's total credit hoເ Proposed total c		att's
staffing consideratio Establishment of a	ns; need; audience; discipline-specific	prerequisites; tea minor will incre	cher educatio	ation issues; enrollment and n licensure): ty of enrollment by non-art to participate in a creative field
Units consulted (other None	er departments, pro	grams or campus	es affected by	this proposal):
	ρ	REQUIRED EN	OORSEMENT	S
Michael	Lole Dea	1		1 1
Department Chair / S	School Director	<i></i>	······································	**************************************
				1 1
Campus Dean (for R) Blul	proposals)		10/24/16
Dean of Graduate St	udies (for graduate	proposals)		
Senior Vice Presider	nt for Academic Affa	irs or Provost (or	designee)	

Proposal Summary [Establishing a Ceramics minor]

Description of Action, Including Intended Effect

We have encountered many students taking courses within the School of Art from other study programs who often request a minor course of study in the arts-related field of ceramics, something specific (other than the current Crafts Minor) that they would have listed on their transcripts in hopes to use later beyond graduation to demonstrate a broader set of skills. Students from many areas within the university would like to better understand ceramics art and related techniques in an effort to enhance their perceptions of the world and foster creativity. Study in all disciplines of Studio Art present opportunities to acquire problem-solving skills, and gain knowledge through active participation and successful object making.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

Increase of minor student enrollment in existing Ceramics courses will provide opportunities for Studio Art majors to interface with majors outside the School of Art, which leads to a collaborative and diverse classroom experience.

Fiscal, Enrollment, Facilities and Staffing Considerations None

Evidence of Need and Sustainability if Establishing

Replaces existing *Craft* minor with Ceramics focus.

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 2016
- Approval of proposal by the College of the Arts Curriculum Committee-December 2016
- Approval of proposal by the EPC-January 2017
- Approval of proposal by the Provost

Degree Program Name:

Ceramics

Catalog Copy:

The minor in Ceramics is designed to encourage students from all areas of the university to explore working creatively with clay. Students may explore making functional pots and sculptural objects using a variety of wheel throwing and handbuilding techniques or may choose to work sculpturally in conjunction with other methods of creating three-dimensional objects. Flexibility in the curriculum affords students choice to design a program intended to meet individual needs, and freedom of expression.

Minor Program Requirements (18 credit hours):

Required:

attribute	course		title	credits
	ARTS	25400	Ceramics 1	3

Choose 6 credits:

attribute	course		title	credits
	ART	10023	3-D Composition	3
	ARTS	14055	Sculpture 1	3
	ARTS	25600	Intro to Glass	3
	ARTS	35601	Kiln-formed Glass	3

Choose 9 credits from the following list*:

attribute	course	title	credits

ARTS	35400	Functional Approaches to Clay (repeatable)	3
ARTS	35401	Sculptural Approaches to Clay (repeatable)	3
ARTS	45600	Advanced Ceramics (repeatable)	3
ARTS	35095	ST: Ceramics	3
ARTS	45080	Blossom Ceramics	3

 $\label{eq:Graduation Requirements: minimum 2.250 GPA in the minor required for graduation.}$

^{*}Six credit hours must be upper-division electives

EPC Agenda | 21 November 2016 | Attachment 16 | Page 1 KENT STATE UNIVERSITY **CERTIFICATION OF CURRICULUM PROPOSAL**

			Preparation Date 12-Oct-16		Curriculum Bulletin	
			Effective Date	Fall 2017	Approved by EPC	
Department	School of	f Art				
College	CA - The					
Degree	Minor (no		ee)			
Program Name	•	_	m Banner Code	DRWG		
Concentration(s)	_	_	ntration(s) Banner			
Proposal	Establish	progra	m	, ,		
Crafts and Fine Ar minors will be inactive broader minor	is proposir ts divisions ctivated, an s. The min	s into or d new o or in Dr	ne Studio Art div liscipline-specifi awing will replac	ision. The exi c minors will e the minor ir	ue to the recent merging of the sting Fine Arts and Crafts be proposed to replace these i Fine Arts with a Drawing uire 18 rather than 21 credit	
Does proposed revi Current total credit I	=	e prograi			··/TD0	
staffing consideration Establishment of a	ns; need; a discipline	udience -specific	; prerequisites; tea c minor will incre	acher educatio	ation issues; enrollment and n licensure): ty of enrollment by non-art to participate in a creative field	
Units consulted (oth None	er departme	ents, pro	grams or campus	es affected by	this proposal):	
	0		REQUIRED EN	OORSEMENT	S	
Muchael Department Chair / S	1 TO AL	11/10	edf			
•					1 1	
Campus Dean (for F	a A	mpuses	proposals)		10,24,16	
College Dean (or de	aigilee)		U		/ /	
Dean of Graduate S	tudies (for g	raduate	proposals)			
Senior Vice Presider	nt for Acade	mic Affa	irs or Provost (or	designee)	***************************************	

Proposal Summary [Establishing a Drawing Minor]

Description of Action, Including Intended Effect

We have encountered many students taking courses within the School of Art from other study programs who often request a minor course of study in the arts-related field of drawing, something specific (other than the current Fine Arts Minor) that they would have listed on their transcripts in hopes to use later beyond graduation to demonstrate a broader set of skills. Students from many areas within the university would like to better understand drawing and related techniques in an effort to enhance their perceptions of the world. Study in all disciplines of Studio Art presents opportunities to acquire problem-solving skills, and gain knowledge through active participation in creative endeavors.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

Increase of minor student enrollment in existing Drawing courses will provide opportunities for Studio Art majors to interface with majors outside the School of Art, which leads to a collaborative and diverse classroom experience.

Fiscal, Enrollment, Facilities and Staffing Considerations None

Evidence of Need and Sustainability if Establishing

Replaces existing Fine Arts minor with a Drawing focus.

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 2016
- Approval of proposal by the College of the Arts Curriculum Committee-December 2016
- Approval of proposal by the EPC-January 2017
- Approval of proposal by the Provost

Drawing Minor

Course Catalog Copy:

An introduction to fundamental form, pictorial structure and media through work from observation and conceptual projects. Emphasis on continued development in drawing toward individually conceived creative practice.

Minor Program Requirements (18 hours):

Required:

attribute	course		title	Credits
	ARTS	10022	2D Composition	3
	ARTS	14000	Drawing I	3
	ARTS	14001	Drawing II	3

9 Hours selected from the following list (all of these courses are repeatable):

attribute	course		title	Credits
	ARTS	24001	Drawing III	3
	ARTS	34002	Figure Drawing	3
	ARTS	34001	Drawing IV	3
	ARTS	44080	Blossom Drawing	3

Graduation Requirements: minimum 2.250 GPA in the minor required for graduation.

^{*}Six credit hours must be upper-division electives

Kellogg, Jennifer

From: LODERSTEDT, MICHAEL

Sent: Tuesday, November 01, 2016 9:39 AM **To:** Kellogg, Jennifer; STILLINGS, CYNTHIA

Cc: ROLL, MELANIE

Subject: Re: School of Art minor proposals

Hello Jennifer and Cynthia,

One update to the previous email on art minors being offered at regional campuses. Stark campus would like to offer the Drawing, painting, sculpture and art history minors. Their faculty had considerable buy in to creating the proposals, and also see great opportunities for students to package strong major/minor combinations. Because of their ability to offer more art offerings, they would be the only exception.

Best, Michael

Michael Loderstedt Interim Director, School of Art Kent State University (330) 672-2460

From: Kellogg, Jennifer

Sent: Tuesday, November 1, 2016 8:51 AM
To: LODERSTEDT, MICHAEL; STILLINGS, CYNTHIA

Cc: ROLL, MELANIE

Subject: RE: School of Art minor proposals

Thank you.

Jennifer

Jennifer S. Kellogg | Academic Program Coordinator | Curriculum Services Kent State University | 208J Schwartz Center | 800 E. Summit St. | Kent, Ohio 44242 <u>Jkellog7@kent.edu</u> | 330.672.1885 | <u>www.kent.edu</u>

From: LODERSTEDT, MICHAEL

Sent: Tuesday, November 01, 2016 8:44 AM

To: STILLINGS, CYNTHIA

Cc: Kellogg, Jennifer; ROLL, MELANIE **Subject:** Re: School of Art minor proposals

Hello All,

I'm going to say that these minors will *only be offered at the Kent campus since we are the only campus that offers most of the coursework and facilities needed.* If regional campuses had the facilities necessary, then we could review a request to offer the minor there.

Best, Michael

Michael Loderstedt Interim Director, School of Art Kent State University (330) 672-2460

From: STILLINGS, CYNTHIA

Sent: Friday, October 28, 2016 12:53 PM

To: LODERSTEDT, MICHAEL

Cc: Kellogg, Jennifer

Subject: Fwd: School of Art minor proposals

Michael,

See below. Can you answer that question and respond by hitting "Reply All."

Thanks, Cindy

Sent from my iPad Cynthia Stillings Associate Dean, College of the Arts 111 Cartwright Hall Kent State University Kent, OH. 44242 330-672-0119 Cstillin@Kent.edu

Begin forwarded message:

From: "Kellogg, Jennifer" < ikellog7@kent.edu>
Date: October 28, 2016 at 11:30:48 AM EDT
To: "STILLINGS, CYNTHIA" < cstillin@kent.edu>

Subject: School of Art minor proposals

Hi Cindy,

I'm reviewing the minor proposals and I wanted to double check with you to see if the new minors will only be offered at the Kent campus or will they also be offered at any of the regional campuses?

Thanks!

Jennifer

Jennifer S. Kellogg. | Academic Program Coordinator. | Curriculum Services.

Kent State University [208] Schwartz Center [800 E. Summit St.] Kent, Ohio 44242

Ikellog7@kent.edu | 330 6 2 1885 | www.kent.edu

[&]quot;Transforming Lives Through The Arts"

EPC Agenda | 21 November 2016 | Attachment 17 | Page 1 KENT STATE UNIVERSITY **CERTIFICATION OF CURRICULUM PROPOSAL**

			Preparation Date 12-Oct-16		Curriculum Bulletin	
			Effective Date	Fall 2017	Approved by EPC	
Department	School o	of Art				
College	CA - The					
•	Minor (n		201			
Degree	Glass	_	ım Banner Code	CLSS		
Program Name	Glass	-				
Concentration(s)	Establish		ntration(s) Banner	Code(s)		
Proposal	Establisi	i progra	III			
Crafts and Fine Arminors will be inactive broader minor	ts divisior ctivated, a rs. The mir	is into or nd new o nor in Gl	ne Studio Art div liscipline-specifi ass will replace t	ision. The exi c minors will he minor in C	ue to the recent merging of the sting Fine Arts and Crafts be proposed to replace these rafts with a Glass uire 18 rather than 21 credit	
Does proposed revi Current total credit		e progra	m's total credit ho Proposed total c			
staffing consideration Establishment of a majors and general of study.	ons; need; a discipline	audience e-specifice the op	; prerequisites; tea c minor will incre pportunity for all	acher educatio ease possibili KSU students	ty of enrollment by non-art s to participate in a creative field	
Units consulted (oth None	ier departir	ients, pro	grams or campus	es affected by	triis proposai).	
	0		REQUIRED EN	DORSEMENT	S	
Muchael Department Chair	···		est -			
Campus Dean (for I		ampuses	proposals)		10 24,16	
Dean of Graduate S	Studies (for	graduate	proposals)			
Senior Vice Preside	nt for Acad	emic Affa	airs or Provost (or	designee)		

Proposal Summary [Establishing a Glass minor]

Description of Action, Including Intended Effect

We have encountered many students taking courses within the School of Art from other study programs who often request a minor course of study in the arts-related field of glassblowing and glass sculpture, something specific (other than the current Crafts Minor) that they would have listed on their transcripts in hopes to use later beyond graduation to demonstrate a broader set of skills. Students from many areas within the university would like to better understand glass art and related techniques in an effort to enhance their perceptions of the world and foster creativity. Study in all disciplines of Studio Art present opportunities to acquire problem-solving skills, and gain knowledge through active participation and successful object-making.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

Increase of minor student enrollment in existing Glass courses will provide opportunities for Studio Art majors to interface with majors outside the School of Art, which leads to a collaborative and diverse classroom experience.

Fiscal, Enrollment, Facilities and Staffing Considerations None

Evidence of Need and Sustainability if Establishing

Replaces existing Craft minor with Glass focus.

Provisions for Phase-Out if InactivatingNone

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 2016
- Approval of proposal by the College of the Arts Curriculum Committee-December 2016
- Approval of proposal by the EPC-January 2017
- Approval of proposal by the Provost

Degree Program Name:

Glass

Catalog Copy:

The minor in Glass is designed to encourage students from all areas of the university to explore working creatively with glass. Students can take course work in glassblowing and kiln-formed glass, which creates a platform for broad understanding of the material and creative forces at play in the medium. Flexibility in the curriculum provides students with choices to design a program to meet individual needs, and freedom of expression.

Minor Program Requirements (18 credit hours):

Required:

attribute	course		title	credits
	ARTS	25600	Introduction to Glassworking	3

Choose 6 credits:

attribute	course		title	credits
	ART	10023	3-D Composition	3
	ARTS	14055	Sculpture 1	3
	ARTS	25400	Ceramics 1	3

Choose 9 credits from the following list*:

attribute	course		title	credits
	ARTS	35600	Glassblowing	3

ARTS	35601	Kiln-formed Glass	3
ARTS	45600	Advanced Glass (repeatable)	3
ARTS	35095	ST: Glass	3
ARTS	45080	Blossom Glass	3

 $\label{eq:Graduation Requirements: minimum 2.250 GPA in the minor required for graduation.}$

^{*}Six credit hours must be upper-division electives

EPC Agenda | 21 November 2016 | Attachment 18 | Page 1 KENT STATE UNIVERSITY **CERTIFICATION OF CURRICULUM PROPOSAL**

		rieparation Date	5 12-Oct-10	Curriculum Dulleum
		Effective Date	Fall 2017	Approved by EPC
Department	School of Art			
College	CA - The Arts			
Degree	Minor (non degre	ee)		
Program Name	Jewelry, Metals∡	•	Program Bann	er Code JME
Concentration(s)	,	ntration(s) Banner		
Proposal	Establish progra	. ,	, ,	
Crafts and Fine Ar minors will be inac two broader minor	is proposing a cha ts divisions into or ctivated, and new c s. The minor in Je tals, and Enamelin	ne Studio Art divi liscipline-specific welry, Metals and g concentration.	ision. The exi c minors will I Enameling v	ue to the recent merging of the sting Fine Arts and Crafts be proposed to replace these vill replace the minor in Crafts inge the minor degree program
Does proposed revi	• . •	m's total credit hou Proposed total c		6
staffing consideration Establishment of a	ons; need; audience discipline-specifi	; prerequisites; tea c minor will incre	cher educatio	ation issues; enrollment and n licensure): ty of enrollment by non-art s to participate in a creative field
Units consulted (oth None	er departments, pro	grams or campus	es affected by	this proposal):
		REQUIRED EN	OORSEMENT	S
Mulaul Department Chair /	A Fe Levi School Director	leas		16 1/912016
Campus Dean (for F	e Hetel	proposals)		10 24,16
College Dean (or de	esignee)	<u> </u>		
Dean of Graduate S	tudies (for graduate	proposals)		
Senior Vice Preside	nt for Academic Affa	airs or Provost (or	designee)	***************************************

Proposal Summary [Establishing Jewelry, Metals, and Enameling Minor]

Description of Action, Including Intended Effect

We have encountered many students taking courses within the School of Art from other study programs who often request a minor course of study in the arts-related field of Jewelry, Metals and Enameling; something specific (other than the current Crafts Minor) that they would have listed on their transcripts in hopes to use later beyond graduation to demonstrate a broader set of skills. Students from many areas within the university would like to better understand Jewelry, Metals and Enameling and related techniques in an effort to enhance their perceptions of the world and foster creativity. Study in all disciplines of Studio Art presents opportunities to acquire problem-solving skills, and gain knowledge through active participation and successful object making.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

Increase of minor student enrollment in existing Jewelry, Metals, and Enameling courses will provide opportunities for Studio Art majors to interface with majors outside the School of Art, which leads to a collaborative and diverse classroom experience.

Fiscal, Enrollment, Facilities and Staffing Considerations None

Evidence of Need and Sustainability if Establishing

Replaces existing Craft minor with Jewelry, Metals, and Enameling focus.

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 2016
- Approval of proposal by the College of the Arts Curriculum Committee-December 2016
- Approval of proposal by the EPC-January 2017
- Approval of proposal by the Provost

Minor Degree Program Name:

Jewelry, Metals, and Enameling

Catalog Copy:

A minor in Jewelry Metals and Enameling will include approaches to jewelry making and metalsmithing, while allowing students to achieve specialization. Skills include cold connection techniques, small and medium scaled silver soldering, small jewelry and object making techniques, small scale fabrication, forming, cold forging, and tool making techniques. Select advanced courses will constitute one's minor concentration within Jewelry, Metals, or Enameling.

Minor Program Requirements (18 credit hours):

Three credits from the following list:

attribute	course		title	Credits
	ART	20024	Digital Media	3
	ART	10022	2D Composition	3
	ART	10023	3D Composition	3

Nine Credit Hours Required Sequential:

attribute	course		title	Credits
	ARTS	25700/25701	Introduction to Jewelry Metals I	3
	ARTS	35700	Jewelry Concepts and Techniques	3
	ARTS	35701	Metalsmithing Concepts and Techniques	3

Introductory Course: Introduction to Jewelry Metals *Metalsmithing Concepts and Techniques *Jewelry Concepts and Techniques

Six credit hours from the following list**:

attribute	course		title	Credits
	ARTS	35702	Enameling Concepts and Techniques	3
	ARTS	45095	ST: CAD for Jewelry	
		45700	Design and Production	3
	ARTS	45701	Tableware	3
	ARTS	35073	Alternative Materials and Techniques	3
	ARTS	45702	Advanced Enameling	3
	ARTS	45095	ST: Advanced CAD	3
	ARTS	45704	Advanced Studio: Jewelry Metals Enameling	3

Advanced Enameling (prerequisite: Enameling) CAD for Jewelry Advanced CAD (prerequisite: CAD for Jewelry)

*Metalsmithing Concepts and Techniques and Jewelry Concepts and Techniques may be taken in any order. With the consultation and special permission of the instructor, those intermediate courses may be taken simultaneously with advanced courses.

Graduation Requirements: minimum 2.250 GPA in the minor required for graduation.

^{**}Six credit hours must be upper-division electives

KENT STATE UNIVERSITY EPC Agenda | 21 November 2016 | Attachment 19 | Page 1 **CERTIFICATION OF CURRICULUM PROPOSAL**

			Preparation Date 12-Oct-16		Curriculum Bulletin	
			Effective Date	Fall 2017	Approved by EPC	
Department	School of	f Art				
College	CA - The					
Degree	Minor (no		(۵			
Program Name	-	_	m Banner Code	DNTC		
Concentration(s)	ranning	_	ntration(s) Banner			
	Establish			Code(s)		
Proposal	Establish	prograi	11			
Crafts and Fine Arminors will be inactive broader minor	is proposir ts divisions tivated, an s. The min	s into or d new d or in Pai	ne Studio Art div iscipline-specific inting will replac	ision. The exic c minors will be the minor in	ue to the recent merging of the sting Fine Arts and Crafts be proposed to replace these Fine Arts with a Painting uire 18 rather than 21 credit	
Does proposed revision Current total credit h	_	e prograr	n's total credit hou Proposed total c			
staffing consideration Establishment of a	ns; need; a discipline	udience; -specific	prerequisites; tea minor will incre	acher educationase possibilit	ation issues; enrollment and n licensure): ty of enrollment by non-art s to participate in a creative field	
Units consulted (oth None	er departme	ents, pro	grams or campus	es affected by	this proposal):	
	e 0 :	,	REQUIRED ENI	OORSEMENTS		
Michael	D Ville	esse	all	<u></u>	10,19,2016	
Department Chair / S	School Dire	ctor				
Campus Dean (for F	198	mpuses	proposals)		10 24 16	
College Dean (or de	signeeT		U			
Dean of Graduate St	tudies (for g	raduate	proposals)		1 1	
Senior Vice Presider	nt for Acade	mic Affa	irs or Provost (or	designee)	t I	

Proposal Summary [Establishing a Painting Minor]

Description of Action, Including Intended Effect

We have encountered many students taking courses within the School of Art from other study programs who often request a minor course of study in the arts-related field of painting, something specific (other than the current Fine Arts Minor) that they would have listed on their transcripts in hopes to use later beyond graduation to demonstrate a broader set of skills. Students from many areas within the university would like to better understand painting and related techniques in an effort to enhance their perceptions of the world and foster creativity. Study in all disciplines of Studio Art presents opportunities to acquire problem-solving skills, and gain knowledge through active participation.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

Increase of minor student enrollment in existing Painting courses will provide opportunities for Studio Art majors to interface with majors outside the School of Art, which leads to a collaborative and diverse classroom experience.

Fiscal, Enrollment, Facilities and Staffing Considerations None

Evidence of Need and Sustainability if Establishing

Replaces existing Fine Arts minor with Painting focus.

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 2016
- Approval of proposal by the College of the Arts Curriculum Committee-December 2016
- Approval of proposal by the EPC-January 2017
- Approval of proposal by the Provost

Painting Minor

An introduction to fundamental image making and use of form in painting through working from observation and conceptual projects. Emphasis on continued development in painting towards self-initiated creative practice.

Minor Program Requirements (18 hours):

Required:

attribute	course		title	credits
	ART	10022	2-D Composition	3
	ARTS	14000	Drawing I	3
	ARTS	14060	Painting I	3

9 Hours selected from the following list:

attribute	course		title	credits
	ARTS	24060	Painting II	3
	ARTS	34060	Painting III	3
	ARTS	44060	Painting IV	3
	ARTS	44080	Blossom Painting	3
	ARTS	44095	ST: Painting	3

Graduation Requirements: minimum 2.250 GPA in the minor required for graduation.

^{*}Six credit hours must be upper-division electives

Kellogg, Jennifer

From: LODERSTEDT, MICHAEL

Sent: Tuesday, November 01, 2016 9:39 AM **To:** Kellogg, Jennifer; STILLINGS, CYNTHIA

Cc: ROLL, MELANIE

Subject: Re: School of Art minor proposals

Hello Jennifer and Cynthia,

One update to the previous email on art minors being offered at regional campuses. Stark campus would like to offer the Drawing, painting, sculpture and art history minors. Their faculty had considerable buy in to creating the proposals, and also see great opportunities for students to package strong major/minor combinations. Because of their ability to offer more art offerings, they would be the only exception.

Best, Michael

Michael Loderstedt Interim Director, School of Art Kent State University (330) 672-2460

From: Kellogg, Jennifer

Sent: Tuesday, November 1, 2016 8:51 AM **To:** LODERSTEDT, MICHAEL; STILLINGS, CYNTHIA

Cc: ROLL, MELANIE

Subject: RE: School of Art minor proposals

Thank you.

Iennifer

Jennifer S. Kellogg | Academic Program Coordinator | Curriculum Services Kent State University | 208] Schwartz Center | 800 E. Summit St. | Kent, Ohio 44242 <u>Ikellog7@kent.edu</u> | 330.6⁷2.1885 | <u>www.kent.edu</u>

From: LODERSTEDT, MICHAEL

Sent: Tuesday, November 01, 2016 8:44 AM

To: STILLINGS, CYNTHIA

Cc: Kellogg, Jennifer; ROLL, MELANIE **Subject:** Re: School of Art minor proposals

Hello All,

I'm going to say that these minors will only be offered at the Kent campus since we are the only campus that offers most of the coursework and facilities needed. If regional campuses had the facilities necessary, then we could review a request to offer the minor there.

Best, Michael

Michael Loderstedt Interim Director, School of Art Kent State University (330) 672-2460

From: STILLINGS, CYNTHIA

Sent: Friday, October 28, 2016 12:53 PM

To: LODERSTEDT, MICHAEL

Cc: Kellogg, Jennifer

Subject: Fwd: School of Art minor proposals

Michael,

See below. Can you answer that question and respond by hitting "Reply All."

Thanks, Cindy

Sent from my iPad Cynthia Stillings Associate Dean, College of the Arts 111 Cartwright Hall Kent State University Kent, OH. 44242 330-672-0119 Cstillin@Kent.edu

Begin forwarded message:

From: "Kellogg, Jennifer" < ikellog7@kent.edu > Date: October 28, 2016 at 11:30:48 AM EDT To: "STILLINGS, CYNTHIA" < cstillin@kent.edu >

Subject: School of Art minor proposals

Hi Cindy,

I'm reviewing the minor proposals and I wanted to double check with you to see if the new minors will only be offered at the Kent campus or will they also be offered at any of the regional campuses?

Thanks!

Jennifer

Jennifer S. Kellogg | Academic Program Coordinator | Curriculum Services

Kent State University [208] Schwartz Center [800 E. Summit St [Kent, Ohio 44242

Jkellog7@kent.edu : 330 672.1885 : www.kent.edu

[&]quot;Transforming Lives Through The Arts"

EPC Agenda | 21 November 2016 | Attachment 20 | Page 1 **CERTIFICATION OF CURRICULUM PROPOSAL**

		Preparation Date	e 12-Oct-16	Curriculum Bulletin
		Effective Date	Fall 2017	Approved by EPC
Department	School of Art			
College	CA - The Arts			
Degree	Minor (non degre	ee)		
Program Name	Print Media and	500 500 500 500 500 500 500 500 500 500	Program Bann	er Code PMP
Concentration(s)		ntration(s) Banner	7	or code Tim
Proposal	Establish progra	• •	0000(0)	
	p			
Crafts and Fine Ar minors will be inactive broader minor	is proposing a charts divisions into octivated, and new ors. The minor in Prand Photography	ne Studio Art div discipline-specific int Media and Pho concentration. W	ision. The exi c minors will otography wil	ue to the recent merging of the sting Fine Arts and Crafts be proposed to replace these I replace the minor in Fine Arts ge the minor degree program
Does proposed revi	sion change progra	m's total credit hou	urs? ☐ Yes	∏No
Current total credit h		Proposed total c		
staffing consideration Establishment of a	ons; need; audience discipline-specifi	; prerequisites; tea c minor will incre	acher educatio	ation issues; enrollment and n licensure): by of enrollment by non-art to participate in a creative field
Units consulted (oth None	er departments, pro	ograms or campus	es affected by	this proposal):
		REQUIRED ENI	ORSEMENTS	3
Mulhay pepartment Chair / S	School Director	Tell		16,19,2016
,				
Campus Dean (for F	V Mai	proposals)		10,24,16
Dean of Graduate S	tudies (for graduate	proposals)		/
Senior Vice Presider	nt for Academic Affa	airs or Provost (or	designee)	/

Proposal Summary [Establishing a Print Media and Photography Minor]

Description of Action, Including Intended Effect

We have encountered many students taking courses within the School of Art from other study programs who often request a minor course of study in the arts-related field of Print Media and Fine Art Photography, something specific (other than the current Fine Arts Minor) that they would have listed on their transcripts in hopes to use later beyond graduation to demonstrate a broader set of skills. Students from many areas within the university would like to better understand Print Media and Fine Art Photography and related techniques in an effort to enhance their perceptions of the world and foster creativity. Study in all disciplines of Studio Art presents opportunities to acquire problem-solving skills, and gain knowledge through active participation in a creative process

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

Increase of minor student enrollment in existing Print Media and Fine Art Photography courses will provide opportunities for Studio Art majors to interface with majors outside the School of Art, which leads to a collaborative and diverse classroom experience.

Fiscal, Enrollment, Facilities and Staffing Considerations None

Evidence of Need and Sustainability if Establishing

Replaces existing Fine Arts minor with Print Media and Fine Art Photography focus.

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 2016
- Approval of proposal by the College of the Arts Curriculum Committee-December 2016
- Approval of proposal by the EPC-January 2017
- Approval of proposal by the Provost

Degree Program Name:

Print Media and Photography

Catalog Copy:

The minor in Print Media and Photography provides an introduction to printmaking and fine art photography. Students can pursue study in print media, including traditional printmaking techniques such as intaglio, silkscreen, and lithography, as well as digital applications, after introduction to the basics in the *Printmaking I* course. Students can also pursue study in photography, including traditional darkroom and film, alternative photographic techniques, and fine art digital photography. Synergies between these two historically related disciplines provide ample room for experimentation and a course of study designed specifically to suit students' interests.

Degree Program Requirements (18 credit hours):

Choose 6 hours from the following:

attribute	course		title	credits
	ART	10022	2D Composition	3
	ART	20024	Digital Imaging	3
	ARTS	14000	Drawing I	3

& 3-6 credit hours from the following:

attribute	course		title	credits
	ARTS	24010	Introduction to Fine Art Photography	3
	ARTS	24040	Introduction to Printmaking	3

& 6-9 credit hours from the following:

attribute	course		title	credits
	ARTS	34040	Printmaking:	3

		Intermediate Intaglio	
ARTS	44040	Printmaking: Advanced Intaglio	3
ARTS	34041	Serigraphy 1	3
ARTS	4404I	Serigraphy 2	3
ARTS	34042	Lithography 1	3
ARTS	44045	Art of the Book	3
ARTS	44043	Advanced Printmaking	3
ARTS	440II	Digital Fine Art Photography	3
ARTS	44010	Advanced Fine Art Photography	3

 $\boldsymbol{\text{Graduation Requirements:}}$ minimum 2.250 GPA in the minor required for graduation.

^{*}Six credit hours must be upper-division electives

Re: Rationale for change of title of concentration for B.F.A.

Wasbotten, Thor

Thu 10/1/2015 11:50 AM

To HAVICE, CHRISTINE <chavice@kent.edu>; KENNEDY, JAIME D. <jkenned8@kent.edu>;

You have support from JMC as well, Christine.

Take care,

Thor

Thor Wasbotten / Director and Professor

School of Journalism and Mass Communication

Respected, Relevant, Real.

College of Commun cation & Information

Kent State University

thor@kent.edu 330.672.4066

From: "HAVICE, CHRISTINE"

Date: Thursday, October 1, 2015 at 11:07 AM

To: "KENNEDY, JAIME D."
Cc: Thor Wasbotten

Subject: Re: Rationale for change of title of concentration for B.F.A.

Thanks very much, Jaime. Just a better descriptor of what we've been doing for some time. Thanks

again! ch

Christine Havice, Ph.D. Director, School of Art Kent State University PO Box 5192 Kent, OH 44242 o 330-672-2192 f 330-672-4937

From: KENNEDY, JAIME D.

Sent: Thursday, October 1, 2015 8:34 AM

To: HAVICE, CHRISTINE Cc: Wasbotten, Thor

Subject: Re: Rationale for change of title of concentration for B.F.A.

Christine,

I spoke to our undergrad and grad coordinators and we are all in agreement that there is no conflict with the concentration name of "Print Media and Photography".

Thank you for your patience. Jaime

Jaime Kennedy
Interim Director
School of Visual Communication Design
Kent State University
ikenned School, edu
330-672-7856

From: "HAVICE, CHRISTINE" < chavice@kent.edu>
Date: Tuesday, September 29, 2015 at 11:53 AM
Ta: Jaima Kannady Sikannad@want adu>

To: Jaime Kennedy <<u>ikenned8@kent.edu</u>>

Subject: Rationale for change of title of concentration for B.F.A.

Hi, Jaime -

If it helps, here is a concise rationale for the proposed change of name for our concentration to "Print Media and Photography":

School of Art Kent State University Change of *title of Concentration* for B.F.A. degree

Change from "Printmaking" to "Print Media and Photography"

Rationale:

"Printmaking" usually refers to the traditional materials and processes (relief, silkscreen, litho, intaglio), whereas "print media" encompasses all that plus digital approaches (which we use a lot of, especially in silkscreen), hybrid photo processes (photo etching or cyanotype for example), artist's books, installation approaches, and so on.

No new courses are involved in this change, which reflects better the content of everything happening in the studio. The School of Art is the only place on campus where wet-lab photography is still taught, in addition to digital techniques.

KENT STATE UNIVERSITY EPC Agenda | 21 November 2016 | Attachment 21 | Page 1 **CERTIFICATION OF CURRICULUM PROPOSAL**

		P	reparation Dat	e 12-Oct-16	Curriculum Bulletin
		E	ffective Date	Fall 2017	Approved by EPC
Department	School	of Art			
College	CA - The				
Degree		on degree)			
Program Name	new		Banner Code	Sculptu	re and Expande
Concentration(s)		Concentra	ition(s) Banner	Code(s)	re and Expanded
Proposal	Establis	h program	()	222(0)	l leat
minors will be in two broader mine	t is proposi Arts division activated, a ors. The min ture conce	is into one S nd new disc nor in Sculpt	studio Art divi ipline-specific ture and Exna	sion. The exis : minors will b nded Media w	ie to the recent merging of the sting Fine Arts and Crafts be proposed to replace these vill replace the minor in Fine gree program will require 18
Does proposed re Current total credit	vision chang hours:		total credit hou oposed total cr		□ No
staffing considerat Establishment of majors and gener of study. Units consulted (of None	a discipline ally enhand	e-specific mi e the oppor	nor will increatunity for all k	ase possibility (SU students	of enrollment by non-art to participate in a creative field
Awahay Department Chair /	School Dire	wilds	QUIRED END	ORSEMENTS	10,96,16
Campus Dean (for College Dean (or de	t. Ud /	mpuses prop	posals)	~	<u> </u>
Dean of Graduate S	itudies (for g	raduate prop	osals)		
Senior Vice Preside	nt for Acade	mic Affairs or	Provost (or de	esignee)	

Proposal Summary [Establishing a Sculpture and Expanded Media Minor]

Description of Action, Including Intended Effect

We have encountered many students taking courses within the School of Art from other study programs who often request a minor course of study in the arts-related field of sculpture and expanded media, something specific (other than the current Fine Arts Minor) that they would have listed on their transcripts in hopes to use later beyond graduation to demonstrate a broader set of skills. Students from many areas within the university would like to better understand sculpture and related techniques in expanded practices related to sculpture in an effort to enhance their perceptions of the world and foster creativity. Study in all disciplines of Studio Art presents opportunities to acquire problem-solving skills, and gain knowledge through active participation and successful object making.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

Increase of minor student enrollment in existing Sculpture and Expanded Media courses will provide opportunities for Studio Art majors to interface with majors outside the School of Art, which leads to a collaborative and diverse classroom experience.

Fiscal, Enrollment, Facilities and Staffing Considerations None

Evidence of Need and Sustainability if Establishing

Replaces existing Fine Arts minor with Sculpture focus.

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 2016
- Approval of proposal by the College of the Arts Curriculum Committee-December 2016
- Approval of proposal by the EPC-January 2017
- Approval of proposal by the Provost

Degree Program Name:

Sculpture and Expanded Media

Catalog Copy:

The Sculpture and Expanded Media minor offers students a wide range of approaches, strategies and techniques to making dimensional and spatial work. Students will learn to fabricate sculptural objects utilizing techniques in clay, plaster, wood, metal and non-traditional materials as well as being exposed and learning to work in *expanded media* formats such as Installation Art and Time-based practices (video, sound, performance).

Minor Program Requirements (18 credit hours):

3 credits (prerequisite for the below 9 credits of Sculpture/Expanded Media)

attribute	course		title	credits
	ARTS	14055	Sculpture I	3

Select 6 credits of electives from the following list:

attribute	course		title	credits
	ART	10023	3D Composition	3
	ARTS	25400	Ceramics I	3
	ARTS	35601	Sculptural and Kiln Formed Glass	3

(Other Foundations or Studio Art courses can be substituted in consultation with a faculty advisor)

Select 9 credits of Sculpture and Expanded Media from the following list:

attribute	course		title	credits
	ARTS	24055	Sculpture II	3

ARTS	34055	Sculpture III	3
ARTS	44095	Special Topics: Time Arts	3
ARTS	44095	Special Topics: Installation and Site	3
ARTS	44055	Sculpture IV repeatable	3
ARTS	44080	Blossom Sculpture	3

Graduation Requirements: minimum 2.250 GPA in the minor required for graduation.

^{*}Six credit hours must be upper-division elective

Kellogg, Jennifer

From:

LODERSTEDT, MICHAEL

Sent:

Tuesday, November 01, 2016 9:39 AM Kellogg, Jennifer, STILLINGS, CYNTHIA

To: Cc:

ROLL MELANIE

Subject:

Re: School of Art minor proposals

Hello Jennifer and Cynthia,

One update to the previous email on art minors being offered at regional campuses. Stark campus would like to offer the Drawing, painting, sculpture and art history minors. Their faculty had considerable buy in to creating the proposals, and also see great opportunities for students to package strong major/minor combinations. Because of their ability to offer more art offerings, they would be the only exception.

Best, Michael

Michael Loderstedt Interim Director, School of Art Kent State University (330) 672-2460

From: Kellogg, Jennifer

Sent: Tuesday, November 1, 2016 8:51 AM **To:** LODERSTEDT, MICHAEL; STILLINGS, CYNTHIA

Cc: ROLL, MELANIE

Subject: RE: School of Art minor proposals

Thank you.

Jennifer

Jennifer S. Kellogg | Academic Program Coordinator | Curriculum Services Kent State University | 208| Schwartz Center | 800 E. Summit St. | Kent, Ohio 44242 <u>Ikellog7@kent.edu</u> | 330.672.1885 | www.kent.edu

From: LODERSTEDT, MICHAEL

Sent: Tuesday, November 01, 2016 8:44 AM

To: STILLINGS, CYNTHIA

Cc: Kellogg, Jennifer; ROLL, MELANIE **Subject:** Re: School of Art minor proposals

Hello All,

I'm going to say that these minors will only be offered at the Kent campus since we are the only campus that offers most of the coursework and facilities needed. If regional campuses had the facilities necessary, then we could review a request to offer the minor there.

Best, Michael

Michael Loderstedt Interim Director, School of Art Kent State University (330) 672-2460

From: STILLINGS, CYNTHIA

Sent: Friday, October 28, 2016 12:53 PM

To: LODERSTEDT, MICHAEL

Cc: Kellogg, Jennifer

Subject: Fwd: School of Art minor proposals

Michael,

See below. Can you answer that question and respond by hitting "Reply All."

Thanks, Cindy

Sent from my iPad
Cynthia Stillings
Associate Dean, College of the Arts
111 Cartwright Hall
Kent State University
Kent, OH. 44242
330-672-0119
Cstillin@Kent.edu

Begin forwarded message:

From: "Kellogg, Jennifer" < ikellog7@kent.edu > Date: October 28, 2016 at 11:30:48 AM EDT To: "STILLINGS, CYNTHIA" < cstillin@kent.edu > Subject: School of Art minor proposals

Hi Cindy,

I'm reviewing the minor proposals and I wanted to double check with you to see if the new minors will only be offered at the Kent campus or will they also be offered at any of the regional campuses?

Thanks!

Tennifer

Jennifer S. Kellogg. | Academic Program Coordinator. | Curriculum Services

Kent State University | 208] Schwartz Cento | 800 F. Summit St. | Kent, Ohio 44242

Ikellog7@kent.edu | 330 6 2 1885 | www.kent.edu

[&]quot;Transforming Lives Through The Arts"

KENT STATE UNIVERSITY **CERTIFICATION OF CURRICULUM PROPOSAL**

	F	reparation Date	e 23-may-16	Curriculum Bulletin
	E	ffective Date	Fall 2017	Approved by EPC
Department	MCLS			
College	AS - Arts and Scien	ces		
Degree	BA - Bachelor of Ar			
Program Name	Spanish Literature,		ranelation	Program Banner Code SLCT
Concentration(s)		ation(s) Banner		1 Togram Damier Code SEC!
Proposal	Revise program	addin(3) Daimei	0000(3)	
Description of prop	osal: SPAN			
number of require literature courses elective course ar and TRST categor	ed major courses for a (WIC) from two to on nd instead use the cat ries (MCLS 30420, TR	ill B.A. studen e; increase Sp egory "SPAN : ST 30230, TRS	ts; reduce nun anish elective 3/40000", and s T 38303). Spec	s from 40 to 33. Decrease nber of required survey s in BA; remove listing of each specified courses from MCLS cify that at least 5 hours must at the 40000 level remains 6
Does proposed ray	ision change program's	total cradit has	urs? ⊠ Yes	□No \V
Current total credit		roposed total c		⊔ мо
200.				
	i other programs, polici ons; need; audience; p			tion issues; enrollment and
33 will make it mo program and com Spanish, may stil	re possible for studer plete the BA timely. S	nts to double r itudents who v of our BA to b	najor or add a vish to take mo e fewer hours	ng the hours in the BA back to minor or certificate to their ore than the required hours in with more flexbility in required to staff the courses.
Units consulted (otl	her departments, progra	ams or campus	es affected by t	this proposal):
11/1	entre distribution de contra distribution di mangrament proprieta proprieta proprieta con con con con con conc	REQUIRED EN	DORSEMENTS	nto karakin alapin milaso de extransió a de escuentes a anticolories entre os estados actuales de estados de d
MM		To the second	o comment	91301 2016
Department Chair /	School Director			
Campus Dean (for	Regional Campuses pr	oposals)	in,	
may a	nn Hally			10/14/16
College Dean (or d	esignee) (/			
				/
Dean of Graduate S	Studies (for graduate pr	roposals)		
Danies V D/1				
	ent for Academic Affairs	s or Prōvost (or	aesignee)	MCLS-5PAN 48
n Services Form last up	odated June 2015			48
				ž. om.

Curriculum Services | Form last updated June 2015



CHANGE REQUEST: NAME AND CURRICULUM MODIFICATION

Date of submission: after approval from Board of Trustees

Name of institution: Kent State University

Previously approved title: Spanish Literature, Culture and Translation major

within the Bachelor of Arts degree

Proposed new title: Spanish major within the Bachelor of Arts 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: Yes, only when a student has also declared the Education minor

Leads to endorsement: No

Explain the rationale for name and curricular changes.

This request is to return to the original major name for this degree program. A bachelor's degree in Spanish has been offered at Kent State since 1942.

Over the past five years, Kent State's Department of Modern and Classical Languages has undertaken a review of its undergraduate degree programs to best allocate resources. Historically, the department offered Bachelor of Arts (BA) degree in four languages (French, German, Russian and Spanish) and Bachelor of Science (BS) degree in translation for the same four languages (French Translation, German Translation, Russian Translation and Spanish Translation).

In 2012, the department suspended admission to the four BS translation majors and renamed the four BA language majors to include the words "literature, culture, translation." In 2014, the department decided to continue offering a separate translation program—but to make it more efficient and flexible; the four language translation majors were consolidated into one major, called Translation, with concentrations to represent each language.

With those changes in place for the BS degree, it now makes sense to revert back to the original major name for the BA degree. Having two Spanish "translation" programs has caused confusion among students and advisors as they offer the students different opportunities. In addition, the current title is too long and, at the same time, too narrow, as it implies that the program does not also cover the Spanish language, linguistics, history and other Spanish-related studies.

The BS degree in Translation, with a concentration in Spanish, gives students training in an occupational area of translation to be paired with a professional focus, offered through a second major, minor or certificate for which students will be required to declare.

In contrast, the BA degree in Spanish (currently called Spanish Literature, Culture and Translation) provides a more liberal arts perspective. The program allows students to be able to communicate and converse fluently in Spanish and become familiar with the history and culture of the Spanish-speaking world through the analysis of literary and non-literary texts.

Describe how the name and curricular changes will affect students in the current program.

Students electing to remain in the current program will not be affected adversely by the program's revisions. The department is not eliminating any courses or faculty to support the program. However, the revised program contains a smaller major core (33 credit hours versus the current 40) with more elective choices for greater flexibility for students' plan of study. Students who may benefit from updating their catalog to the revised program will be encouraged to do so.

Describe any faculty, administrative or support service changes occurring along with the name and curriculum changes.

Available resources and services are sufficient and are not changing.

Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

Not applicable. The program does not have specialized accreditation.

Describe how the effectiveness of the new curriculum will be monitored over time.

Since the previous curricular revisions to the BA degree in Spanish four years ago, which included an increase of credit hours in the major core, the number of students enrolled in the degree program has declined by more than 16 percent; the number of students seeking preK-12 teaching licensure in Spanish (through the Education minor) has declined by more than 50 percent, and substantially fewer students are combining the major with a second major or a minor. See table on next page.

The department expects to see a reverse in these downward trends after the proposed revisions are implemented. The effectiveness of the new curriculum will be measured by continued monitoring of enrollment trends.

Table: Comparison of student enrollment between its current program, Spanish Literature, Culture and Translation (SLCT), and previous program, Spanish (SPAN).

			Student Enrollment					
			Declared	Declared	Declared in			
			in One	in Multiple	Education	Overall		
			Major	Programs*	Minor **	Total		
	Fall	SLCT	11	1	1			
	2012	SPAN	13	13	14	53		
	2012	Subtotal	24	14	15			

Spring	SLCT	25	9	8	
Spring	SPAN	0	2	0	44
2010	Subtotal	25	11	8	

- * Student is declared in this major and in a second major or a minor (other than Education).
- ** Student is declared in this

major and the Education minor, required for preK-12 teacher licensure in Spanish.

Spanish faculty believe the decline in enrollment in the degree program is attributable largely to the total number of credit hours now required in the major, coupled with the proportion of required courses versus electives in the major. Currently, a student who selects the major must complete 40 credit hours for the major core, 37 credit hours of Kent Core and other university requirements and 6 credit hours of additional coursework as required by the College of Arts and Sciences. This leaves the student only 37 credit hours that could be applied to a second major or to a minor. As the table above shows, a large portion of students combine Spanish with another program, (including a minor in Education, which, at 42 credit hours, is 5 more credit hours than the allocated elective hours in the current Spanish degree program).

Moreover, contingent upon students' starting proficiency in Spanish, many students may need to complete up to 14 hours of prerequisites in Spanish (elementary I through intermediate II), potentially increasing time to graduation and further reducing the amount of available electives for a second program.

A shorter, more flexible program, such as is being proposed, will help students who need to complete the prerequisite courses stay on path to timely graduation. A measure of time to graduation, particularly for students who start Spanish coursework at the prerequisite level, will also be used to assess the effectiveness of the proposed changes.

To reduce the major core, from 40 to 33 credit hours, five courses (13 credit hours) move from required to electives, and the elective requirement increases, from 9 to 15 credit hours. To increase flexibility for students to declare other programs, general electives increase by 7 credit hours.

Submit a comparison of the currently authorized curriculum and the proposed curriculum.

See table on next page.

Previously Authorized Curriculum	Credit Hours	Proposed Curriculum	Credit Hours	Notes
Major Requirements	40	Major Requirements	33	credits decrease
SPAN 38211 Spanish Grammar and Composition	3	SPAN 38211 Spanish Grammar and Composition	3	
SPAN 38213 Spanish Reading and Conversation	3	SPAN 38213 Spanish Reading and Conversation	3	
SPAN 38215 Spanish Phonetics and Diction	3			now elective
SPAN 38231 Translation Practice: Spanish	1			now elective
SPAN 38421 Civilization of Spain	3	SPAN 38421 Civilization of Spain	3	
SPAN 38424 Culture and Civilization of Latin America	3	SPAN 38424 Culture and Civilization of Latin America	3	
SPAN 48215 Advanced Spanish Composition	3	SPAN 48215 Advanced Spanish Composition	3	
and Conversation		and Conversation		1 .*
MCLS 20000 Global Literacy and Cultural Awareness <i>OR</i> MCLS 30420 Foreign Language and Culture Studies	3			now elective
TRST 30230 Approaches to Translation	3			now elective
SPAN 38330 Early Spanish Literature (3) <i>OR</i> SPAN 38331 Recent Spanish Literature (3) SPAN 38334 Early Spanish-American Literature (3) <i>OR</i> SPAN 38335 Recent Spanish-American Literature (3)	3	SPAN 38330 Early Spanish Literature (3) <i>OR</i> SPAN 38331 Recent Spanish Literature (3) <i>OR</i> SPAN 38334 Early Spanish-American Literature (3) <i>OR</i> SPAN 38335 Recent Spanish-American Literature (3)	3	two elective lists merged into one; and credits decreased
Spanish Electives	9	Spanish Electives (SPAN 30000 and 40000		elective
6 hours must be at the 40000 level		levels)	6	credits
SPAN 38240 Conversation for Business and Special Purposes: Spanish (3)		Spanish Upper Division Electives (SPAN 40000 level only)	6	increased, from 9 to 15;
SPAN 38330 Early Spanish Literature (3) SPAN 38331 Recent Spanish Literature (3) SPAN 38334 Early Spanish-American Literature (3) SPAN 38335 Recent Spanish-American Literature (3) SPAN 48095 Special Topics in Spanish (3) SPAN 48216 Contemporary Hispanic Culture (3) SPAN 48230 Advanced Translation Practice: Spanish (3) SPAN 48240 Business and Special Texts: Spanish (3) SPAN 48376 Contemporary Spanish-American Short Story (3) SPAN 48378 U.S. Latina/o Writers (3) SPAN 48422 Early Spanish-American Discourse (3) TRST 38303 Medical Spanish Translation and Interpreting (3)		Spanish, Translation and Modern and Classical Language Studies Electives: Spanish Electives (SPAN 30000 and 40000 levels) MCLS 30420 Foreign Language and Culture Studies (3) TRST 30230 Approaches to Translation (3) TRST 38303 Medical Spanish Translation and Interpreting (3)	3	many specified electives removed

Additional Requirements 80 Additional Requirements		Additional Requirements	87	credits increased
UC 10097 Destination Kent State: First Year	1	UC 10097 Destination Kent State: First Year	1	
Experience	1	Experience	1	
Kent Core Composition	6	Kent Core Composition	6	
Kent Core Mathematics and Critical Reasoning	3	Kent Core Mathematics and Critical Reasoning	3	
Kent Core Humanities and Fine Arts	9	Kent Core Humanities and Fine Arts	9	
Kent Core Social Sciences	6	Kent Core Social Sciences	6	
Kent Core Basic Sciences	6	Kent Core Basic Sciences	6	
Kent Core Additional	6	Kent Core Additional	6	
College General Requirement	6	College General Requirement	6	
General Electives	37	General Electives	44	credits
General Electives		General Execuves		increased
TOTAL OVERALL HOURS	120	TOTAL OVERALL HOURS	120	

Respectfully,

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

Proposal Summary [Revise BA in Spanish Literature, Culture and Translation]

Description of Action, Including Intended Effect

- 1. Reduce quantity of required courses.
- 2. Increase electives.
- 3. Decrease total credit hours in the major from 40 to 33.
- 4. Change name from BA in Spanish Literature, Culture and Translation to BA in Spanish (as it was prior to 2012).

Intended effect of reducing credit hours and moving courses around in the required and elective categories is to offer a more flexible major and to enable students to graduate more timely including those who add a second major, minor, or certificate to their BA in Spanish, and teacher licensure candidates in Spanish.

The name change back to B.A. in Spanish will distinguish the B.A. program from the reactivated and revised B.S. in Translation – Spanish Concentration. The current title is confusing to students, parents, and advisors. The name is too long and, at the same time too narrow, as it implies we do not also offer courses in Spanish language, linguistics, history, and so forth. A move back to the more general title better reflects the broad range of courses offered in the B.A. and will make clearer the difference between the B.A. and B.S. programs.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

Spanish majors will, if these changes are approved, have more room in their schedules to add other programs (second bachelor's, minor, certificate) to their study plan. Thus, a potential indirect, positive impact might that be more Spanish majors will combine a Spanish BA with a second program of study, thus increasing enrollments in programs in other departments and colleges. Further, the reduction in credit hours in the B.A. will give teacher licensure candidates in Spanish more room in their schedule to complete the Education Minor required for licensure.

Fiscal, Enrollment, Facilities and Staffing Considerations

Since the revision of the BA in Spanish in 2012, we have seen a steady decline in the number of majors in our program. We hope that the reduction in overall credit hours and the increase in elective options will reverse the decline and increase enrollments, thus enabling us to make more cost-effective use of our current fiscal, physical and human resources. The reduction in required courses to be replaced with more electives allows for greater flexibility in staffing.

Evidence of Need and Sustainability if Establishing: N/A

Provisions for Phase-Out if Inactivating: N/A

MCLS SPAN 49 **Timetable and Actions Required:** a chronology of actions required to approve the proposal with an anticipated implementation date for each action

- 1. Approval MCLS Curriculum Committee, Fall 2016.
- 2. Approval of Arts & Sciences Curriculum Committee, Fall 2016
- 3. Approval of EPC, Spring 2017.
- 4. OBR Approval for name change, Fall 2016
- 5. Catalog changes, AY 2017-2018

MCLS-SPAN

Spanish Literature, Culture and Translation - B.A.

<u>Kent State University 2016 Catalog > College of Arts and Sciences > Undergraduate Programs > Spanish Literature, Culture and Translation - B.A.</u>
College of Arts and Sciences

Department

Department of Modern and Classical Language Studies

109 Satterfield Hall Tel: 330-672-2150 E-mail: mcls@kent.edu Web: www.kent.edu/mcls

Description

Students pursuing the Bachelor of Arts in Spanish Literature. Culture and Translation explore the rich diversity of Spanish cultures, develop reading, writing, listening and speaking skills in the Spanish language and increase their understanding of the cultures and history of Spain and Latin America acquire an in-depth knowledge and critical perspective on history and culture of the Spanish-speaking world through the analysis of literary and nonliterary texts. Additionally, students are introduced to basic skills and theory of translating short texts from Spanish to English.

Career Opportunities

In the age of globalization, proficiency in the Spanish language and awareness of aspects of Hispanic cultures are valuable assets, both internationally and domestically, in many majors and careers, including international relations, international business, journalism and mass communication, health care, government, education, justice studies, law, service industries and travel and tourism. Students majoring in Spanish are encouraged to add a second major, minor or certificate related to one of these career areas. Graduates with linguistic and cultural proficiency in Spanish may be prepared to work abroad in Spain, Central America, South America and the Caribbean. Domestically, more than 50 million Hispanics or Latinos, 16% of the total U.S. population, reside in the U.S (U.S. Census Bureau, 2010 Census Data).

Admission Requirements

General Admissions 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 <u>admissions website for new freshmen</u>.

For more information about admission criteria for transfer, transitioning and former students, please visit the admissions website.

MCLS SPAN 56

Graduation Requirements

Minimum 120 total credit hours and 42 upper-division credit hours. Minimum 2.000 overall GPA and 2.000 major GPA.

All Spanish Literature. Culture and Translation majors must take the American Council on the the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview, ACTFL Writing Proficiency Test and the Spanish Outcomes Assessment Test, prior to being cleared for graduation. Information about the exams can be found on the ACTFL Website and the Language Testing International (LTI) website, the exclusive licensee of ACTFL. B.A. in Spanish Literature. Culture and Translation candidates should consult with their designated Spanish faculty advisor for more information on arranging to take the proficiency exams.

Program Learning Outcomes

Graduates of this program will be able to:

- 1. Perform tasks at Intermediate High and Advanced Low levels of proficiency as described by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. Proficiency, in ACTFL terms, is understood to describe a range of qualities rather than an absolute norm and will vary according to task type, language function, topic, skill (listening, speaking, reading, writing), and so forth.
- 2. Contribute to most informal and some formal conversations with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion. They will for the most part be understood by native speakers unaccustomed to dealing with non-native speakers.
- 3. Vary the register (formality level) of their speech. (and entail
- 4. Talk about personal interests, topics of general interest, literature and culture, and so forth in the target language
- 5. Listen to extended discourse on a variety of topics and understand main ideas and most details.
- 6. Read texts written for native speakers and not edited or adapted for students. They will read a wide variety of text types such as poems, plays, novels, magazine articles, newspaper articles, brochures, pamphlets, menus, letters written for native speakers of Spanish.
- 7. Compose routine social correspondence, take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature in the target language. Additionally, they will be able to complete course-related writing tasks such as essays and term papers in the target language. They will be able to defend a thesis statement and make stylistic decisions based on the needs of specific audiences and on specific writing purposes.
- 8. Demonstrate a historical knowledge of Spanish history and culture and understand the diverse nature of culture throughout the ages.
- 9. Discuss cultural differences, distinguishing between fact, opinion and stereotypes.
- 10. Learn to recognize and esteem diversity as they gain the skills necessary for sensitive, effective interpersonal and intercultural interaction.
- 11. Learn to view concepts, issues, events, and themes from the perspectives of diverse ethnic and cultural groups and to esteem diversity as they gain the skills necessary for sensitive, effective interpersonal and intercultural communication. Additionally, in learning to recognize and accept cultural differences, graduates will be able to maintain an ongoing assessment of their own cultural values and behaviors. A successful program will instill Successful completion of the program will foster in our students a lifetime commitment and desire to continue learning about languages, literatures, and cultures different from their own..

MCLS-SPAN 57



Roadmap: Spanish Literature, Culture and Translation - Bachelor of Arts
AS-BASSET

College of Arts and Sciences Department of Modern and Classical Language Studies

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 (I) 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
	r One [16 Credits]					A SAME SAME SAME SAME SAME SAME SAME SAM
Note: Stu	idents not placing out of Intermediate II will need to take the appro	oriate lan	guage co	ırse(s) as	determine	ed by the department, see
note 1.			1	,	····	
	SPAN 38211 Spanish Grammar and Composition	3		10		
	UC 10097 Destination Kent State: First Year Experience 1	11			<u> </u>	
	General Electives ²	3			1	
	Kent Core Requirement	3				
	Kent Core Requirement	3			1	
- Massacher voor versiere in de	Kent Core Requirement	3	dien en e			
	r Two [15 Credits]		,		,	
	SPAN 38213 Spanish Reading and Conversation	3			1	
	MCLS 20000 Global Literacy and Cultural Awareness General or MCLS 30420 Foreign Language and Culture Studies Elective	3			-	
	College General Requirement ³	3				
	Kent Core Requirement	3				
	Kent Core Requirement	3				
	Three [15 Credits]					
	SPAN 38215 Spanish Rhonetics and Diction NPAN 38421 City of Spatia	3		類		
	College General Requirement ³	3				
1	Kent Core Requirement	3				
	Kent Core Requirement	3				
	Kent Core Requirement	3				
	Four [15 Credits]					
	SPAN 38424 Culture and Civilization of Latin America	3		B		
	Spanish-Gurvey-Literature Survey Literature' or SPAN.	3	C ⁶	#	WIC/ELR	
	or Spanish-American Survey Literature 5 MCLS or TRST Elective General Electives 2					
HISTORIA DI GOVERNO PORTO P	Five [15 Credits]	9				
	SPAN 38231 Translation Practice: Spanish	A		A A	1	
		~3~	-			
hangher.	SPAN 38421 Civilization of Spain TRST 30230 Approaches to Translation 5 SAN MCLS + CAPE Kent Core Requirement				ļ	
	Kent Core Requirement	3		_ 🕮 _	 	
<i>4</i>	General Electives ²	3		.		
		-5 9	MARIE AND SAN PROPERTY.	Statement Name (1978)		
	Six [15 Credits] Spanish Survey Literature Survey Literature' or SPAN,					
	or Spanish American Survey Literature 5 MCLS or TRST Elective	3	C ⁶	sa	WIC/ELR	
	Kent Core Requirement	3				
	Kent Core Requirement	3		<u></u>		
	General Electives ²	6				
	Seven [15 Credits]					
	SPAN 48215 Advanced Spanish Composition and Conversation	3		П		
	Spanish Electives Survey Literatures or SPAN, MCLS or TRST Elective	6				
	Kent Core Requirement	3		***		
	General Electives ²	3				
	Eight [14 Credits]					
	Spanish Electives Survey Literature* or SPAN, MCLS or TRST Elective	3		п		
	General Electives ²	11				
			1			

Graduation Requirements Summary

Mov to Se

Minimum Total Hours	Minimum Upper-Division Hours	Minimum Kent Core Hours	Minimum	
	30000 - 40000 level course	mannan Ront Core nound	Major GPA	Overall GPA
120	42	36	2.000	2.000

MULS-SPAN 61



EPC Agenda | 21 November 2016 | Attachment 22 | Page 12 Roadmap: Spanish Literature, Culture and Translation - Bachelor of Arts

AS-BA-SLCT

College of Arts and Sciences Department of Modern and Classical Language Studies Catalog Year: 2016-2017

- UC 10097 is not required of transfer students with 25 credits (excluding College Credit Plus) or students age 21+ at time of admission.
- 2. Number of general elective credit hours required depends on meeting minimum 120 credit hours and minimum 42 upper-division hours. Many students begin their university studies with substantial proficiency in Spanish and therefore, should begin their program of study with the first course in the Spanish major, SPAN 38211. Other students may need to complete one or more of the prerequisite courses: SPAN 18201, SPAN 18202, SPAN 28201, SPAN 28202. Starting Spanish studies in the appropriate courses(s) is critical to on-time graduation. All students intending to major in Spanish should contact a Spanish faculty advisor in the department of Modern and Classical Language Studies for individualized placement and advising information prior to enrolling in their first Spanish course. Students entering the university with substantial knowledge of Spanish should consider taking the College-Level Examination Program through which they may receive up to 14 hours of university credit. Students wishing to earn credit through CLEP should take the exam several weeks prior to enrolling in their first Spanish course to ensure eligibility, timely granting of credits, and timely placement into the correct Spanish courses(s).
- 3. One additional course taken from the Kent Core Basic Science courses in the following Arts and Sciences disciplines: Anthropology (ANTH), Biological Sciences (BSCI), Chemistry (CHEM), Geography (GEOG), Geology (GEOL) or Physics (PHY). Students may take the courses listed in the "introductory" sequences with the restrictions noted above in the Kent Core Basic Science section. The course may not be from the student's major.
 - One additional course taken from the Kent Core Social Sciences courses in the following Arts and Sciences disciplines: Anthropology (ANTH), Applied Conflict Management (CACM), Geography (GEOG), Criminology and Justice Studies (CRIM), Political Science (POL), Psychology (PSYC) or Sociology (SOC). The course may not be from the student's major.

4. Spanish Survey Literature elective (3 credits) Students choose only ONE of these four WIC now: SPAN 38330, SPAN 38331, SPAN 38334, SPAN 38335 Choose from the following: SPAN 38330 Early Spanish Literature (3) ECRIVIC SPAN 38331 Recent Spanish Literature (3) ELRWI 5. Spanish-American Survey titlerature (3 credite) Choose from the following: SPAN 38334 Early Spanish-American Literature (3) SPAN 38335 Recent Spanish-American Literature (3)

- 6. One course must be completed with a minimum grade of C in order to fulfill the writing-intensive requirement,
- 7. Spanish electives (9 crédits)

Note: 6 hours must be at the 40000 level and 12 hours must be from SPAN	SPAN 3/40000 or
Choose from the following:	
SRAN 38240 Conversation for Business and Special Purposes: Spanish (3)	SPAN 48230 Advanced Translation Practice: Spanish (3) WICHER
SPAN 38330 Early Spanish Literature (3) MICHELR	SPAN 48240 Business and Special Texts: Spanish (3)
SPAN 38331 Recent Spanish Literature (3) WICELR	SPAN 48376 Contemporary Spanish-American Short Story (3)
SPAN 38334 Early Spanish-American Literature (3) WICHER	SPAN 48378 LLS Latina/o Writers (3)
SPAN 38335 Recent Spanish-American Literature (3) WICHELR	SPAN 48422 Early Spanish-American Discourse (3)
SPAN 48095 Special Topics in Spanish (3)	TRST 38303 Medical Spanish Translation and Interpreting (3)
SPAN 48216 Contemporary Hispanic Culture (3)	MCLS 30420 Foreign Language and Culture Studies (3)
	TRST 30230 Approaches to Translation (3)

Note: All Spanish Literature, Culture and Translation majors must take the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview, ACTFL Writing Proficiency Test and the Spanish Outcomes Assessment Test, prior to being cleared for graduation. Information about the exams can be found on the ACTFL Website and the Language Testing International (LTI) website, the exclusive licensee of ACTFL. B.A. in Spanish Literature, Culture and Translation candidates should consult with their designated Spanish faculty advisor for more information on arranging to take the proficiency exams.

Special Department Note

Some courses in the Department of Modern and Classical Languages are offered on a rotating basis. Rotations and course availability may change at any time. Please see the Department's course offering projections and advising information for assistance with course planning.

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/wic; 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

Spanish Literature, Culture and Translation - B.A. Program Requirements

<u>Kent State University 2016 Catalog > College of Arts and Sciences > Undergraduate Programs > Spanish Literature, Culture and Translation - B.A. > Spanish Literature, Culture and Translation - B.A. Program Requirements</u>

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</u> <u>learning requirements</u>.

Attribute	Course	Title	Credit	Min. Grade
	UC 10097	Destination Kent State: First Year Experience ¹	1	
PRORK	MISHMARK	DUIREMENTS 2		
Attribute	Course	Title	Credit	Min. Grade
	SPAN 18201	Elementary Spanish I (4)		
	SPAN 18202	Elementary Spanish II (4)	94 (just 1145 to 145 to 44 to	
	SPAN 28201	Intermediate Spanish I (3)	***************************************	
	SPAN 28202	erritan aan errangari karang mengambang ang manggalang ang 🖋 ang		
VIAJOR	PROGRAMII	REQUIREMENTS (40 credits) Courses count in major GPA		
Attribute	Course	Title 33	Credit	Min. ^S Grade
P	SPAN 38211	Spanish Grammar and Composition	3 🐧	
	SPAN 38213	Spanish Reading and Conversation	3	
	SPAN 38215	Spanish Phonetics and Diction	3	
k	SPAN 38231	Translation Practice: Spanish	+ >	≥ 15 hou
200 - 21 - 200 - 2 - 2 - 2 - 2 - 2 - 2 - 2 - 2 -	SPAN 38421	Civilization of Spain	3	
	SPAN 38424	Culture and Civilization of Latin America	3	
	SPAN 48215	Advanced Spanish Composition and Conversation	3	
	TRST 30230	Approaches to Translation	3	eti (1 total 1 total nemen en e
	Choose from t	he following:	3	
	MCLS 20000	Global Literacy and Cultural Awareness (3)		
	MCLS 30420	Foreign Language and Culture Studies (3) ⁻³	#8	
M .	Choose from t	he following: Spanish Survey Literature	3	3 hours
WIC/ELR	SPAN 38330	Early Spanish Literature (3)		C ⁴
WIC/ELR	SPAN 38331	Recent Spanish Literature (3)	No.	C ⁴
	Choose-trom-t	he following: Spanish-American Survey Literature	3 (
	SPAN 38334			C ⁴
A/IC/EI D	SPAN 38335	Recent Spanish-American Literature (3)	na d	C ⁴

MOLS SPAN EC

	C11		EPC Agenda 21 November 2016 Atta	achment 22	Page 14
.			the following Spanish, Translation and MCLS Electives:	9-15	
·····	o nour	's must t	be at the 40000 level; 12 hours must be from SPAN	<u> </u>	(5-4
	CONANY	10/4000	[Don't list SPAN courses out, that way we can add new courses		
	SPAN	3/4000	0 to our inventory without having to do major program changes		
			each time]		
ar a	J	38240	Conversation for Business and Special Purposes: Spanish (3)	Section of the sectio	MAGE.
WIC/ELR			Early Spanish Literature (3)	and	mag
WIC/ELR	berezen and and the	Marcon	Recent Spanish Literature (3)	A1	-
WIC/ELR	for an agreement and a		Early Spanish-American Literature (3)		-
WIC/ELR	Ĵ	Ş	Recent Spanish American Literature (3)	in the state of th	***
	hararan er er en en en en	4 8095	Special Topies in Spanish (3)		
	544	4 8216	Contemporary Hispanic Culture (3)	*	_
WIC/ELR	SPAN	48230	Advanced Translation Practice: Spanish (3)		mal
-	SPAN	4 82 40	Business and Special Texts: Spanish (3)	***	-
-	SPAN	4 8376	Contemporary Spanish American Short Story (3)	-	*
- Maria Lander Maria	SPAN	4 8378	U.S. Latina/o Writers (3)		State Control of the
September -	SPAN	48422	Early Spanish-American Discourse (3)	(September 1950 - 1950	

	MCLS	30420	Foreign Language and Culture Studies (3)		
	TRST	30230	Approaches to Translation (3)		
	TRST	38303	Medical Spanish Translation and Interpreting (3)		i Targette eggennen en en Esterne des Er
ADDITIO	NAL	PROG	RAM REQUIREMENTS (79 credits)		
Attribute (Course	e	Title	Credits	Min.
				Creates	Grade
egunoren oranorran oranorran (h.).	na nerona a sessiona a narros ses	and the first of the second second second	nposition	6	l
		maria a coma con a que masa cogo	hematics and Critical Reasoning	3-5	
and the property control of the street of th			nanities and Fine Arts (minimum one course from each)	9	\$
			ial Sciences (must be from two disciplines)	6	
- 527-55000 0055000 005500	Kent C	ore Bas	ic Sciences (must include one laboratory)	6-7	
)	Kent C	ore Add	litional	6	
(College	e Genera	al Requirement (must be from Kent Core Basic Sciences) 5	3	
			al Requirement (must be from Kent Core Social Sciences) 6	3	
		l Electiv		-	gentation of a trade organização designificação
			eral elective credit hours required depends on meeting minimum rs and minimum 42 upper-division hours.	3.57	43

UC 10097 is not required of transfer students with 25 credits (excluding College Credit Plus) or students age 21+ at time of admission.

1. Many students begin their university studies with substantial proficiency in Spanish and therefore, should begin their program of study with the first course in the Spanish major, SPAN 38211. Other students may need to complete one or more of the prerequisite courses: SPAN 18201, SPAN 18202, SPAN 28201, SPAN 28202. Starting Spanish studies in the appropriate courses(s) is critical to on-time graduation. All students intending to major in Spanish should contact a Spanish faculty advisor in the department of Modern and Classical Language Studies for individualized placement and advising information prior to enrolling in their first Spanish course. Students entering the university with substantial knowledge of Spanish should consider taking the College-Level Examination Program

MCLS-SPAN 59

120

MINIMUM TOTAL

through which they may receive up to 14 hours of university credit. Students wishing to earn credit through CLEP should take the exam several weeks prior to enrolling in their first Spanish course to ensure eligibility, timely granting of credits, and timely placement into the correct Spanish courses(s).

- 2. Spanish teaching licensure candidates completing an Education minor, as well as students interested in declaring the Translation major within the Bachelor of Science degree, should take MCLS 30420.
- 3. One course must be passed with minimum C grade to fulfill the writing-intensive requirement. Survey literature courses not applied to this category may be used to fulfill one requirement in the 3/40000 elective category.
- 4. One additional course taken from the Kent Core Basic Science courses in the following Arts and Sciences disciplines: Anthropology (ANTH), Biological Sciences (BSCI), Chemistry (CHEM), Geography (GEOG), Geology (GEOL) or Physics (PHY). Students may take the courses listed in the "introductory" sequences with the restrictions noted above in the Kent Core Basic Science section. The course may not be from the student's major.
- 5. One additional course taken from the Kent Core Social Sciences courses in the following Arts and Sciences disciplines: Anthropology (ANTH), Applied Conflict Management (CACM), Geography (GEOG), Criminology and Justice Studies (CRIM), Political Science (POL), Psychology (PSYC) or Sociology (SOC). The course may not be from the student's major.
- 6. Students who fulfill the language requirement in fewer than 14 hours as a result of starting their Spanish studies in a course higher than SPAN 28202, will complete remaining hours with general electives.

Note: All Spanish Literature, Culture and Translation majors must take the American Council on the the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview, ACTFL Writing Proficiency Test and the Spanish Outcomes Assessment Test, prior to being cleared for graduation. Information about the exams can be found on the ACTFL Website and the Language Testing International (LTI) website, the exclusive licensee of ACTFL. B.A. in Spanish Literature. Culture and Translation candidates should consult with their designated Spanish faculty advisor for more information on arranging to take the proficiency exams.

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MCLS-SPAN 60

TILLETT, THERESE

From:

CARDUNER, JESSIE

Sent:

Thursday, November 10, 2016 9:24 AM

To:

TILLETT, THERESE

Subject:

SPAN electives-looks perfect

Thank you so much! That's it exactly. Hopefully Banner/GPS will like it :-). Hope you get a bit of time off for Veteran's Day.

Jes

From: TILLETT, THERESE

Sent: Wednesday, November 9, 2016 4:19 PM

To: CARDUNER, JESSIE Cc: VanDomelen, Aimee

Subject: RE: SPAN - curricular revisions

Thanks, Jessie. We'll make sure the 12-credit note is consistent in the proposal.

Would you please confirm that this is how the 15 credits of electives are divided?

Spanish Upper Division Electives (SPAN 30000 and 40000 levels)	6 credits
Spanish Upper Division Electives (SPAN 40000 level only)	6 credits
Spanish, Translation and Modern and Classical Language Studies Elective	s, 3 credits
choose from the following:	
Spanish Upper Division Electives (SPAN 30000 and 40000 levels)	
MCLS 30420 Foreign Language and Culture Studies	
TRST 30230 Approaches to Translation	
TRST 38303 Medical Spanish Translation and Interpreting	

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 | tillet1@kent.edu | www.kent.edu

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

From: CARDUNER, JESSIE

Sent: Tuesday, November 08, 2016 9:29 PM
To: TILLETT, THERESE <ttillet1@kent.edu>
Subject: Re: SPAN - curricular revisions

Hi Terese.

Sorry about that. We debated 9 or 12 quite a bit and I forgot to fix it. It should be at least 12 hours from SPAN. (we can do exceptions in special cases). As for upper or lower division, I think the idea was 3/40000 level for all of the electives.

We don't offer any LD Spanish right now except for prerequisites.

Thank you!

From: TILLETT, THERESE

Sent: Tuesday, November 8, 2016 2:27 PM

To: CARDUNER, JESSIE **Cc:** VanDomelen, Aimee

Subject: SPAN - curricular revisions

Hi, Jessie!

Aimee and I were reviewing your proposal to revise the name and curriculum for the Spanish major, and we just wanted to make sure we are interpreting the new requirements correctly.

Currently in the major, students take 9 credits of specified MCSL/SPAN/TRST electives, of which 6 credits must be at the 40000 level. I know that you are increasing the electives to 15, removing most specified courses and keeping as is the requirement that 6 credits must be at the 40000 level.

However, the point where I am getting confused is a new restriction for this elective category, which is worded three different ways in the proposal.

- "12 hours must be from SPAN"
- "9 hours must be SPAN 3/40000"
- "at least 9 hours must be from the SPAN category"

Is the new restriction 9 or 12 credit hours, and is it upper-division only or any level?

Thanks, 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 | tillet1@kent.edu | www.kent.edu
Curriculum Services: www.kent.edu/provost/curriculum

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date: August 2016	Curriculum Bulletin
Effective Date: Fall 2017	Approved by EPC
Department The School of Visual Communication Information Science	on Design and The School of Library and
College Communication and In	formation
Degree Undergraduate Minor	
Program Name User Experience Design	Program Banner Code UXD
Concentration(s) n/a Concentration(s) Bar	nner Code(s) n/a

Description of proposal:

Proposal Establish Program (minor)

The purpose of this proposal is to create an undergraduate minor in User Experience Design (UXD) that will be housed in the College of Communication and Information (CCI). Undergraduate students majoring in Visual Communication Design, Journalism and Mass Communication, Business Administration, Digital Sciences, Computer Science, Communication Studies, Computer Information Systems, and Fashion Design and Merchandising would be interested in this minor, although it is not limited to these majors. Students in these programs need exposure and in depth knowledge into the process and collaborative field that is User Experience Design. This is a growing and dynamic field in which jobs are plentiful, well-paying, and satisfying for those well-suited to it.

Does proposed revision change program's total credit hours? - Yes

Current total credit hours: 0 Proposed total credit hours 18 credit hours

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

No impact expected in terms of duplication issues. We spoke with several programs across the university who have interest in this proposal including other schools in CCI, Digital Sciences, College of Business Administration and the School of Fashion Design & Merchandising. UXD is a growing field that currently lacks qualified entrants to fill needed positions. The Bureau of Labor Statistics estimates that design fields related to web and mobile development will increase 13% through the year 2020.

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

- School of Digital Sciences (DSCI)
- School of Library and Information Sciences (SLIS)
- School of Visual Communication Design (VCD)
- School of Journalism and Mass Communication (JMC)
- School of Communication Studies (COMM)
- Department of Computer Science (CS)
- College of Business Administration (COBA)
- Computer Design, Animation and Game Design (CDAG)
- School of Fashion Design & Merchandising (FDM)

REQUIRED ENDORSEMENTS

N/A (minor housed in the college) Department Chair / School Director	
Campus Dean (for Regional Campuses proposals)	
College Dean (or designee)	9127116
	1 1
Dean of Graduate Studies (for graduate proposals)	
, , ,	
	1 1
Senior Vice President for Academic Affairs or Provost (or designee)	

Catalog Copy

The User Experience Design minor provides students with comprehension and applicable skills that focus on a product's overall customer experience, ease of use, control and feedback. Curriculum covers fundamentals, principles, strategies, software, industry standards and professional ethics in regards to user experience design, user interface design, prototyping, usability, technology, software, and Information architecture.

USER EXPERIE	NCE DESIGN MIN	OR REQUIREMENTS (18 credits)	
UXD	20001	Intro to UXD	3
VCD	34006	Motion Design	3
Select 4 additional			
VCD	43001	Interaction Design, Communities and Culture	3
CCI	46001	Responsive Web Design	3
UXD	40101	Information Architecture	3
VCD	34004	Visual Ethics	3
UXD	40104	Usability	3
MINIMUM TOTA	18		

Requirement to declare minor: Minimum 2.70 overall cumulative Kent State University GPA and completion of 15 earned credit hours. Minimum 2.70 GPA in the minor required for graduation.

In order to progress in the minor and register in upper level courses students must complete UXD 20001, Intro to UXD.

Technology Requirements

Students will need to have a personal laptop, preferably a <u>MacBook Pro</u> or a comparable PC that can handle video and animations.

Students will need a subscription to Lynda.com (the University supplies a Lynda.com campus subscription with enrollment).

Students will need Adobe Creative Cloud (Photoshop, Illustrator, After Effects, InDesign, XD, Muse and Edge Animate) and MS Office or Apple's iWork Suite for each class. Other software may include Tumult Hype, Sketch, InVision, Transmit (or another FTP client), Text Edit, Balsamiq, Axure or Omnigraffle.

- Computer Design, Animation and Game Design (CDAG)
- School of Fashion Design Merchandising (FDM)

Fiscal, Enrollment, Facilities & Staffing Considerations

The first course in the minor, Introduction to UXD will have enrollment capped at 40 students in order to control.

In an effort to limit the impact on faculty, facilities and staffing we have devised the following plan. Students with above a 2.7 GPA may declare a UXD minor. They must complete Intro to UXD first and obtain at least a B- or better to move to next course, VCD 34006, Motion Design. After the first two introductory courses in the minor sequence are completed, students may select from the bank of classes in order to fulfill the final 12 credits that are required. The final 12 credits do not need to be completed in a specific order and the student can self-select courses. In order to graduate with a UXD minor students must have a 2.7 minor GPA.

This plan will require one Intro to UXD (UXD 20001) and two additional sections of Motion Design each semester (VCD 34006) and one additional section of Interaction Design (VCD 43001) and Responsive Web Design (CCI 46001) each fall. One section of the following courses will need to be offered during the spring semester: Information Architecture (UXD 40101) and Usability (UXD 40104). Visual Ethics may require one additional offering for the entire year.

The UXD courses will be developed as online hybrids to allow for a flexible environment that has less impact on the facilities and students. Studio space and lab space will be needed for Motion Design, Interaction Design and Responsive Web Design. Computer lab facilities with appropriate software installed.

As the minor grows, we would need more faculty to teach more sections of the courses.

Evidence of Need and Sustainability if Establishing

UXD is a growing field that currently lacks qualified entrants to fill needed positions. The Bureau of Labor Statistics estimates that design fields related to web and mobile development will increase 13% through the year 2020. Median salaries are high UX designers. Depending on who is reporting, they are in the range of \$90,000 USD per year. (https://blog.bloc.io/job-market-for-ux-ui-designers/).

A search on one of the major job search web sites, Indeed.com, on the terms "user experience" yielded 194,902 hits (http://www.indeed.com/, searched June 1, 2016).

Timetable and Actions Required

Action	Deadline
Present proposal to UG Curriculum Committee in VCD and SLIS	August 2016
Present proposal to FACs in VCD and SLIS	September 2016
Submit Proposal to CCC	September 2016
Submit Proposal to EPC	November 2016

Mission Statement

There is tremendous demand for User Experience Designers. This program aims to provide students the ability to forge a new skillset by applying the UXD process, understanding and principles to their career goals, whether that be graphic design, fashion design, business entrepreneurship, computer programming or web development.

Learning Outcomes

- Identify examples of human cognitive, perceptual and physical capabilities and limitations and explain how they affect design decisions.
- Recognize the importance of user experience in product design and return on investment (ROI)
- Explore the LUMEN model, a framework for UXD processes and deliverables.
- Define what usability is and its practical application.
- Examine how the timing of a usability study influences its impact on design.
- Apply the fundamentals of conducting a usability evaluation.
- Recognize proper techniques when recruiting participants for usability studies.
- Model usability observation techniques to provide unbiased results.
- Differentiate between qualitative and quantitative usability evaluations.
- Deconstruct, analyze and identify problems in customer and product experiences
- Examine and interpret interactive media and non-linear communication
- Explain and define successful user experiences.
- Design user pathways, flows, journeys and experience maps
- · Research content, concepts and problems to define research and establish design trajectories.
- The ability to consider and empathize with users and audience members through ethnographic research and by constructing user personas.
- Examine and respond to user research findings by designing and presenting UXD solutions.
- Comprehension and ability to articulate interaction design principles and heuristics through presentations and reports
- Design rapid prototypes as well as high definition prototypes, animated scenarios and product demonstrations.
- Analyze, explain and define UXD strategies
- Communication skills and strategies specific for collaborative team environments.

Keywords (GPS)

User Experience, User Interface, Visual Interface Design, Interaction Design, Information Visualization, Human-Computer Interaction, User Research, Mobile Design, Wearable Technology, User Research, Design Thinking, Prototyping, Wireframing, Intuitive User Experiences, Visual Perception, Affordances and Digital Devices.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff

Several programs may have interest in this proposal including the following, from which we will seek memos of support:

- School of Digital Sciences (DS)
- School of Library and Information Sciences (SLIS)
- School of Visual Communication Design (VCD)
- School of Journalism and Mass Communication (JMC)
- School of Communication Studies (COMM)
- Department of Computer Science (CS)
- · College of Business Administration (C

Establish a minor in User Experience Design

Program Proposal Summary
Associate Professor and VCD Interim Director, David Robins
Associate Professor Gretchen Caldwell Rinnert
The School of Library and Information Science (SLIS)
The School of Visual Communication Design (VCD)

Description of Action

The purpose of this proposal is to create an undergraduate minor in User Experience Design (UXD) that will be housed in the College of Communication and Information (CCI). Undergraduate students majoring in Visual Communication Design, Journalism and Mass Communication, Business Administration, Digital Sciences, Computer Science, Communication Studies, Computer Information Systems, and Fashion Design and Merchandising would be interested in this minor, although it is not limited to these majors. Students in these programs need exposure and in depth knowledge into the process and collaborative field that is User Experience Design. This is a growing and dynamic field in which jobs are plentiful, well-paying, and satisfying for those well-suited to it.

The creation of the UXD minor will be a joint effort between the faculty of the School of Library and Information Science (SLIS) and the School of Visual Communication Design (VCD). SLIS currently houses a Master's Program (MS) in IAKM and UXD is a concentration within that MS degree.

The minor will consist of 18 credits. Students will begin by taking Introduction to User Experience Design (UXD 20001). This is a new course offered by SLIS. Then students will enroll in Motion Design (VCD 34006). Once the introductory courses are completed, students will choose 12 credit hours from a pool of courses, offered by both VCD and SLIS, that can be taken in any order.

This minor has collaborative relevance and will enable students to work in future-focused technologies. For example students studying Journalism and Mass Communication paired with a UXD minor will have the knowledge and understanding to work in online and application-based media, creating digital experiences that provide ease of use when accessing information, reporting and news content. Communication Studies students with a concentration in Health Communication and a UXD minor may develop mobile apps that help patients communicate with healthcare providers. Fashion Design and Merchandising majors could apply their understanding of textiles and patterns to interactive systems and to produce wearable digital devices for future generations. Visual Communication Design students with a UXD minor could design user interfaces and prototype their ideas and concepts for clients. Business Administration students with a UXD minor will be uniquely prepared to develop a business that can respond to user needs. All students will be exposed to collaborative methods, strategies and processes that will enable them to work in teams and develop entrepreneurial ventures. These design opportunities will teach students the fundamentals of the design process and how to apply those problem-solving techniques in their careers. This proposed minor is the first step toward providing undergraduate students with the opportunity to begin a UXD career, and for Kent State University to continue and expand its leadership role in providing the field with UXD professionals. This is the first design minor developed for the university, and not just CCI students.

Tuesday, August 30, 2016 at 8:50:44 AM Eastern Daylight Time

Subject: Re: Seeking Memo of Support for User Experience Design Minor Date: Tuesday, August 30, 2016 at 8:26:34 AM Eastern Daylight Time

From: Campbell, J. R.
To: ROBINS, DAVID

CC: HAUCK, WILLIAM, LODERSTEDT, MICHAEL, STILLINGS, CYNTHIA

Dave,

Please accept this email as evidence that the faculty of the Fashion School were very supportive of the proposed minor in User Experience Design. We believe this could be a good option for interested fashion students! It is likely that this initiative will help to bolster extra-curricular initiatives between fashion and the School of Art's Textiles courses, as textiles/smart fabrics have been gaining presence in soft/flexible user interface approaches!

Just as a side note; it may be necessary for us to present this minor to NASAD under Kent State's accreditation for all art and design-oriented programs at KSU.

Best,

J.R.

J.R. Campbell
Professor and Director
The Fashion School – An Ohio Center of Excellence
College of the Arts – Biennial Celebration – 2016 - 2018
Kent State University
PO Box 5190
515 Hilltop Drive,
226C Rockwell Hall (office)
Kent, OH 44242-0001 USA

Phone: 1 (330) 672-3010 Fax: 1 (330) 672-3772 Email: <u>jrcamp@kent.edu</u>

Web: http://www.fashionschool.kent.edu
Blog: http://thefashionschooldirector.wordpress.com

"Inspiring Creative and Resourceful Fashion Leaders"

From: "ROBINS, DAVID" < drobins@kent.edu
Date: Thursday, August 11, 2016 at 11:16 AM
To: "J.R. Campbell" < ircamp@kent.edu

Subject: Re: Seeking Memo of Support for User Experience Design Minor

Hi J.R.,

I just wanted to add this bit of text we've written into the proposal so that when you meet with your faculty, they might better see the relevance of UXD to Fashion Design:

"Fashion Design and Merchandising majors could apply their understanding of textiles and patterns to interactive systems and to produce wearable digital devices for future generations."

It's brief, but we do see great potential for collaboration with The Fashion School and UXD.
Just a thought.
Best, Dave
David B. Robins, Ph.D. Associate Professor Interim Director School of Visual Communication Design Kent State University Kent, OH 44242-0001 Phone: 330.672.5852 drobins@kent.edu
From: David Robins < drobins@kent.edu > Date: Monday, July 25, 2016 at 4:07 PM To: "Campbell, J. R." < jrcamp@kent.edu > Subject: Re: Seeking Memo of Support for User Experience Design Minor
Yes, J.R., I think the timeline is good. We can get started with the approval process in September—we can't get going much sooner anyway.
Thanks so much!
See you the next CDC!
Dave
From: "Campbell, J. R." < <u>ircamp@kent.edu</u> > Date: Monday, July 25, 2016 at 3:50 PM To: David Robins < <u>drobins@kent.edu</u> > Subject: Re: Seeking Memo of Support for User Experience Design Minor
Thanks Dave,
I am sure this is all we will need. They look great. Is my suggested timeline for faculty feedback OK?
Best,
J.R.

J.R. Campbell
Professor and Director
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College of the Arts – Biennial Celebration – 2016 - 2018
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Web: http://www.fashionschool.kent.edu
Blog: http://thefashionschooldirector.wordpress.com

"Inspiring Creative and Resourceful Fashion Leaders"

From: "ROBINS, DAVID" <<u>drobins@kent.edu</u>>
Date: Monday, July 25, 2016 at 3:46 PM
To: "J.R. Campbell" <<u>ircamp@kent.edu</u>>

Subject: Re: Seeking Memo of Support for User Experience Design Minor

Hi J.R.

I've attached a list of courses and catalog descriptions for the UXD minor.

Full CCUs can be provided upon request. For the UXD courses, syllabi are not available yet because they have been taught to graduate students and we are in the process of converting them to undergraduate courses. We would be happy to provide you with the graduate syllabi upon request.

Please let me know if you have any questions.

Best, Dave

drobins@kent.edu

David B. Robins, Ph.D.
Associate Professor
Interim Director
School of Visual Communication Design
Kent State University
Kent, OH 44242-0001
Phone: 330.672.5852

Page 3 of 5

From: "Campbell, J. R." < jrcamp@kent.edu > Date: Monday, July 25, 2016 at 2:37 PM
To: David Robins < drobins@kent.edu >

Subject: Re: Seeking Memo of Support for User Experience Design Minor

Dear Dave,

This sounds fantastic and is likely to be a minor that some of our students in the Fashion School would want to take advantage of. I do not see there being any concern from the faculty of the Fashion School, but do you have a list of the likely courses/descriptions for the minor that we could review?

If it is OK time wise, I can bring this to our FAC meeting just before the start of the semester to confirm our support and would be able to get a definitive response back to you by the time classes are starting for the Fall semester. Let me know if that is OK.

Best,

J.R.

J.R. Campbell
Professor and Director
The Fashion School – An Ohio Center of Excellence
College of the Arts – Biennial Celebration – 2016 - 2018
Kent State University
PO Box 5190
515 Hilltop Drive,
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Web: http://www.fashionschool.kent.edu

Blog: http://thefashionschooldirector.wordpress.com

"Inspiring Creative and Resourceful Fashion Leaders"

From: "ROBINS, DAVID" <<u>drobins@kent.edu</u>>
Date: Monday, July 25, 2016 at 11:23 AM
To: "J.R. Campbell" <<u>jrcamp@kent.edu</u>>

Subject: Seeking Memo of Support for User Experience Design Minor

Dear J.R.

We are seeking a memo of support for a proposal to establish an undergraduate minor in User Experience Design (UXD). The minor will be housed at the level of the College of Communication and Information (CCI). We hope this will be the first step to an undergraduate major in UXD in CCI.

If possible, and if you feel this would have any impact on Fashion Design, I would like to have the memo of support in the form of an email response to this message by August 1, 2016. We are trying to get the proposal through all the proper channels so that catalog changes are completed and implemented for the Fall 2017 catalog.

A brief reply to this email would be a sufficient memo of support.

Background/Rationale

The purpose of this proposal is to create an undergraduate minor in UXD that will be housed in the CCI. Undergraduate students majoring in Visual Communication, Journalism, Business, Digital Sciences, Computer Science, Communication Studies, Computer Information Systems, and Fashion would be interested in this minor, although it is not limited to these majors. Students in these programs need exposure and in depth knowledge into the process and collaborative field that is User Experience Design. This is a growing and dynamic field in which jobs are plentiful, well-paying, and satisfying for those well-suited to it.

The creation of the UXD minor will be a joint effort between the faculty of UXD concentration within the Information Architecture and Knowledge Management (IAKM) within the School of Library and Information Science (SLIS). SLIS currently houses a Master's Program (MS) in IAKM and UXD is a concentration within that MS degree.

The minor will consist of 18 credits. Two of the courses are recommended before the start of the junior year, with 9 of the credits will come from revised existing VCD courses, and 9 credits will come from revised UXD master's courses modified for undergraduate consumption and 3 credits will come from a CCI special topics course, Responsive Web Design, which will need to become a part of the permanent catalog.

There is tremendous demand for User Experience Designers. This program aims to provide students the ability to forge a new skillset by applying UXD process, understanding and principles to their career goals, whether that be graphic design, fashion design, business entrepreneurship, computer programming or web development.

Please let me know if you have any questions or concerns.

All the best, Dave

David B. Robins, Ph.D.
Associate Professor
Interim Director
School of Visual Communication Design
Kent State University
Kent, OH 44242-0001
Phone: 330.672.5852
drobins@kent.edu

Wednesday, August 17, 2016 at 9:39:01 AM Eastern Daylight Time

Subject:

RE: Seeking Memo of Support for User Experience Design Minor

Date:

Wednesday, August 17, 2016 at 9:04:40 AM Eastern Daylight Time

From:

OFFODILE, O. FELIX

To:

ROBINS, DAVID, Spake, Deborah

CC:

JEWELL, ROBERT

Attachments: image001.jpg

Hi David,

Thanks for the opportunity to review your proposal for a minor in User Experience Design. As designed, the minor has some bits and pieces of some of the topics we cover in some of our courses but different enough in its focus that it does not encroach with anything we offer. We are therefore in support of your efforts.

Good luck.

Felix

From: ROBINS, DAVID

Sent: Tuesday, August 16, 2016 1:25 PM To: Spake, Deborah <dspake@kent.edu>

Cc: JEWELL, ROBERT <rjewell1@kent.edu>; OFFODILE, O. FELIX <foffodil@kent.edu>

Subject: Re: Seeking Memo of Support for User Experience Design Minor

Dear Dr. Spake,

Thanks for getting back to me. I've attached the list of courses with brief descriptions that we plan to offer in the minor.

Please let me know if you have any further questions.

Regards, Dave

David B. Robins, Ph.D.
Associate Professor
Interim Director
School of Visual Communication Design
Kent State University
Kent, OH 44242-0001
Phone: 330.672.5852
drobins@kent.edu

From: "Spake, Deborah" < dspake@kent.edu> Date: Tuesday, August 16, 2016 at 1:21 PM

To: David Robins < drobins@kent.edu>

Cc: "JEWELL, ROBERT" <riewell1@kent.edu>, "OFFODILE, O. FELIX" <foffodil@kent.edu>

Subject: RE: Seeking Memo of Support for User Experience Design Minor

Dear Dr. Robins.

I passed along information about the proposed User Experience Design Minor to the chairs of the Marketing and Entrepreneurship Department and the Management & Information Systems Department for their comments. Dr. Jewell, Chair of Marketing and Entrepreneurship, had questions about the specific courses that would be proposed for the minor. Could you please provide additional information about the coursework and copy Dr. Offodile and myself so that we have a greater understanding of the curriculum.

Thank you,

Deborah F. Spake, PhD **College of Business Administration**



475 Terrace Drive P.O. Box 5190 Kent, OH 44242-0001 Office: 330.672.6317

Fax: 330.672.3381 dspake@kent.edu

From: ROBINS, DAVID

Sent: Thursday, August 11, 2016 11:03 AM To: Spake, Deborah < dspake@kent.edu>

Subject: Seeking Memo of Support for User Experience Design Minor

Dear Dr. Spake.

We are seeking a memo of support for a proposal to establish an undergraduate minor in User Experience

Design (UXD). The minor will be housed at the level of the College of Communication and Information (CCI). We hope this will be the first step to an undergraduate major in UXD in CCI. In our proposal, we note that, "Business Administration students with a UXD minor will be uniquely prepared to develop a business that can respond to user needs. All students will be exposed to collaborative methods, strategies and processes that will enable them to work in teams and develop entrepreneurial ventures."

If possible, I would like to have the memo of support in the form of an email response to this message by August 31, 2016. We are trying to get the proposal through all the proper channels so that catalog changes are completed and implemented for the Fall 2017 catalog.

A brief reply to this email would be a sufficient memo of support.

Background/Rationale

The purpose of this proposal is to create an undergraduate minor in UXD that will be housed in the CCI. Undergraduate students majoring in Visual Communication, Journalism, Business, Digital Sciences, Computer Science, Communication Studies, Computer Information Systems, and Fashion would be interested in this minor, although it is not limited to these majors. Students in these programs need exposure and in depth knowledge into the process and collaborative field that is User Experience Design. This is a growing and dynamic field in which jobs are plentiful, well-paying, and satisfying for those well-suited to it.

The creation of the UXD minor will be a joint effort between the faculty of UXD concentration within the Information Architecture and Knowledge Management (IAKM) within the School of Library and Information Science (SLIS). SLIS currently houses a Master's Program (MS) in IAKM and UXD is a concentration within that MS degree.

The minor will consist of 18 credits. Two of the courses are recommended before the start of the junior year, with 9 of the credits will come from revised existing VCD courses, and 9 credits will come from revised UXD master's courses modified for undergraduate consumption and 3 credits will come from a CCI special topics course, Responsive Web Design, which will need to become a part of the permanent catalog.

There is tremendous demand for User Experience Designers. This program aims to provide students the ability to forge a new skillset by applying UXD process, understanding and principles to their career goals, whether that be graphic design, fashion design, business entrepreneurship, computer programming or web development.

More information about UXD can be found here, if you need it: https://en.wikipedia.org/wiki/User_experience_design.

Please let me know if you have any questions or concerns.

All the best, Dave Subject: Re: Seeking Memo of Support for User Experience Design Minor

Date:

Monday, July 25, 2016 at 12:11:28 PM Eastern Daylight Time

From:

Wasbotten, Thor

To:

ROBERT, TIMOTHY

CC:

ROBINS, DAVID

Thank you, Tim.

Dave, I support it as well.

Take care,

Thor

Thor Wasbotten
Director and Professor
School of Journalism and Mass Communication

College of Communication and Information Kent State University

thor@kent.edu 330.672.4066

www.kent.edu/jmc

On Jul 25, 2016, at 12:07 PM, ROBERT, TIMOTHY < tarober1@kent.edu > wrote:

Thor and Dave – I have reviewed this and believe the UXD minor will be a valuable addition. I support it.

Tim

From: "Wasbotten, Thor" < twasbott@kent.edu>

Date: Monday, July 25, 2016 at 11:08 AM **To:** "ROBINS, DAVID" < drobins@kent.edu **Cc:** Tim Roberts < tarober1@kent.edu

Subject: Re: Seeking Memo of Support for User Experience Design Minor

Thank you, Dave.

I am including Tim Roberts in this response. I need Tim to take a look at it first.

I'll get back to you as soon as he has a chance to review it.

Take care,

Thor

Thor Wasbotten

Director and Professor School of Journalism and Mass Communication

College of Communication and Information Kent State University

thor@kent.edu 330.672.4066

www.kent.edu/jmc

On Jul 25, 2016, at 11:06 AM, ROBINS, DAVID < drobins@kent.edu> wrote:

Dear Thor,

We are seeking a memo of support for a proposal to establish an undergraduate minor in User Experience Design (UXD). The minor will be housed at the level of the College of Communication and Information (CCI). We hope this will be the first step to an undergraduate major in UXD in CCI.

If possible, I would like to have the memo of support in the form of an email response to this message by August 1, 2016. We are trying to get the proposal through all the proper channels so that catalog changes are completed and implemented for the Fall 2017 catalog.

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Please let me know if you have any questions or concerns.

All the best, Dave

David B. Robins, Ph.D.
Associate Professor
Interim Director
School of Visual Communication Design
Kent State University
Kent, OH 44242-0001
Phone: 330.672.5852

drobins@kent.edu

Tuesday, August 16, 2016 at 2:34:19 PM Eastern Daylight Time

Subject:

RE: Seeking Memo of Support for User Experience Design Minor

Date:

Tuesday, August 16, 2016 at 2:28:53 PM Eastern Daylight Time

From:

JEWELL, ROBERT

To:

ROBINS, DAVID, Spake, Deborah

CC:

OFFODILE, O. FELIX

Attachments: image001.jpg

All,

I have no problem with any of these courses vis-à-vis the courses that my department is offering.

Regards,

--Bob J.

Dr. Robert D. Jewell
Professor & Chair
Department of Marketing and Entrepreneurship
Kent State University
Kent, Ohio 44242
(330) 672-1263
rjewell1@kent.edu

From: ROBINS, DAVID

Sent: Tuesday, August 16, 2016 1:25 PM

To: Spake, Deborah

Cc: JEWELL, ROBERT; OFFODILE, O. FELIX

Subject: Re: Seeking Memo of Support for User Experience Design Minor

Dear Dr. Spake,

Thanks for getting back to me. I've attached the list of courses with brief descriptions that we plan to offer in the minor.

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Regards,

Dave

David B. Robins, Ph.D.
Associate Professor
Interim Director
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Kent State University
Kent, OH 44242-0001
Phone: 330.672.5852
drobins@kent.edu

From: "Spake, Deborah" <<u>dspake@kent.edu</u>>
Date: Tuesday, August 16, 2016 at 1:21 PM
To: David Robins <<u>drobins@kent.edu</u>>

Cc: "JEWELL, ROBERT" <riewell1@kent.edu>, "OFFODILE, O. FELIX" <foffodil@kent.edu>

Subject: RE: Seeking Memo of Support for User Experience Design Minor

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Deborah F. Spake, PhD
Dean
College of Business Administration



475 Terrace Drive P.O. Box 5190 Kent, OH 44242-0001 Office: 330.672.6317

Fax: 330.672.3381 dspake@kent.edu From: ROBINS, DAVID

Sent: Thursday, August 11, 2016 11:03 AM To: Spake, Deborah dspake@kent.edu>

Subject: Seeking Memo of Support for User Experience Design Minor

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Please let me know if you have any questions or concerns.

All the best, Dave

David B. Robins, Ph.D.
Associate Professor
Interim Director
School of Visual Communication Design
Kent State University
Kent, OH 44242-0001
Phone: 330.672.5852

Phone: 330.672.5852 drobins@kent.edu

EPC Agenda | 21 November 2016 | Attachment 24 | Page 1 KENT STATE UNIVERSITY **CERTIFICATION OF CURRICULUM PROPOSAL**

	Pri	eparation Date	1/-May-16	Curriculum Bulletin		
	Eff	ective Date	Fall 2017	Approved by EPC		
Department	Foundations, Leader	shin and Adm	inistration			
College		Foundations, Leadership and Administration EH - Education, Health and Human Services				
Degree		R1 - Post-Seco		rato <1 voar		
Program Name			~	Program Banner Code C140		
Concentration(s)	-			riogram banner code C140		
Proposal	Concentration(s) Banner Code(s) Revise program					
1 10p034	Nevise program					
Description of propo	osal:					
	s the course requireme ion certificate and con			Disability Studies and luate certificate will continue		
Does proposed revis Current total credit h	sion change program's t nours: 16 Pro	otal credit hour		□ No		
staffing consideratio Since the program impact on staffing, Units consulted (other	ns; need; audience; pre	requisites; tead rtificate, the carograms. ns or campuse	ther education reation of this	minor will have no negative		
	RE	QUIRED END	ORSEMENTS	geography and a graph of the special and the s		
Kulys	Sicil			10 03/16		
7	School Director		•			
				1 1		
Campus Dean (for R	Regional Campuses prop	oosals)	·			
all or	CR CLOUD			10 1211 16		
College Dean (or de	signee)					
Dean of Graduate St	tudies (for graduate prop	oosals)				
Senior Vice Presider	nt for Academic Affairs o	r Provost (or d	esignee)	/		

Proposal Summary Disability Studies and Community Inclusion (Post-Secondary) Certificate Revisions

Description of Action, Including Intended Effect

The purpose of this proposal is to revise the post-secondary Disability Studies and Community Inclusion certificate [C140] administrated by the Recreation, Parks and Tourism Management [RPTM] program housed in the School of Foundations, Leadership and Administration [FLA] within the College of Education, Health and Human Services [EH]. The following actions are being proposed: inactivate the C140 certificate and establish it as a minor, revise course requirements, and increase total number of credits required for completion.

Specific Recommendations:

- Inactivate C140 post-secondary certificate.
- Establish Disability Studies and Community Inclusion minor. Initially the certificate was designed for degree and non-degree seeking students; however, since its inception, almost all students who have carned the certificate have been enrolled in a major. Of the 157 current C140 students, approximately 152 are also seeking a degree. Thus, it has functioned more as a minor than a certificate. Additionally, while employers seek and value candidates who have earned the certificate, they have not supported current employees earning it if they already hold bachelor's degrees. Therefore, one of the intended purposes of the certificate has not yet been, and does not appear to be realized in the near future. As did the certificate, a minor will prepare students to be leaders in promoting the rights and inclusion of people with disabilities in their respective fields.
- Remove RPTM 46096 *Individual Investigation* as an optional capstone course and increase the number of electives required to 9 credits. Currently, 7 credits from an approved list of courses are required; however, since most students do not opt to take the 1-credit individual investigation, and all other course options are 3 credits, they end up taking 9 credits to fulfilling this requirement.
- Increase the total minimum number of credits required to complete the program from 16 to 18, in order to more accurately depict what is required from this program of study and in keeping with University standards.
- Revise description to read:

The Disability Studies and Community Inclusion minor prepares students to be leaders in promoting greater inclusion of people with disabilities in all aspects of life and across the lifespan. The minor enhances students by preparing them to understand and comply with the Americans with Disabilities Act (ADA); provide services to people with disabilities in a variety of settings by helping them understand the nature of disabilities; understand the meaning of disability in society; understand social, political and health implications of disability; and understand methods of accommodations that aid in making society more inclusive to those who live with disabilities.

As a minor, a minimum of 6 credits of upper-division coursework is required. Additionally, this minor is open to all majors, including Recreation, Park and Tourism Management students. Although the minor is administered by RPTM, it does not share curriculum with any of the concentrations in the major; therefore, it is not considered to be the same discipline. To avoid confusion, notes regarding these policies will be added to the catalog copy.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)
Because most students already fulfill elective requirements with three 3-credit courses, the increase in total credits will not affect them.

To facilitate advising, undergraduate advisor is the College and the Speech Pathology and Audiology program have been notified because the majority of students in the certificate program are enrolled in their major. As a courtesy, Special Education has also been informed of the change from a certificate to a minor.

Fiscal, Enrollment, Facilities and Staffing Considerations

Since the program already exists as a certificate, the creation of this minor will have no negative impact on staffing, students, or current programs.

Evidence of Need and Sustainability if Establishing

As a certificate, this program has been active since 2009. Growing enrollment evidences the sustainability of this program as a minor: 23 students in fall 2011, 53 students in spring 2014, 128 students in spring 2015, and the most recent 157 students this past spring (2016).

Demand for and employment of students who have earned the certificate has been robust, particularly in the past five years. Graduates have been employed as leaders in promoting inclusion, designing and implementing accommodations, and assisting in compliance of the Americans with Disabilities Act in industries such as tourism, hospitality, sports, disability related non-profit organizations, social services, law, health promotion and wellness, urban design, fashion design, psychology, communications and public relations, and marketing to name a few. Students have also used the certificate to aid in acceptance in graduate programs that related to people with disabilities such as therapeutic recreation, occupational therapy, speech therapy, law school, and social work.

The program also exists at the graduate level and as it functions as a certificate, will remain active.

Provisions for Phase-Out if Inactivating

As the courses are not changing, students currently enrolled in the certificate program will have the option of completing the certificate or changing their program to a minor.

Timetable and Actions Required: The proposal will go through the required curriculum approval process with changes to take effect fall 2017. The following is the anticipated schedule:

RPTM program approval: May 20, 2016 FLA SCC approval: September 27, 2106

presented to EHHS for approval: October 21, 2016 presented to EPC for approval: November 21, 2016

KENT STATE, Excellence in Action

Kent State University Catalog 2016 - 2017

Disability Studies and Community Inclusion

22778 Social Problems (3)

32510 Sociology of Work (3)

32400 Individual and Society (3)

SPED 23000 Introduction to Exceptionalities (3)

42563 Sociology of Health and Health Care (3)

SOC SOC

SOC

Kent Size University 2016 Catalog > College of Education, Health and Human Services > Cortification > Disability Studies and Consumity Inclusion

Download to peni

The Disability Studies and Community Inclusion minor prepares students to | Services be leaders in promoting greater inclusion of people with disabilities in all aspects of life and across the lifespan. The minor enhances students by preparing them to understand and comply with the Americans with Disabilities Act (ADA); provide services to people with disabilities in a variety of settings by helping them understand the nature of disabilities; understand the meaning of disability in society; understand social, political and health implications of disability; and understand methods of accommodations that aid in making society more inclusive to those who live with disabilities.

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dministration

College of Applied Engineering Sustainability and Technology

College of Architecture and Environmenta Diacan

College of Aste and Sovences

College of Business Admirestration

College of College Section and Internation

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College of Foundation Modicine

College of Pucific Health

College of the Aria

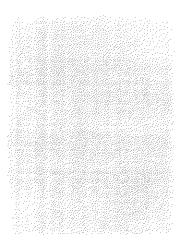
Honors College

Regional College

School of Digital Sciences

University College

	neaning of disability in society; secial, ing society more inclusive to those who live					
with disc	abilities.	of is open to all majors in			and the second	
The	SIMIA	a is own to all major in	eluction Ruce on Two	Mark april	Cost , Dark	
(83:58)	and and	REQUIREMENTS (16 credits)	* South		MOUNTEMENT.	
Type	Cours	Title		Credits	. 0	
9 .5 .5.00	fili da katalan ka	26001 Introduction to Community Inclusion o	f Individuals with Disabilities	3		
		46001 Principles and Methods of Community		. 3		
899/ 0 0		21211 Psychology of Adjustment		. •		
		or		3		
DD	SOC	32570 Inequality in Society				
	Choose	e from the following:		X 9		
DG	ANTH	48250 Culture and Curing (3)				
	ARTE	41002 Art Education: Foundations and Conce	epts-Secondary (3)	:		
	ARTE	41003 Art Education: Field Experience (3)				
•	BSCI	30130 Human Physiology (3)				
·	BUS	10123 Exploring Business (3)				
CO	COMM	26000 Criticism and Public Discourse (3)	•	•		
DG	COMM	35852 Intercultural Communication (3)				
	COMM	45459 Communication and Conflict (3)	**	* * * **		
	COMM	45960 Health Communications (3)				
KS5	CRIM	26704 Issues in Law and Society				
KFA/D(DAN	27076 Dance as an Art Form (3)				
	DAN	37057 Dance for Children (3)				
	ENG	37101 Critical Rhetorical Studies of Texts in	Context (3)			
·	ENG	39895 Special Topics in Rhetors:, Composition	on and Writing (3)			
	HDFS	44020 Adolescent Development (3)				
*	HDFS	44021 Family Interventions Across the Lifesp	an (3)	•		
	PEP	45037 Adapted Physical Education (3)				
	PHIL	21001 Introduction to Ethics (3)		The transfer of the Constitution of the Consti		
** ******	PHIL	40005 Health Care Ethics (3)	•			
	PLST	38003 Administrative Law and Processes (3)				
•	POL	40320 Ethics and Public Policy (3)				
	PSYC	31532 Social Psychology (3)				
	RPTM	36040 Inclusion of People with Disabilities in	Leisure Services (3)			
	SOC	22570 Understanding Differences and Inequa	ality (3)			



SPED 43030 Applied Behavior Analysis I: Theory and Techniques (3)

SPED 43050 Characteristics of Students with Mild/Moderate Intervention Needs (3)

SPED 43051 Characteristics of Students with Moderate/Intensive Intervention Needs (3)

SPED 43070 Planning and Programming for Transitions (3)

SPED 43309 Introduction to Deaf Studies (3)

RPTM-46096 Individual Investigation may be completed as a capstone course. It can be in conjunction with a regulted or elective course, in which case course credit hours are determined by faculty and student at registration: of as a stand alone course.

MINIMUM TOTAL 16 /8

Note: Courses above were selected baseo on the Guidelines for Disability Studies Programs established by Live 1.18 Ludia & the Society for Disability Studies the Society for Disability Studies

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Clack here for gainful employment disclosure on this cerebbate.











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AUGUSTINE, SUSAN

Subject:

FW: Disability Studies and Community Inclusion Certificate

From: MITCHELL, PAMELA

Sent: Tuesday, September 06, 2016 11:34 AM To: DEVINE, MARY ANN < mdevine@kent.edu>

Subject: Re: Disability Studies and Community Inclusion Certificate

Hi MarAnn

Thanks for the update. Can you provide a link to the planned courses and sequences for the minor and a comparison highlighting any changes between the certificate and minor requirements? Thanks!

Pam

On Sep 6, 2016, at 11:19 AM, DEVINE, MARY ANN < mdevine@kent.edu> wrote:

HI Pam,

I hope you are well. I just wanted to give you a courtesy notification that I am seeking conversion of the undergraduate program of the Disability Studies and Community Inclusion Certificate to a minor. In the 6 years it has been active it has been used more as a minor than a certificate by undergraduate students, an intent for which it was not designed. So, the conversion to a minor aligns the Certificate with the way it is being completed by undergraduate students. Given the number of Speech Pathology & Audiology undergraduate students who seek the Certificate, I wanted to pass along this information. Please let me know if you have questions.

All the best, Mary Ann

Dr. Mary Ann Devine, CTRS
Professor
Disability Studies and Community Inclusion Certificate
Recreation, Parks, & Tourism Management
316 White Hall
Kent State University
Kent, OH, 44242

Index and Extra du
330-672-0214

AUGUSTINE, SUSAN

Subject:

FW: Disability Studies and Community Inclusion Certificate

From: WISDOM, SONYA

Sent: Tuesday, September 06, 2016 11:51 AM To: DEVINE, MARY ANN < mdevine@kent.edu>

Subject: RE: Disability Studies and Community Inclusion Certificate

Hi Mary Ann.

Thanks so much for your email. I believe that Andrew Wiley has contacted you to chat about the SPED minors that we are also planning to make sure there are no conflicts with your certificate program and now, your new minor. Let me know if you need any more information from me. And all the best with your new minor!

My best, Sonya

Sonya L. Wisdom, Ph.D.
Assistant Professor, Science Education
Coordinator, Special Education
College of Education, Health, and Human Services
330-672-0452 (office)
swisdom@kens.edu

From: DEVINE, MARY ANN

Sent: Tuesday, September 06, 2016 11:17 AM To: WISDOM, SONYA swisdom@kent.edu>

Subject: Disability Studies and Community Inclusion Certificate

HI Sonya,

I hope you are well. I just wanted to give you a courtesy notification that I am seeking conversion of the undergraduate program of the Disability Studies and Community Inclusion Certificate to a minor. In the 6 years it has been active it has been used more as a minor than a certificate by undergraduate students, an intent for which it was not designed to do. So, the conversion to a minor aligns the Certificate with the way it is being completed by undergraduate students. Please let me know if you have questions.

All the best, Mary Ann

Dr. Mary Ann Devine, CTRS
Professor
Disability Studies and Community Inclusion Certificate
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316 White Hall
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Kent, OH, 44242
mdevine@kent.edu
330-672-0214



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	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:	Nursing for Registered Nurses major,				
	Bachelor of Science in Nursing degree				
New technical certification New licensure/endors Pelivery options (check Campus-based Online/hybrid delivery Flexible or accelerated Offering the program Offering the program	ement area (educator preparation) a all that apply):				
$ \begin{array}{c c} \Gamma \text{he institution will be s} \\ \hline \end{array} \text{No} \qquad \boxed{\times} \text{ Yes} $	eeking specialized accreditation for the program:				
If "yes," provide the nar	me of the accrediting agency:				

Provide a brief description of the request.

Kent State University proposes establishing an online-only Bachelor of Science in Nursing (BSN) degree program for students who are practicing registered nurses. Presently, this program is a concentration within the Nursing major. With this establishment, Kent State will offer two majors under the BSN degree: the on-ground Nursing major for students, many of whom are entering the nursing profession for the first time ("traditional" path), and the online Nursing for Registered Nurses major for students with an active RN license who wish to advance their nursing career ("RN to BSN" path).

Kent State's College of Nursing is accredited by the Commission on Collegiate of Nursing Education.

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

Kent State began offering the RN-to-BSN concentration in 2009. In 2010, the program was approved to be offered fully online through the Kent Campus and, later, hybrid online/on-ground on all regional campuses (Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull, Tuscarawas). In fall 2016, 258 students were declared in the concentration (15th day enrollment census). In the past six years, the program has graduated 491 students.

As the program has evolved, so, too, has its criteria, including admission and curriculum, leading to a program that has become distinct from the traditional nursing program. While both the traditional and RN-to-BSN programs require the same competencies and outcomes to prepare graduates to care for patients and for educator/management positions, the programs serve different student populations with different needs, education and skill sets.

In addition, as a concentration, the RN-to-BSN program is less visible to prospective students who are not looking for a traditional nursing program. Therefore, two separate degree programs will allow faculty to better serve their students without the constraints of one program being a subset of another.

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

As the RN-to-BSN program has been an existing and viable program for seven years, current resources are sufficient. Kent State's College of Nursing—which also offers the Master of Science in Nursing, PhD in Nursing and Doctor of Nursing Practice degrees—has approximately 75 full-time faculty members. The college also has, full-time, six academic advisors, an instructional designer, a multimedia developer, a desktop support analyst and an academic recruitment and retention coordinator.



TO: Educational Policies Council

FROM: Senior Vice President and Provost Todd A. Diacon

SUBJECT: Agenda for Monday, 23 January 2017

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

DATE: 17 January 2017

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 20 January 2017, to ensure that the materials are available at the meeting for review.

Joint Educational Policies Council Agenda Graduate Educational Policies Council Agenda Undergraduate Educational Policies Council Agenda University Requirements Course Revisions Course Revisions

JOINT EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

1. Minutes of meeting on 21 November 2016 Attachment 1

College of Applied Engineering, Sustainability and Technology

(presented by Interim Dean Robert G. Sines [r.)

2. Revision of name of the College of Applied Engineering, Sustainability and Technology [AT]. The new name is College of Aeronautics, Engineering and Technology [AR]. Effective Fall 2017 | Attachment 2

College of Arts and Sciences (presented by Dean James L Blank)

Department of Political Science

3. Administrative restructure and revision of name of the Center for Applied Conflict Management [CACM]. The center will move out of the Department of Political Science and become a separate school in the College of Arts and Sciences. The new name is School of Peace and Conflict Studies [PCS]. The Applied Conflict Management [ACM] major within the Bachelor of Arts [BA] degree, the Applied Conflict Management [ACM] minor, all (20) CACM courses and center faculty and staff will move to the new school.

Effective Fall 2017 | Attachment 3

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

School of Library and Information Science

 Revision of name of the School of Library and Information Science [SLIS]. The new name is School of Information [INFO].
 Effective Fall 2017 | Attachment 4

GRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

College of the Arts (presented by Associate Dean Cynthia R. Stillings)

School of Art

1. Consolidation of Crafts [CRFT] and Fine Arts [ARTS] majors into one major—renamed Studio Art [SART]—within the Master of Fine Arts [MFA] degree. The Studio Art major will have eight concentrations: Ceramics [CERM]; Drawing [DRWG]; Glass [GLSS]; Jewelry, Metals and Enameling [JME]; Painting [PNTG]; Print Media and Photography [PMP]; Sculpture [SCLP]; and Textiles [TEXT]. Minimum total credit hours to program completion is 60. Effective Fall 2017 | Attachment 5

College of Education, Health and Human Services (presented by Associate Dean Stephen A. Mitchell) School of Foundations, Leadership and Administration

- 2. Inactivation of Educational Administration–K-12 Leadership [EAKL] major within the Master of Arts [MA] degree. The major will continue to be offered within the Master of Education degree. Effective Fall 2017 | Attachment 6
- 3. Revision of name and course requirements for the Educational Administration—K-12 Leadership [EAKL] major within the Master of Education [MED] degree. Name changes to K-12 Educational Leadership [EDLE]. Course revision (lesser item) includes moving nine courses from electives to required. Minimum total credit hours to program completion decreases, from 33 to 30. Effective Fall 2017 | Attachment 7
- Revision of name of the Educational Administration

 K-12 Leadership [EAKL] major within the Educational Specialist [EDS] and Doctor of Philosophy [PHD] degrees. Name changes to K-12 Educational Leadership [EDLE].
 Effective Fall 2017 | Attachment 8: EdS Degree, PhD Degree
- 5. Establishment of Qualitative Research [C641] post-baccalaureate certificate to be offered at the Kent Campus. Minimum total credit hours to program completion is 18. Effective Fall 2017 | Attachment 9

School of Teaching, Learning and Curriculum Studies

6. Inactivation of Curriculum and Instruction–Junior High/Middle School [CIMS] major within the Master of Arts [MA] and Master of Education [MED] degrees. The curriculum for the programs is duplicated in the MEd degree in Curriculum and Instruction, Middle Childhood Education concentration.

Effective Fall 2017 | Attachment 10: MA Degree, MEd Degree

College of Nursing (presented by Associate Dean Wendy A. Umberger)

7. Revision of name and admission requirements for the Advanced Practice Nursing [APN] major within the Doctor of Nursing Practice [DNP] degree. Name reverts to Nursing [NURS]. Admission revision (lesser item) includes requiring minimum C grade in a statistic course and allowing post-baccalaureate nursing students to be admitted to the degree. Effective Fall 2017 | Attachment 11

GRADUATE EPC AGENDA continued

LESSER ACTION ITEMS

College of the Arts

School of Music

- 1. Revision of course requirements for the Conducting [COND] major within the Master of Music [MM] degree. Revision includes adding MUS 62227 as electives. Minimum total credit hours to program completion is unchanged at 32.
 - Effective Fall 2017
- 2. Revision of course requirements for the Ethnomusicology [ETMU] major within the Master of Arts [MA] degree. Revision includes allowing non-music elective courses to count toward the degree with advisor approval. Minimum total credit hours to program completion is unchanged at 32. Effective Fall 2017
- 3. Inactivation of Music Composition [C628] post-baccalaureate certificate. The certificate has had no enrollment in the past several years.
 - Effective Fall 2017
- 4. Inactivation of Music Conducting [C629] post-baccalaureate certificate. The certificate has had no enrollment since its establishment in fall 2011.

 Effective Fall 2017
- 5. Inactivation of Music Performance [C627] post-baccalaureate certificate. The certificate has had no enrollment in the past several years. Effective Fall 2017

College of Arts and Sciences

Department of Biological Sciences

- 6. Revision of course requirements for the Biological Science–Ecology [ECOL] major within the Master of Science [MS] degree. Revision includes adding BSCI 60391 as required every semester; and adding 6-credit electives of specific BSCI courses. Minimum total credit hours to program completion is unchanged at 32. Effective Fall 2017
- 7. Revision of course requirements for the Biological Science–Ecology [ECOL] major within the Doctor of Philosophy [PHD] degree. Revision includes adding BSCI 70391 as required every semester; and adding 6-credit electives of specific BSCI courses. Minimum total hours to program completion is unchanged at 60 for post-master's and 90 for post-baccalaureate. Effective Fall 2017

Department of Computer Sciences

8. Revision of course requirements for the Computer Science [CS] major within the Master of Arts [MA] degree. Revision includes increasing maximum of 50000-level courses that may count toward the degree, from 6 to 12 credit hours. Minimum total credit hours to program completion is unchanged at 32.

Effective Fall 2017

GRADUATE EPC AGENDA continued LESSER ACTION ITEMS continued

College of Business Administration

- 9. Revision of course requirements for the Dual Degree MBA/MA Communication Studies [DMCO] concentration in the Business Administration [BAD] major within the Master of Business Administration [MBA] degree and the Communication Studies [COMM] major within the Master of Arts [MA] degree. Revision includes adding 18 credit hours of COMM course electives; and removing COMM 65661, COMM 65680, COMM 65766 and the global experience study abroad or internship elective. Minimum total credit hours to program completion is unchanged at 60. Effective Fall 2017
- 10. Revision of course requirements for the Business Administration [BAD] major within the Doctor of Philosophy [PHD] degree. Revision includes removing proficiency requirement; and replacing the option to split minor requirements with approved courses specific to a research focus. Minimum total credit hours to program completion is unchanged at 67. Effective Fall 2017
- 11. Revision of admission requirements for the Executive MBA [EMBA] major within the Master of Business Administration [MBA] degree. Revision includes increasing minimum work experience, from five to seven years; and clarifying that some applicants may be asked to take the GMAT exam. Effective Fall 2017

College of Communication and Information

12. Revision of admission requirements for the Communication and Information [CI] major within the Doctor of Philosophy [PHD] degree. Revision includes aligning with new GRE scoring system by requiring minimum 160 verbal score and 148 quantitative score. Effective Fall 2017

School of Communication Studies

13. Revision of course requirements for the Dual Degree MBA/MA Communication Studies [DMCO] concentration in the Communication Studies [COMM] major within the Master of Arts [MA] degree and the Business Administration [BAD] major within the Master of Business Administration [MBA] degree. Revision includes adding 18 credit hours of COMM course electives; and removing COMM 65661, COMM 65680, COMM 65766 and the global experience study abroad or internship elective. Minimum total credit hours to program completion is unchanged at 60. Effective Fall 2017

College of Education, Health and Human Services

School of Foundations, Leadership and Administration

- 14. Revision of course requirements for the Career and Academic Advising [C640] post-baccalaureate certificate. Revision includes permitting students declared in a doctoral degree to enroll in doctoral level of slashed course requirements, if offered. Minimum total credit hours to program completion is unchanged at 15.

 Effective Fall 2017
- Inactivation of Career and Academic Advising [C848] post-master's certificate. The postbaccalaureate certificate will continue to be offered.
 Effective Fall 2017

GRADUATE EPC AGENDA continued LESSER ACTION ITEMS continued

College of Education, Health and Human Services continued School of Foundations, Leadership and Administration continued

16. Revision of course requirements for the College Teaching [C608] post-baccalaureate certificate. Revision includes permitting students declared in a doctoral degree to enroll in doctoral level of slashed course requirements, if offered. Minimum total credit hours to program completion is unchanged at 15.

Effective Fall 2017

17. Inactivation of College Teaching [C813] post-master's certificate. The post-baccalaureate certificate will continue to be offered.

Effective Fall 2017

18. Revision of course requirements for the Community College Leadership [C619] postbaccalaureate certificate. Revision includes permitting students declared in a doctoral degree to enroll in doctoral level of slashed course requirements, if offered. Minimum total credit hours to program completion is unchanged at 15.

Effective Fall 2017

19. Inactivation of Community College Leadership [C830] post-master's certificate. The postbaccalaureate certificate will continue to be offered. Effective Fall 2017

20. Revision of course requirements for the Disability Studies and Community Inclusion [C618] post-baccalaureate certificate. Revision includes permitting students declared in a doctoral degree to enroll in doctoral level of slashed course requirements, if offered. Minimum total credit hours to program completion is unchanged at 17.

Effective Fall 2017

21. Inactivation of Disability Studies and Community Inclusion [C827] post-master's certificate. The post-baccalaureate certificate will continue to be offered. Effective Fall 2017

22. Revision of course requirements for the Evaluation and Measurement [EVAL] major within the Doctor of Philosophy [PHD] degree. Revision includes removing EVAL 75610 and EVAL 85517; and adding EVAL 78745, EVAL 78735 and EVAL 88791 as required. Minimum total credit hours to program completion increases, from 75 to 81. Effective Fall 2017

23. Revision of course requirements for the Hospitality and Tourism Management [HTM] major within the Master of Science [MS] degree. Revision includes replacing project requirement with internship and capstone (HM 51092 and HM 64099) for the non-thesis option. Minimum total credit hours to program completion is unchanged at 35. Effective Fall 2017

24. Revision of course requirements for the Institutional Research and Assessment [C636] postbaccalaureate certificate. Revision includes permitting students declared in a doctoral degree to enroll in doctoral level of slashed course requirements, if offered. Minimum total credit hours to program completion is unchanged at 18.

Effective Fall 2017

GRADUATE EPC AGENDA continued LESSER ACTION ITEMS continued College of Education, Health and Human Services continued School of Foundations, Leadership and Administration continued

- 25. Revision of course requirements for the Institutional Research and Assessment [C636] post-master's certificate. Revision includes permitting students declared in a doctoral degree to enroll in doctoral level of slashed course requirements, if offered. Minimum total credit hours to program completion is unchanged at 18.
 - Effective Fall 2017
- 26. Inactivation of Institutional Research and Assessment [C847] post-master's certificate. The post-baccalaureate certificate will continue to be offered.

 Effective Fall 2017
- 27. Revision of course requirements for the Internationalization of Higher Education [C630] post-baccalaureate certificate. Revision includes permitting students declared in a doctoral degree to enroll in doctoral level of slashed course requirements, if offered. Minimum total credit hours to program completion is unchanged at 15.

 Effective Fall 2017

School of Health Sciences

28. Revision of course requirements for the Health Education and Promotion [HEDP] major within the Master of Education [MED] degree. Revision includes moving HED 64051 from major requirement to School Health Licensure [SHLI] concentration; and removing HED 54096 from the concentration. Minimum total credit hours to program completion decreases, from 35 to 33. Effective Fall 2017

School of Lifespan Development and Education Sciences

- 29. Revision of course requirements for the Autism Spectrum Disorders [C634] post-baccalaureate certificate. Revision includes permitting students declared in a doctoral degree to enroll in doctoral level of slashed course requirements, if offered. Minimum total credit hours to program completion is unchanged at 16. Effective Fall 2017
- 30. Inactivation of Autism Spectrum Disorders [C847] post-master's certificate. The post-baccalaureate certificate will continue to be offered. Effective Fall 2017
- 31. Revision of course requirements for the Clinical Mental Health Counseling [CMHC] major within the Master of Education [MED] degree. Revision includes replacing EVAL 65511 with CES 65511. Minimum total credit hours to program completion is unchanged at 60. Effective Fall 2017
- 32. Revision of course requirements for the Deaf Education Multiple Disabilities [C618] post-baccalaureate certificate. Revision includes permitting students declared in a doctoral degree to enroll in doctoral level of slashed course requirements, if offered. Minimum total credit hours to program completion is unchanged at 13.

 Effective Fall 2017
- Inactivation of Deaf Education Multiple Disabilities [C829] post-master's certificate. The postbaccalaureate certificate will continue to be offered.
 Effective Fall 2017

GRADUATE EPC AGENDA continued LESSER ACTION ITEMS continued College of Education, Health and Human Services continued School of Lifespan Development and Education Sciences continued

34. Revision of course requirements for the Early Childhood Deaf Education [C617] post-baccalaureate certificate. Revision includes permitting students declared in a doctoral degree to enroll in doctoral level of slashed course requirements, if offered. Minimum total credit hours to program completion is unchanged at 14.

Effective Fall 2017

- 35. Inactivation of Early Childhood Deaf Education [C828] post-master's certificate. The post-baccalaureate certificate will continue to be offered.

 Effective Fall 2017
- 36. Revision of course requirements for the Gerontology [C603] post-baccalaureate certificate. Revision includes permitting students declared in a doctoral degree to enroll in doctoral level of slashed course requirements, if offered. Minimum total credit hours to program completion is unchanged at 18.

 Effective Fall 2017
- 37. Inactivation of Gerontology [C817] post-master's certificate. The post-baccalaureate certificate will continue to be offered.

 Effective Fall 2017
- 38. Revision of course requirements for the Moderate/Intensive Educational Needs Licensure Preparation [MIEL] non-degree program. Revision includes removing SPED 53060 and adding SPED 52030 and SPED 64039. Minimum total credit hours to program completion increases, from 43 to 46.

 Effective Fall 2017
- 39. Inactivation of optional concentrations and revision of course requirements for the School Counseling [SCON] major within the Master of Education [MED] degree. Inactivated concentrations are Classroom Guidance for Teachers [CGDT] and Professional School Counseling [PCS]. Course revision includes replace EVAL 65511 with CES 65511. Minimum total credit hours to program completion is unchanged at 48. Effective Fall 2017
- 40. Revision of course requirements for the School Psychology [SPSY] major within the Doctor of Philosophy [PHD] degree. Revision includes revising minimum requirements to complete the degree. Students who have recent school psychology training from an approved program and are licensed as a school psychologist may complete the degree with 91 credit hours. Students without previous and recent training in school psychology will be required to complete additional coursework. Minimum total credit hours to program completion decreases, from 156 to 91. Effective Fall 2017
- 41. Inactivation of Gifted Education [GFTD] concentration in the Special Education [SPED] major within the Master of Education [MED] degree. Admission was suspended in fall 2014. Effective Fall 2017

GRADUATE EPC AGENDA continued LESSER ACTION ITEMS continued College of Education, Health and Human Services continued

School of Teaching, Learning and Curriculum Studies

- 42. Revision of program requirements for the Middle Childhood Education [MCED] concentration in the Curriculum and Instruction [CI] major within the Master of Education [MED] degree. Revision includes directing students seeking initial teacher licensure to their faculty advisor. Effective Fall 2017
- 43. Revision of admission requirements for the Curriculum and Instruction [CI] major within the Educational Specialist [EDS] degree. Revision includes removing requirement of GRE scores. Effective Fall 2017
- 44. Revision of admission requirements for the Early Childhood Education [ECDE] major within the Master of Education [MED] degree. Revision includes removing the Questions in Anticipation of Licensure form as a requirement.

 Effective Fall 2017
- 45. Revision of admission and course requirements for the Secondary Education [SEED] major within the Master of Arts in Teaching [MAT] degree. Admission revision includes adding required minimum 3.000 GPA and recommended GRE score of 50th percentile or higher; and replacing supplemental form with Questions in Anticipation of Licensure form. Course revision includes adding SPED 53062 and removing ADED 62146 as required; decreasing credit hours of ADED 62192, from 13 to 12; and removing curriculum content electives requirement. Minimum total credit hours to program completion decreases, from 44 to 40. Effective Fall 2017

College of Podiatric Medicine

46. Revision of course requirements for the Podiatric Medicine [PM] major within the Doctor of Podiatric Medicine [DPM] degree. Revision includes adding PMD 80117 as required; and removing nine CLI and PMD required courses. Minimum total credit hours to program completion decreases, from 214 to 206. Effective Fall 2017

School of Digital Sciences

47. Revision of admission and course requirements for the Digital Sciences [DS] major within the Master of Digital Sciences [MDS] degree. Revision includes requiring GRE scores and decreasing approved electives, from 7-8 to 6-8 credit hours. Minimum total credit hours to program completion is unchanged at 32. Effective Fall 2017

Update 16 May 2016 EPC Agenda

College of Education, Health and Human Services

School of Foundations, Leadership and Administration

Extension of the Educational Administration–K-12 Leadership [EAKL] major within the Master of Education [MED] and Educational Specialist [EDS] degrees will be offered at Tallmadge High School, rather than Stow-Munroe Falls Board of Education. The site was revised after the item appeared on the agenda. In addition, effective date changed from fall 2016 to fall 2017.

UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

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

 Designation of Kent Core status to a new course in the mathematics and critical reasoning category: MATH 10051 Quantitative Reasoning (4). Effective Fall 2017 | Attachment 12

College of the Arts (presented by Dean John R. Crawford-Spinelli)

School of Art

 Establishment of Print Media and Photography [PMP] minor to be offered at the Kent Campus. Minimum total credit hours to program completion is 18.
 Effective Fall 2017 | Attachment 13

College of Arts and Sciences (presented by Dean James L Blank)

Department of Anthropology

 Establishment of Forensic Anthropology [FATH] minor to be offered at the Kent Campus. Minimum total credit hours to program completion is 18.
 Effective Fall 2017 | Attachment 14

Department of English

- 7. Establishment of Creative Writing [CRWG] minor to be offered at all Kent State campuses and Regional Academic Center in Twinsburg. This minor replaces the Writing minor, which is being inactivated (see lesser item). Minimum total credit hours to program completion is 21. Effective Fall 2017 | Attachment 15
- 8. Establishment of Professional and Technical [PTW] minor to be offered at all Kent State campuses and Regional Academic Center in Twinsburg. This minor replaces the Writing minor, which is being inactivated (see lesser item). Minimum total credit hours to program completion is 18. Effective Fall 2017 | Attachment 16

College of Education, Health and Human Services (presented by Interim Dean Mark A. Kretovics)

School of Lifespan Development and Education Sciences

- Establishment of Autism Spectrum Disorders [ASD] minor to be offered at the Kent Campus. Minimum total credit hours to program completion is 15.
 Effective Fall 2017 | Attachment 17
- Establishment of Early Intervention [EINT] minor to be offered at the Kent Campus. Minimum total credit hours to program completion is 21.
 Effective Fall 2017 | Attachment 18
- 11. Establishment of Mild to Moderate Special Education [MMSP] minor to be offered at the Kent Campus. Minimum total credit hours to program completion is 18.

 Effective Fall 2017 | Attachment 19

UNDERGRADUATE EPC AGENDA continued ACTION ITEMS continued

College of Nursing (presented by Dean Barbara A. Broome)

12. Establishment of Nursing for Registered Nurses [NURN] major within the Bachelor of Science in Nursing [BSN] degree. The major will be offered online-only, administered through the Kent Campus, for students who hold an active registered nurse license. The program currently exists as a concentration within the Nursing major. Minimum total credit hours to program completion is 120. Effective Fall 2017 pending Higher Learning Commission approval | Attachment 20

Regional College (presented by Interim Dean Nathan Ritchey)

13. Revision of name and course requirements for the Human Services Technology [HST] major within the Associate of Applied Science [AAS] degree. New name is Human Services [HS]. Course revisions (lesser item) include adding new HS 21003 and removing HED 11590 (or PH 10001) as required; add courses to technical electives; and revising course subject, from HST to HSRV, for all (10) major courses. Minimum total credit hours to program completion is unchanged at 64. Effective Fall 2017 | Attachment 21

INFORMATION ITEMS

College of Applied Engineering, Sustainability and Technology

 Initial inquiry to establish a Mechatronics Engineering major within the Bachelor of Science degree. A full proposal will come to EPC for a vote at a later date. Attachment 22

College of the Arts

School of Theatre and Dance

2. Initial inquiry to establish a Musical Theatre major and a Design, Technology and Production major within the Bachelor of Fine Arts degree. The programs currently exist as concentrations within the Theatre Studies major. A full proposal will come to EPC for a vote at a later date. Attachment 23

LESSER ACTION ITEMS

College of Applied Engineering, Sustainability and Technology

- Revision of course requirements for the Air Traffic Control [ATC] concentration in the Aeronautics [AERN] major within the Bachelor of Science [BS] degree. Revision includes adding AERN 25252 and removing TECH 20002 as required. Minimum total credit hours to program completion is unchanged at 120. Effective Fall 2017
- 2. Revision of course requirements for the Applied Engineering [AENG] major within the Bachelor of Science [BS] degree. Revision to Computer and Engineering Technology [CET] concentration includes removing four TECH courses; adding 6 credit hours of technology electives; and increasing general elective credit hours, from 3 to 9. Revision to Mechanical Engineering Technology [MERT] concentration includes adding TECH 26010 and TECH 33363; removing six CS, MIS and TECH courses; adding 12-credit hour electives; and adding 6 credit hours of technology electives. Revision to Mechatronics [MECH] concentration includes adding TECH 26010; removing TECH 10001, TECH 43222 and TECH 46330; and adding 6 credit hours of technology electives. Minimum total credit hours to program completion is unchanged at 120. Effective Fall 2017

UNDERGRADUATE EPC AGENDA continued LESSER ACTION ITEMS continued

College of the Arts

School of Art

3. Revision of course requirements for the Textiles [TXTL] minor. Revision includes adding courses to School of Art electives; adding ARTS 45301 to textile art electives and decreasing credit hours for that elective from 18 to 15. Minimum total credit hours to program completion decreases, from 21 to 18.

Effective Fall 2017

School of Fashion Design and Merchandising

4. Revision of course requirements for the Fashion Design [FDM] major within the Bachelor of Arts [BA] degree. Revision includes removing required FDM 40141; and increasing general elective credit hours, from 2 to 5. Minimum total credit hours to program completion is unchanged at 120.

Effective Fall 2017

School of Music

5. Revision of course requirements for the Audio Recording [AUDR] minor. Revision includes adding 10 MUS courses to electives. Minimum total credit hours to program completion is unchanged at 23.

Effective Fall 2017

- 6. Revision of course requirements for the Jazz Studies [JAZZ] minor. Revision includes decreasing credit hours for MUS 41341 and MUS 41351, from 2 to 1. Minimum total credit hours to program completion decreases, from 20 to 18. Effective Fall 2017
- 7. Establishment of optional Jazz Studies [JAZZ] concentration in the Music [MUS] major within the Bachelor of Arts [BA] degree. New concentration includes one new course, MUS 45313. Minimum total credit hours to program completion is unchanged at 120. Effective Fall 2017
- 8. Revision of concentration name and course requirements for the Music [MUS] major within the Bachelor of Music [BM] degree. The Instrumental [ISTM] concentration is renamed Instrumental Performance [IPER]. Course revision includes decreasing credit hours for MUS 41341, from 2 to 1. Minimum total credit hours to program completion is unchanged at 125. Effective Fall 2017
- Revision of course requirements for the Music Education [MUED] major within the Bachelor of Music [BM] degree. Revision includes adding MUS 36912 and MUS 46912 as applied music electives. Minimum total credit hours to program completion is unchanged at 132. Effective Fall 2017
- 10. Revision of course requirements for the Music Technology [MUST] major within the Bachelor of Science [BS] degree. Revision includes adding MUS 32230 and MUS 42165 and removing JMC 23030 and TECH 31000 as required. Minimum total credit hours to program completion is unchanged at 120.
 Effective Fall 2017

UNDERGRADUATE EPC AGENDA continued LESSER ACTION ITEMS continued College of the Arts continued School of Music continued

11. Revision of course requirements for the Music Technology [MUST] minor. Revision includes adding 10 MUS courses as electives. Minimum total credit hours to program completion is unchanged at 23.

Effective Fall 2017

12. Revision of course requirements for the World Music [WMUS] minor. Revision includes adding MUS 42181 as required; and moving MUS 22111 and MUS 22131 from required to electives. Minimum total credit hours to program completion decreases, from 24 to 19. Effective Fall 2017

School of Theatre and Dance

13. Revision of course requirements for the Dance [DANC] minor. Revision includes increasing lower-division dance technique electives, from 6 to 9 credit hours; and decreasing upper-division dance electives, from 9 to 6 credit hours. Minimum total credit hours to program completion is unchanged at 20.

Effective Fall 2017

14. Revision of course requirements for the Dance Studies [DNST] major within the Bachelor of Art [BA] degree. Revision includes removing DAN 17050 and increasing credit hours required for DAN 37192, from 1 to 2. Minimum total credit hours to program completion is unchanged at 120.

Effective Fall 2017

College of Arts and Sciences

15. Establishment of progression requirements and revision of graduation requirements for the Economics [ECON] major within the Bachelor of Arts [BA] degree. To progress, students must earn minimum C- grade in ECON 32040, ECON 32041 and ECON 32050 before taking ECON 42191. These minimum grades are required to graduate, in addition to minimum C grade in ECON 42191. Minimum total credit hours to program completion is unchanged at 120. Effective Fall 2017

Center for Comparative and Integrative Programs

- 16. Revisions of course requirements for the International Relations [INTL] major within the Bachelor of Arts [BA] degree. Revision includes moving POL 10004 and POL 10500 from required to either/or; adding economics electives; adding GEOG courses to geography electives; adding; removing HIST courses from history electives; and merging and revising two political science elective lists. Minimum total credit hours to program completion is unchanged at 120. Effective Fall 2017
- 17. Revision of course requirements for the Jewish Studies [JWST] minor. Revision includes adding five JWST courses as electives. Minimum total credit hours to program completion is unchanged at 18. Effective Fall 2017
- 18. Revision of course requirements for the Religion Studies [REL] minor. Revision includes adding REL 12020, REL 31075 and REL 41010 as electives. Minimum total credit hours to program completion is unchanged at 18. Effective Fall 2017

UNDERGRADUATE EPC AGENDA continued LESSER ACTION ITEMS continued College of Arts and Sciences continued

Department of Chemistry and Biochemistry

- 19. Revision of course requirements for the Chemistry [CHEM] major within the Bachelor of Science [BS] degree. Revision to the Biochemistry [BCHM] concentration includes replacing required CHEM 40245 and CHEM 40248 with CHEM 40261 and CHEM 40262; and revising and increasing concentration electives, from 8 to 9 credit hours. Revision to the Biochemistry–Pre-Medicine/Pre-Osteopathy/Pre-Dentistry [BCHP] concentration includes adding PSYC 11762 and SOC 12050; replacing CHEM 40245 and CHEM 40248 with CHEM 40261 and CHEM 40262; and revising electives. Minimum total credit hours to program completion is unchanged at 120. Effective Fall 2017
- 20. Revision of course requirements for the Chemistry [CHEM] minor. Revision includes adding 14 CHEM courses as electives. Minimum total credit hours to program completion is unchanged at 25. Effective Fall 2017

Department of English

- 21. Revisions of course requirements for the Teaching English as a Second Language [TESL] major within the Bachelor of Arts [BA] degree. Revision includes adding ENG 41003 as required; removing ENG 22071/ENG 22072 as required; and moving ENG 31002 and ENG 31002 from required to either/or. Minimum total credit hours to program completion is unchanged at 120. Effective Fall 2017
- 22. Inactivation of Writing [WRTG] minor. The minor is replaced with new Creative Writing and Professional and Technical Writing minors (see action items).

 Effective Fall 2017

Department of History

23. Revision of course requirements for the History [HIST] minor. Revision includes replacing required courses and one elective list with five elective lists covering different history periods and regions. Minimum total credit hours to program completion is unchanged at 18. Effective Fall 2017

Department of Political Science

- 24. Revisions of course requirements for the Applied Conflict Management [ACM] major within the Bachelor of Arts [BA] degree. Revision includes removing CACM 41004 as required; and revising and increasing electives, from 6 to 9 credit hours. Minimum total credit hours to program completion is unchanged at 120. Effective Fall 2017
- 25. Revisions of course requirements for the Applied Conflict Management [ACM] minor. Revision includes adding CACM 30000 as elective. Minimum total credit hours to program completion is unchanged at 21.

 Effective Fall 2017

Department of Psychological Sciences

26. Revision of course requirements for the Psychology [PSYC] major within the Bachelor of Arts [BA] degree. Revision includes allowing PSYC 21621 to replace required SOC 32220 and SOC 32221 for students also declared in the BA degree in Criminology and Justice Studies. Minimum total credit hours to program completion is unchanged at 120. Effective Fall 2017

UNDERGRADUATE EPC AGENDA continued LESSER ACTION ITEMS continued College of Arts and Sciences continued

Department of Sociology

27. Revision of course requirements for the Criminology and Justice Studies [CRJU] major within the Bachelor of Arts [BA] degree. Revision includes allowing SOC 32220 and SOC 32221 to replace required PSYC 21621 for students also declared in the BA degree in Psychology. Minimum total credit hours to program completion is unchanged at 120. Effective Fall 2017

College of Business Administration

Department of Economics

28. Establishment of progression and graduation requirements for the Economics [ECON] major within the Bachelor of Business Administration [BBA] degree. To progress, students must earn minimum C- grade in ECON 32040, ECON 32041 and ECON 32050 before taking ECON 42191. These minimum grades are required to graduate, in addition to minimum C grade in ECON 42191. Minimum total credit hours to program completion is unchanged at 120. Effective Fall 2017

Department of Finance

- 29. Revision of course requirements for the Finance [FIN] major within the Bachelor of Business Administration [BBA] degree. Revision includes adding FIN 26085 and FIN 36085; removing FIN 36058; and reducing general elective credit hours, from 20 to 16. Minimum total credit hours to program completion is unchanged at 120. Effective Fall 2017
- 30. Revision of course requirements for the Finance [FIN] minor. Revision includes adding FIN 26085 as required and FIN 36059 as either/or with FIN 36054. Minimum total credit hours to program completion increases, from 24 to 25. Effective Fall 2017

Department of Marketing and Entrepreneurship

- 31. Revision of course and graduation requirements for the Entrepreneurship [ENTR] major within the Bachelor of Business Administration [BBA] degree. Revision includes removing ENTR 47092 and ENTR 470192; and requiring minimum C grade in ENTR 37080 to graduate. Minimum total credit hours to program completion is unchanged at 120. Effective Fall 2017
- 32. Revision of course requirements for the Managerial Marketing [MMTG] major within the Bachelor of Business Administration [BBA] degree. Revision includes changing semester sequencing of courses. Minimum total credit hours to program completion is unchanged at 120. Effective Fall 2017
- 33. Revision of course and graduation requirements for the Marketing [MKTG] major within the Bachelor of Business Administration [BBA] degree. Revision includes changing electives MKTG 42192 and MKTG 45292 to either/or elective; and requiring minimum C grade in MKTG 45084 to graduate. Minimum total credit hours to program completion is unchanged at 120. Effective Fall 2017
- 34. Revision of course requirements for the Professional Sales [C149] post-secondary certificate. Revision includes requiring submission of internship application to register for required MKTG 45192. Minimum total credit hours to program completion is unchanged at 15. Effective Fall 2017

UNDERGRADUATE EPC AGENDA continued LESSER ACTION ITEMS continued

College of Education, Health and Human Services

- 35. Revision of course requirements for the Education [EDUC] minor. Revision includes replacing ENG 41002 with ENG 41003 for students declared in the BA degree in Teaching English as a Second Language. Minimum total credit hours to program completion is unchanged at 42. Effective Fall 2017
- 36. Revision of Education Licensure Application policy to clarify requirements for students who have not applied for their license within six years of program completion. Effective Fall 2017
- 37. Revision of Student Teaching policy to reflect current standards and practices. Effective Fall 2017

School of Foundations, Leadership and Administration

- 38. Inactivation of Disability Studies and Community Inclusion [C140] post-secondary certificate. The certificate was replaced by a minor (approved at November 2016 EPC meeting). Effective Fall 2017
- 39. Revision of course requirements for the Hospitality Management [HSPM] major within the Bachelor of Science [BS] degree. Revision includes increasing credit hours for HM 13023, from 5 to 6; and decreasing general elective credit hours, from 14 to 13. Minimum total credit hours to program completion is unchanged at 120. Effective Fall 2017
- 40. Revision of graduation requirements for the Sport Administration [SPAD] major within the Bachelor of Science [BS] degree. Revision includes adding Data Analytics minor as an approved minor to declare. Minimum total credit hours to program completion is unchanged at 120. Effective Fall 2017

School of Lifespan Development and Education Sciences

- 41. Revision of name and course requirements for the Human Services Technology [HST] concentration in the Human Development and Family Studies [HDFS] major within the Bachelor of Science [BS] degree. New name is Human Services [HSRV]. Course revision includes adding HST 21003; removing HED 11590 (or PH 10001); and increasing general elective credit hours, from 15 to 17. Minimum total credit hours to program completion is unchanged at 120. Effective Fall 2017
- 42. Consolidation of concentrations and revision of course requirements for the Special Education [SPED] major within the Bachelor of Science in Education [BSE] degree. Three concentrations —Mild/Moderate Language Arts and Reading [MMLR], Mild/Moderate Mathematics and Reading [MMMR] and Mild/Moderate Social Studies and Reading [MMSR]—are consolidated to one, Mild/Moderate Educational Needs [MLDM]. Course revision includes adding CACM 11001, NURS 45070 and SPED 42030; and removing COMM 15000, ITEC 39525, PEP 25033 and SPED 43060. Minimum total credit hours to program completion decreases, from 126-131 to 120-123, depending on concentration.

Effective Fall 2017

UNDERGRADUATE EPC AGENDA continued LESSER ACTION ITEMS continued College of Education, Health and Human Services continued

School of Teaching, Learning and Curriculum Studies

- 43. Revision of course requirements for the Integrated Language Arts [INLA] major within the Bachelor of Science in Education [BSE] degree. Revision includes adding ENG 24002; and decreasing elective credit hours, from 5 to 2. Minimum total credit hours to program completion is unchanged at 120.

 Effective Fall 2017
- 44. Revision of course requirements for the Integrated Social Studies [INSS] major within the Bachelor of Science in Education [BSE] degree. Revision includes renaming two elective lists in the Geography [GEOG] concentration; and adding six GEOG courses as geography electives in the Economics [ECON], History [HIST], Political Science [POL] and Sociology [SOC] concentrations. Minimum total credit hours to program completion is unchanged at 124. Effective Fall 2017

College of Nursing

- 45. Revision of Clinical Compliance policy. Revision includes accepting the AHA Healthcare Provider or the American Red Cross CPR/AED training for clinical compliance. Effective Fall 2017
- 46. Revision of Not Permitted to Continue policy to clarify procedures for reinstated students. Effective Fall 2017
- 47. Establishment of optional concentration and progression requirement for the Nursing [NURS] major within the Bachelor of Science in Nursing [BSN] degree. New optional concentration is Accelerated Second Degree [ACSD] for students who hold a bachelor's degree; concentration includes new courses NURS 20040, NURS 40025 and NURS 45070. A separate progression requirement is established for students who are licensed practical nurses (LPN). Minimum total credit hours to program completion is unchanged at 120.

 Effective Fall 2017
- 48. Inactivation of Pre-Nursing [PNUR] non-degree, pre-major. Students will be admitted directly to the Nursing major.

Regional College

- 49. Revision of course requirements for the Computer Design, Animation and Game Design [CDAG] major within the Associate of Applied Science [AAS] degree. Revision includes removing CADT 22009 and adding ARTF 14000 and CADT 22010 as required; adding COMT 20021 and MERT 12001 and removing EERT 22018 and TECH 34002as electives; and decreasing elective credit hours, from 12 to 9. Minimum total credit hours to program completion is unchanged at 61. Effective Fall 2017
- 50. Revision of course requirements for the Computer Design, Animation and Game Design [CDAG] minor. Revision includes adding CADT 22010 as required; removing CDAG 34004 and TECH 34002 as electives; and replacing CDAG 43003 with CDAG 34005 as elective. Minimum total credit hours to program completion increases, from 26 to 27. Effective Fall 2017

UNDERGRADUATE EPC AGENDA continued LESSER ACTION ITEMS continued Regional College continued

- 51. Revision of course requirements for the Computer Technology [COMT] major within the Associate of Applied Business [AAB] degree. Revision includes adding COMT 11004 as required; removing COMM 15000 and MATH 10041 (or MATH 11009 or MATH 11010) as required; and revising business electives. Minimum total credit hours to program completion is unchanged at 63. Effective Fall 2017
- 52. Establishment of tech prep articulation agreements for the Computer Technology [COMT] major within the Associate of Applied Business [AAB] degree. Eligible graduates of the General Technology, Network Technology, Information Technology, Application Development and Internet and Multimedia Technology programs at Auburn Career Center (Painesville) will earn credit for COMT 11000, COMT 11005, COMT 11006 and COMT 12000, applicable toward the degree program.

 Effective Fall 2016
- 53. Inactivation of one concentration and revision of course requirements for the Engineering Technology [ENGT] major within the Bachelor of Science [BS] degree. Inactivated concentration is Product Development and Commercialization [PDAC]. Revision to the Computer Design, Animation and Game Design [CDAG] concentration includes revising electives; limiting approved applied electives; removing required CDAG 34004; adding TECH 33010 and CCI 46001 as either/or with TECH 34002; and adding CDAG 33095 and TECH 33095 as either/or with TECH 33016. Minimum total credit hours to program completion is unchanged at 120. Effective Fall 2017
- 54. Establishment of tech prep articulation agreements for the Horticulture Technology [HORT] major within the Associate of Applied Science [AAS] degree. Eligible graduates of the Landscape Design, Turfgrass Management and Urban Forestry programs at Auburn Career Center (Painesville) will earn credit for HORT 16001, HORT 26020 and HORT 26021 (or HORT 26011 or HORT 26031, depending on tech prep program), applicable toward the degree program. Effective Fall 2016
- 55. Revision of course requirements for the Mechtronics [MCTR] concentration in the Mechanical Engineering Technology [MERT] major within the Associate of Applied Science [AAS] degree. Revision includes adding MATH 11012 and removing MATH 19002 as required. Minimum total credit hours to program completion decreases from, 64 to 63. Effective Fall 2017
- 56. Inactivation of nuclear medicine concentrations in the Radiologic and Imaging Sciences [RIS] major within the Bachelor of Radiologic Imaging Sciences [BRIT] degree. Inactivated concentrations are Nuclear Medicine—Freshman/AS [NMFR], Nuclear Medicine—Hospitals/ATS [NMHO] and Nuclear Medicine—AAS Radiologic Technology [NMRT]. Admission to the concentrations was suspended in fall 2014. Effective Fall 2017
- 57. Revision of course requirements for the Radiologic Technology [RADT] major within the Associate of Applied Science [AAS] degree. Revision includes adding AHS 24010 as either/or with HED 14020; replacing seven RADT courses with AHS or RADT courses. Minimum total credit hours to program completion decreases, from 73 to 65. Effective Fall 2017

UNDERGRADUATE EPC AGENDA continued LESSER ACTION ITEMS continued Regional College continued

- 58. Revision of course requirements for the Respiratory Care [RSPC] major within the Bachelor of Science [BS] degree. Revision includes replacing RSPC 40000 with RSPC 40008. Minimum total credit hours to program completion is unchanged at 120. Effective Fall 2017
- 59. Revision of course requirements for the Veterinary Technology [VTEC] major within the Associate of Applied Science [AAS] degree. Revision includes removing required CHEM 10052, CHEM 10053 and COMM 15000 (or COMM 20001); and splitting VTEC 20214 into two new courses, VTEC 20215 and VTEC 20216. Minimum total credit hours to program completion decreases, from, 70 to 64. Effective Fall 2017

School of Digital Sciences

60. Revision of course requirements for the Digital Science [DS] minor. Revision includes moving DSCI 33310 from required to elective; and moving DSCI 13210, FDM 10053, FDM 10054 and VCD 13000 from one elective list to another. Minimum total credit hours to program completion is unchanged at 18.

Effective Fall 2017

UNIVERSITY REQUIREMENTS COURSE REVISIONS

Course Approved for Kent Core for Fall 2017

See Action Item 1 on page 9

	See Action tiem 1 on page 9	
	Course Approved for Diversity Requirement for Fall 2017	
ANTH 48262	People and Cultures of Amazonia (3) [global]	New
ANTH 48360	Anthropology of Gender and Sexuality (3) [global]	New
MUS 42165	History of Contemporary Popular Music (3) [domestic]	New
SOC 32569	Minorities in America (3) to: Minorities in the United States [domestic]	Revise
C	ourses Approved for Experiential Learning Requirement for Fall 2017	
ANTH 48023	Forensic Archaeology Field School (3)	New
BSCI 40292	Internship in Primary Care for the Underserved (2)	New
CMGT 33092	Construction Management Internship (1-3)	New
	Courses Approved for Writing Intensive Requirement for Fall 2017	
AERN 45850	Aircraft Design II (3)	Revise
CMGT 33092	Construction Management Internship (1-3)	New
ECED 40127	Developing a Balanced Literacy Program (3)	Revise
MUS 42165	History of Contemporary Popular Music (3)	New
SPED 43021	Assessment for Individuals with Moderate to Intensive Needs (3)	Revise
	Kent Core Requirement Course Revision for Fall 2017	
GEOG10160	Introduction to Geography (3) [social sciences]	Revise
GEOG17063	World Geography (3) [social sciences]	Revise
GEOG17064	Geography of the United States and Canada (3) [social sciences]	Revise
GEOG21062	Physical Geography (3) [basic sciences]	Revise
GEOG21063	Physical Geography Laboratory (1) [basic sciences]	Revise
GEOG22061	Human Geography (3) [social sciences]	Revise
MATH 14001	Basic Mathematical Concepts I (4) [mathematics/critical reasoning]	Revise
REL 21021	Comparative Religion (3) to: Moses, Jesus and Mohammad [humanities]	Revise
	Diversity Requirement Course Revision for Fall 2017	
ANTH 48250	Culture and Curing (3) to: Medical Anthropology [global]	Revise
	Cross-Cultural Conflict Management (3) to: [global]	Revise

		Diversity Requirement Course Revision for Fall 2017 continued	
CACM	22020 32030	International Conflict Resolution (3) to: [global]	Revise
REL	21021	Comparative Religion (3) to: Moses, Jesus and Mohammad [global]	
SOC	32565	Sociology of Gays/Lesbians (3) to: Sociology of Sexualities [domestic]	Revise
SOC	42315	Sociology of Changing Gender Roles (3) to: Sociology of Gender [domestic]	Revise
SOC	42575	Family Patterns: A World Perspective (3) to: Families in a Global Perspective [global]	Revise
		Experiential Learning Requirement Course Revisions for Fall 2017	
ENTR	47092	Entrepreneurial Executive Apprenticeship I (3)	Inactive
ENTR	47192	Entrepreneurial Executive Apprenticeship II (3)	Inactive
ENTR	47292	Entrepreneurial Internship (1-6) to: (3)	Revise
FIN	46192	Internship in Finance (3)	Revise
FR	33337	Introduction to The French Novel (3) to: Introduction to French Literary Prose	Revise
MIS	44392	Business Consulting and Practicum (3)	Revise
SPED	44192	Field Experience for Moderate/Intensive Intervention Specialist (3)	Revise
		Writing Intensive Requirement Course Revisions for Fall 2017	
FIN	46059	Financial Policy (3)	Revise
TECH	31000	Cultural Dynamics of Technology (3)	Revise
COUF	RSE RI	EVISIONS	
		Course Revisions Effective Fall 2017	
ACCT	43020	Corporate Accounting III (3)	Revise
ADED	62145	Principles of Secondary Teaching (3)	Revise
AERN	15742	Private Pilot Helicopter Flight (3)	Revise
AERN	15300	Introduction to Engineering Analysis Using MATLAB (3)	Revise
AERN	15741	Private Pilot Flight (3)	Revise
AERN	15743	Private Pilot Helicopter Flight Add-On (2)	Revise
		Fundamentals of Air Traffic Control (2)	
		Commercial Pilot Flight I (2)	
		Terminal Operations I (2)	
		En Route I (3)	

AERN 353	45 Terminal Operations I Laboratory (1)	Revise
AERN 356	45 Instrument Pilot Flight (2)	Revise
AERN 356	46 Instrument Helicopter Flight (2)	Revise
AERN 356	47 Commercial Pilot Flight II (2)	Revise
AERN 356	48 Instrument Helicopter Flight Add-On (1)	Revise
AERN 357	47 Commercial Pilot Flight III (2)	Revise
AERN 357	48 Commercial Pilot Helicopter Flight Add-On (2)	Revise
AERN 357	49 Commercial Pilot Helicopter Flight (3)	Revise
AERN 451	50 Applied Flight Dynamics I (3)	Revise
	Aerospace Senior Seminar (1) to: Professional Development in Aeronautics III	Revise
AERN 453	20 Terminal Operations II (2)	Revise
AERN 453	21 Terminal Operations II Laboratory (1)	Revise
AERN 453	43 En Route II (2)	Revise
AERN 453	50 Avionics (3)	Revise
AERN 456	49 Flight Instructor/Airplanes (2)	Revise
AERN 456	50 Certified Flight Instructor Helicopter Flight (2)	Revise
AERN 456	51 Flight Instructor – Instruments (2)	Revise
AERN 456	52 Certified Flight Instructor – Instrument Helicopter Flight (2)	Revise
AERN 456	53 Multi-Engine Pilot Flight (1)	Revise
AERN 456	54 Certified Flight Instructor Helicopter Flight Add-On (1)	Revise
AERN 456	55 Advanced Multi-Engine Pilot Flight (1)	Revise
AERN 456	66 Certified Flight Instructor Instrument Helicopter Flight Add-on (1)	Revise
AERN 456	57 Multi-Engine Flight Instructor (1)	Revise
AERN 456	59 Upset Recovery Training (1)	Revise
AHS 140	16 Patient Care Management (2)	New
AHS 240	14 Advanced Imaging (2)	New
AHS 240	28 Radiologic Pathology (3)	New
ANTH 482	95 Special Topics in Cultural Anthropology (3)	New
ANTH 484	95 Special Topics in Archaeology (3)	New
ANTH 486	95 Special Topics in Biological Anthropology (3)	New
ANTH 580	23 Forensic Archaeology Field School (3)	New
ANTH 582	50 Culture and Curing (3) to: Medical Anthropology	Revise

ANTH	58262	People and Cultures of Amazonia (3)	New
ANTH	58295	Special Topics in Cultural Anthropology (3)	New
ANTH	58360	Anthropology of Gender and Sexuality (3)	New
ANTH	58495	Special Topics in Archaeology (3)	New
ANTH	58695	Special Topics in Biological Anthropology (3)	New
ARTS	45705	CAD for Jewelry (3)	New
ARTS	55705	CAD for Jewelry (3)	New
BSC PCS	80111	Human Anatomy (8) to:	Revise
BSC PCS	80112	Human Cell and Tissue Biology (6) to: Cells and Tissue (5)	Revise
BSC PCS	80113	Medical Biochemistry (6) to: Staying Alive (5)	Revise
BSC PCS	80114	Medical Genetics and Embryology (4) to:	Revise
BSC PCS	80124	Lower Extremity Anatomy (8) to:	Revise
BSC PCS	80125	Neurobiology (3) to:	Revise
BSC PCS	80126	Human Systems Biology (6) to: Organ Systems (8)	Revise
BSC PCS	80128	Medical Microbiology and Immunology (6) to:	Revise
BSC PCS	80218	Human Systems Pathology (8) to: Human Systems Pathology I	Revise
BSC PCS	80219	Pharmacology and Therapeutics (4) to: Pharmacology and Therapeutics I	Revise
BSC PCS	80228	Human Systems Pathology (8) to: Human Systems Pathology II	Revise
BSC PCS	80229	Pharmacology and Therapeutics (4) to: Pharmacology and Therapeutics II	Revise
BSCI	40154	Diabetes and Cardiovascular Disease (3)	Revise
BSCI	40360	Ichthyology (3)	Revise
BSCI	40365	Field Methods in Ornithology (3)	Revise
BSCI	40432	Endocrinology (3)	Revise
BSCI	40515	Animal Behavior (3)	Revise
BSCI	50105	Career Pathways in Biology (1)	New
BSCI	50292	Internship in Primary Care for the Underserved (2)	New

BST	73010	Qualitative Methods for Public Health Research (3)	Revise
CACM		Gender, Power and Conflict (3) to:	Revise
CACM	I 34 010	Career Pathways in Conflict Management (3)	New
CACM	I 38080 48080	Mediation: Theory and Training (3) to:	Revise
CACM	I 41004	Capstone in Applied Conflict Management (3)	Inactive
CACM	I 58080	Mediation: Theory and Training (3)	New
CADT	12000	2D Graphics and Animation Technology (3) to: 2D Graphics Technology	Revise
CADT	22010	Digital Sculpting Technology (3)	New
CDAC	33095	Special Topics: Computer Design, Animation and Game Design (1-3)	New
CDAC	34003	Animation Theory (3)	Revise
CDAC	34005	Virtual Reality and Game Design (3)	New
CDAC	G 43001	Technology of Media and Film Production (2) to: Technology of Animation Production (3)	Revise
CDAG	G 43003	Virtual Reality and Game Design (2)	Inactive
CDAC	G 43004	Unix Scripting with Applications (2)	Inactive
CES	65511	Research in Counseling (3)	New
CES	67668	Motivational Interviewing (3)	New
CES	77668	Motivational Interviewing (3)	New
CES	80090	Doctoral Residency Seminar in Counselor Education and Supervision (3)	Revise
CES	88168	Advanced Counseling Theories (3)	Revise
CES	88292	Internship in Counselor Education and Supervision (3-6)	Revise
CHEM	1 40109	Bioanalytical Chemistry (3)	Revise
CHEM	1 40261	Principles of Biochemistry I (3)	Revise
CHEM	140262	Principles of Biochemistry II (3)	Revise
CHEM	1 50261	Principles of Biochemistry I (3)	Revise
CHEM	150262	Principles of Biochemistry II (3)	Revise
CHEM	170261	Principles of Biochemistry I (3)	Revise
CHEM	170262	Principles of Biochemistry II (3)	Revise
CI	61124	Educating the Good Citizen (3)	New
CI	65025	Contemporary Issues in Sport Pedagogy: An International Perspective (3)	Revise
CI	65037	Adapted Physical Education (3)	Revise
CI	65044	Pedagogical Analysis of Physical Education and Sport (3)	Revise

CI	65055	Curriculum Development in Sport Pedagogy (3)	Revise
CI	71124	Educating the Good Citizen (3)	New
CI	85025	Contemporary Issues in Sport Pedagogy: An International Perspective (3)	New
CI	85037	Adapted Physical Education (3)	New
CI	85044	Pedagogical Analysis of Physical Education and Sport (3)	New
CI	85055	Curriculum Development in Sport Pedagogy (3)	New
CLI	80101	Introduction to Patient Care I (1)	Inactive
CLI	80201	Introduction to Patient Care II (1)	Inactive
CLI	80202	Introduction to Patient Care III (1)	Inactive
CMG'.	Γ 51041	Construction Estimating II (3) to: Advanced Estimating	Revise
CMG'	Γ62060	Negotiation in the Built Environment (3)	New
CMG	Γ62070	Engineering Economics and Strategic Decision Making (3)	New
COM	Γ11002	Visual Basic Programming (3)	Revise
COM	Γ11004	Survey of Information Technology (3)	Revise
COM	Γ11006	Introduction to Website Technology (3)	Revise
COM	Γ11009	Computer Assembly and Configuration (4)	Revise
COM	Γ21110	Internetworking (3) to: Introduction to Routing and Switching	Revise
COM	Γ31002	Health Information Technology Support (3)	New
COM	Γ32002	Linux Networking (4)	New
COM	Г 36322	Social Media and Mobile Device Forensics (3)	New
COM	Γ36331	Internetworking II (3) to: Advanced Routing and Switching	Revise
COM	Γ41010	Mobile Applications for Information Technology (3)	New
COM	Γ42002	Wireless and Mobile Device Security	New
COM	Γ43000	Healthcare Information Systems (3)	New
CRIM	36800	LGBTQ Populations in the Justice System (3)	New
DAN	17051	Modern Dance Technique I-A (3)	Revise
DAN	17052	Ballet I-A (2)	Revise
DAN	17151	Modern Dance Technique I-B (3)	Revise
DAN	17152	Ballet I-B (2)	Revise
DAN	27071	Modern Dance Technique II-A (3)	Revise
DAN	27072	Ballet II-A (2)	Revise
DAN	27171	Modern Dance Technique II-B (3)	Revise

DAN 2	7172	Ballet II-B (2)	Revise
DAN 3	7067	Ballet III-A (2)	Revise
DAN 3	7068	Modern Dance Technique III-A (3)	Revise
DAN 3	7167	Ballet III-B (2)	Revise
DAN 3	7168	Modern Dance Techniques III-B (3)	Revise
DAN 4	7055	Ballet IV-A (2)	Revise
DAN 4	7155	Ballet IV-B (2)	Revise
DSCI 1	3210	Design Processes and Principles (3)	Revise
DSCI 2	3410	Cognition in Technology (3)	Revise
DSCI 49	9992	Internship in Digital Sciences (1-6)	Revise
DSCI 60	0998	Capstone Project in Digital Sciences (3)	Revise
DSCI 6	1010	Enterprise Architecture (3)	Revise
DSCI 62	2010	Business Architecture (3)	Revise
DSCI 6	4010	Data Architecture (3)	Revise
DSCI 6	4210	Data Science (3)	Revise
DSCI 69	9992	Internship in Digital Sciences (1-3)	Revise
ECON 42	2191	Senior Seminar in Economics (3)	Revise
EDAD 40 EDLE	0093	Variable Title Workshop in Educational Administration (1-5) to:	Revise
EDAD 50 EDLE	0093	Variable Title Workshop in Educational Administration (1-5) to:	Revise
EDAD 60 EDLE	0199	Thesis I (2-6) to:	Revise
EDAD 60 EDLE	0299	Thesis II (2) to:	Revise
EDAD 60 EDLE	6492	Internship in Educational Administration (3-6) to:	Revise
EDAD 60 EDLE	6515	Facilities Planning and Administration (3) to:	Revise
EDAD 60 EDLE	6517	Administration and Supervision of Special Education (3) to:	Revise
EDAD 60 EDLE	6518	Law and Special Education (3) to: School Law and Special Education	Revise
EDAD 60 EDLE	6520	School Law for Teachers and Principals (3) to:	Revise
	6522	Public School Finance and Economics (3) to:	
EDLE			Revise

EDAD 66525 EDLE	The Educational Principalship (3) to:	Revise
EDAD 66526 EDLE	Fundamentals of Educational Administration (3) to:	Revise
EDAD 66527 EDLE	School Finance for Building Administrators (3) to:	Revise
EDAD 66529 EDLE	Leading for Social Justice (3) to:	Revise
EDAD 66531 EDLE	Instructional Leadership (3) to:	Revise
EDAD 66533 EDLE	Central Office Administration: Curriculum and Pupil Services (3) to:	Revise
EDAD 66534 EDLE	The Superintendency (3) to:	Revise
EDAD 66536 EDLE	The Administrator's Role in Curriculum Development (3) to:	Revise
EDAD 66538 EDLE	Administration of School Culture, Politics and Reforms (3) to:	Revise
EDAD 66540 EDLE	Women in Leadership (3) to:	Revise
EDAD 66542 EDLE	Principles and Techniques of Supervision (3) to: Principles and Techniques of Supervision and Special Education	Revise
EDAD 66543 EDLE	School Administration in Urban Settings (3) to:	Revise
EDAD 66544 EDLE	Community Relations and Communication Skills (3) to:	Revise
EDAD 66591 EDLE	Seminar in Educational Administration (1-4) to:	Revise
EDAD 66595 EDLE	Special Topics in Educational Administration (1-3) to:	Revise
EDAD 66596 EDLE	Individual investigation in Educational Administration (2-4) to:	Revise
EDAD 66598 EDLE	Research in Educational Administration (2-8) to:	Revise
EDAD 66602 EDLE	Technology Leadership in Education (3) to:	Revise
EDAD 66747 EDLE	Personnel (3) to:	Revise
EDAD 66750 EDLE	Coaching and Mentoring for Teacher Leaders (3) to:	Revise

EDAD 66751 EDLE	Instructional Leadership for Teacher Leaders (3) to:	Revise
EDAD 70093 EDLE	Variable Title Workshop in Educational Administration (1-5) to:	Revise
EDAD 76492 EDLE	Internship in Educational Administration (3-6) to:	Revise
EDAD 76515 EDLE	Facilities Planning and Administration (3) to:	Revise
EDAD 76517 EDLE	Administration and Supervision of Special Education (3) to:	Revise
EDAD 76518 EDLE	Law and Special Education (3) to: School Law and Special Education	Revise
EDAD 76520 EDLE	School Law for Teachers and Principals (3) to:	Revise
EDAD 76522 EDLE	Public School Finance and Economics (3) to:	Revise
EDAD 76525 EDLE	The Educational Principalship (3) to:	Revise
EDAD 76526 EDLE	Fundamentals of Educational Administration (3) to:	Revise
EDAD 76527 EDLE	School Finance for Building Administrators (3) to:	Revise
EDAD 76529 EDLE	Leading for Social Justice (3) to:	Revise
EDAD 76531 EDLE	Instructional Leadership (3) to:	Revise
EDAD 76533 EDLE	Central office Administration (3) to:	Revise
EDAD 76534 EDLE	The Superintendency (3) to:	Revise
EDAD 76536 EDLE	The Administrator's Role in Curriculum Development (3) to:	Revise
EDAD 76538 EDLE	Administration of School Culture, Politics and Reform (3) to:	Revise
EDAD 76540 EDLE	Women in Leadership (3) to:	Revise
EDAD 76542 EDLE	Principles and Techniques of Supervision (3) to: Principles and Techniques of Supervision and Special Education	Revise
EDAD 76543 EDLE	School Administration in Urban Settings (3) to:	Revise

EDAD 76544 EDLE	Community Relations and Communication Skills (3) to:	Revise
EDAD 76595 EDLE	Special Topics in Educational Administration (1-3) to:	Revise
EDAD 76596 EDLE	Individual Investigation in Educational Administration (2-4) to:	Revise
EDAD 76602 EDLE	Technology Leadership in Education (3) to:	Revise
EDAD 76747 EDLE	Personnel (3) to:	Revise
EDAD 80080 EDLE	Dissertation Preparation Seminar (3) to:	Revise
EDAD 80199 EDLE	Dissertation I (15) to:	Revise
EDAD 80299 EDLE	Dissertation II (15) to:	Revise
EDAD 86591 EDLE	Seminar in Educational Administration (1-4) to:	Revise
EDAD 86598 EDLE	Research in Educational Administration (2-8) to:	Revise
EERT 32005	Instrumentation (3)	Revise
EMBA 77062	Money and Capital Markets-EMBA (2)	Inactive
EMBA 77291	EMBA Residency Seminar (1-2)	Inactive
ENG 24002	Introduction to Composition Theory (3)	New
ENG 30052	Medical and Scientific Writing (3)	New
ENG 30074	Grammar for Editing (3)	New
ENG 41003	Language Curriculum, Materials, and Assessment (3)	New
ENTR 47048	Entrepreneurial Experience I (3)	Revise
EVAL 68716	Educational Statistics II (3) to: Statistics II: ANOVA and Nonparametric Tests	Revise
EVAL 78716	Educational Statistics II (3) to: Statistics II: ANOVA and Nonparametric Tests	Revise
EVAL 68728	Multiple Regression (3)	New
EVAL 68735	Structural Equation Modeling (3)	New
EVAL 68745	Hierarchical Linear Modeling (3)	New
EVAL 78728	Educational Statistics III (3) to: Multiple Regression	Revise
EVAL 78735	Structural Equation Modeling (3)	New

EVAL	78745	Hierarchical Linear Modeling (3)	New
FIN	26085	Introduction to Financial Modeling (1)	Revise
FIN	36053	Business Finance (3)	Revise
FIN	36054	Intermediate Business Finance (3) to: Intermediate Corporate Finance	Revise
FIN	36058 36051	The Financial Systems (3) to:	Revise
FIN	36059	Investments (3) to: Intermediate Investments	Revise
FIN	36061	Real Estate Principles (3) to: Principles of Real Estate	Revise
FIN	36063	Individual Investment Strategies (3)	Revise
FIN	36081	Principles of Insurance (3)	Revise
FIN	36085	Financial Modeling (3) to: Advanced Financial Modeling	Revise
FIN	46054	Financial Risk Management (3)	Revise
FIN	46055	Options and Futures Markets (3) to: Advanced Derivative Securities	Revise
FIN	46064	International Business Finance (3)	Revise
FIN	46067	Portfolio Analysis (3) to: Advanced Portfolio Analysis	Revise
FIN	46068	Financial Management of Commercial Banks (3) to: Commercial Bank Management	Revise
FIN	46087	International Finance Experience (3)	Revise
FIN	46096	Individual Investigation in Finance (1-3)	Revise
FIN	56087	International Finance Experience (3)	Revise
GMD	80316	General Medicine (4) to: Medicine I	Revise
GMD	80326	General Medicine (4) to: Medicine II	Revise
HED	44051	Biobehavioral Aspects of Disease Prevention in Health Education and Promotion (3)	New
HED	64051	Biobehavioral Aspects of Disease Prevention in Health Education and Promotion (3) to:	
	54051		Revise
HED	64055	Needs Assessment and Program Planning in Health Promotion (3) to: Needs Assessment and Evaluation in Health Promotion	Revise

HED (64057	Evaluation of Health Promotion Programs (3) to: Programming Planning and Implementation in Health Promotion	. Revise
HED (64058	Development Approach to Content and Resources in Health Education (3) Development Approaches in Teaching School Health Education	
HED (64062	Administration of Health Promotion Programs (3) to: Administration and Grant Writing in Health Promotion	. Revise
HED 8	84051	Biobehavioral Aspects of Disease Prevention in Health Education and Promotion (3)	. Revise
HED 8	84055	Needs Assessment and Program Planning in Health Promotion (3) to: Needs Assessment and Evaluation in Health Promotion	. Revise
HED 8	84057	Evaluation of Health Promotion Programs (3) to: Programming Planning and Implementation in Health Promotion	. Revise
HED 8	84058	Development Approach to Content and Resources in Health Education (3) Development Approaches in Teaching School Health Education	
HED 8	84062	Administration of Health Promotion Programs (3) to: Administration and Grant Writing in Health Promotion	. Revise
HIED (60093	Variable Topic Workshop in Higher Education Administration (1-6)	. New
HIED 7	70093	Variable Topic Workshop in Higher Education Administration (1-6)	. New
HM ?	13023	Techniques of Food Production (5) to: (6)	. Revise
HM S	51092	Hospitality and Tourism Management Professional Practicum (3)	. New
HM (64010	Hospitality and Tourism Management Capstone (3)	. New
HSRV 2	21003	Social Welfare in Human Services (3)	. New
HST 1	11000	Introduction to Human Services (1) to: Foundations of Human Services (3)	. Revise
HST 1	11001	Group Process in Human Services (2) to: Group Methods in Human Services (3)	. Revise
HST 1	11002	Survey of Community Resources (3) to:	. Revise
HST 2 HSRV	21000	Dynamics of Helping Relationships (3) to:	. Revise
HST 2 HSRV	21001	Assessment of Client Needs (3) to: Assessment of Client Needs in Human Services	. Revise
HST 2 HSRV	21002	Client Advocacy and Case Management in Human Service Organizations (3) Community Supportive Case Management and Advocacy in Human Services	
HST 2 HSRV	21092	Internship in Human Services Technology I (3) to: Internship in Human Services I	. Revise
HST 2 HSRV	21095	Special Topics in Human Services Technology (1-3) to: Special Topics in Human Services	. Revise

HST HSRV	21192	Internship in Human Services Technology II (3) to: Internship in Human Services II	Revise
JMC	20004	Advertising Writing and Storytelling (3)	Revise
JMC	20006	Multimedia Techniques (3)	Revise
JMC	20009	Video Audio Production Aesthetics (3)	Revise
JMC	20011	Video Audio Fundamentals (3)	Revise
JMC	26001	Writing Across Platforms (3)	Revise
JMC	32001	Photojournalism I (3)	Revise
JMC	33032	Audio Set-Up and Mixing (3)	Revise
JMC	33033	Location Sound Recording (3) to: Audio for Digital Film	Revise
JMC	33036	Television Engineering (3)	Revise
JMC	33042	Studio Television (3)	Revise
JMC	33043	Digital Cinematography (3)	Revise
JMC	44050	Post Production Sound (3)	Revise
JMC	46001	Information Graphics (3)	Revise
JMC	46009	Reporting Public Policy (3)	Revise
JMC	46020	Magazine Design (3)	Revise
JMC	56001	Information Graphics (3)	Revise
JMC	56009	Reporting Public Policy (3)	Revise
JMC	56020	Magazine Design (3)	Revise
JWST	30100	Jewish Women in the Modern World (3)	New
JWST	30200	Jews, Baseball and American Sports (3)	New
JWST	30300	Children of the Holocaust: Perpetrators and Victims (3)	New
LIS	60510	Digital Technologies I: Data Fundamentals (1)	Revise
LIS	60511	Digital Technologies II: Internet Fundamentals (1)	Revise
LIS	60512	Digital Technologies III: Information Systems Fundamentals (1)	Revise
LIS	60657	Theory and Methods of Archival Acquisition, Selection and Appraisal (3)	New
LIS	60700	Foundations of Museum Studies (3)	Revise
LIS	80657	Theory and Methods of Archival Acquisition, Selection and Appraisal (3)	New
MIS	64005	Analytics for Decision Making (2)	Revise
MIS	84108	Human Capital Systems and Shared Value Creation (3) to: Acquiring Human Resources	Revise
MIS	84262	Business and Organizational Strategy (3) to: Theory of the Firm	Revise

MIS	84263	Human Resource Management (3) to: Optimizing Human Resources	Revise
MIS	84266	Directed Research (3) to: Statistics for Management	Revise
MIS	84275	Corporate and Global Strategy (3) to: Theoretical and Empirical Global Strategy	Revise
MIS	84285	Technology Management and Entrepreneurship (3) to: Technology and Innovation Strategy	Revise
MKTO	G45045	Advertising and Promotion Management (3)	Revise
MKTO	G45046	Personal Selling (3)	Revise
MKTO	G45192	Sales Internship (3)	Revise
MKTO	G45292	Marketing Internship (1-6) to: (3)	Revise
MMT	G35021	Research for Marketing Decisions (3)	Revise
		Customer Analysis (3)	
MMT	G45026	Marketing Communication Laboratory (1)	Revise
		Sales and Sales Management (3)	
MUS	17013	Fundamentals of Jazz Piano (1)	Revise
MUS		Audio Recording I (3)	
MUS		Audio Recording II (3)	
MUS	21341	Commercial Music Theory and Composition (3) to: Contemporary Popular Music Theory	
MUS	26111	Applied Music Piano (2 or 4)	Reactive
MUS	26311	Applied Music Voice (2 or 4)	
MUS		Applied Music Double Bass (2 or 4)	
MUS		Applied Music Percussion (2 or 4)	
MUS	26912	Applied Music Guitar (2)	Reactive
MUS		Advanced Sight Singing (2)	
MUS		Western Music Since 1900 (2)	
MUS	31221	Audio Recording III (3)	Revise
MUS		Audio Recording IV (3)	
MUS		Music History I (3)	
MUS		Music History II (3)	
MUS		Navigating the Music Industry (3)	
MUS		Introduction to Conducting (2)	
MUS	34211	Elementary and Secondary General Music (2)	

MUS	34212	Elementary and Secondary Choral Music (2)	Revise
MUS	36914	Electric Guitar Applied Studio Musicianship (2-4)	New
MUS	36915	Electric Bass Applied Studio Musicianship (2-4)	New
MUS	36916	Drum Set-Percussion Applied Studio Musicianship (2-4)	New
MUS	36917	Keyboard Applied Studio Musicianship (2-4)	New
MUS	36918	Contemporary Voice Applied Studio Musicianship (2-4)	New
MUS	37111	Functional Piano (2) to: Contemporary Popular Piano	Revise
MUS	41113	Music Production V (3)	Revise
MUS	41114	Music Production VI (3)	Revise
MUS	41131	Keyboard Harmony (3)	Revise
MUS	41141	Sixteenth-Century Counterpoint (3)	Revise
MUS	41151	Eighteenth-Century Counterpoint (3)	Revise
MUS	41221	Audio Recording V (3)	Revise
MUS	41222	Audio Recording VI (3)	Revise
MUS	41321	Orchestration (3)	Revise
MUS	41341	Jazz Improvisation I (2) to (1)	Revise
MUS	41351	Jazz Improvisation II (2) to (1)	Revise
MUS	42221	Symphonic Literature (3)	Revise
MUS	44111	Advanced Choral Conducting (3)	Revise
MUS	44121	Advanced Instrumental Conducting (3)	Revise
MUS	44211	Instrumental Methods I (2)	Revise
MUS	44212	Instrumental Methods II (2)	Revise
MUS	45221	Concert Band (1) to: Symphony Band	Revise
MUS	45271	New Music Ensemble (1)	Revise
MUS	45313	Nova Jazz Singers (1)	New
MUS	47012	Folk Guitar Class II (2) to: Class Guitar II	Revise
MUS	47013	Folk Guitar Class II (2) to: Class Guitar II	Revise
MUS	47812	Instrument Class for The Choral General Music Educator (1)	Inactivo
MUS	48251	Pedagogy of Music Theory (2)	Revise
MUS	51131	Keyboard Harmony (3)	Revise
MUS	51141	16th-Century Counterpoint (3)	Revise

MUS	51151	18th-Century Counterpoint (3)	Revise
MUS	51161	Advanced Musical Analysis (3)	Inactive
MUS	51321	Orchestration (3)	Revise
MUS	51341	Jazz Improvisation (2) to: (1)	Revise
MUS	52221	Symphonic Literature (3)	Revise
MUS	55221	Concert Band (1) to: Symphony Band	Revise
MUS	55271	New Music Ensemble (1)	Revise
MUS	62227	History and Literature of the Wind Band (2)	Reactive
MUS	63284	History of Music Education (3)	Revise
MUS	71141	16th-Century Counterpoint (3)	Revise
MUS	71151	18th-Century Counterpoint (3)	Revise
MUS	73284	History of Music Education (3)	Revise
MUS	75271	New Music Ensemble (1)	Revise
NRST	20212	Practicum (2)	Inactive
NURS	20020	Foundations of Assessment and Communication in Nursing (3)	Revise
NURS	20025	Pharmacology and Alterations in Physiological Functioning I (3)	Revise
NURS	20030	Foundations of Nursing Intervention (5)	Revise
NURS	20040	Fundamentals of Nursing (8)	New
NURS	30010	Parent and Newborn Nursing (4)	Revise
NURS	30020	Health Care of Children (4)	Revise
NURS	30025	Pharmacology and Alterations in Physiological Functioning II (3)	Revise
NURS	30035	Nursing of Adults Across the Lifespan (9)	Revise
NURS	30050	Basic Nursing Informatics (2)	Revise
NURS	30070	Health Care Policy (3)	Revise
NURS	32060	Transcultural Nursing Advancing Cultural Humility (2)	New
NURS	40005	Professional Nursing Development (3)	Revise
NURS	40010	Nursing of the Critically III (4)	Revise
NURS	40020	Community Health Nursing (4)	Revise
NURS	40025	Professional and Evidence-Based Practice (3)	New
NURS	40030	Psychiatric Nursing and Mental Health Nursing Care (4)	Revise
NURS	40045	Integration of Leadership and Management in Nursing (6)	Revise
NURS	40075	Information and Patient Care Technology for Healthcare Professionals (3)	Revise
NURS	40872	Introduction to Evidence Based Practice (3)	Revise

NURS	40873	Introduction to Evidence Based Practice for Registered Nurses (3)	New
NURS	41000	Concepts and Issues for Professional Nursing Practice (3)	Revise
NURS	42000	Leadership and Management for Professional Nursing Practice (3)	Revise
NURS	43001	Health Promotion (3)	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	45060	NCLEX Review Preparation (3)	Revise
NURS	45070	NCLEX Success (2)	New
NURS	47000	Capstone Clinical for Professional Nursing Practice (3)	Revise
PAS	34200	Black Music Revisited (3)	New
PEP	35040	Coaching Football (2)	Revise
PEP	35041	Coaching Soccer (2)	Revise
PEP	35042	Coaching Volleyball (2)	Revise
PEP	35044	Coaching Basketball (2)	Revise
PEP	35048	Coaching Baseball and Softball (2)	Revise
PEP	35049	Coaching Track and Field (2)	Revise
PMD	80115	Podiatric Medical Practice Seminar (1)	Inactive
PMD	80116	Podiatric Medical Practice Seminar (1)	Inactive
PMD	80117	Podiatry, Professionalism and Society I (1)	New
PMD	80215	Podiatric Medical Practice Seminar (1)	Inactive
PMD	80216	Podiatric Medical Practice Seminar (1)	Inactive
PMD	80315	Podiatric Medical Practice Seminar (1)	Inactive
PMD	80316	Podiatric Medical Practice Seminar (1)	Inactive
RADT	14018	Radiographic Exposure and Imaging I(2) to: Imaging Equipment	Revise
RADT	14034	Image Acquisition and Processing (2)	New
RADT	14085	Clinical Education IV (2)	New
RADT	24008	Radiobiology and Radiation Protection (3)	Revise
RADT	24016	Radiologic Physics (3)	New
RADT	24018	Clinical Education V (2-3)	New
RADT	24025	Clinical Education VI (3)	Revise
RADT	24048	Radiographic Techniques (3)	Revise
RADT	24058	Diversified Employment (3) to: Diversified Employment Skills	Revise

REL	12020	Introduction to New Testament Literature (3)	New
REL	31075	Religion and Women (3)	New
REL	41010	Religion, Violence and Terror (3)	New
RIS	44000	Introduction to Radiologic and Imaging Sciences (2) to: Introduction to Radiation Therapy	Revise
RIS	44001	Patient Management in Nuclear Medicine (3)	Inactive
RIS	44002	Nuclear Medicine Procedures I (3)	Inactive
RIS	44005	Nuclear Medicine Clinical Education I (2)	Inactive
RIS	44006	Nuclear Medicine Physics and Instrumentation I (3)	Inactive
RIS	44010	Nuclear Medicine Clinical Education II (3)	Inactive
RIS	44011	Nuclear Medicine Radiopharmacy (4)	Inactive
RIS	44012	Nuclear Medicine Procedures II (3)	Inactive
RIS	44014	Nuclear Medicine Physics and Instrumentation II (3)	Inactive
RIS	44015	Nuclear Medicine Clinical Education III (2)	Inactive
RIS	44016	Nuclear Medicine Procedures III (2)	Inactive
RIS	44017	Nuclear Medicine Radiation Safety (3)	Inactive
RIS	44019	Nuclear Medicine Procedures IV (2)	Inactive
RIS	44020	Nuclear Medicine Clinical Education IV (3)	Inactive
RIS	44023	Nuclear Medicine Physics and Instrumentation III (3)	Inactive
RIS	44039	Nuclear Medicine Techniques (2)	Inactive
RSPC	40008	Chronic Disease Management Principles (3)	New
SBS	60020	Program Evaluation II: Application in the Real World (3)	New
SBS	73011	Qualitative Data Analysis (3)	New
SBS	80020	Program Evaluation II: Application in the Real World (3)	New
SOC	52315	Sociology of Changing Gender Roles (3) to: Sociology of Gender	Revise
SPA	44010	Social Communication Development and Disorders in Autism Spectrum Disorders (3)	New
SPA	44030	Autism Spectrum Disorders Over the Lifespan (3)	New
SPA	54010	Social Communication Development and Disorders in Autism Spectrum Disorders (3)	New
SPED	42030	Issues in Moderate/Intensive Disabilities (3)	New
SPED	42951	Early Intervention in Natural Environments (3)	New
SPED	43063	Curriculum Methods Moderate/Intensive Intervention (3)	Revise
SPED	43070	Planning and Programming for Transitions (3)	Revise

SPED	43953	Family Professional Collaboration in Early Childhood (3)	New
SPED	43954	Practical Applications: Teaming (3)	New
SPED	43955	Typical and Atypical Development in Young Children (3)	New
SPED	43958	Foundations in Early Childhood Services (3)	New
SPED	43964	Assessment and Evaluation in Early Intervention and Early Childhood Special Education (3)	New
SPED	43992	Field Experience in Special Education (3)	Revise
SPED	44020	Medical Aspects of Autism Spectrum Disorders (3)	New
SPED	44951	Creating Legally Defensible Individual Family Service Plans and Individualized Education Programs (3)	New
SPED	52030	Issues in Moderate-Intensive Disabilities (3)	New
SPED	53063	Curriculum Methods Moderate/Intensive Intervention (3)	Revise
SPED	63031	Program Development in Applied Behavior Analysis (3)	Revise
TECH ID		Woods Technology I (3) to: Furniture Design I – Wood	Revise
TECH	23010	Computer Hardware I (3)	Revise
TECH	23581	Computer-Aided Engineering Graphics (3)	Revise
		Networking Hardware I (3)	
TECH	41001	Methods in Technology Education (3)	Inactive
TECH	41002	Organization in Technology Education (3)	Inactive
TECH	41051	Foundations and Contemporary Theories of Technology Education (3)	Inactive
TECH	41052	Technology and Engineering for K-to-8 STEM (3)	Inactive
TECH	43222	Computer Hardware Engineering and Architecture (3)	Revise
TECH	43550	Computer-Aided Manufacturing (3)	Revise
TECH	43580	Computer-Aided Machine Design (3)	Revise
TECH	46000	Computer Engineering Technology Capstone (3)	Revise
TECH	46170	Case Studies in Fraud Examination (3)	Inactive
TECH	46316	Server Administration and Configuration (3)	Revise
TECH	46330	Visual Basic Programming in Engineering Technology (3)	Revise
TECH	46411	Requirements Engineering and Analysis (3)	Revise
TECH	46510	Applied Information Technology Security (3)	New
TECH	56411	Requirements Engineering and Analysis Technology (3)	Revise
TECH	63040	Electronic Communications (3)	Revise
TECH	64312	Advanced Wireless Telecommunication System and Network Technologies (3)	Revise

TECH	66380	Advanced Networking (3)	Revise		
VCD	43001	Interaction Design Communities (3) to: Interaction Design	Revise		
VCD	43060	Introduction to Typeface Design (3)	New		
VCD	53060	Introduction to Typeface Design (3)	New		
VTEC	20215	Veterinary Office Applications (1)	New		
VTEC	20216	Laboratory and Exotic Animal Medicine (2)	New		
	Update to 21 November 2016 EPC Agenda				
		Big Data Management (3) ted incorrectly as CS 67017	New		



Educational Policies Council Minutes of the Meeting Monday, 21 November 2016

Ex-Officio Members present (or represented): Faculty Senate Chair Deborah C. Smith; Associate Provost Mandy J. Munro-Stasiuk (representing Provost Todd Diacon); Deans Sonia A. Alemagno, James L. Blank, James K. Bracken, Barbara A. Broome, John R. Crawford-Spinelli, Mark S. Mistur, Eboni J. Pringle, Amy L. Reynolds, Nathan Ritchey, Robert G. Sines; Associate Deans Danielle S. Coombs, Janis H. Crowther, Robert D. Hisrich, Stephen A. Mitchell (representing Interim Dean Mark A. Kretovics and Associate Dean Alicia R. Crowe), I. Richmond Nettey, Wendy A. Umberger, William T. Willoughby; Interim Director Jeffrey W. Fruit

Ex-officio Members not present (or represented): Deans Donald F. Palmer, Deborah F. Spake, Melody J. Tankersley; Senior Associate Dean Vincent J. Hetherington; Associate Dean Cynthia Stillings; Assistant Director Susan Peti

Faculty Senate-Appointed Representatives present (or represented): Professor Donald L. White; Associate Professor Soumitra Basu; Assistant Professor Terrence L. Uber

Faculty Senate-Appointed Representatives not present (or represented): Professors Jay M. Jahangiri, Susan J. Roxburgh, Robin R. Selinger; Associate Professors Farid S. Fouad, Zhiqiang M. Wang; Assistant Professors Vinay K. Cheruvu, Amy Fritsche, James E. Seelye

Council Representatives present (or represented): Professors Michael W. Chunn, Debra S. Shelestak, Jonathan B. VanGeest; Associate Professors Richard L. Mangrum, Robert D. Sturr, Jonathan F. Swoboda; Assistant Professors Lindsay C. Baran, Yea-Jyh (Kathy) Chen, Insook Kim, Mary A. Mooney, David (Blake) B. Stringer

Council Representatives not present (or represented): Associate Professors Pamela K. Evans, Catherine E. Goodall, Jan C. Leach, Jayaram (Jay) Muthuswamy, Stacy R. Rose, Melissa D. Zullo; Assistant Professors Jonathan P. Fleming, Timothy L. Scarnecchia, Belinda S. Zimmerman

Observers present: Nick Peters (representing Undergraduate Student Government Director of Academic Affairs Natalia Roman); Graduate Student Senate Vice Executive Chair Mark Rhodes

Consultants and Guests present: Susan M. Augustine, Jessie Carduner, Louise M. Ditchey, Keiran J. Dunne, Larry G. Froehlich, Mary Ann Haley, Joan E. Inderhees, Jennifer S. Kellogg, Douglas J. Kubinski, Amy B. Quillin, Gail M. Rebeta, David B. Robins, Matthew M. Rollyson, Jennifer L. Rogers, Therese E. Tillett, Aimee Van Domelen, Cindy A. Wilk, Catherine M. Zingrone

Associate Provost Mandy J. Munro-Stasiuk called the meeting to order at 3:21 p.m., on Monday, 21 November 2016, in the Governance Chambers of the Kent Student Center.

Joint EPC Action Item 1: Approval of 19 September 2016 meeting minutes.

Dean James L. Blank moved for approval of the minutes, seconded by Dean John R. Crawford-Spinelli. No changes, corrections or clarifications were requested. The motion passed unanimously.

Joint EPC Action Item 2: Approval of 17 October 2016 meeting minutes.

Associate Dean Robert D. Hisrich made a motion to approve the minutes, which was seconded by Associate Dean Wendy A. Umberger. Members had no changes, corrections or clarifications and passed the motion unanimously.

Joint EPC Action Item 3: Revision of policy and procedures for temporary suspension of admissions to an academic program. Current policy allows faculty three years for a program to be suspended before admission is to be reopened or the program to be inactivated. Proposed policy increases the suspension to five years, after which the program will be declared inactivated.

Interim Dean Robert G. Sines, Jr. moved for approval of the item, and the motion was seconded by Associate Dean I. Richmond Nettey.

An EPC member asked if a proposal would need to be submitted to inactivate the program at the end of five years, or if it would be inactivated automatically. Executive Director Therese E. Tillett explained that if nothing is done with the program after five years of being suspended, the program would be inactivated by the Provost's Office, with no proposal needed from the academic unit. However, if a decision is made after the program has been inactivated after the five years, a proposal would be need to be submitted to reactivate the program.

Members did not have any additional questions or discussion, and the item was passed unanimously.

Joint EPC Action Item 4: Revision of administrative oversight of construction management faculty, program and courses, from the College of Applied Engineering, Sustainability and Technology to the College of Architecture and Environmental Design. Moving are the following: full-time construction management faculty; Construction Management [COMA] major within the Bachelor of Science [BS] degree; Construction Management [COMA] minor; 31 undergraduate CMGT courses and 11 graduate CMGT courses.

Interim Dean Sines' motion to move the item was seconded by Associate Dean Hisrich. Members did not have any questions and passed the item unanimously.

Joint EPC Action Item 5: Revision of administrative structure of the School of Digital Sciences, from a school independent of a college to a dependent school within the College of Communication and Information. Moving to the college are the following: school adjunct faculty and full-time staff; Digital Sciences [DS] major within the Bachelor of Arts [BA], Bachelor of Science [BS] and Master of Digital Sciences [MDS] degrees; Digital Sciences [DS] minor; Enterprise Architecture [C631] graduate certificate; 20 undergraduate DSCI courses and 17 graduate DSCI courses.

Assistant Professor Mary A. Mooney moved for approval of the item, and the motion was seconded by Assistant Professor Terrence L. Uber.

Faculty Senate Chair Deborah C. Smith commended the College of Communication and Information for the content and structure of its proposal. She noted that the Faculty Senate Executive Committee felt that it was a best practices example of what a proposal should look like and recommended that areas refer to it as a point of reference when submitting a proposal such as this.

An EPC member asked what the advantages were for the School of Digital Sciences with this move, as opposed to a previous proposal to move to the College of Arts and Sciences several years ago.

Interim Director Jeffrey W. Fruit responded that the digital sciences programs have grown quite successfully, and it is no longer manageable with the current structure of a very small staff and no full-time faculty. With the ability to hire full-time faculty, the school will be able to address various curriculum management and critical issues through committees and subgroups more effectively. Interim Director Fruit referred members to the document they received to understand the full list of advantages for the move.

Members did not have any additional questions or discussion, and the item passed unanimously.

Joint EPC Action Item 6: Revision of name for the Counseling and Human Development Center. Name changes to the Counseling Center.

Associate Dean Stephen A. Mitchell moved for approval of the item, which was seconded by Interim Associate Dean Danielle S. Coombs. With no questions, members passed the item unanimously.

Graduate EPC Action Item 1: Establishment of Health Informatics [HI] major within the Master of Science [MS] degree.

Graduate EPC Action Item 2: Establishment of Knowledge Management [KNMN] major within the Master of Science [MS] degree.

Graduate EPC Action Item 3: Establishment of User Experience Design [UXDE] major within the Master of Science [MS] degree.

Programs listed above currently exist as concentrations within the Information Architecture and Knowledge Management major. Minimum total credit hours to program completion for each is 36.

Graduate EPC Action Item 4: Inactivation of Information Architecture and Knowledge Management [IAKM] major within the Master of Science [MS] degree. The program will be replaced by the proposed Health Informatics, Knowledge Management and User Experience Design majors.

Associate Dean Nettey's motion for approval of the item was seconded by Dean Crawford-Spinelli.

In response to a members' inquiry, Interim Director David B. Robins confirmed that the intention is to replace one major with three separate majors in order to better articulate each field of study. He explained that the concentrations have changed over the years, morphing with the fields as they grew; now they have settled enough to move in the direction of having three separate majors.

Members did not have additional questions or points for discussion, and the item passed unanimously.

Undergraduate EPC Action Item 1: Establishment of Ceramics [CERM] minor to be offered at the Kent Campus. The discipline-specific minor will replace the Crafts minor, which will be inactivated. Minimum total hours to program completion is 18.

Undergraduate EPC Action Item 2: Establishment of Drawing [DRWG] minor to be offered at the Kent and Stark campuses. The discipline-specific minor will replace the Crafts minor, which will be inactivated. Minimum total hours to program completion is 18.

Undergraduate EPC Action Item 3: Establishment of Glass [GLSS] minor to be offered at the Kent Campus. Minimum total hours to program completion is 18.

Undergraduate EPC Action Item 4: Establishment of Jewelry, Metals and Enameling [JME] minor to be offered at Kent Campus. Minimum total credit hours to program completion is 18.

Undergraduate EPC Action Item 5: Establishment of Painting [PNTG] minor to be offered at the Kent and Stark campuses. Minimum total credit hours to program completion is 18.

Undergraduate EPC Action Item 7: Establishment of Sculpture and Expanded Media [SEM] minor to be offered at the Kent and Stark campuses. Minimum total credit hours to program completion is 18.

Programs listed above will replace the Fine Arts minor, which will be inactivated. Undergraduate EPC Action Item 6 was withdrawn.

Dean Crawford-Spinelli moved for approval of the items, seconded by Dean Amy L. Reynolds.

Dean Crawford-Spinelli stated that Action Item 6 was being withdrawn from this EPC agenda pending further discussion with the College of Communication and Information on collaborative efforts since both colleges offer different types of photography.

EPC members did not have any questions on any of the items and passed the motion unanimously.

Undergraduate EPC Action Item 8: Revision of name and course requirements for the Spanish Literature, Culture and Translation [SLCT] major within the Bachelor of Art [BA] degree. Name changes to Spanish [SPAN]. Revision includes decreasing major requirements from 40 to 33 credit hours; moving five courses from required to elective; increasing major electives, from 9 to 15 credit hours; and increasing general electives. Minimum total hours to program completion is unchanged at 120.

Dean Blank's motion to approve the item was seconded by Dean Crawford-Spinelli. Members did not have any questions or points of discussion; the item was passed unanimously.

Undergraduate EPC Action Item 9: Establishment of User Experience Design [UXDE] minor to be offered at Kent Campus. Minimum total credit hours to program completion is 18.

Dean Reynolds moved for approval of the item, which was seconded by Dean Mark S. Mistur and passed unanimously. There was no questions or discussion.

Undergraduate EPC Action Item 10: Establishment of Disability Studies and Community Inclusion [DSC] minor to be offered at the Kent Campus. The minor replaces a post-secondary certificate, which will be inactivated. Minimum total credit hours to program completion is 18.

Associate Dean Mitchell made a motion to approve the item, seconded by Dean Reynolds.

Faculty Senate Chair Smith brought to attention that the post-secondary certificate inactivation proposal was not included in the lesser items of the agenda. Executive Director Tillett stated that it would be included on the January meeting agenda.

Members did not have any additional questions or discussion, and the item passed unanimously.

Associate Provost Munro-Stasiuk adjourned the meeting at 4:06 p.m.

Respectfully submitted,

Jennifer L. Rogers

Gernifer L. Ragers

Administrative Secretary, Curriculum Services

Office of the Provost

EPC Agenda | 23 January 2017 | Attachment 2 | Page 1 KENT STATE UNIVERSITY **CERTIFICATION OF CURRICULUM PROPOSAL**

	Prep	aration Dat	e 17-Jan-17	Curriculum Bulletin
	Effec	ctive Date	Fall 2017	Approved by EPC
Department				
College	AT - Applied Engineeri	ngTechn	ology	
Proposal	select one			
Proposal Name	Revision of the college	s's name		
Description of pro	posal:		,	
College of Aeron		echnology		lity and Technology (AT) to the me change better reflects the
	n other programs, policies o ions; need, audience)	or procedure	es (e.g., duplica	ation issues; enrollment and
No impact: Only	name is changing			
Provost; name cr outside the colle		Manage and do	Des not affect	programs, campuses or units
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Department Chair	/ School Director			
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Door of Craduota	Childing (for graduate prope	\-\-\-\-\-\-\-\-\-\-\-\-\-\-\-\-\		
Jean of Graduate	Studies (for graduate propo	sais)		
Coming Vice Des-:-	ent for Academic Affairs and	d Dun / -		
Semor Vice Presidi	en locacademic abaics and	i Provost (c	r desidoeel	

Proposal Summary to Change the Name of the College of Applied Engineering, Sustainability and Technology

This proposal seeks to change the name of the College of Applied Engineering, Sustainability and Technology (CAEST) to the College of Aeronautics, Engineering and Technology (CAET), effective July 1, 2017. The new name of the college will better reflect the programs of study within the college. The current name of the college was adopted in 2011.

History of College of Applied Engineering, Sustainability and Technology

The technology programs at Kent stared as early as 1913 when space was allocated on campus for "manual training" as an integral component for the preparation of teachers at Kent State Normal school. The School of Technology was a dependent school in the College of Fine and Professional Arts until November 1995 when it became an Independent School of Technology within the Regional Campus System.

The School of Technology consisted of three academic program areas, namely: (i) Aeronautics, (ii) Applied Business and Technology, and (iii) Applied Science and Technology. In 2006 the School of Technology achieved College status and became the College of Technology. In 2011 all technology programs associated with regional campuses separated from the College of Technology and became part of the newly formed Regional College.

In July 2012 the name of the College of Technology was changed to the College of Applied Engineering, Sustainability, and Technology to reflect the changing mission of the College toward development of new applied engineering and sustainability programs. A name change proposal was submitted in 2014 to reflect the growing viability of aeronautics program. The request for a name change was approved by EPC and Faculty Senate however a decision was made to stop the request before final approval in order to thoroughly review the mission and future of the college. The review has been completed hence this proposal for a name change.

1. QUALITY OF THE FACULTY, STUDENTS AND PROGRAMS

The college currently is comprised of three major curriculum areas, Aeronautics and Aerospace Engineering, Applied Engineering, and Construction Management. Construction Management will be administratively transitioned to the College of Architecture and Environmental Design (CAED), effective Fall 2017. Therefore the remainder of this proposal will address only the two remaining program areas within the College. At the present time there are 530 Aeronautics majors, 18 Aerospace Engineering majors and 314 Applied Engineering majors. There are also 177 students in the Masters of Technology program. These numbers reflect the Fall 2016 15th day headcount.

There will be twenty three full time faculty members remaining in the college after the transfer of the Construction Management faculty to CAED. There are eleven full-time faculty in the Aeronautics program; one tenured, four tenure-track and six full time non-tenure track; all hold a terminal degree in their respective fields. The Aeronautics program has an on-going search for one additional full-time tenure-track faculty expected to begin employment for the 2017 fall semester. The Applied Engineering program has twelve full time faculty; four full time tenured, two tenure-track, and six full time non-tenure track faculty. All tenure and tenure-track faculty hold terminal degrees in their respective fields.

The college has seen consistent enrollment growth over the past 8 years. Even with the loss of the 186 Construction Management students the college will still maintain a healthy enrollment of over 1000 students.

2. CENTRALITY AND COHERENCE TO THE MISSION AND STRATEGIC DIRECTION OF THE UNIVERSITY AND OTHER ACADEMIC UNITS

The proposed name change of the college is requested due to the fact that fifty percent of the undergraduate enrollments are in the aeronautics program. The inaugural class of Aerospace Engineering began in the fall 2016 semester. As such, the present name College of Applied Engineering, Sustainability, and Technology does not reflect the constituent academic units in the college.

On the engineering side, in August 2016 one of the concentrations in the aeronautics major, Aeronautical Systems Engineering Technology (AESE) earned full accreditation by ABET, making it the only aeronautical/aerospace engineering technology program to be so accredited in the state of Ohio and only the third in the country. Additionally, in fall 2016 the College began offering the first pure engineering curriculum at Kent State in the field of Aerospace Engineering. Further enhancing the argument for a name change to reflect "engineering" in the title, another prominent program in the College, Applied Engineering, offers four concentrations in various engineering technology fields along with a growing concentration in mechatronics. Finally, plans are underway to create a second pure engineering program in the area of mechatronics. Although the current inclusion of "applied engineering" in the name of the college does reflect some of the engineering programs, it does not reflect the two pure engineering programs, titling the College Aeronautics, Engineering and Technology will encompass all programs within the College.

The aeronautics and engineering programs are a very vibrant part of the college and it is important from a market stand point that both be appropriately and accurately represented in the name of the college.

3. COMPARATIVE ADVANTAGE VERSUS OTHER STURCTURES

College level unit is appropriate.

4. UNIT PARTICULARLY APPROPRIATE FOR KENT STATE UNIVERSITY

With an enrollment of over 1000 students the college has a comparative size to other professional colleges in the university.

5. DEMAND FOR THE UNIT AND FOR THE GRADUATES OF THE UNIT

The Aeronautics program enrollment has grown significantly over the past decade. It is the only aeronautics program in Ohio, and one of 34 nationwide to be accredited by the Aviation Accreditation Board International (AABI). The program recently brought forth a second undergraduate major, Aerospace Engineering, which is the only such program offered by a public institution in Northeast Ohio. Additionally, the Aeronautical Systems Engineering Technology program earned full accreditation by ABET, making it the only aeronautical/aerospace engineering technology program to be so accredited in the state of Ohio and only the third in the country.

Aeronautics recently established bridge agreements with five regional air carriers, several of which not only guarantees graduates preferential interviews but also guarantees the graduate a job (upon admission and completion of the program). All agreements have been initiated by the regional air carriers with whom the agreements are held; every student that has applied has been accepted.

Ohio ranks fourth across the country for the highest employment level of aerospace engineers, and tenth nationwide for the highest concentration of aerospace engineering jobs and location quotients.

Applied Engineering enrollment has steadily grown over the past few years. As of Fall 2016 15th day headcount there are 314 majors in the Applied Engineering degree program. It is anticipated that with the concentrations (Applied Engineering and Technology Management, Computer Engineering Technology, Mechanical Engineering Technology, and Mechatronics) continued growth will occur well into the future.

Recent surveys of graduates from the Applied Engineering program and to employers of these graduates show overall satisfaction with the level of instruction. Employers showed a degree of satisfaction with the level of preparation of the graduates in the program between very good and excellent. The applied engineering program is Foundry Educational Foundation (FEF) certified and has been accredited by FEF since 1969. Students who participate in the Kent State University chapter of the American foundry Society (AFS) are highly sought after upon graduation. One hundred percent of the graduates from the 2015-16 academic year who participated in KSU AFS were employed with an average starting salary of over \$50,000.

6. DUPLICATION AND INTERRELATEDNESS OF THE UNIT'S PROGRAM(S) WITHIN THE UNIVERSITY, STATE AND REGION

This proposal to change the college's name is to reflect the viability and anticipated growth of current and future programs. The focus of the college is to continue growth in the aeronautics programs and the development of additional pure engineering degrees.

7. EFFICIENCY AND EFFECTIVENESS OF THE UNIT IN LEVERAGING EXISTING RESOURCES AND EXPANDING NEW RESOURCES

The college programs have been as efficient and effective as possible in leveraging existing resources. With the recent hires in the college and pending searches the college is preparing for future growth and expansion. Over \$1.4 million has been spent upgrading the laboratories in the Aeronautics and Technology building. Transition to a new college name will support solicitation of funds from outside revenue sources to help address other equipment needs by elevating the name and stature of all the college programs. In addition, it may help with naming rights for future academic spaces.

8. ADMINISTRATIVE REPORTING STRUCTURE

There will be no change in the reporting structure.

9. SPACE AND CAPITAL BUDGET NEEDS

The name change will not have an effect on space requirements or budget needs. However as the college brings on additional engineering degrees there will be a need for additional laboratories and equipment. There is an immediate need to upgrade the academic facilities at the airport.

10. A PROPOSED OPERATING BUDGET WITH ANY ONE-TIME RESOURCE NEEDS

Request to change the name of the college has no effect on budget or one-time resource needs. The college has the necessary resources to handle all the incidental cost associated with a name change.

11. EVALUATION PROCEDURES INCLUDING ACADEMIC ASSESSMENT PROCEDURES

Previously established procedures will not change with the transition to a new name.

12. A TIMETABLE FOR PROOPOSAL IMPLEMENTATION

It is proposed that the effective date of the name change to College of Aeronautics , Engineering and Technology (CAET) coincide with the beginning of the next university fiscal year (July 1, 2017)

KENT STATE UNIVERSITY **CERTIFICATION OF CURRICULUM PROPOSAL**

Preparation Date	18-Nov-16	Curriculum Bulletin	
Effective Date	Fall 2017	Approved by EPC	

Department

Center for Applied Conflict Management / Political Science

College

AS - Arts and Sciences

Proposal

Revise Academic Unit

Proposal Name

Proposal to Revise the Center for Applied Conflict Management (CACM) into the

School of Peace & Conflict Studies (SPCS)

Description of proposal:

Since the shootings of May 4, 1970 on its campus, Kent State University has been a global leader in fashioning positive institutional responses to violent conflict. Its proposed School of Peace and Conflict Studies promotes interdisciplinary research, teaching, practice and community outreach on conflict analysis and resolution, peacebuilding, and the prevention of violence. It promotes constructive approaches to managing and transforming conflicts in order to build a more just and peaceful world. Housed in the College of Arts and Sciences, the School facilitates collaborative efforts, from the local to the global, so as to critically examine and formulate effective responses to destructive conflicts and violence.

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

By themselves, the existing academic programs of the proposed School do not duplicate efforts at the university, within the state or even across the region. There will be no impact on other programs, policies or procedures.

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

We have obtained letters of support from the following units:

- The Political Science Department
- The Geography Department
- The Anthropology Department
- The Philosophy Department
- The History Department (no objection letter)
- Special Collections and Archives, KSU Libraries
- May 4 Visitor's Center
- Department of Social and Behavioral Sciences, College of Public Health

In addition, we consulted with the Department of Sociology, the Department of Pan-African Studies, and with Communication Studies in the College of Communication, but have not heard back from these units as of yet.

Sili 11932	REQUIRED ENDORSEMENTS	10,10,14
Department Chair / School Director		
Campus Dean (for Regional Campuses) May My Aley	proposals)	121/51/4
College Dean (or designee)	proposals)	/
Dean of Graduate Studies (for graduate Senior Vice President for Academic Affa		

POL-CACM

Proposal Summary to Revise the Center for Applied Conflict Management (CACM) into the School of Peace and Conflict Studies (SPCS)

The following adheres to University Policy 3343-2-03 Regarding the Establishment or Revision of Academic Administrative Structures.

Introduction

School of Peace and Conflict Studies Mission Statement:

Since the shootings of May 4, 1970 on its campus, Kent State University has been a global leader in fashioning positive institutional responses to violent conflict. Its proposed School of Peace and Conflict Studies promotes interdisciplinary research, teaching, practice and community outreach on conflict analysis and resolution, peacebuilding, and the prevention of violence. It promotes constructive approaches to managing and transforming conflicts in order to build a more just and peaceful world. Housed in the College of Arts and Sciences, the School facilitates collaborative efforts, from the local to the global, so as to critically examine and formulate effective responses to destructive conflicts and violence.

1. The quality of the faculty, students and programs.

Faculty

The Center for Applied Conflict Management (CACM) currently has five full-time faculty, two TT and three NTT. They are profiled below.

Professor (TT) Patrick Coy serves as CACM Director. He holds a PhD in Social Science from the Maxwell School of Citizenship and Public Affairs at Syracuse University, where he was affiliated with the Program on the Analysis and Resolution of Conflicts. He is co-author of Contesting Patriotism: Culture, Power and Strategy in the Peace Movement, and has published over 30 peer-reviewed journal articles and book chapters on various aspects of community mediation, nonviolent action, human rights, and social movements. Coy received the "Outstanding Published Article Award" of 2008 from the American Sociological Association's section on Peace, War and Social Conflict for his co-authored article on the "support the troops" discourses in the US. He has also edited twelve books: Social Conflicts and Collective Identities; A Revolution of the Heart: Essays on the Catholic Worker Movement; and ten volumes of Research in Social Movements, Conflicts and Change.

In 2014, Patrick Coy received the "Magnificat Award" from Marian University—the institution's highest honor—for his "untiring efforts related to building peace and conflict studies, epitomizing the kind of dedication that we hope to instill in our students." He conducted a participant observation study of Peace Brigades International's human rights protection work in the ethnic conflict in Sri Lanka, and has been part of peacemaking delegations to Iraq, Libya and the former USSR. In 2010-2011, he was a Fulbright Scholar in Botswana with the Research Centre for San (Bushmen) Studies.

Dr. Coy has conducted external program reviews and consultations for other Peace and Conflict Studies programs and Schools, including at CSU-Dominquez Hills, Ohio University, Salisbury University, and for the Kroc School of Peace Studies at the University of San Diego. Formerly the Vice President of the International Peace Research Association Foundation and the National Chair of the Fellowship of Reconciliation, he currently serves on the Board of Directors of the Cleveland Mediation Center. Coy's research has been funded by the National Science Foundation, the Hewlett Foundation, the Albert

Einstein Institution, the American Sociological Association's Fund for the Advancement of the Discipline, and the Council for the International Exchange of Scholars, among others.

Associate Professor (TT) Landon Hancock is a graduate of George Mason University's Institute for Conflict Analysis and Resolution and teaches many of the core courses in conflict management theory as well as international conflict and peacebuilding. His research has been funded by the U.S. government's United States Institute of Peace, an independent, nonpartisan institution established and funded by Congress to increase the country's capacity to manage international conflicts without violence. Dr. Hancock is well-known for his research on identity-related conflicts and for his numerous publications on Zones of Peace—incidences of local peacebuilding in the midst of violent conflicts. Hancock has edited two influential volumes on this subject and has authored numerous articles published in peer-reviewed journals on ethnic conflicts, the peace process in Northern Ireland, the Israeli-Palestinian conflict, and the application of prospect theory to conflict resolution.

As a result of this research, Dr. Hancock is a frequent consultant on aspects of conflict management. For example, within the last year alone he was: contracted to write a White Paper on the Role of Narratives of Identity in Conflict and Conflict Resolution for a prominent US Federal Government Agency through contracting agency CENTRA; provided consulting services to a nonprofit in Bogota, Colombia (Todos de la Paz) to prepare them for a referendum campaign in support of a peace agreement between the Government of Colombia and the FARC rebel group; and consulted with Dr. Fanie du Toit, UNDP representative for peacebuilding and reconciliation in Iraq, on the best ways to establish zones of peace and infrastructures for peace in post-conflict Iraq. From 2012 to 2016 he served as Chair of the International Studies Association's Peace Studies Section where he facilitated a 19% annual growth rate in the section such that it is now the 3rd largest section in the entire professional association.

Associate Professor (NTT) Karen Cunningham holds a Juris Doctor degree from the Washington and Lee University School of Law. Before becoming the Personnel Manager and then the Employee Relations Director for the Akron Metropolitan Housing Authority, she was also the first Long Term Care Ombuds Officer in Roanoke, VA. Professor Cunningham uses her legal training and workforce experience to train KSU students in everything from workplace conflict resolution to nonviolent action to high-level negotiation skills. Previously a long-time faculty advisor to the May 4 Task Force, Professor Cunningham, currently co-teaches the course, May 4 and Its Aftermath. As practitioners Prof. Cunningham and Dr. Theresa Repicky have provided conflict management training on campus and worked with a variety of university units to improve inter-departmental relations and interpersonal conflict management skills.

Assistant Professor (NTT) Theresa Repicky brings years of corporate training practice to her classroom as well as to her on and off-campus intervention practice. She received an M.B.A. from Cleveland State University and worked for over a decade for a Fortune 500 company. Dr. Repicky holds a PhD in Conflict Analysis and Dispute Resolution from Nova Southeastern University and she teaches a variety of CACM courses, including: Environmental Conflict Resolution; Negotiation; Mediation; and Dispute Systems Design. As a practitioner she delivers customized, performance-based training programs to companies across the country. She has trained business executives and sales professionals in negotiation skills, techniques, and strategies. Dr. Repicky has assisted organizations in designing dispute resolution systems and mediation programs and has conducted training programs in conflict management and mediation for communities and organizations. She has mediated a wide variety of disputes including family, custody and visitation, community, and workplace disputes. She currently serves on the Board of Directors of the Global Issues Resource Collaborative at Cuyahoga Community College. Drs. Hancock and Repicky were instrumental in helping Cuyahoga Community College set up a Certificate of Peace and Conflict Studies,

POL CARM

taking the lead in training CCC faculty and designing their core courses in accordance with an Articulation Agreement eventually signed between CCC, CACM and KSU.

Instructor (NTT) Jacquelyn Bleak earned BA's in Applied Conflict Management and Political Science at Kent State University and an MS in Conflict Analysis and Resolution at George Mason University. She was formerly Program Manager of the Americans with Disabilities Act (ADA) mediation program at the Keybridge Center for Mediation in Washington, D.C. In addition to teaching courses ½ time at CACM, she serves ½ time as Program Manager of Student Mediation Services (SMS). This is a collaborative effort between the College of Arts and Sciences, CACM and the Division of Student Affairs to integrate alternative dispute resolution and restorative justice practices into student life and student affairs. SMS provides mediation, facilitation, training and conflict coaching services to KSU students. Jacquelyn Bleak serves on the Board of Directors of the Association of Conflict Resolution, a leading professional association in the field of Peace and Conflict Studies, and the publisher of Conflict Resolution Quarterly.

Three new tenure track faculty will be hired over the next two years to facilitate the establishment of the School of Peace and Conflict Studies. Two junior scholars should be hired in spring 2017 and be in place for AY 17-18. A third hire, at the senior scholar level, will be made in AY 17-18, to start in August 2018. One of the junior scholars will be funded by the College of Arts and Sciences while the other two positions will be funded by the President's Office. These new scholars will complement but expand on existing faculty strengths, enabling Kent State University to further solidify its growing reputation in constructive approaches to conflict management. These hires will also enable the University and the School to stimulate grant-funded research, continue to provide its robust BA in Applied Conflict Management, to deliver the Conflict Analysis and Management track in the Political Science's MA/PhD program, and to assist in the development of a planned professional Master's degree program described below.

Faculty Affiliates: KSU faculty members in a variety of departments and programs outside of CACM and POL already have robust research agendas in violence, peace, and conflict. Some of these faculty members may want to affiliate with the School in a variety of ways, further contributing to the mission of the School. To give only one prominent example of the promise held in this area, Dr. James Tyner, Professor of Geography, has been deeply involved in the planning and drafting of the proposals for the School. Once established, still other faculty members in cognate programs and with compatible research and teaching interests will contribute to the School's success; some may teach courses and direct dissertations; some may seek to move percentages of their appointment to the School; and some may take part in research working groups and collaborative grant-writing.

Program

The Center for Applied Conflict Management (CACM) was founded in 1971 as Kent State University's original "living memorial" to the students killed on May 4, 1970. Famous not only for the violent conflict of May 4, Kent State is now also well-known for its academic study of violence and conflict management. Many students already come to Kent State University to study with the faculty of the Center for Applied Conflict Management through the undergraduate degree in Applied Conflict Management and POL's doctoral track in Conflict Analysis and Management. The proposed School builds on these successes.

Kent State's BA in Applied Conflict Management is delivered by a set of core faculty who are well-trained in Peace and Conflict Studies and who have spent their entire careers working in that field. The proposed unit will build upon this strong core by recruiting new faculty members with appropriate Peace and Conflict Studies training and expanding this core by welcoming participation by faculty from cognate

fields to contribute to both the School's teaching and research. This combination will enrich and further strengthen the quality of the program.

Students

Over the past three academic years the average number of Applied Conflict Management majors is 43 with an average of 28 minors. CACM students come from a wide variety of backgrounds, but one thing that draws them together is their commitment to serving people, an interest in social justice, and the desire to have a positive impact in the world. Over the last three years the average GPA of Applied Conflict Management majors has ranged from 2.95 to 3.08, as shown below.

Table 1: ACM Majors' Average GPAs by Academic Year

Academic Year	Quality Hours	Quality Points	Average GPA
2013-14	1116	3286.7	2.95
2014-15	1089	3356.8	3.08
2015-16	1051	3230.3	3.07

The Applied Conflict Management degree program enjoys a robust relationship with KSU's Honors College and many of its students take one or more of CACM's classes. In fact, CACM offers an honors-only section of its Kent Core course, Introduction to Applied Conflict Management, every semester. Many of these Honors College students go on to take other CACM courses.

Graduates work in everything from human resources to improving workplace climate to mediation centers to social services delivery to organizing for nonviolent social change. Some of CACM's more notable students and alumni use their Applied Conflict Management skills in a variety of high profile positions, including: Executive Director of the Dayton Mediation Center; Director of New York City's Municipal Renewable Energy Program; Education Manager at the Oakland Mediation Center in Oakland Michigan; Field Organizer for the Community Farm Alliance in Kentucky; Shelter Diversion Advocate at the Cleveland Mediation Center; Human Resources Director for Nestle USA; Manager of Employee Relations at Kent State University; Executive Director of the Cleveland Mediation Center; Head of Antimoney Laundering and Sanctions at HSBC Commercial Banking; Mediation Coordinator for the Franklin County Municipal Court; Education Manager for People for the Ethical Treatment of Animals (PETA); Development Coordinator for Madison County Hospital; Talent Acquisition Specialist at Fidelis Care; Enrollment and Match Support Specialist for Big Brothers-Big Sisters; Director of Athletics at Aurora University; Coordinated Intake Specialist at FrontLine Service; Conflict Management Services Coordinator at Town Hall II; Academic Counselor with the Office of Academic Support Services for Student-Athletes at the University of Pittsburgh; Executive Director of Senior Citizen Resources; Community Educator with the Crime Victim Center of Erie County, PA; and KSU Special Assistant for Federal Relations in Washington DC.

By developing this School and diversifying its degree programs to include a professional Master's degree, we will further meet the needs for working professionals in the state and country to graduate professionals equipped to assist others in creating more effective structures, healthier relationships, and more productive decision-making and change processes in families, non-profit agencies, businesses,

governments, and communities. A proposal for a professional Master's degree in Applied Conflict Management was endorsed by the EPC and approved by the Ohio Board of Regents Research Advisory Council in Graduate Studies in 2012, but there were insufficient faculty to staff the courses at that time. This School and the new faculty hires associated with it will change that.

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

Kent State University's Vision is "to be a community of change agents whose collective commitment to learning sparks epic thinking, meaningful voice and invaluable outcomes to better our society." We are uniquely positioned to create a community of change agents whose training and work will better society because our university is poised to transform the way our students, our communities, and our world understand, manage and resolve conflicts. The proposed School of Peace and Conflict Studies will help make that much-needed transformation possible.

The KSU Research Advisory Council has proposed the launch of five Research Centers of Distinction, one of which is focused on global understanding. Potential programmatic areas under global understanding are listed as: intercultural identity and awareness; intercultural conflict management and resolution; prejudice and acceptance, and diversity and intercultural dialogue. Additionally, much as KSU's Division of Research and Sponsored Programs is tasked with providing "the resources, facilities and services...to conduct groundbreaking, globally relevant research and scholarship," the School will contribute significantly to this effort, especially by addressing fundamental questions of scholarship and pedagogy on the prevention of violence and peaceful resolution of conflicts from local communities to the international arena. This School will be an umbrella under which a number of RASP's strategic initiatives may come to fruit, including: the promotion of extra-university partnerships; the cultivation of a culture of student research through the use of formal research centers and informal working groups; and community outreach through the expansion of Student Mediation Services and the provision of conflict intervention and coaching services to our surrounding communities.

Building on and extending as it does existing infrastructure at Kent State, the proposed School of Peace and Conflict Studies fits seamlessly into the University's vision, providing one immediately effective way to operationalize and make manifest President Warren's strategic commitment. Moreover, since it will be designed to encourage interdisciplinary research, teaching, practice and community outreach on conflict analysis and resolution, peacebuilding, and the prevention of violence, the School will be an important component in the development of a distinctive Kent State University.

For example, there is already a sizeable number of faculty at Kent State teaching and publishing in the related areas of transitional justice, post-conflict peacebuilding, the search for justice following violence and war, and the dynamics of memory and memorialization. This includes faculty in GEOG, POL, CACM, ANTH, PAS, HIST and elsewhere. Thus the School creates an opportunity for Kent State to synthesize and expand research and teaching in critically important areas like this.

CACM's undergraduate major and minor in Applied Conflict Management would move to the new School, thus honoring Kent State's strategic visioning mandate: to "identify, communicate and enhance support for prominent academic programs." By delivering a degree focused in part on skills-development and on teaching valuable workplace, career and relationship skills, the School will from the start emulate another dimension of KSU's Strategic Roadmap: "align the undergraduate educational experience to focus on purposeful and essential learning outcomes." For example, students in Applied Conflict Management learn practical and ultimately purposefully applied skills through the following courses: Negotiation, Mediation, Nonviolence, Strategic Planning, and Conflict in the Workplace. The

establishment of a School of Peace and Conflict Studies will strengthen course offerings like this on the undergraduate level, and facilitate the expansion of this purposeful curriculum teaching essential skills on to the professional Master's level as well.

Another initiative of KSU's Strategic Roadmap is to "strengthen diversity and the cultural competence of students, faculty and staff system-wide." CACM's existing courses in Cross-Cultural Conflict Management, Gender, Power and Conflict, and International Conflict Resolution each further these cultural competency goals in particular ways. The creation of a School and the hiring of new faculty whose research and teaching are focused on violence and peace and on the busy intersection of culture and conflict management will be yet another manifestation of the multiple ways this new School compliments the University's strategic direction.

3. Comparative advantage versus other structures.

The Center for Applied Conflict Management enjoys a long-running high profile, having offered an undergraduate major since 1973. CACM has well-known faculty members who offer one of the largest undergraduate programs in Peace and Conflict Studies in the country, enrolling over 1,200 students in Applied Conflict Management classes annually. The Department of Political Science has provided a congenial home for CACM and its faculty since 1994. During this 22-year period, the Center's undergraduate degree in Applied Conflict Management has experienced significant growth, and a Conflict Analysis and Management track was created in the Political Science PhD degree in 2013. As positive as that has been, it is also true that being a Center offering a separate and different undergraduate degree inside of a Department whose primary orientation is understandably elsewhere has made other valuable emphases difficult to achieve, like fully engaging with community conflict management needs, attracting students to Kent State University because of its offerings on conflict management, and providing applied services to communities experiencing conflict, for example.

Being a Center inside of a Department focused elsewhere presents still other structural obstacles, including being able to showcase the Center's unique contributions to the mission of Kent State University. This problem was emphasized in the external review of the Department of Political Science in AY 2014-15. Transformation of the university's original "living memorial" to May 4, 1970 from a Center to a School will create significant comparative advantages structurally. The higher profile afforded by this change will allow us to further enhance Kent State's international reputation as a leading institution of research, teaching and practice in constructive conflict management. Creating a School of Peace and Conflict Studies will also allow us to use the School in creative ways in capital campaigns, including with the upcoming 50th commemoration of May 4.

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

Shortly following upon the violence of May 4, 1970, KSU President Robert White established The Commission on Commemorative Recognition whose mandate was to recommend institutional responses to the shootings. One of the Commission on Commemorative Recognition's consensus recommendations was for the university to establish a center as a "living memorial" to research, teach and promote peaceful mechanisms of social and political change. Thus Kent State's Center for Peaceful Change was born in 1971, its undergraduate degree was instituted in 1973, and in 1994 the center changed its name to the Center for Applied Conflict Management (CACM) and moved into the Department of Political Science. Because of the University's evolving responses to May 4, Kent State has become increasingly well known for our constructive approaches to conflict resolution. This constructive approach to violence and conflicts goes beyond CACM to include our May 4 Visitor's Center, our Student Mediation Services (a joint program between CACM, the College of Arts and Sciences and the Division of Student Affairs), and

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the many academic symposia on democracy held over the past decade in conjunction with the May 4 commemorations.

In short, Kent State University is already a global leader in fashioning positive institutional responses to violent conflicts. Building on those sound foundations and responding to the strategic visioning mandate to "identify, communicate and enhance support for prominent academic programs," a dependent School of Peace and Conflict Studies within the College of Arts and Sciences will do precisely that.

In addition, one of the Core Values that Kent State's strategic planning process recently identified is to be an institution that facilitates "engagement that inspires positive change." This core value resonates with and also extends the founding rationale for the Center for Peaceful Change and CACM—an historic entity which would now evolve into the School of Peace and Conflict Studies. The peaceful change mandate of the Center in 1971 and the inspiring positive change core value of the University in 2016 will merge in the proposed School of Peace and Conflict Studies and its programs in 2017.

The School's mission will be to promote constructive approaches to managing and transforming conflicts in order to build a more just and peaceful world while facilitating collaborative efforts—from the local to the global—so as to critically examine and formulate effective responses to destructive conflicts and violence. These are tasks which are central to inspiring the positive changes that are a core value of Kent State University.

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

The field of Peace and Conflict Studies has undergone sustained growth. Since the early 1980s, more than thirty graduate programs in Peace and Conflict Studies have been founded in the US and Canada, with many others cropping up in Europe, Asia, Africa and Latin America. A survey CACM and POL conducted of applications and enrollments of 30 MA programs in the US in 2009 found that there were more than 1,300 applications for approximately 650 available slots. More recently, *US News and World Report* indicated that more than 100 institutions in the US offer graduate degrees or certificates in peace and justice, conflict analysis or dispute resolution, with no plateau in sight. Much of this growth in programs and enrollments has been driven by student demand and recognition by employers that conflict management skills and abilities are highly valuable across the workplace and in many professions.

Graduates of these programs have found jobs domestically and internationally in government and the private sector. They work as diplomats, in human rights organizations, as officials in international and community development agencies and groups, as mediators and arbitrators, as ombudspersons, as inhouse conflict specialists for corporations, school systems or other organizations, and as human resource specialists and customer relations professionals, to name just a few. Mediation itself has been increasing in popularity and was named as a best career in 2009 by *US News and World Report* and one of the top ten careers of 2011 by *Bloomberg Businessweek*.²

Despite this growing need for conflict management skills in the workforce, there is no professional graduate program in Conflict Management at an Ohio public university. The only programs available in Ohio are graduate certificates at two universities, concentrations in Alternative Dispute Resolution at two law schools, a Master of Arts degree at Antioch University and a "design it yourself" doctoral program in Interdisciplinary Studies with a concentration in Peace Studies at Union Institute. None presents a significant overlap with our proposed professional Master of Applied Conflict Management and, with the

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¹ http://www.usnews.com/education/best-graduate-schools/articles/2011/03/31/master-the-practice-of-peace

² http://images.businessweek.com/slideshows/20110114/top-10-careers-for-2011/slides/9

possible exception of Antioch, each caters to a significantly different clientele. We envision no difficulty in competing with the Antioch MA, an online program costing thousands of dollars more than in-state tuition at KSU. The absence of commensurate programs in Ohio means that prospective regional students must pay high private school prices or move out of state to attend a similar program.

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

The Center's existing BA in Applied Conflict Management blends theoretical rigor alongside applied skills training; this sets it apart from many degree programs that focus only on the philosophical approaches to peace or those that more narrowly focus on theories of conflict resolution. The School's professional Master's degree will likely continue in this vein, blending theoretical foundations with intensive, interactive pedagogies to teach the many applied conflict management skills that are so sorely needed in the professional workplaces of today.

By themselves, the existing academic programs of the proposed School do not duplicate efforts at the university, within the state or even across the region. In addition, the current doctoral track in Conflict Analysis and Management in the Political Science PhD program, may provide one model for interrelating, and perhaps, integrating conflict management skills and theories within other university doctoral programs.

For example, CACM and POL faculty have delivered this program to assist Political Science PhDs to demonstrate both traditional, disciplinary knowledge while at the same time highlighting themselves as experts in the field of conflict management. The School may establish relationships with other academic units to provide concentrations or fields that would complement other degree programs. These could range from one or more courses to focused tracks or even joint degree programs, should these be of value to other academic units. The goal of this kind of interrelationship would be to leverage the legacy of May 4 and the School's reputation to enhance student experience and graduate employability.

An alternative and equally attractive model on the doctoral level would be for the School to develop a PhD program centered around a few core courses that all of its doctoral students would take and then filling out the doctoral degree with selected electives drawn from pre-existing courses in other doctoral degrees in cognate programs at Kent State University.

Because conflict is such a large part of the human experience and because constructive conflict management is such an integral dimension to producing graduates who can be change agents, this new School would be an ideal organizational unit to bring together faculty and students from across the university to study, research, theorize, and practice different aspects of constructive conflict management and social change. From more formal Research Centers to less formal Working and Reading Groups, the School will be a place for like-minded faculty and students to come together to explore areas of shared concern, develop grant proposals and produce cutting edge research.

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

Transforming the existing Center for Applied Conflict Management into a new School of Peace and Conflict Studies is an efficient and effective manner to achieve the goals of President Warren's campaign to position KSU as a leader in the region and the field. It builds upon the existing strengths of the Center, its legacy as the living memorial to the May 4 shootings and its high profile in the field as one of the earliest and largest programs in Peace and Conflict Studies. In addition, the transition to a School, as

opposed to a Department, allows the university to effectively highlight KSU's ongoing commitment to be a leader in the field and provides a high profile venue for the University's upcoming major Capital Campaign. The fact that we are only a few years from the 50th commemoration of the May 4 shootings means that this is the ideal time to found the School and to develop its programs.

For example, as a lead up to the anniversary, CACM faculty have already successfully proposed that the Peace History Society host its bi-annual conference at Kent State in the fall of 2019. CACM faculty are also currently working to expand the 2019 Peace History Society conference by asking the Peace Studies Section of the International Studies Association to co-host this conference. This will further highlight the creation of the new School and create an initial, high-profile academic research symposium in the fall for the university's yearlong effort to commemorate the 50th anniversary.

8. Administrative reporting structure.

At Kent State University, dependent schools are administered in much the same manner as departments. The proposed School of Peace and Conflict Studies will be housed in the College of Arts and Sciences. Its Director will report to the Dean of Arts and Sciences. Any Centers that eventually emerge within the School receiving financial support—in the form of space or graduate assistantships—would report to the Director of the School or its FAC. Informal Working or Reading Groups would receive no financial assistance and would have no reporting requirements.

9. Space and Capital Budget Needs

Space Needs

Currently CACM is located in a suite in Bowman Hall. As it transitions into the new School, there are no plans to relocate in the immediate future. As additional faculty come on board the Dean of Arts and Sciences will provide additional space as needed.

Capital Budget Needs

We envision no additional capital budget needs to establish the new School of Peace and Conflict Studies other than those ordinarily required to establish new faculty.

10. Proposed Operating Budget with one-time resource needs

Potential One-time Resource Needs

Given the relatively small size of the proposed School we envision maintenance of currently available resources, such as centralized copier/bizhub, with the Political Science Department. Therefore, we see no one-time resource needs for the foreseeable future.

Proposed Operating Budget

CACM's current budgetary structure is as an embedded unit within the Department of Political Science. Its already-established account index and budget would merely separate from the Department with the creation of the new School of Peace and Conflict Studies. The Department of Political Science would then charge the new School for use of shared resources, thus eliminating the need for one-time resource inputs.

11. Evaluation procedures including academic assessment procedures.

The proposed School of Peace and Conflict Studies will operate in a fashion similar to other departments and schools in the College of Arts and Sciences. School faculty will create a School Handbook following the guidelines of the University and the applicable Collective Bargaining Agreements. Within this the

School will promulgate its faculty evaluation procedures. At this point we estimate that a unit of this proposed size will have a Faculty Advisory Committee consisting of all faculty within the unit. Ad Hoc RTP committees will consist of the tenured faculty of the School complimented with tenured faculty from cognate units in the College until such a time as the School has enough tenured faculty of its own to convene an Ad Hoc RTP committee by itself.

The School's academic assessment procedures will mirror those of other units of the College of Arts and Sciences. We will adhere to Kent Core learning outcomes and to self-assessment procedures as outlined by KSU guidelines. In addition, the transition from a Center embedded in the Political Science Department to a dependent School means that henceforth external reviews would be conducted by members of the field of Peace and Conflict Studies rather than as an adjunct to the Political Science Department review process. This should enhance the School's ability to create and deliver high quality academic programs.

12. A timetable for proposed implementation.

- October 28, 2016: Department of Political Science passes motion 16-0-1 to strongly support the creation of the School and to working cooperatively with it.
- November and December, 2016: Statements of support collected from relevant university units.
- November and December, 2016: Search committee formed for two junior positions and job descriptions written and approved for advertising.
- December 8, 2016, College of Arts and Sciences College Curriculum Committee approves proposal to transfer CACM and POL's Applied Conflict Management degree to School of Peace and Conflict Studies.
- January, 2017: College of Arts and Sciences Advisory Committee (CAC) passes motion in support.
- January 2017: Educational Policies Council passes motion in support.
- March or April, 2017: Campus visits and interviews held for two junior hires and offers made.
- March or April, 2017: Provost's Advisory Committee passes motion in support.
- Summer 2017: Search committee for senior hire formed and job description written and approved for advertising.
- August 2017: School formally established; existing five CACM faculty lines transferred to School; School Director named.
- October-November, 2017: Campus visits and interviews held for senior position and offer made.

Conclusion

Kent State University is ideally situated to become a truly international leader in education on the critical issues of violence and its prevention, conflict and its constructive management, and the institutionalizing of restorative justice practices. The establishment of this School of Peace and Conflict Studies is a key element in helping that to happen.

anticipated approvals
Feb 2017 - Faculty Senate
March 2017 - Board of
Trustles

From:

Coy, Patrick G.

Sent:

Wednesday, November 23, 2016 6:00 AM

To:

FRAHMANN, DONNA

Subject:

FW: ANTH statement re' establishment of School of Peace and Conflict Studies in A&S

From: Raghanti, Mary Ann

Sent: Tuesday, November 22, 2016 1:15 PM

To: Coy, Patrick G. <pcoy@kent.edu>

Subject: RE: ANTH statement re' establishment of School of Peace and Conflict Studies in A&S

Dear Patrick,

I consulted with our FAC and we fully support your excellent initiative. Please see the formal statement below. On a related note, we are hoping to move Dave Perusek from the Geauga campus to main campus next academic year. He is planning to develop courses that would articulate beautifully with your program. If you would like, I could put you in contact with Dave (via email).

The Department of Anthropology supports the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

All best, Mary Ann

From: Coy, Patrick G.

Sent: Monday, November 21, 2016 11:47 AM

To: Raghanti, Mary Ann

Subject: ANTH statement re' establishment of School of Peace and Conflict Studies in A&S

Hi Mary Ann,

The College of A&S is moving forward with proposing the establishment of a dependent School of Peace and Conflict Studies within the College.

The President encouraged the submission of a proposal back in the spring in conjunction with the vision of a distinctive Kent State University. Since then we have had multiple meetings with various deans in the College, and meetings with the Provost and Vice Provosts. The Provost and the President have indicated their support for the proposed School of Peace and Conflict Studies and so we have now written a more formal proposal, following university policy and procedures to Establish an Academic Structure. It is attached.

Of course there is much more detail in the attached document, but the key points in the short term are:

• The Center for Applied Conflict Management, its five faculty lines, and its undergraduate major and minor in Applied Conflict Management will move from the Department of Political Science to the School of Peace and Conflict Studies, effective August 2017.

- Over the next two years we will hire three new TT faculty, two junior scholars and one senior scholar. The senior scholar and one junior scholar will come from Presidential money while the College is funding the second junior scholar.
- The creation of said School will create new opportunities for collaborative research, grant-writing, teaching, and fund-raising on issues associated with peace, conflict, violence and its prevention.

We are now at the stage of gathering statements from various departments of support or no objection to establishing said School. We are presenting this to the College Curriculum Committee on December 8, and would very much like to have a statement of support from you and/or your department that we can include with the submission. Below are two possible statements, one openly supporting, one registering no objection.

Statement A (support)

The Department of...... supports the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

Statement B (no objection)

The Department of.......... has no objection to the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

Thanks very much for considering this. Please send me an email or give me a call (x2875: 330 510 7497) if you have questions or want to chat some about this.

Happy Thanksgiving! Pat

Patrick G. Coy
Professor, and Director
Center for Applied Conflict Management
Kent State University
https://www.kent.edu/cacm/profile/patrick-g-coy

Editor, Research in Social Movements, Conflicts and Change http://www.emeraldgrouppublishing.com/products/books/series.htm?id=0163-786X

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From:

Coy, Patrick G.

Sent:

Tuesday, November 29, 2016 12:10 PM

To:

FRAHMANN, DONNA

Subject:

FW: HIST statement re' establishment of School of Peace and Conflict Studies in A&S

From: Hayashi, Brian

Sent: Tuesday, November 29, 2016 11:04 AM

To: Coy, Patrick G. <pcoy@kent.edu>

Subject: RE: HIST statement re' establishment of School of Peace and Conflict Studies in A&S

Professor Coy:

I just got out of our FAC meeting just now. So I can now speak for the History Department. Our statement is this: "We have no objections to your Proposal as it stands. We noticed promising areas of curricular overlap, and look forward to enhanced consultation with us in the future. We wish you the best of luck with the Proposal."

Brian Hayashi

From: Coy, Patrick G.

Sent: Tuesday, November 22, 2016 11:44 AM To: Hayashi, Brian < bhayashi@kent.edu>

Subject: RE: HIST statement re' establishment of School of Peace and Conflict Studies in A&S

Hi Brian,

Pat

Well, I had no idea you good folks in History were thinking along this way. I am, of course, eager to learn more...

From: Hayashi, Brian

Sent: Tuesday, November 22, 2016 9:40 AM

To: Coy, Patrick G. coy@kent.edu>

Subject: RE: HIST statement re' establishment of School of Peace and Conflict Studies in A&S

Professor Coy:

It is just as if you read my mind! Amazing! I was going to talk to you about a proposal I have been working on, entitled, "Double Visioning the World." It involves putting History and Applied Conflict Management together (Political Science plays a very minor role in the Proposal) that pulls together War and Peace as themes to pursue. Very much like what you were thinking!

We will talk. I have to go see the Dean right now but I will bring by a copy of our first draft and what we are thinking over here.

I DEFINITELY like what I see here.

Brian Hayashi

From: Coy, Patrick G.

Sent: Monday, November 21, 2016 11:31 AM To: Hayashi, Brian < bhayashi@kent.edu >

Subject: HIST statement re' establishment of School of Peace and Conflict Studies in A&S

Hi Brian,

The College of A&S is moving forward with proposing the establishment of a dependent School of Peace and Conflict Studies within the College.

The President encouraged the submission of a proposal back in the spring in conjunction with the vision of a distinctive Kent State University. Since then we have had multiple meetings with various deans in the College, and meetings with the Provost and Vice Provosts. The Provost and the President have indicated their support for the proposed School of Peace and Conflict Studies and so we have now written a more formal proposal, following university policy and procedures to Establish an Academic Structure. It is attached.

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Statement B (no objection)

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Thanks very much for considering this. Please send me an email or give me a call (x2875: 330 510 7497) if you have questions or want to chat some about this.

Happy Thanksgiving! Pat

Professor, and Director

Center for Applied Conflict Management Kent State University https://www.kent.edu/cacm/profile/patrick-g-coy

Editor, Research in Social Movements, Conflicts and Change http://www.emeraidgrouppublishing.com/products/books/series.htm?id=0163-786X

.....

From:

Coy, Patrick G.

Sent:

Wednesday, November 30, 2016 1:08 PM

To:

FRAHMANN, DONNA

Subject:

FW: May 4 VC statement re' establishment of School of Peace and Conflict Studies in

A&S

From: Farmer, Mindy

Sent: Wednesday, November 30, 2016 12:59 PM

To: Coy, Patrick G. <pcoy@kent.edu>

Subject: Re: May 4 VC statement re' establishment of School of Peace and Conflict Studies in A&S

Hi Pat,

I spoke with Lori today and we both agreed to offer our full support for this proposal. Here is our statement:

The May 4 Visitor Center supports the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

Best, Mindy

Mindy Farmer, Ph.D.

Director

May 4 Visitors Center Center: (330)-672-4660 Office: (330)-672-0354

www.kent.edu/may4

Like us on Facebook and follow us on Twitter!

From: "Coy, Patrick G." coy@kent.edu>

Date: Monday, November 21, 2016 at 12:02 PM

To: Mindy Farmer <mfarmer4@kent.edu>

Subject: RE: May 4 VC statement re' establishment of School of Peace and Conflict Studies in A&S

The May 4 Visitor Center supports the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

From:

Coy, Patrick G.

Sent:

Wednesday, November 30, 2016 4:03 PM

To:

FRAHMANN, DONNA

Subject:

FW: Statement re' establishment of School of Peace and Conflict Studies in A&S

From: Hallam, Jeffrey

Sent: Wednesday, November 30, 2016 3:59 PM

To: Coy, Patrick G. <pcoy@kent.edu>

Cc: BLANK, JAMES <jblank@kent.edu>; Alemagno, Sonia <salemagn@kent.edu>; Zakariasen, Kenneth

<kzakaria@kent.edu>

Subject: RE: Statement re' establishment of School of Peace and Conflict Studies in A&S

Pat,

Please see the statement below. I hope we are able to collaborate.

The Department of Social and Behavioral Sciences supports the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

Best,

Jeff Hallam

Jeffrey S. Hallam, PhD
Interim Associate Dean for Research
College of Public Health
335 Lowry Hall
750 Hilltop Dr.
Kent, OH 44242
330-672-0679
jhallam1@kent.edu

Professor

Social and Behavioral Sciences

http://www.kent.edu/publichealth/sbs

From: Coy, Patrick G.

Sent: Tuesday, November 29, 2016 3:19 PM

To: Hallam, Jeffrey

Subject: Statement re' establishment of School of Peace and Conflict Studies in A&S

Dear Professor Hallam,

I serve as the Director of the Center for Applied Conflict Management and Professor of Political Science. I write seeking input from your department.

The College of A&S is moving forward with proposing the establishment of a dependent School of Peace and Conflict Studies within the College.

The President encouraged the submission of proposals back in the spring in conjunction with the vision of a distinctive Kent State University. Since then we have had multiple meetings with various deans in the College, and meetings with the Provost and Vice Provosts. The Provost and the President have indicated their support for the proposed School of Peace and Conflict Studies and so we have now written a more formal proposal, following university policy and procedures to Establish an Academic Structure. It is attached for your persusal.

Of course there is much more detail in the attached document, but the key points in the short term are:

- The Center for Applied Conflict Management, its five faculty lines, and its undergraduate major and minor in Applied Conflict Management will move from the Department of Political Science to the School of Peace and Conflict Studies, effective August 2017.
- Over the next two years we will hire three new TT faculty, two junior scholars and one senior scholar. The senior scholar and one junior scholar will come from Presidential money while the College is funding the second junior scholar.
- The creation of said School will create new opportunities for collaborative research, grant-writing, teaching, and fund-raising on issues associated with peace, conflict, violence and its prevention.

We are now at the stage of gathering statements from departments and entities of support or of no objection to establishing said School.

We are presenting this to the College Curriculum Committee on December 8, and would very much like to have a statement of support from Special Collections and Archives that we can include with the submission. Below are two possible statements, one openly supporting, one registering no objection.

Statement A (support)

The Department of Social and Behavioral Sciences supports the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

Statement B (no objection)

The Department of Social and Behavioral Sciences has no objection to the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

Thanks very much for considering this. Please send me an email or give me a call (x2875: 330 510 7497) if you have questions or want to chat some about this.

Kind regards, Pat

Patrick G. Coy
Professor, and Director
Center for Applied Conflict Management
Kent State University
https://www.kent.edu/cacm/profile/patrick-g-coy

Editor, Research in Social Movements, Conflicts and Change	
http://www.emeraldgrouppublishing.com/products/books/series.htm?id=0163-786	X

Patrick G. Coy Professor, and Director Center for Applied Conflict Management

Kent State University https://www.kent.edu/cacm/profile/patrick-g-coy

Editor, Research in Social Movements, Conflicts and Change http://www.emeraldgrouppublishing.com/products/books/series.htm?id=0163-786X

From:

Coy, Patrick G.

Sent:

Friday, December 02, 2016 11:56 AM

To:

FRAHMANN, DONNA

Subject:

FW: Statement re' establishment of School of Peace and Conflict Studies in A&S

From: BARNBAUM, DEBORAH

Sent: Friday, December 02, 2016 10:57 AM

To: Coy, Patrick G. <pcoy@kent.edu>

Subject: RE: Statement re' establishment of School of Peace and Conflict Studies in A&S

Hello, Pat,

Thank you for soliciting feedback on this proposal. The Department of Philosophy supports the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

Deborah

Deborah Barnbaum, Ph.D.

Professor and Chair of Philosophy | Kent State University PO Box 5190 | Kent, OH | 44242-0001|330 672-0267

Look for Sellars and Contemporary Philosophy - Available Soon!

From: Coy, Patrick G.

Sent: Thursday, December 01, 2016 11:48 AM To: BARNBAUM, DEBORAH < dbarnbau@kent.edu >

Subject: Statement re' establishment of School of Peace and Conflict Studies in A&S

Hi Deborah,

The College of A&S is moving forward with proposing the establishment of a dependent School of Peace and Conflict Studies within the College.

The President encouraged the submission of proposals back in the spring in conjunction with the vision of a distinctive Kent State University. Since then we have had multiple meetings with various deans in the College, and meetings with the Provost and Vice Provosts. The Provost and the President have indicated their support for the proposed School of Peace and Conflict Studies and so we have now written a more formal proposal, following university policy and procedures to Establish an Academic Structure. It is attached.

Of course there is much more detail in the attached document, but the key points in the short term are:

- The Center for Applied Conflict Management, its five faculty lines, and its undergraduate major and minor in Applied Conflict Management will move from the Department of Political Science to the School of Peace and Conflict Studies, effective August 2017.
- Over the next two years we will hire three new TT faculty, two junior scholars and one senior scholar. The senior scholar and one junior scholar will come from Presidential money while the College is funding the second junior scholar.
- The creation of said School will create new opportunities for collaborative research, grant-writing, teaching, and fund-raising on issues associated with peace, conflict, violence and its prevention.

We are now at the stage of gathering statements from departments and entities of support or of no objection to establishing said School.

We are presenting this to the College Curriculum Committee on December 8, and would very much like to have a statement of support from Special Collections and Archives that we can include with the submission. Below are two possible statements, one openly supporting, one registering no objection.

The Department of Philosophy supports the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

Statement B (no objection)

The Department of Philosophy has no objection to the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

Thanks very much for considering this. Please send me an email or give me a call (x2875: 330 510 7497) or stop over if you have questions or want to chat some about this.

Kind regards, Pat

Patrick G. Cov Professor, and Director Center for Applied Conflict Management Kent State University https://www.kent.edu/cacm/profile/patrick-g-coy

Editor, Research in Social Movements, Conflicts and Change http://www.emeraldgrouppublishing.com/products/books/series.htm?id=0163-786X

Patrick G. Cov Professor, and Director Center for Applied Conflict Management Kent State University https://www.kent.edu/cacm/profile/patrick-g-coy

Editor, Research in Social Movements, Conflicts and Change http://www.emeraldgrouppublishing.com/products/books/series.htm?id=0163-786X

From:

Coy, Patrick G.

Sent:

Wednesday, November 30, 2016 10:31 AM

То:

FRAHMANN, DONNA

Subject:

FW: Support for establishment of School of Peace and Conflict Studies

From: GILGENBACH, CARA

Sent: Wednesday, November 30, 2016 9:50 AM

To: Coy, Patrick G. <pcoy@kent.edu>

Cc: Hughes-Watkins, Lae'l < lhughesw@kent.edu>

Subject: Support for establishment of School of Peace and Conflict Studies

Dear Dr. Coy:

The department of Special Collections and Archives, University Libraries, supports the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

Sincerely,
Cara Gilgenbach
Head, Special Collections and Archives
Associate Professor
Kent State University Libraries
Kent, OH 44242
330-672-1677

From:

Coy, Patrick G.

Sent:

Wednesday, November 23, 2016 6:41 AM

To:

FRAHMANN, DONNA

Subject:

FW: School of Comm Studies statement re' establishment of School of Peace and

Conflict Studies in A&S

From: Graham, Elizabeth

Sent: Monday, November 21, 2016 1:16 PM

To: Coy, Patrick G. <pcoy@kent.edu>

Subject: Re: School of Comm Studies statement re' establishment of School of Peace and Conflict Studies in A&S

Dear Pat,

Hello. Your proposal for a School of Peace Studies sounds exciting. I will pass this information along to them and get you a disposition early Dec. if not before. Just so you know, we offer a 4000 level Communication and Conflict class. Students study conflict from a message-centered approach.

I'll be in touch.

Happy Thanksgiving.

Beth

Elizabeth Graham, Ph.D.

Professor and Director

211 Art Building P.O. Box 5190 Kent, OH 44242 (p) 330-672-3087 (f) 330-672-3510

email: egraha18@kent.edu

www.kent.edu/comm



School of Communication Studies

From: "Coy, Patrick G." coy@kent.edu>

Date: Monday, November 21, 2016 at 12:25 PM To: "Graham, Elizabeth" <egraha18@kent.edu>

பட Granam, பாத்ற்காள் <<u>egranal களுkent.equ</u>>
Subject: School of Comm Studies statement re' establishment of School of Peace and Conflict Studies in A&S

POL-CACM

26

Hi Elizabeth,

The College of A&S is moving forward with proposing the establishment of a dependent School of Peace and Conflict Studies within the College.

The President encouraged the submission of proposals back in the spring in conjunction with the vision of a distinctive Kent State University, and we submitted an earlier, more informal version of this at that time. Since then we have had multiple meetings with various deans in the College of A&S, and meetings with the Provost and Vice Provosts. The Provost and the President have indicated their support for the proposed School of Peace and Conflict Studies and so we have now written a more formal proposal, following university policy and procedures to Establish an Academic Structure. It is attached.

Of course there is much more detail in the attached document, but the key points in the short term are:

- The Center for Applied Conflict Management, its five faculty lines, and its undergraduate major and minor in Applied Conflict Management will move from the Department of Political Science to the School of Peace and Conflict Studies, effective August 2017.
- Over the next two years we will hire three new TT faculty, two junior scholars and one senior scholar. The senior scholar and one junior scholar will come from Presidential money while the College is funding the second junior scholar.
- The creation of said School will create new opportunities for collaborative research, grant-writing, teaching, and fund-raising on issues associated with peace, conflict, violence and its prevention.

We are now at the stage of gathering statements from various departments of support or no objection to establishing said School. We are presenting this to the College Curriculum Committee on December 8, and would very much like to have a statement of support from you on behalf of the School of Communication Studies that we can include with the submission. Below are two possible statements, one openly supporting, one registering no objection.

Statement A (support)

The School of Communication Studies supports the establishment of a School of Peace and Conflict Studies within the College of Arts and Sciences at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

Statement B (no objection)

The School of Communication Studies has no objection to the establishment of a School of Peace and Conflict Studies within the College of Arts and Sciences at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

Thanks very much for considering this. Please send me an email or give me a call (x2875: 330 510 7497) if you have questions or want to chat some about this.

Happy Thanksgiving! Pat

Patrick G. Coy
Professor, and Director
Center for Applied Conflict Management
Kent State University

From:

Coy, Patrick G.

Sent:

Tuesday, November 22, 2016 8:08 AM

To:

FRAHMANN, DONNA

Subject:

FW: Establishment of School of Peace and Conflict Studies in A&S

From: SHERIDAN, SCOTT

Sent: Tuesday, November 22, 2016 6:54 AM

To: Coy, Patrick G. <pcoy@kent.edu>

Subject: Establishment of School of Peace and Conflict Studies in A&S

Dear Prof. Coy:

The Department of Geography supports the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

Sincerely,

Scott Sheridan, PhD

Editor-in-chief, International Journal of Biometeorology
Associate Editor, Science of the Total Environment
Professor and Interim Chair, Department of Geography
Kent State University
Kent, OH 44242 USA
http://sheridan.geog.kent.edu



Coy, Patrick G.

From:

Coy, Patrick G.

Sent:

Monday, November 21, 2016 11:29 AM

To:

Amoaba Gooden

Subject:

PAS statement re' establishment of School of Peace and Conflict Studies in A&S

Attachments:

Proposal Revise CACM into SPCS 11-20-16.pdf

Hi Amoaba,

The College of A&S is moving forward with proposing the establishment of a dependent School of Peace and Conflict Studies within the College.

The President encouraged the submission of a proposal back in the spring in conjunction with the vision of a distinctive Kent State University. Since then we have had multiple meetings with various deans in the College, and meetings with the Provost and Vice Provosts. The Provost and the President have indicated their support for the proposed School of Peace and Conflict Studies and so we have now written a more formal proposal, following university policy and procedures to Establish an Academic Structure. It is attached.

Of course there is much more detail in the attached document, but the key points in the short term are:

- The Center for Applied Conflict Management, its five faculty lines, and its undergraduate major and minor
 in Applied Conflict Management will move from the Department of Political Science to the School of Peace
 and Conflict Studies, effective August 2017.
- Over the next two years we will hire three new TT faculty, two junior scholars and one senior scholar. The senior scholar and one junior scholar will come from Presidential money while the College is funding the second junior scholar.
- The creation of said School will create new opportunities for collaborative research, grant-writing, teaching, and fund-raising on issues associated with peace, conflict, violence and its prevention.

We are now at the stage of gathering statements from various departments of support or no objection to establishing said School. We are presenting this to the College Curriculum Committee on December 8, and would very much like to have a statement of support from you and/or your department that we can include with the submission.

Below are two possible statements, one openly supporting, one registering no objection.

Statement A (support)

The Department of...... supports the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

Statement B (no objection)

The Department of........... has no objection to the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

Thanks very much for considering this, Amoaba. I will shortly follow this up with a phone call as there are some related issues that I also was hoping to discuss with you...

Happy Thanksgiving! Pat

Patrick G. Coy
Professor, and Director
Center for Applied Conflict Management
Kent State University
https://www.kent.edu/cacm/profile/patrick-g-coy

Editor, Research in Social Movements, Conflicts and Change http://www.emeraldgrouppublishing.com/products/books/series.htm?id=0163-786X

Coy, Patrick G.

From:

Coy, Patrick G.

Sent:

Monday, November 21, 2016 1:55 PM

To:

SERPE, RICHARD

Subject:

SOC statement re' establishment of School of Peace and Conflict Studies in A&S

Attachments:

Proposal Revise CACM into SPCS 11-21-16.pdf

Hi Richard,

Attached is the proposal we spoke about on the phone...

The College of A&S is moving forward with proposing the establishment of a dependent School of Peace and Conflict Studies within the College.

The President encouraged the submission of proposals back in the spring in conjunction with the vision of a distinctive Kent State University. Since then we have had multiple meetings with various deans in the College, and meetings with the Provost and Vice Provosts. The Provost and the President have indicated their support for the proposed School of Peace and Conflict Studies and so we have now written a more formal proposal, following university policy and procedures to Establish an Academic Structure. It is attached.

Of course there is much more detail in the attached document, but the key points in the short term are:

- The Center for Applied Conflict Management, its five faculty lines, and its undergraduate major and minor in Applied Conflict Management will move from the Department of Political Science to the School of Peace and Conflict Studies, effective August 2017.
- Over the next two years we will hire three new TT faculty, two junior scholars and one senior scholar. The senior scholar and one junior scholar will come from Presidential money while the College is funding the second junior scholar.
- The creation of said School will create new opportunities for collaborative research, grant-writing, teaching, and fund-raising on issues associated with peace, conflict, violence and its prevention.

We are now at the stage of gathering statements from various departments of support or no objection to establishing said School. We are presenting this to the College Curriculum Committee on December 8, and would very much like to have a statement of support from you and/or your department that we can include with the submission. Below are two possible statements, one openly supporting, one registering no objection.

Statement A (support)

The Department of Sociology supports the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

Statement B (no objection)

The Department of Sociology has no objection to the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

Thanks very much for considering this. Please send me an email or give me a call (x2875: 330 510 7497) if you have questions or want to chat some about this.

Happy Thanksgiving! Pat

Patrick G. Coy Professor, and Director Center for Applied Conflict Management Kent State University https://www.kent.edu/cacm/profile/patrick-g-coy

Editor, Research in Social Movements, Conflicts and Change http://www.emeraldgrouppublishing.com/products/books/series.htm?id=0163-786X

HALEY, MARY ANN

From:

Coy, Patrick G.

Sent:

Friday, December 16, 2016 10:12 AM

To:

HALEY, MARY ANN

Subject:

FW: School of Comm Studies statement re' establishment of School of Peace and

Conflict Studies in A&S

From: Graham, Elizabeth

Sent: Thursday, December 15, 2016 11:19 PM

To: Coy, Patrick G. <pcoy@kent.edu>

Subject: Re: School of Comm Studies statement re' establishment of School of Peace and Conflict Studies in A&S

Dear Patrick,

Hello. I can't remember if I sent you an email supporting the proposal for a School of Peace Studies. In the event that this is not a duplicate message, the faculty in the School of Communication Studies are supportive of your plan.

Statement B (no objection)

The School of Communication Studies has no objection to the establishment of a School of Peace and Conflict Studies within the College of Arts and Sciences at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

Best wishes on the development of the program.

Happy Holidays,

Beth

Elizabeth Graham, Ph.D. Professor and Director

211C Art Building P.O. Box 5190 Kent, OH 44242 (p) 330-672-3087 (f) 330-672-3510

email: egraha18@kent.edu www.kent.edu/comm



School of Communication Studies



CENTER FOR APPLIED CONFLICT MANAGEMENT POLITICAL SCIENCE DEPARTMENT

Interdepartmental Correspondence

TO:

Mary Ann Haley, Associate Dean of Curriculum

College of Arts and Sciences

FROM:

Patrick Coy, Professor and Director

X60V Center for Applied Conflict Management

DATE:

12/5/16

SUBJECT:

Academic Unit Revision Proposal—CACM to SPCS

Subject Specification

The attached documents include 1) our summary proposal to revise the academic structure of the Center for Applied Conflict Management (CACM) into a new School of Peace and Conflict Studies (SPCS), 2) the Certification of Curriculum Proposal (CCP) for appropriate approvals and 3) letters of support from other academic units.

- 1. The proposal itself asks for the revision of CACM from a Center within the Department of Political Science into a Dependent School of Peace and Conflict Studies (SCPS) housed in the College of Arts and Sciences.
- 2. The tenure lines of 5 current TT and NTT faculty members affiliated with CACM would then move from POL to the new SPCS - (Coy, Hancock, Cunningham, Repicky and Bleak).
- 3. The existing budget account numbers for CACM currently under the POL budget would separate and become the accounts for SPCS.

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date 5-Dec-16		Curriculum Bulletin		
		Effective Date	Fall 2017	Approved by EPC		
Department	SLIS					
College	CI - Communication and Information					
Proposal	Revise Academic Unit					
Proposal Name	School Name Change: SLIS to School of Information					
Description of prop		brary and Inform	ation Science	e to the School of Information.		
Describe impact or staffing considerati None	n other programs, pol ons; need, audience	licies or procedure)	s (e.g., duplic	ation issues; enrollment and		
Units consulted (ot N/A	her departments, pro	grams or campus	es affected by	this proposal):		
	1	REQUIRED END	ORSEMENT	s		
Keudre Department Chair /	School Director			12/14/16		
•	Regional Campuses					
College Dean (or de	molds.	proposais)	***************************************	12/14/16		
W. iody ()	Cultural Studies (for graduate	nronosals)		01/19/17		
~~	nt for Academic Affa		designes)			

Proposal Summary to Establish or Revise an Academic Administrative Structure

School name change: SLIS to School of Information

The following is from 3343-2-03 University Policy Regarding the Establishment or Revision of Academic Administrative Structures.

1. The quality of the faculty, students and programs.

Kent State University's School of Library and Information Science (SLIS) is ranked #18 in the country with the children's and youth focus ranked #10. As a graduate-only program, our students have a high rate of completion of their master's degrees as well as job placement. SLIS is one of the largest graduate programs in Library and Information Science (LIS) in North America, yet maintains a reputation of excellence and quality. All SLIS programs are offered online and undergo rigorous review of distance education pedagogy and design offered in partnership with the Office of Continuing and Distance Education (OCDE). The curriculum is reviewed on a continuous basis in order to keep up to date with changes in technology, research, and teaching approaches. Very few, if any, other LIS programs in the country meet the same degree of rigor in teaching quality. SLIS faculty are also competitive in their research productivity and service/outreach activities. SLIS conducts an annual survey of employers and finds that SLIS graduates are well respected by their employers, and are considered to be well-prepared as new LIS graduates.

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

The School of Library and Information Science (SLIS) Joined the i-School consortium in spring 2016. iSchools are dedicated to advancing the information field. These schools, colleges, and departments have been newly created or are evolving from programs formerly focused on specific tracks such as information technology, library science, informatics, information science, and more. While each individual iSchool has its own strengths and specializations, together they share a fundamental interest in the relationships between information, people, and technology.

Along with the iSchool movement, many former "Library and Information Science" programs are changing their names to better reflect the broadening scope of "librarianship" to that described above. Further, to that end, the faculty and staff at SLIS have agreed that the name of our program should change from the "School of Library and Information Science" to the "School of Information." The new name will update and better represent SLIS's current programs and those new opportunities that are emerging (e.g., Health Informatics, Knowledge Management, User Experience Design, Information Architecture). This will position the School for increased visibility and opportunities in the discipline, including cutting edge research and quality instruction, and continue to attract the best and brightest students to all of our programs.

The name change will not affect our accreditation and we will retain our ALA accreditation status. ALA accreditation is based on the quality of the program, the faculty, and the facilities. As we all know, the terms "library" and "librarian" are changing (e.g., information professional,

Proposal Summary to Establish or Revise an Academic Administrative Structure

information centers), and are not required for accreditation. Our students will still be qualified to be librarians with the MLIS degree from Kent State University. In addition, the new "School of Information" will prepare 21st century information professionals to work in other careers in the expanding field of information work.

All of these trends in the LIS field support the overall Kent State mission: "We transform lives and communities through the power of discovery, learning and creative expression in an inclusive environment." For example, the American Library Association mission supports the KSU mission (http://www.ala.org/aboutala/missionhistory):

The American Library Association was created to provide leadership for the development, promotion, and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all. Our current strategic plan, ALA Ahead to 2015, calls for continued work in the areas of Advocacy for Libraries and the Profession, Diversity, Education and Lifelong Learning, Equitable Access to Information and Library Services, Intellectual Freedom, Literacy, Organizational Excellence and Transforming Libraries.

In the 21st Century, Library and Information Science is more than just libraries and SLIS would like to change its name to better reflect the important and expanded scope of the field. We believe that the best name to represent our school is the "School of Information."

3. Comparative advantage versus other structures.

The name change to School of Information is advantageous in several ways. First, the name change better reflects the scope of the school as described above. Second, the name change reflects the general trends of the discipline. Just as most "Library Science" programs expanded their name to schools of "Library and Information Science" in the 1980s and 1990s, the name change to "School of Information" reflects the broadening scope of the field. Further, the name change reflects the trend of the *top-ranked* programs in the field. For example, the University of Washington (ranked #3 in the country) renamed itself the University of Washington "iSchool." The University of Michigan (ranked #4) changed its name to the "School of Information." The University of Texas (ranked #6) also changed its name to the "School of Information." As these are our programmatic peer aspirant LIS programs, it makes sense that Kent State's School of Library and Information Science would follow suit.

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

This proposal involves the revision of the school name only. Since the School of Library and Information Science currently exists, the appropriateness of the school for Kent State University would remain the same. The revision to the name of the school would place Kent State University in-line with peer institutions who have already changed the names of their programs.

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

While jobs in libraries are projected to grow 2 percent from 2014 to 2024, the Bureau of Labor Statistics reports the information-related jobs are expected to increase by 15-20 percent over the next few years.

We at SLIS recognize the importance of our library school, Ohio's only ALA-accredited program and one of the most well-regarded in the country. We remain committed to the core values of the library and information profession and the professional, core values of our field, including those that promote access to information for the diverse populations in the communities we serve. These values are more important now than ever, in the changing political landscape, and it is important for us to remain steadfast in our mission. Further, with the expanding demand for information professionals both in and out of libraries, SLIS is well positioned to address this rising demand through our programs in User Experience Design, Knowledge Management, Health Informatics, and Information Architecture.

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

The School of Library and Information Science's name change will have no effect on the duplication and interrelatedness of ongoing programs within the university, state, and region. SLIS is the only library and information science graduate program in the state of Ohio that is accredited by the American Library Association. The School also has a second Master's program in Information Architecture and Knowledge Management that has been in existence for some time and will not be duplicating other programs. Both master's programs are unique in the university, state, and region; plus they fill a growing need for information professionals throughout the university, state, and region.

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

The name change to the School of Information will provide new opportunities for marketing the change, allowing us to potentially develop and expand our existing markets for information professionals in the areas of library science, information architecture, knowledge management, health informatics, and user experience design, which are the hallmarks of our program.

8. Administrative reporting structure.

There would be no changes. The administrative reporting structure would be the same as the current School of Library and Information Science.

9. Space and capital budget needs.

There would be no changes. The space and capital budget needs would be the same as the current School of Library and Information Science.

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

The operating budget would be the same as the current School of Library and Information Science. There are no requests for one-time resources.

11. Evaluation procedures including academic assessment procedures.

There would be no changes. The evaluation procedures including academic assessment procedures would be the same as the current School of Library and Information Science.

12. A timetable for proposal implementation.

Approval by SLIS FAC: September 16, 2016 Approval by CCI CCC: December 9, 2016

Approval by Graduate Studies: December 2016/January 2017 Dean's Discussion with Provost: December 2016/January 2017

Approval by EPC: January 23, 2017

KENT STATE UNIVERSITY 123 January 2017 | Attachment 5 | Page 1 CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	e 8-Oct-16	Curriculum Bulletin
		Effective Date	Fall 2017	Approved by EPC
Department	School of Art			
College	CA - The Arts			
Degree	9.5 A 5.6	laster of Fine Arts	r,	
Program Name	Progra	am Banner Code	STUDIO	ARI
Concentration(s)	Drawing; Paintin	ng; Print Media an	d Photograp	ny; \$culpture; Ceramics; Glass;
Jewelry, Metals, an	nd Enameling; Tex			anner Code(s) DRWG, PNTG, PMP
	Revise program			
Description of propo				
(M.F.A.) degree program with the r	ograms—major in najor name of Stu ation of a new dec	Crafts and major dio Art. This action gree program. Raf	in Fine Arts- on does not r ther, it is a st	olidate two Master of Fine Arts into a single M.F.A. degree epresent a change of degree reamlining and simplification in decades.
disciplines. This m been offered histo studio credits to g necessary due to t increase in studio	nove doesn't intro- rically. The M.F.A. rant concentration he more narrowly concentration req nforces the rigor a	duce any new dis in Fine Arts and as in each of the o defined and histo juirements makes	ciplines; it is M.F.A. in Cra eight disciplin oric categories this possible	in each of the current studio only a formalizing of what has fts have required nearly enough nes, but it wasn't deemed es of craft and fine arts. A slight e in the proposed M.F.A. in erent to the graduate program at
Does proposed revis	sion change progra			
Current total credit h	nours: 60	Proposed total c	redit hours 60	
staffing consideration	ns; need; audience	e; prerequisites; tea	acher education	
changes to faculty	, administrative, o gram coordinators	r support service	s. Additional	ool of Art anticipates no ly, it eliminates the need for one for increased research or
Units consulted (oth None	er departments, pro	ograms or campus	es affected by	this proposal):
and the second of the second o		REQUIRED EN	DORSEMENT	'S
mucha	Moleri	Eur		101/912016
Department Chair /	School Director	***		

EPC Agenda | 23 Ja/huary 2/017 | Attachment 5 | Page 2

Campus Dean (for Regional Campuses proposals)	8 26/16
College Dean (or designee)	
Muloay Jahren	12,06,16
Dean of Graduate Studies (for graduate proposals)	
	/
Senior Vice President for Academic Affairs or Provost (or designee)	

Proposal Summary [Merging of M.F.A. in Crafts and M.F.A. in Fine Arts into M.F.A. in Studio Art]

Description of Action, Including Intended Effect

Kent State University faculty of the School of Art, College of the Arts, propose to consolidate two Master of Fine Arts (M.F.A.) degree programs—major in Crafts and major in Fine Arts—into a single M.F.A. degree program with the major name of Studio Art. 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.

Consolidation of the two majors within the M.F.A. 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 a single degree program, graduate students will have greater opportunities to explore cross-disciplinary seminars and engage with a more diverse graduate student population. Consolidation will also remove nearly duplicative curriculum and bring the program into alignment with the suggested guidelines for M.F.A. degree programs from the National Association of Schools of Art and Design, which accredits Kent State's art programs.

The Kent State B.A. and B.F.A. degree programs in craft and fine art were evaluated and successfully merged in a similar way in 2016. During this evaluative process it became clear that reasons supporting the merging of the undergraduate programs also apply to the graduate programs in studio art. The more holistic approach in the Foundations curriculum and the subsequent interdisciplinary choices found within the undergraduate programs directly affect the graduate student population and general understanding of how contemporary visual arts practice is framed, understood, and taught. The separation of media areas seems irrelevant to most constituents. By eliminating this separation, an egalitarian structure between all studio disciplines is established, and the possibility of cross-disciplinary practice is promoted rather than impeded for students and faculty alike.

Since this merge establishes a degree program with a broader umbrella of disciplines, the newly devised M.F.A. in Studio Art will formally establish concentrations in each of the current studio disciplines. This move doesn't introduce any new disciplines; it is only a formalizing of what has been offered historically. The M.F.A. in Fine Arts and M.F.A. in Crafts have required nearly enough studio credits to grant concentrations in each of the eight disciplines, but it wasn't deemed necessary due to the more narrowly defined and historic categories of craft and fine arts. A slight increase in studio concentration requirements makes this possible in the proposed M.F.A. in Studio Art, and reinforces the rigor and technical competence inherent to the graduate program at Kent State University.

Concentration Area: Each student will take 27 credit hours of independent study or travel study in one of the eight concentrations. Full-time faculty in each concentration area teach both courses, and student work is evaluated through individual consultation, group critiques, and in some cases by installation of a series or grouping of works for evaluation by committee or collective faculty. Independent study courses are letter graded, and travel study courses (maximum 6 credit hours) are graded as satisfactory/unsatisfactory. After completion of 20 hours of coursework, the student must

mount a candidacy review presentation, which is comprised of the works created through these independent study courses. A faculty committee selected by the student in consultation with their primary advisor will review the work and make recommendations for continued progress towards their thesis exhibition.

Studio Art Electives: Each student will take 12 credit hours of studio electives, which may be taken through cross-discipline seminar-style courses, travel study, or independent study outside of the primary concentration. Travel study courses are limited to 6 credit hours or less, and students are required to produce creative works in addition to keeping journals and other written assignments for this satisfactory/unsatisfactory graded course. Seminar-style courses are designed to introduce students to theories of visual art production as it pertains to each concentration and to cross-disciplinary practice. In these courses, students are evaluated through written works, presentations, and production of works of visual art. All of these courses are letter graded by the faculty of record.

Art History: Each student is required to take 9 credit hours of art history and often encouraged to take more, which may apply to the general elective category. Evaluative criteria in art history include: written exams, presentations, and research papers. These courses are all letter graded.

General Electives: Each student has the opportunity to take 6 credit hours outside of School of Art offerings. As these may be graduate courses from any discipline, they may be letter graded or satisfactory/unsatisfactory.

Thesis: The thesis is comprised of an installation or a series of collective works and a written thesis. The written thesis documents and substantiates the visual works through historical context, process, or other theoretical premises. The student must present an oral defense of the works to a faculty committee, in addition to mounting the installation and preparing the written thesis. This course is graded as satisfactory/unsatisfactory.

In conclusion, the MFA in Studio Art as proposed is designed to prepare the students for careers as independent visual artists through the cultivation and refinement of a successful studio practice. The required studio coursework constitutes 65% of the total required hours (as denoted by our accrediting body- NASAD), and travel study may not exceed 6 credit hours or 10 % of the required coursework. All required courses are letter graded with exception of the 6 credit hours of thesis, although students may elect to take from 2-6 credits of travel study, which are graded as satisfactory/unsatisfactory.

Previously Authorized Curriculum	Credit Hours	Previously Authorized Curriculum	Credit Hours	Proposed Curriculum	Credit Hours	Notes
M.F.A. Craft		M.F.A. Fine Art		M.F.A. Studio		
Major Area	26	Major Area	26	Concentration Area	27	Increase
Arts Electives	10	Art Electives	10	Studio Art Electives	12	Increase
Art History	9	Art History	9	Art History	9	No change
General Electives	9	General Electives	9	General Electives	6	Reduction
Thesis	6	Thesis	6	Thesis	6	No change
Total	60		60		60	No change

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

These changes will have little effect on current students, as existing course offerings will continue to be scheduled, and faculty will work directly with each graduate student individually to devise appropriate sequence of coursework to meet the needs of the student's creative process and intellectual maturity.

Fiscal, Enrollment, Facilities and Staffing Considerations

This merge doesn't require any additional funding, facilities, or staffing beyond those designed in the new Center for the Visual Arts. The new facility was envisioned to encourage cross population between disciplines, and the new M.F.A. structure reinforces through curriculum the same premise. Additionally, it eliminates the need for one of the existing program coordinators, which provides opportunity for increased research or teaching within the university.

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 M.F.A. degree program provided by our national accrediting agency, the National Association of School 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 2016
- Approval of proposal by the College of the Arts Curriculum Committee-December 2016
- Approval of proposal by the EPC-January 2017
- Approval of proposal by the Provost



Kent State University Catalog 2016 - 2017

Search

Fine Arts - M.A. and M.F.A.

Kent State University 2016 Catalog > College of the Arts > Graduate Programs > Fine Arts - M.A. and M.F.A.

Download to print

College College of the Arts

Studio Art

Department School of Art

241 Center for the Visual Arts

Tel: 330-672-2192

E-mail: artinfo@kent.edu Web: www.kent.edu/art

Program Requirements

College Policies

Academic Policies

Description -The Master of Arts and the Master of Fine Arts in Fine Arts emphasizes intensive personal investigation and the development of strong aesthetic and conceptual understanding. In addition to time in their own studio, graduate students have opportunities to enhance existing skills and knowledge by observing undergraduate class demonstrations and critiques. Areas of study within the program are painting, drawing, printmaking and sculpture. The M.F.A. is the terminal degree in the studio arts and is a requirement for those who intend to teach fine arts in higher education.

Studio Art

Requirements

Admission M.A. and M.F.A. in Fine Arts: Official transcript(s); goal statement(s); three letters of recommendation; curriculum vitae; a 250-500 word "artist statement"; and portfolio.

For more information about graduate admission, please visit the Graduate Studies website

Graduation Requirements M.A. for Fine Arts. Minimum S2 total credit hours. After completing 20 hours of coursework, M.A. candidates present a body of current art work to a committee of three to five faculty members for review and discussion. As the final project for the M.A. degree, candidates mount an exhibition of selected works, introduce it through a thesis statement and defend it to a committee of three to five faculty members.

M.F.A.: Minimum 60 total credit hours.

Program Learning Outcomes

1. Students overall thesis project is of a high quality

- 2. Student thesis projects demonstrate a high quality and knowledge of methods and processes pertaining to their chosen media.
- 3. Students thesis projects demonstrate a high quality of formal and conceptual knowledge and understanding.
- Student exhibition is well presented in the gallery or exhibition venue, considering lighting, signage and overall presentation concerns.
- 5. Students are able to articulate the conceptual and formal ideas in their thesis exhibition.
- 6. Students are able to write articulately about their work.

Candidacy

Successful completion of the Candidacy Review Examination is a requirement in every School of Art graduate program. In the studio majors, it is scheduled after half of the program has been completed. Successful completion of the examination designates the student as a candidate for the degree.

Accreditation National Association of Schools of Art and Design (NASAD)







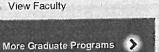


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The Master of Fine Arts in Studio Art serves students with art or design undergraduate experience wishing to continue building skills within a specific studio discipline (drawing, painting, sculpture, print media and photography, textiles, jewelry/metals/enameling, glass or ceramics). M.F.A. students are expected to graduate with advanced skills in a specific specialization of studio art, honed research and presentation skills, and an inclination towards innovation and inquiry necessary to contribute in a meaningful way to the field of visual art. As a terminal degree in art, successful completion will provide the foundation for launching professional careers as exhibiting studio artists and qualifies the student to teach at the highest levels in both academic and workshop-



View Undergraduate Programs

View Graduate Programs

View Minors

View Policies

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



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More Graduate Programs

College of Applied Engineering,

Sustainability and Technology

College of Architecture and Environmental Design

College of Arts and Sciences

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Kent State University Catalog 2016 - 2017

Fine Arts and

Search

Crafts - M.A. and M.F.A.

Kent State University 2016 Catalog > College of the Arts > Graduate Programs > Crafts - M.A. and M.F.A.

College College of the Arts

Resources

Department

School of Art 241 Center for the Visual Arts Program Require

Tel: 330-672-2192

College Policies

E-mail: artinfo@kent.edu

Academic Policie

Web: www.kent.edu/art

and Fine Arts

Description

The Master of Arts and the Master of Fine Art in Crafts emphasizes intensive personal i the development of strong aesthetic and conceptual understanding. In addition to time in graduate students have opportunities to enhance existing skills and knowledge by obser undergraduate class demonstrations and critiques. Areas of study within the program an ceramics and jewelry metals and enameling, The M.F.A is the terminal degree in the stu requirement for those who intend to teach orate in higher education.

Admission Requirements Official transcript(s); goal statement(s); three

drawing, painting, sculpture, and print media and

word "artist statement"; and portfolio. photography.

Graduation Requirements

M.A.: Minimum 32 total credit hours. After completing 20 hours of coursework, MA candic body of current art work to a committee of three to five faculty members for review and dis final project for the MA degree, candidates mount an exhibition of selected works, introdu written statement and defend it to a committee of three to five faculty members.

For more information about graduate admission, please visit the Graduate Studies webs

M.F.A.: Winimum 60 total credit hours.

Thesis/ Dissertation

M.A.: MA candidates present a body of current art work to a committee of three to five fact review and discussion. As the final project for the MA degree, candidates mount an exhib works, introduce it through a written statement and defend it to a committee of three to fiv members.

M.F.A.: The thesis is a significant projector body of work done independently of other cou Students are expected to demonstrate the ability to conduct research directed toward the significant, original project in a discriminating and disciplined manner. The thesis topic s that will further the student's knowledge and ability in the specialty by demonstrating skill artist. The outcome should be an effort that serves as a foundation for the pursuit of indewhen the graduate program is completed. At this stage, students are expected to work in consultation-with-their thesis advisor-

Candidacy

Successful completion of the Candidacy Review Examination is a requirement in every S graduate program. In the studio majors, it is scheduled after half of the program has bee Successful completion of the examination designates the student as a candidate for the

National Association of Schools of Art and Design (NASAD) Accreditation

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

















Kent State University Catalog 2016 - 2017



Fine Arts	- M.F.A.	Program	Requir	ements

Kent State University 2016 Catalog > College of the Arts > Graduate Programs > Fine Arts - M.A. and M.F.A. > Fine Arts -M.F.A. Program Requirements

PDF DO	wnload	to	print

Course	Credits
Major Area Concentration Area	- 26
At Electives	-10 >
Art History	9
Thesis	6
General Electives	9
	MINIMUM TOTAL 60

Studio Art Electives

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

The MFA in Studio Art is designed to prepare students for careers as independent visual artists through the cultivation and refinement of a successful studio practice. The required studio coursework in the chosen concentration constitutes 65% of the total required hours, travel study may not exceed 6 credit hours or 10 % of the required coursework. All required courses are letter graded with exception of the 6 credit hours of thesis, although students may elect to take from 2-6 credits of travel study, which are graded as satisfactory/unsatisfactory.















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John R. Kasich, Governor John Carey, Chancellor

CHANGE REQUEST: NAME AND CURRICULUM MODIFICATION

Date of submission: [DATE]

Name of institution: Kent State University

Previously approved title: Master of Fine Arts:

Crafts

(Four Disciplines: Glass, Ceramics, Textile Arts, Jewelry and Metals)

• Fine Arts

(Four Disciplines: Drawing, Painting, Sculpture, Printmaking)

Proposed new title: Master of Fine Arts:

Studio Art

(Eight Concentrations: Glass; Ceramics; Textiles; Jewelry, Metals, and Enameling; Drawing; Painting; Sculpture; Print Media and Photography)

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:

Melody J. Tankersley, PhD

Title:

Senior Associate Provost and Dean of Graduate Studies

Phone:

330-672-8613

E-mail:

mtankers@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 Master of Fine Arts (M.F.A.) degree programs—major in Crafts and major in Fine Arts—into a single M.F.A. degree program with the major name of Studio Art. 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.

Kent State University! Name and Curriculum Change Request [[DEGREE] [MAJOR] | Page 2

Consolidation of the two majors within the M.F.A. 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 a single degree program, graduate students will have greater opportunities to explore cross-disciplinary seminars and engage with a more diverse graduate student population. Consolidation will also remove nearly duplicative curriculum and bring the program into alignment with the suggested guidelines for M.F.A. degree programs from the National Association of Schools of Art and Design, which accredits Kent State's art programs.

The Kent State B.A. and B.F.A. degree programs in craft and fine art were evaluated and successfully merged in a similar way in 2016. During this evaluative process it became clear that reasons supporting the merging of the undergraduate programs also apply to the graduate programs in studio art. The more holistic approach in the Foundations curriculum and the subsequent interdisciplinary choices found within the undergraduate programs directly affect the graduate student population and general understanding of how contemporary visual arts practice is framed, understood, and taught. The separation of media areas seems irrelevant to most constituents. By eliminating this separation, an egalitarian structure between all studio disciplines is established, and the possibility of cross-disciplinary practice is promoted rather than impeded for students and faculty alike.

Since this merge establishes a degree program with a broader umbrella of disciplines, the newly devised M.F.A. in Studio Art will formally establish concentrations in each of the current studio disciplines. This move doesn't introduce any new disciplines; it is only a formalizing of what has been offered historically. The M.F.A. in Fine Arts and MFA in Crafts have required nearly enough studio credits to grant concentrations in each of the eight disciplines, but it wasn't deemed necessary due to the more narrowly defined and historic categories of craft and fine arts. A slight increase in studio concentration requirements makes this possible in the proposed M.F.A. in Studio Art, and reinforces the rigor and technical competence inherent to the graduate program at Kent State University.

Describe how the name and curricular changes will affect students in the current program. These changes will have little effect on current students, as existing course offerings will continue to be scheduled, and faculty will work directly with each graduate student individually to devise appropriate sequence of coursework to meet the needs of the student's creative process and intellectual maturity.

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, the School of Art anticipates no changes to faculty, administrative, or support services. Additionally, it eliminates the need for one of the existing program coordinators, which provides opportunity for increased research or teaching within the university.

Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

Our accrediting body, National Association of School of Art and Design (NASAD), provides for a variety of organizational structures for professional degree programs. The NASAD national office has been informed of our intent to pursue this change to our degree programs. The proposal

Kent State University | Name and Curriculum Change Request | [DEGREE] [MAJOR] | Page 3

complies with the standards set forth in the NASAD handbook for Master of Fine Arts professional degree programs. The NASAD national office has been informed of our intent to modify these degree programs, and we will submit the requisite Plan Approval forms when the proposal passes the EPC.

Describe how the effectiveness of the new curriculum will be monitored over time.

The effectiveness 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 merge of the two programs into one.

The proposed MFA program will have these learning outcomes:

- Demonstrate advanced professional competence in some aspect of studio art as exemplified by considerable depth of knowledge and achievement demonstrated by a significant body of work exhibited as the M.F.A thesis, which is defended before a committee of faculty reviewers.
- Develop deep and comprehensive awareness of historical and cultural contents of art production leading to advanced skills of aesthetic judgment and assessment, as well as integration/synthesis and independent thought.
- Demonstrate awareness of contemporary art making and relevant issues through dialogues with professional artists and curators by pursuing travel study and workshop opportunities, visiting artist critiques, and relevant conferences.

Faculty will assess these learning outcomes throughout the program by working individually with each student, and through the required thresholds of Candidacy Review and the M.F.A. Thesis exhibition and written paper.

Submit a comparison of the currently authorized curriculum and the proposed curriculum.

Previously Authorized Curriculum	Credit Hours	Previously Authorized Curriculum	Credit Hours	Proposed Curriculum	Credit Hours	Notes
MFA Craft		MFA Fine Art		MFA Studio		
Major Area	26	Major Area	26	Concentration Area	27	Increase
Arts Electives	10	Arts Electives	10	Studio Art Electives	12	Increase
Art History	9	Art History	9	Art History	9	No change
General Electives	9	General Electives	9	General Electives	6	Reduction
Thesis	6	Thesis	6	Thesis	6	No change
Total	60		60		60	

Concentration Area: Each student will take 27 credit hours of independent study or travel study in one of the eight concentrations. Full-time faculty in each concentration area teach both courses, and

Kent State University | Name and Curriculum Change Request | [DEGREE] [MAJOR] | Page 4

student work is evaluated through individual consultation, group critiques, and in some cases by installation of a series or grouping of works for evaluation by committee or collective faculty. Independent study courses are letter graded, and travel study courses (maximum 6 credit hours) are graded as satisfactory/unsatisfactory. After completion of 20 hours of coursework, the student must mount a candidacy review presentation, which is comprised of the works created through these independent study courses. A faculty committee selected by the student in consultation with their primary advisor will review the work and make recommendations for continued progress towards their thesis exhibition.

Studio Art Electives: Each student will take 12 credit hours of studio electives, which may be taken through cross-discipline seminar-style courses, travel study, or independent study outside of the primary concentration. Travel study courses are limited to 6 credit hours or less, and students are required to produce creative works in addition to keeping journals and other written assignments for this satisfactory/unsatisfactory graded course. Seminar-style courses are designed to introduce students to theories of visual art production as it pertains to each concentration and to cross-disciplinary practice. In these courses, students are evaluated through written works, presentations, and production of works of visual art. All of these courses are letter graded by the faculty of record.

Art History: Each student is required to take 9 credit hours of art history and often encouraged to take more, which may apply to the general elective category. Evaluative criteria in art history include: written exams, presentations, and research papers. These courses are all letter graded.

General Electives: Each student has the opportunity to take 6 credit hours outside of School of Art offerings. As these may be graduate courses from any discipline, they may be letter graded or satisfactory/unsatisfactory.

Thesis: The thesis is comprised of an installation or a series of collective works and a written thesis. The written thesis documents and substantiates the visual works through historical context, process, or other theoretical premises. The student must present an oral defense of the works to a faculty committee, in addition to mounting the installation and preparing the written thesis. This course is graded as satisfactory/unsatisfactory.

In conclusion, the MFA in Studio Art as proposed is designed to prepare the students for careers as independent visual artists through the cultivation and refinement of a successful studio practice. The required studio coursework constitutes 65% of the total required hours (as denoted by our accrediting body- NASAD), and travel study may not exceed 6 credit hours or 10 % of the required coursework. All required courses are letter graded with exception of the 6 credit hours of thesis, although students may elect to take from 2-6 credits of travel study, which are graded as satisfactory/unsatisfactory.

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

KENT STATE UNIVERSITY | 23 January 2017 | Attachment 5 | Page 14 CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	e 24-Oct-16	Curriculum Bulletin
		Effective Date	Fall 2017	Approved by EPC
Department	ART			
College	CA - The Arts			
Degree	MFA	A - Master of Fine Arts		
Program Name	Fine Arts Pr	ogram Banner Code	ARTS	
Concentration(s)	Co	oncentration(s) Banner	Code(s)	
Proposal	Inactivate pro	ogram		
Master of Fine Arts single M.F.A. degree change of degree cand simplification. In an effort to clarifiensure these formed Does proposed revision.	ity faculty of to (M.F.A.) degree program with designation or in accordance fy this processer designation sion change processes.	ree programs—major th the major name of r creation of a new de with developments	in Crafts and Studio Art. To gree program in the academ ubmit the official the course caurs?	⊠ No
Current total credit h	ours: 60	Proposed total c	redit hours 60	
Describe impact on staffing consideration None	other programs ns; need; audie	s, policies or procedure ence; prerequisites; te	es (e.g., duplic acher educatio	ation issues; enrollment and on licensure):
Units consulted (oth None	er departments	s, programs or campus	es affected by	this proposal):
		REQUIRED EN	DORSEMENT	S
Moderation / Spepartment Chair / Spepartment C	Kedura School Director	tem		10 1251 2016
				1 1
Campus Dean (for For College Dean (or de Dean of Graduate S	signee)	Thelies		18/26,16 12,06,16
Senior Vice Presider	nt for Academic	c Affairs or Provost (or	designee)	

Proposal Summary [Inactivation of M.F.A Fine Arts]

Description of Action, Including Intended Effect

Kent State University faculty of the School of Art, College of the Arts, propose to consolidate two Master of Fine Arts (M.F.A.) degree programs—major in Crafts and major in Fine Arts—into a single M.F.A. degree program with the major name of Studio Art. 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. In an effort to clarify this process, we would like to submit the official inactivation proposals to ensure these former designations are removed from the course catalog.

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 None

Provisions for Phase-Out if Inactivating All course offerings will remain the same for students in the M.F.A in Studio Art, so students will not experience any hindrance to timely matriculation.

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 2016
- Approval of proposal by the College of the Arts Curriculum Committee-December 2016
- Approval of proposal by the EPC-January 2017
- Approval of proposal by the Provost

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	24-Oct-16	Curriculum Bulletin
		Effective Date	Fall 2017	Approved by EPC
Department	ART			
College	CA - The Arts			
Degree	MFA - N	laster of Fine Arts		
Program Name	RAFTS Progra	am Banner Code	· CR	FT
Concentration(s)		entration(s) Banner		5° ¥
Proposal	Inactivate progra		2 32	
Master of Fine Arts single M.F.A. degree change of degree of and simplification	sity faculty of the solution of the solution of the solution or creating accordance with the solution or creating accordance with this process, we solve the solution of the s	programs—major he major name of eation of a new de th developments i re would like to su	in Crafts and Studio Art. The gree program in the academ Ibmit the office	ts, propose to consolidate two major in Fine Arts—Into a his action does not represent a Rather, it is a streamlining ic field over the past decades, ial inactivation proposals to talog.
Does proposed revis	sion change progra	ım's total credit ho	urs? ☐ Yes	⊠ No
Current total credit h		Proposed total c		
Describe impact on staffing consideration None	other programs, po ons; need; audience	olicies or procedure e; prerequisites; tea	es (e.g., duplica acher educatio	ation issues; enrollment and n licensure):
Units consulted (oth None	er departments, pr	ograms or campus	es affected by	this proposal):
		1128		
Mwww.au Department Chair /	Reduction School Director	REQUIRED EN	DORSEMENE	10 1251 2016
				1 1
Campus Dean (for F	a Al	progress(s)		8,26,16
Dean of Graduate S	tudies (for graduat	e proposals)		12,00,16
Senior Vice Preside	nt for Academic Af	fairs or Provost (or	designee)	

Proposal Summary [Inactivation of M.F.A Crafts]

Description of Action, Including Intended Effect

Kent State University faculty of the School of Art, College of the Arts, propose to consolidate two Master of Fine Arts (M.F.A.) degree programs—major in Crafts and major in Fine Arts—into a single M.F.A. degree program with the major name of Studio Art. 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. In an effort to clarify this process, we would like to submit the official inactivation proposals to ensure these former designations are removed from the course catalog.

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 None

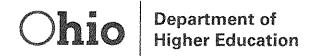
Provisions for Phase-Out if Inactivating All course offerings will remain the same for students in the M.F.A in Studio Art, so students will not experience any hindrance to timely matriculation.

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 2016
- Approval of proposal by the College of the Arts Curriculum Committee-December 2016
- Approval of proposal by the EPC-January 2017
- Approval of proposal by the Provost

EPC Agenda | 23 January 2017 | Attachment 6 | Page 1 **KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL**

	F	reparation Date	€ 21-Oct-16	Curriculum Bulletin
	E	ffective Date	Fall 2017	Approved by EPC
Department	Foundations, Leade	ership and Adr	ninistration	
College	EH - Education, Hea	alth and Huma	n Services	
Degree	MA - Maste	er of Arts		
Program Name	Educational Admini	stration—K-12	Program Banner Code EAKL	
Concentration(s)	Concentra	ation(s) Banner	Code(s)	
Proposal	Inactivate program		, -	
Description of proportion action inactive	osal: rates the M.A. Educati	ional Administ	ration—K-12 L	eadership major.
Does proposed revi Current total credit l	sion change program's hours: 33	total credit hou roposed total ci		□ No
staffing consideration	ons; need; audience; pre only 4 students enro	erequisites; tea	cher education	tion issues; enrollment and licensure): nay complete their plan of
Units consulted (oth None	er departments, progra	ams or campuse	es affected by t	his proposal):
Klely	Selul	EQUIRED END	OORSEMENTS	11 ,15,16
Department Chair /	School Director	•		
				/
Campus Dean (for F	Regional Campuses pro	oposals)		12112116
College Dean (or de	signee)			
Milos Ja	This			01/10/17
Dean of Graduate S	tudies (for graduate pro	oposals)		
·				
Senior Vice Preside	nt for Academic Affairs	or Provost (or	designee)	The state of the s



John R. Kasich, Governor John Carey, Chancellor

PROGRAM INACTIVATION FORM

Date of submission: November 21, 2016

Name of institution: Kent State University

Title of program to be inactivated: Master of Arts Educational Administration – K-12 Leadership

Date that the inactivation received final approval from the appropriate institutional

committee: March 2, 2017

Primary institutional contact for the notification:

Name:

Melody Tankersley

Title:

Senior Associate Provost & 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 an M.Ed. degree, if desired. The Master of Education degree in Educational Administration – K-12 Leadership is a viable alternative.

2. Indicate number of students currently enrolled in the program:

4

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:

Since the courses are still available, those students may either complete their plan of study or change their degree to the M.Ed.

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 are required in the M.Ed. Educational Administration – K-12 Leadership 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, 2017.

Respectfully,

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

EPC Agenda | 23 January 2017 | Attachment 7 | Page 1 **KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL**

		Preparation Date	21-Oct-16	Curriculum Bulletin
		Effective Date	Fall 2017	Approved by EPC
Department	Foundations, Lead	lershin and Adn	ninistration	
College	EH - Education, He	•		
Degree		ster of Educatio		
Program Name	Educational Admir			Program Banner Code EAKL
Concentration(s)		ration(s) Banner	-	riogram Damior Oodo EARL
Proposal	Revise program			
•	, 0			
	es the name of the m			dership and revises program and removing electives.
Does proposed revision Current total credit h	sion change program nours: 33 I	's total credit hou Proposed total cr		□ No
The "supervision" be covered in revis Special Education. 2. The "law and sp Law and Special Education Law and Special Educ	ed coursework EDA ecial education" co	APA accreditati AD 6/76542 Prince And the control of the control AD 6/76542 Prince AD 6/76542 Prince AD 6/76542 Prince AD 7/76542 Prince A	on in the Sch cipals and Ted vered in the re their core fo as affected by t	cool Psychology Program will chniques of Supervision and evised EDAD 6/76518 School r the Special Education M. Ed. his proposal):
		REQUIRED END	ORSEMENTS	;
Department Chair / S	School Director	-	·	11 ,15,16
Campus Dean (for R	egional Campuses p	roposals)		12/12/14
College Dean (or de	signee)			
Dean of Graduate St	herse, udies (for graduate p	roposals)		01/10/17
			Jaciana - V	
Senior vice Presider	nt for Academic Affairs	s of microst (of c	iesigilee)	

Proposal Summary

Ph.D./M.Ed./Ed.S. Educational Administration – K-12 Leadership Program Revision Inactivation of M.A. Educational Administration – K-12 Leadership Major

Description of Action, Including Intended Effect

The purpose of this proposal is to: 1) inactivate the Master of Arts Educational Administration - K-12 Leadership [MA EAKL] major, 2) revise the course requirements for the Master of Education [MED EAKL] major, and 3) change the name for all degrees (M.Ed., Ed.S. and Ph.D.) of the EAKL major. The Educational Administration - K-12 Leadership program area is housed within the School of Foundations, Leadership and Administration [FLA] in the College of Education, Health and Human Services [EH].

The MA EAKL major provides the option of attaining a Master of Arts degree with a thesis requirement. There has been only 1 graduate in the past 10 years and it is possible to incorporate a thesis within a M.Ed. degree if necessary. Therefore, we recommend inactivating the MA EAKL major.

The MED EAKL course requirements are being revised. Currently, the major consists of one core course, EVAL 65511 Research in Educational Services (3 cr) and a long list of courses than can be used to fulfill the requirement to complete 30 credit hours of electives. By offering a range of options, students were able to individualize their plan of study around requirements for various education licenses; however, the master's curriculum suffered because it was not focused. By definition, a master's degree program should be designed to assure mastery of specified knowledge and skills, rather than a random accumulation of credits beyond the baccalaureate. This action strengthens the major by specifying major requirement and removing elective coursework. As a result, the total number of credit hours required for graduation will be reduced from 33 to 30 and students will be able to complete the plan of study in less than 2 years.

The M.Ed. still benefits licensure candidates because much of the coursework approved for the Principal license (most sought after license) is contained within the proposed curriculum. In addition to EVAL 65511, the following courses will be moved from electives to requirements:

- EDAD 66518 School Law and Special Education (3 cr) [new title, revised content]
- EDAD 66525: The Educational Principalship (3)
- EDAD 66526 Fundaments of Educational Administration (3)
- EDAD 66527: School Finance for Building Administrators (3)
- EDAD 66529 Leading for Social Justice (3)
- EDAD 66531: Instructional Leadership (3)
- EDAD 66536: The Administrator's Role in Curriculum (3)
- EDAD 66542: Principles and Techniques of Supervision and Special Education (3) [new title, revised content]
- EDAD 66544 Community Relations and Communication Skills (3)

As part of the curriculum development for the M.Ed., courses are being revised which allows the same content to be delivered in fewer credit hours. Currently, EDAD 66517 Administration and Supervision of Special Education has overlapping content with two other courses, EDAD 66518 School Law and EDAD 66542 Principals and Techniques of Supervision. The "supervision" content of EDAD 66517 is being added to 66542 and the "law" content of 66517 is being added to 66548. Additionally, content is being added to 66518 that is now offered in EDAD 66520 School Law for Teachers and Administrators. By combining the content, only 2 courses will be required (with new titles): EDAD 66518 School Law and Special Education and EDAD 66542: Principles and Techniques of Supervision and Special Education. This results in more efficient delivery of information and reduces the course load for students as 66517 and 66520 will no longer be required.

Additionally, this action will rename the major K-12 Educational Leadership for all degree programs

(MED/EDS/PHD). A review of other universities indicates that the name "Educational Leadership" better coveys the spirit of what it means to prepare and serve as an educational leader. The label Educational Administration connotes a more passive role, while Educational Leadership carries a more active, inspired and visionary quality.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues) MED EAKL: Special Education requires one of the courses (EDAD 66518) being revised and is aware of the change to the title and content. One of the courses that will no longer be offered (EDAD 66517), is used by School Psychology as a course option. They have been informed about the revisions and may choose to revise their Ed.S. program requirements.

The elective courses that are being removed from the catalog will still be offered. Therefore, students seeking superintendent, pupil services, etc. licensure may complete the requirements separate from or in addition to completing a graduate degree.

As a result of changing the name of the program to Educational Leadership, the course subjects will change from EDAD to EDLD. A large-scale course revision proposal is being submitted.

Fiscal, Enrollment, Facilities and Staffing Considerations None

Evidence of Need and Sustainability if Establishing NA

Provisions for Phase-Out if Inactivating

There are currently 4 students enrolled in the MA EAKL major. Since the courses are still available, those students may either complete their plan of study or change their major to the M.Ed. 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 2017. The following is the anticipated schedule:

EAKL program approval: October 25, 2016 FLA SCC approval: November 15, 2016 presented to EHHS for approval: December 9, 2016 presented to EPC for approval: January 23, 2017 Kent State University Catalog 2016 - 2017

K-12 Educational Leadership - Ed.S., M.A., M.Ed. and Ph.D.

Download to print

College College of Education, Health and Human Services

Resources

Program Requirements

. Educational Leaderships

College Policies

Academic Policies

Department School of Foundations, Leadership and Administration

300 White Hall Tel: 330-672-2012 E-mail: oss@kent.edu Web: www.kent.edu/ehhs/fla

Description

The Educational Specialist in Educational Administration—K-12 provides continuing educational opportunities for practitioners who wish to hold professional leadership positions such as directors of instruction, special subject/area coordinators, a director of staff development, directors of research, directors of pupil services.

The Master of Arts and the Master of Education in Educational Administration. K-12 Leadership prepares teachers to become administrators in public and private school settings. This is an academically rigorous and experientially intense program where future school leaders are challenged to excel and take their learning and potential to the next level by developing knowledge and understanding of current and developing leadership theories and practices in a democratic society.

The **Ph.D.** in Educational Administration. K-12 Leadership prepares scholarly practitioners and practicing scholars to lead complex educational settings. Graduates are employed in public and private institutions at the pre-kindergarten to grade 12 and higher educational levels, as well as in non-school settings, both public and private.

Admission Requirements

MAS, M.Ed,: Official transcript(s), goal statement, two letters of recommendation and interview, a minimum 3.0 GPA (GRE required if undergraduate GPA is below 3.0).

Ed.S.: Educational Specialist programs in the college of Education, Health and Human Services practice selective admission. Requirements include, among other things, evidence of high scholastic achievement, a high level of verbal ability and positive letters of recommendation.

Official transcript(s), master's degree from an accredited institution, a minimum 3.250 GPA, GRE with a score in the 50th percentile or above, goal statement, two letters of recommendation and interview.

Ph.D.: We attempt a holistic evaluation of our incoming students. For Ph.D. candidates, admission will be based on criteria such as GPA, GRE scores, work experience, prior leadership, professionalism and ethics, interpersonal skills and performance during the interview. To assist the faculty in assessing your potential to succeed in the program and in the profession, all applicants must submit a completed application; two official copies of transcripts from each college or university in which 8 semester or 12 quarter hours were earned; GRE scores; two letters of reference (it is preferred that one be an academic reference); a curriculum vitae or detailed resume; and a personal statement (expressing the career goals of the applicant). Furthermore, students may submit materials in addition to those required if they feel that such materials will more accurately reflect their potential to succeed within the program (e.g., Master's thesis, publications).

Official transcript(s), master's degree from an accredited institution, a minimum 3.500 GPA, GRE with a

score in the 50th percentile or above, goal statement, two letters of recommendation and interview and interview to Agenda | 23 January 2017 | Attachment 7 | Page 5 For more information about graduate admission, please visit the <u>Graduate Studies</u> website.

Graduation Requirements

Ed.S: Thirty semester hours of planned graduate study beyond the master's degree is required to receive an Educational Specialist degree.

M.A. and M.Ed.: The Master of Arts (M.A.) and the Master of Education (M.Ed.) degrees require a minimum of 33 semester hours of graduate coursework 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. Master's degree students have six years from the term of first enrollment to complete the program.

Ph.D: After admission to the degree program, students plan a program of study with their respective faculty advisory committee headed by their major advisor. Students' programs may include at least one appropriate graduate-level minor or cognate as well as the major.

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.

Program Learning Outcomes

Graduates of this program will be able to:

- Apply knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation and stewardship of a shared school vision of learning through the collection and use of data to identify school goals.
- 2. Apply knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust and a personalized learning environment with high expectations for students and creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program.
- 3. Apply knowledge that promotes the success of every student by acting in an ethical manner with integrity and fairness to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity and diversity within the school; evaluating the potential moral and legal consequences of decision-making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

Kent State University Catalog 2016 - 2017

K-12 Educational Leadership M.A. and M.Ed. Program

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	GETAINGEGE MI		nload to p
Course	176,500,000,000,000,000	Title	Credits
EVAL	65511	Research in Educational Services	3
Choose fro	m the followidd.		-362
EDAD-	66492	internship in Educational Administration ও ব্য	
EDAD	66515	Eacilities Planning and Administration (3).	
EDAD	66517	Administration and Supervision of Special Education (9)	
EDAD	66518	Law and Special Education (RP SC 1100)	2
EDAD	66520	School Law for jeachers and Principals (3)	
EDAD	66522	Public School Finance and Economics (8)	
EDAD	66525	The Educational Principalship (92	- TA
EDAD	66526	Fundamentals of Educational Administration (8)	3
EDAD	66527	School Finance for Building Administrators (32)	7
EDAD	66529	Leading for Social Justice of	3
EDAD	66531	Instructional Leadership (1)	ž
EDAD	66633	Central Office Administration (3)+	
EDAD	66534	The Superintendency (et establishe to to en
EDAD	66536	The Administrator's Role in Curriculum Development (***************************************
EDAD	 	Administration of School Culture, Politics and Reform (9)	
EDAD	- 60540	Women in Leadership (8)	
EDAD	66542	Principles and Techniques of Supervision, and Special Education	3
EDAD	66543	School Administration in Urban Settings (3) ON HOteD	
EDAD	66544	Community Relations and Communication Skills (3)	3
EDAD	- 66595	Special Topics in Educational Administration (1-2)	a particular de la companya de la co
EDAD	66598	Research in Educational Administration (2-6)	- 200 Server - 100 - 100 - 100 - 100 - 100 - 100 - 100 - 100 - 100 - 100 - 100 - 100 - 100 - 100 - 100 - 100 -
SDAD	66602	Technology Leadership in Education (8)	er Salver et dans Sals Salver e verse
EDAD	66747	Personner (#)	natorius series programme
·/····	[c] (1965) [650 (mm) (ym) (5] (966m (mm) [65]		38

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 <u>Ohio Department of Education-Educator Preparation</u> website for more information on assessments specific to licensure type.

John R. Kasich, Governor John Carey, Chancellor

CHANGE REQUEST: NAME AND CURRICULUM MODIFICATION

Date of submission: January 23, 2017

Name of institution: Kent State University

Previously approved title: Educational Administration K-12 Leadership major within the Master of Education (M.Ed.), Education Specialist (Ed.S.), and Doctor of Philosophy (PhD.) degrees

Proposed new title: K-12 Educational Leadership major within M.Ed., Ed.S., and PhD. degrees

Proposed implementation date of the request: Fall 2017

Date that the request received final approval from the appropriate institutional committee: March 2, 2017 (Kent State University Board of Trustees)

Primary institutional contact for the request

Name:

Melody Tankersley

Title:

Senior Associate Provost and Graduate Studies Dean

Phone:

330-672-9147

E-mail:

mtankers@kent.edu

Educator Preparation Programs:

Leads to licensure:

Yes

Leads to endorsement:

Νo

Explain the rationale for name and curricular changes.

The term and concept of 'educational administration' in the literature carries a more passive tone, emphasizing managerial coordination and compliance, which preserves the status quo in schools. "Educational leadership" on the other hand, carries an active dynamic, emphasizing change, growth and transformation, which serves the ever-changing and complex needs of all stakeholders, students, families, faculty, staff, and the community at large. Since our entire curriculum has an emphasis on change leadership focused on meeting the changing needs of our stakeholders, this title better describes our purpose and more fully reflects the candidates' leadership experiences.

Additionally, the changes being made to the M.Ed. curriculum will strengthen the program by specifying course requirements and removing a list of elective course options. Currently, the major consists of one 3-credit core course and a long list of courses than can be used to fulfill the 30 credit-hour elective requirement. By offering a range of options, students were able to individualize their plan of study around requirements for various education licenses; however, the master's curriculum suffered because it was not focused and did not have a well-developed core. By definition, a master's degree program should be designed to assure mastery of specified knowledge and skills. The revised curriculum is designed to do just that.

Describe how the name and curricular changes will affect students in the current program.

Given that this name change better describes our purpose and more fully reflects the candidates' leadership experiences, it has the potential to enhance future employment opportunities for our students. Earning a degree in *Educational Leadership* fortifies a resume, and may increase the probability of face-to-face interview opportunities during the hiring process.

Current students may either complete their existing prospectus or work with their faculty advisor to update their plan of study to correspond with the proposed changes. Several courses that had overlapping content are being revised to streamline the curriculum and reduce redundancy; therefore, existing students will also benefit from this action. Furthermore, the elective courses that are being removed from the program requirements will still be offered. This means students seeking superintendent, pupil services, etc. licensure may still complete the requirements separate from or in addition to completing a graduate degree.

Describe any faculty, administrative or support service changes occurring along with the name and curriculum changes.

None

Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

The appropriate accreditation agencies will be informed about the name change after approval has been obtained and confirmed. The revisions to the curriculum will not require notification, as the standards are still being met — courses not needed for a master's degree are being removed as requirements but are still available for anyone seeking licensure.

Describe how the effectiveness of the new curriculum will be monitored over time.

The efficacy of the new curriculum will be monitored over time in a similar manner as in the past, which is through careful monitoring of student satisfaction inventories, securing regular feedback from faculty (full and part time) as courses are taught, examination of student assessment artifacts to ensure high-quality work, follow-up data on graduates, and the rates at which they pass the Ohio assessments and secure full-time employment.

Comparison of currently authorized curriculum and the proposed curriculum.

No curriculum changes are being proposed for the Ed.S. and Ph.D. majors.

MASTER OF EDUCATION - K-12 LEADERSHIP

Previously Authorized Curriculum	Credit Hours	Proposed Curriculum	Credit Hours
EVAL 65511 Research in Educational Services	3	EVAL 65511 Research in Educational Services	3
Choose 30 credits from the following		EDAD 66518 School Law and Special Education	3
EDAD 66492 Internship in Educational Administration	3-6	EDAD 66525: The Educational Principalship	3
EDAD 66515 Facilities Planning and	3	EDAD 66526 Fundaments of Educational	3
Administration		Administration	
EDAD 66517 Administration and Supervision	3	EDAD 66527: School Finance for Building	3
of Special Education		Administrators	
EDAD 66518 Law and Special Education	3	EDAD 66529 Leading for Social Justice	3
EDAD 66520 School Law for Teachers and	3	EDAD 66531: Instructional Leadership	3

Principals	1	T	
EDAD 66522 Public School Finance and	3	EDAD 66536: The Administrator's Role in	3
Economics		Curriculum	
EDAD 66525 The Educational Principalship	3	EDAD 66542: Principles and Techniques of	3
	1	Supervision and Special Education	
EDAD 66526 Fundamentals of	3	EDAD 66544 Community Relations and	3
Educational Administration	İ	Communication Skills	
EDAD 66527 School Finance for Building	3		
Administrators			
EDAD 66529 Leading for Social Justice	3		
EDAD 66531 Instructional Leadership (3)	1		
EDAD 66533 Central Office Admin	3		
EDAD 66534 The Superintendency	3		
EDAD 66536 The Administrator's Role in	3		[]
Curriculum Development			
EDAD 66538 Administration of School	3		
Culture, Politics and Reform]		
EDAD 66540 Women in Leadership	3		
EDAD 66542 Principles and Techniques of	3	1	
Supervision			
EDAD 66543 School Administration in Urban	3		
Settings	1		
EDAD 66544 Community Relations and	3		
Communication Skills	<u> </u>		
EDAD 66595 Special Topics in Educational	1-3		
Administration	Ĺ	!	
EDAD 66598 Research in Educational	3		
Administration	<u></u> .	·	
EDAD 66602 Technology Leadership in	3		
Education	L	2000 W 2 NO AND W 2 NO AND	
EDAD 66747 Personnel	3		
TOTAL CREDITS	33	TOTAL CREDITS	30

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

Respectfully,

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

KENT STATE UNIVERSITY EPC Agenda | 23 January 2017 | Attachment 8a | Page 1 **CERTIFICATION OF CURRICULUM PROPOSAL**

	Preparation D	ate 21-Oct-16	Curriculum Bulletin	
	Effective Date	Fall 2017	Approved by EPC	
Department	Foundations, Leadership and A	dministration		
College	EH - Education, Health and Hun	nan Services		
Degree	EDS - Educational Spe	cialist		
Program Name	Educational Administration—K-	-12 Leadership	Program Banner Code EAKL	
Concentration(s)	Concentration(s) Bann	er Code(s)		
Proposal	Revise program			
Description of prop	osal: les the name of the major to K-12	Educational Lea	dership.	
Does proposed rev Current total credit	ision change program's total credit hours: 30 Proposed total	nours?	⊠ No	
	other programs, policies or proceduons; need; audience; prerequisites; t			
Units consulted (otl Higher Education	ner departments, programs or campa Administration	uses affected by t	this proposal):	
Department Chair /	8 Salue	NDORSEMENTS	11 15/16	
	Regional Campuses proposals)		12/1/2/16	
College Dean (or de	esignee)	_		
Doop of Graduate S	Studies (forgraduate proposals)		01,10,17	
Dealt of Oraginate o	viduos (noi graduate proposais)		, ,	
Senior Vice Preside	ent for Academic Affairs or Provost (c	or designee)		

Proposal Summary

Ph.D./M.Ed./Ed.S. Educational Administration – K-12 Leadership Program Revision Inactivation of M.A. Educational Administration – K-12 Leadership Major

Description of Action, Including Intended Effect

The purpose of this proposal is to: 1) inactivate the Master of Arts Educational Administration - K-12 Leadership [MA EAKL] major, 2) revise the course requirements for the Master of Education [MED EAKL] major, and 3) change the name for all degrees (M.Ed., Ed.S. and Ph.D.) of the EAKL major. The Educational Administration - K-12 Leadership program area is housed within the School of Foundations, Leadership and Administration [FLA] in the College of Education, Health and Human Services [EH].

The MA EAKL major provides the option of attaining a Master of Arts degree with a thesis requirement. There has been only 1 graduate in the past 10 years and it is possible to incorporate a thesis within a M.Ed. degree if necessary. Therefore, we recommend inactivating the MA EAKL major.

The MED EAKL course requirements are being revised. Currently, the major consists of one core course, EVAL 65511 Research in Educational Services (3 cr) and a long list of courses than can be used to fulfill the requirement to complete 30 credit hours of electives. By offering a range of options, students were able to individualize their plan of study around requirements for various education licenses; however, the master's curriculum suffered because it was not focused. By definition, a master's degree program should be designed to assure mastery of specified knowledge and skills, rather than a random accumulation of credits beyond the baccalaureate. This action strengthens the major by specifying major requirement and removing elective coursework. As a result, the total number of credit hours required for graduation will be reduced from 33 to 30 and students will be able to complete the plan of study in less than 2 years.

The M.Ed. still benefits licensure candidates because much of the coursework approved for the Principal license (most sought after license) is contained within the proposed curriculum. In addition to EVAL 65511, the following courses will be moved from electives to requirements:

- EDAD 66518 School Law and Special Education (3 cr) [new title, revised content]
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- EDAD 66542: Principles and Techniques of Supervision and Special Education (3) [new title, revised content]
- EDAD 66544 Community Relations and Communication Skills (3)

As part of the curriculum development for the M.Ed., courses are being revised which allows the same content to be delivered in fewer credit hours. Currently, EDAD 66517 Administration and Supervision of Special Education has overlapping content with two other courses, EDAD 66518 School Law and EDAD 66542 Principals and Techniques of Supervision. The "supervision" content of EDAD 66517 is being added to 66542 and the "law" content of 66517 is being added to 66548. Additionally, content is being added to 66518 that is now offered in EDAD 66520 School Law for Teachers and Administrators. By combining the content, only 2 courses will be required (with new titles): EDAD 66518 School Law and Special Education and EDAD 66542: Principles and Techniques of Supervision and Special Education. This results in more efficient delivery of information and reduces the course load for students as 66517 and 66520 will no longer be required.

Additionally, this action will rename the major K-12 Educational Leadership for all degree programs

(MED/EDS/PHD). A review of other universities indicates that the name "Educational Leadership" better coveys the spirit of what it means to prepare and serve as an educational leader. The label Educational Administration connotes a more passive role, while Educational Leadership carries a more active, inspired and visionary quality.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues) MED EAKL: Special Education requires one of the courses (EDAD 66518) being revised and is aware of the change to the title and content. One of the courses that will no longer be offered (EDAD 66517), is used by School Psychology as a course option. They have been informed about the revisions and may choose to revise their Ed.S. program requirements.

The elective courses that are being removed from the catalog will still be offered. Therefore, students seeking superintendent, pupil services, etc. licensure may complete the requirements separate from or in addition to completing a graduate degree.

As a result of changing the name of the program to Educational Leadership, the course subjects will change from EDAD to EDLD. A large-scale course revision proposal is being submitted.

Fiscal, Enrollment, Facilities and Staffing Considerations None

Evidence of Need and Sustainability if Establishing NA

Provisions for Phase-Out if Inactivating

There are currently 4 students enrolled in the MA EAKL major. Since the courses are still available, those students may either complete their plan of study or change their major to the M.Ed. 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 2017. The following is the anticipated schedule:

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K-12 Educational Leadership - Ed.S., M.A., M.Ed. and Ph.D.

College College of Education, Health and Human Services

Download to print

Resources

Program Requirements

. Educational Ladership

College Policies

Academic Policies

Department

School of Foundations, Leadership and Administration

300 White Hall Tel: 330-672-2012 E-mail: oss@kent.edu Web: www.kent.edu/ehhs/fla

Description

The Educational Specialist in Educational Administration—K-12 provides continuing educational opportunities for practitioners who wish to hold professional leadership positions such as directors of instruction, special subject/area coordinators, a director of staff development, directors of research, directors of pupil services.

The Master of Arts and the Master of Education in Educational Administration K-12 Leadership prepares teachers to become administrators in public and private school settings. This is an academically rigorous and experientially intense program where future school leaders are challenged to excel and take their learning and potential to the next level by developing knowledge and understanding of current and developing leadership theories and practices in a democratic society.

The Ph.D. in Educational Administration. K-12 Leadership prepares scholarly practitioners and practicing scholars to lead complex educational settings. Graduates are employed in public and private institutions at the pre-kindergarten to grade 12 and higher educational levels, as well as in non-school settings, both public and private.

Admission Requirements

M:A:, M.Ed,: Official transcript(s), goal statement, two letters of recommendation and interview, a minimum 3.0 GPA (GRE required if undergraduate GPA is below 3.0).

Ed.S.: Educational Specialist programs in the college of Education, Health and Human Services practice selective admission. Requirements include, among other things, evidence of high scholastic achievement, a high level of verbal ability and positive letters of recommendation.

Official transcript(s), master's degree from an accredited institution, a minimum 3.250 GPA, GRE with a score in the 50th percentile or above, goal statement, two letters of recommendation and interview.

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Official transcript(s), master's degree from an accredited institution, a minimum 3.500 GPA, GRE with a

score in the 50th percentile or above, goal statement, two letters of recommendation and interview 8a | Page 5 For more information about graduate admission, please visit the <u>Graduate Studies website</u>.

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Ed.S: Thirty semester hours of planned graduate study beyond the master's degree is required to receive an Educational Specialist degree.

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Ph.D: After admission to the degree program, students plan a program of study with their respective faculty advisory committee headed by their major advisor. Students' programs may include at least one appropriate graduate-level minor or cognate as well as the major.

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Program Learning Outcomes

Graduates of this program will be able to:

- Apply knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation and stewardship of a shared school vision of learning through the collection and use of data to identify school goals.
- 2. Apply knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust and a personalized learning environment with high expectations for students and creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program.
- 3. Apply knowledge that promotes the success of every student by acting in an ethical manner with integrity and fairness to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity and diversity within the school; evaluating the potential moral and legal consequences of decision-making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

Kent State University Catalog 2016 - 2017

Educational Administration - K-12 Leadership - Ed.S. Program Requirements

Course	e ini ngagagagaa at s pes ng sgsastasys	OPENETTS (30 credits)	Credits
EVAL EVAL	65511 75510	Research in Educational Services or Statistics for Educational Services	3
Choose fro	om the following		27
EDAD	6/76492	Internship in Educational Administration (3-6)	jamen (m. 126 km norum (m. 1940) j
EDAD	6/76515	Facilities Planning and Administration (3)	Some vanisarie en este de monte en este. L
EDAD	6/76517	Administration and Supervision of Special Education (3)	Anno Arenna Arel Mala Marier.
EDAD	6/76518	h Law and Special Education (3) 5 CuGa	Startman i respensave stanci di dindre el tre
EDAD	6/76520	School Law for Teachers and Principals (3)	-tidat with time a resident to the P
EDAD	6/76522	Public School Finance and Economics (3)	Sacratitaz no marro en esperante
EDAD	6/76525	The Educational Principalship (3)	feetph 1900 to the beautiful or the
EDAD	6/76526	Fundamentals of Educational Administration (3)	(mpjema ygangan yangunan nagamana)
EDAD	6/76527	School Finance for Building Administrators (3)	Seamontaraum enicolatrones
EDAD	6/76529	Leading for Social Justice (3)	(Colorandos) established (Colora
EDAD	6/76531	Instructional Leadership (3)	contract of the following of the following
EDAD	6/76533	Central Office Administration (3)	Sagaras caracteristics (**)
EDAD	6/76534	The Superintendency (3)	AND CONTRACTOR OF THE CONTRACT
EDAD	6/76536	The Administrator's Role in Curriculum Development (3)	pagaya ng again an antan na 113 ng
EDAD	6/76538	Administration of School Culture, Politics and Reform (3)	Amana Career Landson Career Company
EDAD	6/76540	Women in Leadership (3)	
EDAD	6/76542	Principles and Techniques of Supervision (3) and Special Education	
EDAD	6/76543	School Administration in Urban Settings (3) ON HOLD	ANNA MANAGAMANA ANNA ANNA ANNA ANNA ANNA
EDAD	6/76544	Community Relations and Communication Skills (3)	Andrew Manager Control
EDAD	6/76595	Special Topics in Educational Administration (1-3)	yearson gold Mystyle Millions
EDAD	66598	Research in Educational Administration (2-8)	ALLEGO CONTROL VICTORIO VIGINIO IN
EDAD	6/76602	Technology Leadership in Education (3)	errenzo cabilla Gertaleza ellera
EDAD	6/76747	Personnel (3)	klinė eropui deružbinė rakora.
elempered strepsymassiscs	esserry filtrant consequences and some establishment	TATOT MUMICIA	30

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.



John R. Kasich, Governor John Carey, Chancellor

CHANGE REQUEST: NAME AND CURRICULUM MODIFICATION

Date of submission: January 23, 2017

Name of institution: Kent State University

Previously approved title: Educational Administration K-12 Leadership major within the Master of Education (M.Ed.), Education Specialist (Ed.S.), and Doctor of Philosophy (PhD.) degrees

Proposed new title: K-12 Educational Leadership major within M.Ed., Ed.S., and PhD. degrees

Proposed implementation date of the request: Fall 2017

Date that the request received final approval from the appropriate institutional committee: March 2, 2017 (Kent State University Board of Trustees)

Primary institutional contact for the request

Name:

Melody Tankersley

Title:

Senior Associate Provost and Graduate Studies Dean

Phone:

330-672-9147

E-mail:

mtankers@kent.edu

Educator Preparation Programs:

Leads to licensure:

Yes

Leads to endorsement:

No

Explain the rationale for name and curricular changes.

The term and concept of 'educational administration' in the literature carries a more passive tone, emphasizing managerial coordination and compliance, which preserves the status quo in schools. "Educational leadership" on the other hand, carries an active dynamic, emphasizing change, growth and transformation, which serves the ever-changing and complex needs of all stakeholders, students, families, faculty, staff, and the community at large. Since our entire curriculum has an emphasis on change leadership focused on meeting the changing needs of our stakeholders, this title better describes our purpose and more fully reflects the candidates' leadership experiences.

Additionally, the changes being made to the M.Ed. curriculum will strengthen the program by specifying course requirements and removing a list of elective course options. Currently, the major consists of one 3-credit core course and a long list of courses than can be used to fulfill the 30 credit-hour elective requirement. By offering a range of options, students were able to individualize their plan of study around requirements for various education licenses; however, the master's curriculum suffered because it was not focused and did not have a well-developed core. By definition, a master's degree program should be designed to assure mastery of specified knowledge and skills. The revised curriculum is designed to do just that.

Describe how the name and curricular changes will affect students in the current program.

Given that this name change better describes our purpose and more fully reflects the candidates' leadership experiences, it has the potential to enhance future employment opportunities for our students. Earning a degree in *Educational Leadership* fortifies a resume, and may increase the probability of face-to-face interview opportunities during the hiring process.

Current students may either complete their existing prospectus or work with their faculty advisor to update their plan of study to correspond with the proposed changes. Several courses that had overlapping content are being revised to streamline the curriculum and reduce redundancy; therefore, existing students will also benefit from this action. Furthermore, the elective courses that are being removed from the program requirements will still be offered. This means students seeking superintendent, pupil services, etc. licensure may still complete the requirements separate from or in addition to completing a graduate degree.

Describe any faculty, administrative or support service changes occurring along with the name and curriculum changes.

None

Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

The appropriate accreditation agencies will be informed about the name change after approval has been obtained and confirmed. The revisions to the curriculum will not require notification, as the standards are still being met — courses not needed for a master's degree are being removed as requirements but are still available for anyone seeking licensure.

Describe how the effectiveness of the new curriculum will be monitored over time.

The efficacy of the new curriculum will be monitored over time in a similar manner as in the past, which is through careful monitoring of student satisfaction inventories, securing regular feedback from faculty (full and part time) as courses are taught, examination of student assessment artifacts to ensure high-quality work, follow-up data on graduates, and the rates at which they pass the Ohio assessments and secure full-time employment.

Comparison of currently authorized curriculum and the proposed curriculum.

No curriculum changes are being proposed for the Ed.S. and Ph.D. majors.

MASTER OF EDUCATION – K-12 LEADERSHIP

Previously Authorized Curriculum	Credit Hours	Proposed Curriculum	Credit Hours
EVAL 65511 Research in Educational Services	3	EVAL 65511 Research in Educational Services	3
Choose 30 credits from the following		EDAD 66518 School Law and Special Education	3
EDAD 66492 Internship in Educational	3-6	EDAD 66525: The Educational Principalship	3
Administration			
EDAD 66515 Facilities Planning and	3	EDAD 66526 Fundaments of Educational	3
Administration		Administration	
EDAD 66517 Administration and Supervision	3	EDAD 66527: School Finance for Building	3
of Special Education		Administrators	
EDAD 66518 Law and Special Education	3	EDAD 66529 Leading for Social Justice	3
EDAD 66520 School Law for Teachers and	3	EDAD 66531: Instructional Leadership	3

Principals			
EDAD 66522 Public School Finance and	3	EDAD 66536: The Administrator's Role in	3
Economics	i	Curriculum	
EDAD 66525 The Educational Principalship	3	EDAD 66542: Principles and Techniques of	3
		Supervision and Special Education	· · · · · · · · · · · · · · · · · · ·
EDAD 66526 Fundamentals of	3	EDAD 66544 Community Relations and	3
Educational Administration	1	Communication Skills	1
EDAD 66527 School Finance for Building	3		
Administrators			Value A.
EDAD 66529 Leading for Social Justice	3		
EDAD 66531 Instructional Leadership (3)	}		
EDAD 66533 Central Office Admin	3	1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -	1
EDAD 66534 The Superintendency	3		1 1
EDAD 66536 The Administrator's Role in	3		÷
Curriculum Development	1		5
EDAD 66538 Administration of School	3		
Culture, Politics and Reform	1		PA ULLED-LIN
EDAD 66540 Women in Leadership	3		1 1
EDAD 66542 Principles and Techniques of	3		1
Supervision			
EDAD 66543 School Administration in Urban	3		1
Settings			1
EDAD 66544 Community Relations and	3		1
Communication Skills	<u> </u>		1
EDAD 66595 Special Topics in Educational	1-3		
Administration		<u> </u>	
EDAD 66598 Research in Educational	3		
Administration		} !	
EDAD 66602 Technology Leadership in	3		
Education			
EDAD 66747 Personnel	3		
TOTAL CREDITS	33	TOTAL CREDITS	30

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

EPC Agenda | 23 January 2017 | Attachment 8b | Page 10 **KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL**

		Preparation Dat	e 21-Oct-16	Curriculum Bulletin
		Effective Date	Fall 2017	Approved by EPC
Department	Foundations, Lea	adership and Adı	ministration	
College	EH - Education, I	•		
Degree		octor of Philosop		
Program Name	Educational Adm	_	-	Program Banner Code EAKL
Concentration(s)	Conce	ntration(s) Banner	· Code(s)	·
Proposal	Revise program	, ,	. ,	
Description of proportion action change	osal: es the name of the	major to K-12 Ec	lucational Lea	dership.
Does proposed revi Current total credit	ision change prograr hours: 84	n's total credit ho Proposed total c		⊠ No
	other programs, pol ons; need; audience;			tion issues; enrollment and licensure):
Units consulted (oth Higher Education	er departments, pro Administration	grams or campus	es affected by t	his proposal):
V1.60	25.4	REQUIRED ENI	DORSEMENTS	11/15/16
Department Chair /	School Director			11 110 11 4
				1 1
Campus Dean (for F	Regional Campuses M.J.J.e.	proposals)		12/12/16
College Dean (or de	esignee)		75-3-78-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-	
Dean of Graduate S	tudies (for graduate	proposals)	· · · · · · · · · · · · · · · · · · ·	
Senior Vice Preside	nt for Academic Affa	irs or Provost (or	designee)	

Proposal Summary

Ph.D./M.Ed./Ed.S. Educational Administration – K-12 Leadership Program Revision Inactivation of M.A. Educational Administration – K-12 Leadership Major

Description of Action, Including Intended Effect

The purpose of this proposal is to: 1) inactivate the Master of Arts Educational Administration - K-12 Leadership [MA EAKL] major, 2) revise the course requirements for the Master of Education [MED EAKL] major, and 3) change the name for all degrees (M.Ed., Ed.S. and Ph.D.) of the EAKL major. The Educational Administration - K-12 Leadership program area is housed within the School of Foundations, Leadership and Administration [FLA] in the College of Education, Health and Human Services [EH].

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- 3. Apply knowledge that promotes the success of every student by acting in an ethical manner with integrity and fairness to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity and diversity within the school; evaluating the potential moral and legal consequences of decision-making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

Kent State University Catalog 2016 - 2017

Educational Administration Kent State University Catalog 2016 - 2017 Educational Administration K-12 Leadership - Ph.D. Program Requirements

Cred	Title	Manage and the control of the contro	Course
30		n i ¹	Dissertation
39	tion Courses (70000 and 80000 level)	l Administratio	Educationa
15	ing:	m the following	Choose fro
	Statistics I for Educational Services	75510	EVAL
	Modern Test Theory: Item Response Theory	78711	EVAL
A CONTRACTOR OF THE PARTY OF TH	Generalizability Theory INACTIVE	78712	EVAL.
one constant and a second	Multivariate Analysis in Educational Research	78713	EVAL
/// // // // // // // // // // // // //	Factor Analysis in Educational Research	78714	EVAL
C. C. CONTRACTOR CONTRACTOR CO.	Educational Statistics II	78716	EVAL
A STATE OF THE PARTY OF THE PAR	Educational Statistics III	78728	EVAL
NITE OF THE PARTY	Comparative Research Design	78898	EVAL
Admino Garante and Americans	Quantitative Research Design and Analysis	85515	EVAL
A STATE OF THE PARTY OF T	Qualitative Research Design	85516	EVAL
IA CONTRACT DESCRIPTION AND SERVICE AND SERVICE AND SERVICE ASSESSMENT.	Advanced Quantitative Research in Educational Services	85517	EVAL
essessivatelle and the second and the second	Advanced Qualitative Research in Educational Services	85518	EVAL

^{1.} Upon admission to candidacy, each doctoral candidate must register for Dissertation I. It is expected that a doctoral candidate will continuously register for Dissertation I for a total of 30 hours, and thereafter Dissertation II, each semester (including summer) until all requirements for the degree have been met.



John R. Kasich, Governor John Carey, Chancellor

CHANGE REQUEST: NAME AND CURRICULUM MODIFICATION

Date of submission: January 23, 2017

Name of institution: Kent State University

Previously approved title: Educational Administration K-12 Leadership major within the Master of Education (M.Ed.), Education Specialist (Ed.S.), and Doctor of Philosophy (PhD.) degrees

Proposed new title: K-12 Educational Leadership major within M.Ed., Ed.S., and PhD. degrees

Proposed implementation date of the request: Fall 2017

Date that the request received final approval from the appropriate institutional committee:

March 2, 2017 (Kent State University Board of Trustees)

Primary institutional contact for the request

Name:

Melody Tankersley

Title:

Senior Associate Provost and Graduate Studies Dean

Phone:

330-672-9147

E-mail:

mtankers@kent.edu

Educator Preparation Programs:

Leads to licensure:

Yes

Leads to endorsement:

No

Explain the rationale for name and curricular changes.

The term and concept of 'educational administration' in the literature carries a more passive tone, emphasizing managerial coordination and compliance, which preserves the status quo in schools. "Educational leadership" on the other hand, carries an active dynamic, emphasizing change, growth and transformation, which serves the ever-changing and complex needs of all stakeholders, students, families, faculty, staff, and the community at large. Since our entire curriculum has an emphasis on change leadership focused on meeting the changing needs of our stakeholders, this title better describes our purpose and more fully reflects the candidates' leadership experiences.

Additionally, the changes being made to the M.Ed. curriculum will strengthen the program by specifying course requirements and removing a list of elective course options. Currently, the major consists of one 3-credit core course and a long list of courses than can be used to fulfill the 30 credit-hour elective requirement. By offering a range of options, students were able to individualize their plan of study around requirements for various education licenses; however, the master's curriculum suffered because it was not focused and did not have a well-developed core. By definition, a master's degree program should be designed to assure mastery of specified knowledge and skills. The revised curriculum is designed to do just that.

Describe how the name and curricular changes will affect students in the current program.

Given that this name change better describes our purpose and more fully reflects the candidates' leadership experiences, it has the potential to enhance future employment opportunities for our students. Earning a degree in *Educational Leadership* fortifies a resume, and may increase the probability of face-to-face interview opportunities during the hiring process.

Current students may either complete their existing prospectus or work with their faculty advisor to update their plan of study to correspond with the proposed changes. Several courses that had overlapping content are being revised to streamline the curriculum and reduce redundancy; therefore, existing students will also benefit from this action. Furthermore, the elective courses that are being removed from the program requirements will still be offered. This means students seeking superintendent, pupil services, etc. licensure may still complete the requirements separate from or in addition to completing a graduate degree.

Describe any faculty, administrative or support service changes occurring along with the name and curriculum changes.

None

Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

The appropriate accreditation agencies will be informed about the name change after approval has been obtained and confirmed. The revisions to the curriculum will not require notification, as the standards are still being met – courses not needed for a master's degree are being removed as requirements but are still available for anyone seeking licensure.

Describe how the effectiveness of the new curriculum will be monitored over time.

The efficacy of the new curriculum will be monitored over time in a similar manner as in the past, which is through careful monitoring of student satisfaction inventories, securing regular feedback from faculty (full and part time) as courses are taught, examination of student assessment artifacts to ensure high-quality work, follow-up data on graduates, and the rates at which they pass the Ohio assessments and secure full-time employment.

Comparison of currently authorized curriculum and the proposed curriculum.

No curriculum changes are being proposed for the Ed.S. and Ph.D. majors.

MASTER OF EDUCATION - K-12 LEADERSHIP

Previously Authorized Curriculum	Credit Hours	Proposed Curriculum	Credit Hours
EVAL 65511 Research in Educational Services	3	EVAL 65511 Research in Educational Services	3
Choose 30 credits from the following		EDAD 66518 School Law and Special Education	3
EDAD 66492 Internship in Educational Administration	3-6	EDAD 66525: The Educational Principalship	3
EDAD 66515 Facilities Planning and Administration	3	EDAD 66526 Fundaments of Educational Administration	3
EDAD 66517 Administration and Supervision of Special Education	3	EDAD 66527: School Finance for Building Administrators	3
EDAD 66518 Law and Special Education	3	EDAD 66529 Leading for Social Justice	3
EDAD 66520 School Law for Teachers and	3	EDAD 66531: Instructional Leadership	3

Principals			
EDAD 66522 Public School Finance and	3	EDAD 66536: The Administrator's Role in	3
Economics	<u> </u>	Curriculum	***************************************
EDAD 66525 The Educational Principalship	3	EDAD 66542: Principles and Techniques of	3
	<u></u>	Supervision and Special Education	
EDAD 66526 Fundamentals of	3	EDAD 66544 Community Relations and	3
Educational Administration		Communication Skills	
EDAD 66527 School Finance for Building	3	į	
Administrators			
EDAD 66529 Leading for Social Justice	3		
EDAD 66531 Instructional Leadership (3)		5	
EDAD 66533 Central Office Admin	3		
EDAD 66534 The Superintendency	3		
EDAD 66536 The Administrator's Role in	3		
Curriculum Development			
EDAD 66538 Administration of School	3		
Culture, Politics and Reform	 - -		
EDAD 66540 Women in Leadership	3		İ
EDAD 66542 Principles and Techniques of	3		
Supervision			
EDAD 66543 School Administration in Urban	3		
Settings			
EDAD 66544 Community Relations and	3		
Communication Skills			
EDAD 66595 Special Topics in Educational	1-3		
Administration			
EDAD 66598 Research in Educational	3		
Administration			
EDAD 66602 Technology Leadership in	3		
Education			
EDAD 66747 Personnel	3		
TOTAL CREDITS	33	TOTAL CREDITS	30

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

Respectfully,

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

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	P	reparation Date	24-Oct-16	Curriculum Bulletin	
	E	ffective Date	Fall 2017	Approved by EPC	
Department	Foundations, Leade	rship, and Adr	ninistration		
College	EH - Education, Hea	lth and Human	Services		
Degree	CE	R6 - Post-Bac	calaureate Ce	rtificate	
Program Name	Graduate Certificate	in Qualitative	Research	Program Banner Code	TBD
Concentration(s)	Concentra	ntion(s) Banner	Code(s)		
Proposal	Establish program				
Description of prop	osal:				
program, and deli	vered by Evaluation a	nd Measureme	nt, Social and	uation and Measureme Behavioral Sciences, Id Communications fac	Political
Does proposed rev Current total credit	ision change program's hours: 0 Pr	total credit hour		□No	
staffing consideration	ons; need; audience; pro	erequisites; tead	cher education	ion issues; enrollment a licensure): students and also facil	
opportunities to ta for advanced stud	ike an introductory co y, and those tend not t	urse in qualitat to be designed	tive research, with an inter	at Kent State have sey but there are far fewer - or transdisciplinary s nent and all courses wi	· opportunities tudent
The units contacte committee include Sciences, Political Computer Science LDES, Journalism program and involconsulted to obtain and Measurement,	: Social & Behavioral Science, Music Educ, , Architecture/Environ & Mass Communication vement of faculty in puraproval from chairs	initial interest Sciences, Bios Geography, Somental Design ons were all co ogram plannin to include speciences, Politic	group and the tatistics, Epicociology, Cor, Library and nsulted to read administrate courses	nis proposal): program developmen lemiology, and Enviror nmunications, Nursing Info. Science, Health P quest inclusion of cour tion or involvement. The in the certificate inclu- flusic Educ, Anthropolo	nmental Health , English, olicy/Mgmt, ses in the he units de: Evaluation
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1 La luly	55.4			11 15/14	9
Department Chair / S	School Director				
< +	Sele				
Campus Dean (for R	legional Campuses prop	osals)			
College Dean (or de	Mittall signee)			12/12/14	
Malon Ca	h			01/10/17	7
Dean of Graduate St	udiog (for graduate prop	osals)		1 2 1	<u>L</u>
Senior Vice Presider	it for Academic Affairs o	r Provost (or de	esignee)	/	_

Proposal Summary Establish Graduate Certificate in Qualitative Research

Description of Action, Including Intended Effect

The purpose of this proposal is to establish a new certificate titled, Qualitative Research [C6XX], at the graduate level. This certificate will be administered by the Evaluation and Measurement [EVAL] program housed in the School of Foundations, Leadership and Administration [FLA] within the College of Education, Health and Human Services [EH]. This interdisciplinary certificate will be delivered by EVAL and other FLA faculty in the College of Education, Health and Human Services; Social and Behavioral Sciences [SBS] and Biostatistics, Epidemiology, and Environmental Health Sciences [BEHE] faculty in the College of Public Health; Political Science [POL], Sociology [SOC], Geography [GEOG], and Anthropology [ANTH] faculty in the College of Arts and Sciences; Music Education [MUS] faculty in the College of the Arts; Communications [COMM] faculty in the College of Communication and Information [CCI].

The purpose and goal of this certificate is to provide students with resources and experience that facilitate their abilities to design and conduct qualitative research; to appropriately describe research for dissemination of findings to funders, in professional conferences, or in peer reviewed publications; and to be able to conduct quality assessment reviews of qualitative funding applications or research reports. Because this certificate is proposed to be interdisciplinary and particularly benefit students who are also pursuing a discipline-specific graduate degree, we considered the competencies needed to succeed in graduate level career opportunities, including higher education, when developing the learning outcomes for this certificate.

See accompanying catalog copy for program description, admission and completion policy, and course requirements.

Learning Outcomes

The learning outcomes were developed based on the following:

- Review of learning outcomes from the two identified interdisciplinary qualitative research certificate programs offered elsewhere in the US
- Analysis of recommendations from Kent State faculty and students who responded to the needs assessment survey
- Analysis of recommendations from external faculty and students who responded to the needs assessment survey
- Analysis of the content of quality control assessments for conducting and describing qualitative research (i.e., COREQ, TQR rubric, CASP)
- Analysis of research-focused job listings consulted for preparation of the program needs assessment

Program Learning Outcomes - Graduate Certificate in Qualitative Research

Upon completion of the Graduate Certificate in Qualitative Research, students will be able to:

- 1) Be able to argue for the value of qualitative methodological approaches and help others understand the value of this form of inquiry to enhance understanding within their respective fields;
- 2) Be able to critique and review a wide variety of qualitative research in their respective fields;
- 3) Create and enact a variety of forms of high-quality, ethical qualitative research in their respective fields.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

The Core certificate development group and steering committee have made every effort to reach out across the campuses of Kent State University to all faculty who currently teach qualitative research courses to avoid duplication. We will continue to promote this program and expand the list of available courses if/when interested faculty and departments emerge. Certificate courses are still available to students who wish to include them in their program plan but not complete the certificate. Therefore we do not believe that this program is duplication of current programs/courses or interferes/limits with current programs/courses.

Fiscal, Enrollment, Facilities and Staffing Considerations

It is anticipated that a majority of this certificate will be delivered by the Evaluation and Measurement program. Additional required, elective, and independent research/independent study courses will be taught by current faculty members at KSU in the following departments: Social and Behavioral Sciences [SBS] and Biostatistics, Epidemiology, and Environmental Health Sciences [BEHE] in the College of Public Health; Political Science [POL] in the College of Arts and Sciences; Music Education [MUS] in the College of the Arts; Sociology [SOC] in the College of Arts and Sciences; Geography [GEOG] in the College of Arts and Sciences; Communications [COMM] in the College of Communication and Information; and others who might be identified at a later date.

Evidence of Need and Sustainability if Establishing

See the accompanying program needs assessment report in which we justify need of the program. Program evaluation will begin with approval of the program and will include the following activities:

- Aggregate assessment of student evaluations of certificate courses by semester and by year as well as by course
- Institution and maintenance of a student tracking program to gauge time of progress to completion and post participation outcomes including employment or higher education
- Ongoing outreach and promotion efforts, directed toward existing students, alumni and

eligible individuals within the state, the region, and beyond

- Institution and maintenance of tracking of additional outcomes associated with student completion of courses including proposal and defense of qualitative dissertations, theses, or other student research projects, and proposal and award of research funding for qualitative or mixed methods projects
- Ongoing steering committee meetings to modify program details to better meet student, employer, or needs of other institutions (relevant to those students who continue in higher education after certificate completion)
- Ongoing efforts to promote additional faculty and department inclusion and involvement in the certificate program

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 2017. The following is the anticipated schedule:

EVAL program approval: October 31, 2016

FLA School Curriculum Committee approval: November 15, 2016

Presented to EHHS for approval: December 9, 2016 Presented to EPC for approval: January 23, 2017

Presented to Faculty Senate for approval: February 13, 2017

Catalog Copy and Course Requirement Sheet

Graduate Certificate in Qualitative Research

DESCRIPTION:

The Graduate Certificate in Qualitative Research is for students who wish to improve their ability to design, conduct, analyze and quality-assess qualitative approaches to research and knowledge generation used in the context of funded research, educational assessment, program evaluation, critical, creative, exploratory, or theoretical endeavors, or other applications based on student needs. The courses in this program offer students inter- and transdisciplinary opportunities to learn and develop skills in qualitative methodologies including grounded theory, phenomenology, ethnography, and descriptive approaches, and methods including observation, interviewing, transcription, use of data analysis software, analytic memoing and others.

Admission Requirements: This program may be pursued by current degree-seeking students or by non-degree graduate students. For consideration, all students must submit an application, application fee, transcripts, a resume, a statement of goals, and two letters of reference. Review of applications will be handled by one of the co-coordinators for the Graduate Certificate in Qualitative Research, who will also evaluate prerequisites (if substitute syllabi are submitted by student).

Completion Requirements: To successfully complete the Graduate Certificate in Qualitative Research, a student must maintain a minimum 3.0 GPA within the certificate.

Required introductory courses (select 1 of the following)*

3 credits

EVAL 65516/85516 Qualitative Research Design (3)	***************************************
COMM 65040/75040 Qualitative Research Methods in Communication (3)	
GEOG 60900/70900 Qualitative Research Methods in Geography (3)	
POL 60010/70010 Qualitative Research Methods (3)	
SOC 62219/72219 Qualitative Methods in Sociology (4)	
BST/SBS 73010 Qualitative Methods for Public Health Research (3)	

Required design/analysis courses (select 2 of the following)* **

6 credits

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EVAL 85518 Advanced Qualitative Research in Educational Services (3)	
SBS 73011 Qualitative Data Analysis (3)	
EVAL 65516/85516 Qualitative Research Design (3)	
GEOG 60900/70900 Qualitative Research Methods in Geography (3)	
POL 60010/70010 Qualitative Research Methods (3)	
SOC 62219/72219 Qualitative Methods in Sociology (4)	
BST 73010 Qualitative Methods for Public Health Research (3)	

Elective courses (select 3)* **

9 credits

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EVAL 85520 Mixed Methods Research (3)	
EVAL 65530/85530 Practitioner Inquiry (3)	
EVAL 85540 Grounded Theory and Phenomenological Research (3)	
EVAL 85560 Critical Social Research (3)	
EVAL 88795 Special Topics: Ethnography and Case Study (3)	
GEOG 52053/72053 Geographies of Memories and Heritage (3)	
SOC 62221/72221 Advanced Qualitative Methods in Sociology (3)	
MUS 73283 Research in Music Education (3)	
MUS 73285 Philosophy of Music Education (3)	
MUS 73286 Sociology of Music Education (3)	
Other special topics courses offered by faculty/departments with courses represented by	the certificate, as

approved by a program co-coordinator

Other independent study courses offered by faculty/departments with courses represented in the certificate or in ANTH; CS; ID, or in others, as approved by a program co-coordinator

Some courses might have additional prerequisite or instructor permission requirements. Program coordinators can provide details.

Students declared in a doctoral degree should enroll in the doctoral-level version of these courses if offered.

Notes

Prior coursework may be counted for all requirements, as long as it is substantially similar as judged by syllabi from the course and is less than 6 years old at time of *earning* the certificate. Students may substitute courses at the discretion of the program coordinators.

In some instances, course specific pre-requisites also apply. Please refer to the Kent State listing of courses and consult with the certificate program coordinators

- *These courses can be used to fulfill the requirement for "other required courses" if the following conditions are met: 1) the course was not previously taken to fulfill the required first course requirement; 2) the course is outside of the student's primary major or degree area.
- **This requirement can also be satisfied through use of: other special topics courses offered by faculty/departments with courses represented by the certificate, as approved by a program co-coordinator, or through use of:

other independent study courses offered by faculty/departments with courses represented in the certificate or in ANTH; CS; ID, or in others, as approved by a program co-coordinator

Notice of Intent to Offer an Educational Program Graduate Certificate in Qualitative Research Kent State University

Gainful Employment Electronic Announcement #5 dated June 1, 2011 and posted on www.ifap.ed.gov explains the process for institutional notification to the U.S. Department of Education (ED) of new educational programs that prepare students for gainful employment in a recognized occupation (GE Programs). An institution's notification to ED of its intent to offer a new GE Program must include information to support the institution's determination of the need for the program, as required by the regulations at 34 CFR 600.20(d)(2). Descriptions and documentation provided by an institution can cover more than one new GE Program, if the same, or similar, process was used by the institution to determine the need for the program, and should be provided as follows:

1. Institution Name: Kent State University

2. OPEID: 00305100

- 3. Program name(s) and program CIP code(s) supported by this documentation: (contact Therese Tillett if CIP code is unknown)
- 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.

Qualitative and mixed qualitative and quantitative methods are increasingly recognized for their value in addressing complex research questions in areas such as health, education, geography, design, and many human science areas. Despite this, current Kent State graduate students in many disciplines have limited opportunities to enroll in advanced or specialized courses in qualitative methods. This proposed graduate certificate, to be administered in Evaluation and Measurement and contain interdisciplinary course alternatives, provides access for students in any discipline to advanced and specialized qualitative research courses that will facilitate completion of qualitative or mixed methods dissertations and theses. The certificate offers KSU students an opportunity to graduate with training in qualitative as methods, thus improving their competitiveness for faculty, post-doctoral and other research postings or, in the case of completion by post-baccalaureate students, improve competitiveness for admission into high quality doctoral programs. Additionally, having this credential is a benefit for any individuals, including current faculty, who wish to enhance their competitiveness to receive funding for qualitative and mixed methods research proposals.

Please refer to the needs assessment document, which describes student and faculty support for this program. Additionally, within the needs assessment, we present findings from content analysis that demonstrate how the training provided by this certificate is consistent with needs identified by the US Government Bureau of Labor Statistics (BLS) for projected growth careers for students with graduate education.

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.

In the needs assessment report, we provide detail relevant to BLS projected growth careers and the competencies needed for students to succeed in those careers. Along with this, US government funding opportunities in human science disciplines increasingly encourage mixed qualitative and quantitative methods of data collection in order to provide deeper understanding of behavior and interaction in environments that are often dynamic and complex.

A strength of this program is that it was grounded in interdisciplinary dialogue among faculty who represent multiple areas within education, social sciences, health, and STEM program areas. Funding opportunities increasingly prioritize inter- and transdisciplinary collaboration.

Along with this, students who enroll in this certificate program will have the additional benefit of being exposed to students and faculty who represent multiple disciplines. While this specific component of the educational experience is difficult to quantify, it can be see as one of the value-added benefits for students who enroll in this certificate program.

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.

Due to the nature of this program, that enhances and expands upon graduate research education rather than providing training for a specialized credential or certification, it is difficult to project the impact of completion on individuals' wages or salaries. We plan upon initiation of the program to monitor employment of graduates in order to track these impacts going forward.

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.

Public Health faculty (Chatfield, SBS and Stedman-Smith, BEHE) met early during fall semester of 2015 with Education, Health and Human Services faculty (Niesz, EVAL, and Crowe, CI) after determining that they were independently considering development of a qualitative research graduate certificate. This contact resulted in creation of a 4 person core group that met during December of 2015 and January of 2016 to identify other graduate qualitative research courses and faculty members who taught the courses, and to make contact with these individuals. The original interest group, which included all who responded to the initial contact, met during February of 2016 and expressed initial support for the development of the certificate. A Steering Committee consisting of nine individuals from the interest group was formed and met during March, April, and May of 2016. Additional faculty members were added to the interest group as identified. During summer of 2016 the needs assessment was initiated and during early fall semester of 2016 the core group collaborated to complete proposal development. Meeting agendas and minutes and text of email exchanges are available that document these activities. The steering committee met and/or exchanged electronic communications during 2016 to discuss programmatic details and to begin to develop a program assessment and process, as well as impact and outcomes evaluation plan. Chairs of all impacted departments were contacted and asked for written verification of their approval to include courses in the certificate.

- 8. Date of the first day of class. Include both:
 - a. The first day the program was or will be offered by the institution.

The program will be offered as of the beginning in Fall Semester of 2017, which starts on August 28, 2017.

b. The day you would like to begin disbursing Title IV funds to students enrolled in the program.

New Program Needs Analysis and Faculty Credentials for a Graduate Certificate in Qualitative Research

All Kent State academic units are required to provide evidence of the need for a proposed academic program. Generic statements that imply the "need" for the program are not sufficient. Proposals should include data-driven market research that addresses a student demand that will increase enrollment, potential for employment upon graduation, competitive advantage for the university, reasonable non-duplication with other programs and appropriate multi-year financial analyses.

The elements of a needs analysis include:

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.

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;
- 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.

In section 1, we report findings from surveys of current KSU students (n = 325); graduate students at other institutions, and faculty at other institutions. Findings of note from KSU students include: 87% indicated they are or might be interested in additional qualitative research courses; 42% indicated they are and 43% indicated they might be interested in enrolling in a qualitative graduate certificate program.

In recent years, there has been a resurgence of interest in qualitative inquiry in some branches of social and human sciences research, exemplified by the emergence in 2013 of a new American Psychological Association (APA) journal *Qualitative Psychology*. The editor described this journal as an effort "to bring this form of inquiry back to the important position it deserves," [1] which is meaningful given the strong emphasis within psychology on other types of inquiry. Along with this is increasing appreciation of the utility of research designs that mix qualitative and quantitative methods, evidenced in part by the creation of the multidisciplinary *Journal of Mixed Methods Research* during the past decade and publication of guidelines by the National Institutes of Health to help address and guide ongoing "interest in mixed methods research in health fields and at NIH" [2]. To fill the training need to encourage additional funding-worthy mixed methods research, NIH has instituted a one-year training program [3]; unfortunately, this opportunity is very limited as only 14 scholars are selected per cohort, students are recruited from throughout the US, and only those who already hold a doctoral degree are eligible. While for the disciplines of health and psychology, emphasis on qualitative inquiry is a recent trend, other fields such as education, nursing, and counseling professions have long embraced the value of qualitative inquiry.

Recognized need

Graduate students at Kent State in some program areas have several alternatives to complete an introductory qualitative research course, yet there are far fewer opportunities for advanced study, and those tend not to be designed with an inter- or transdisciplinary student population in mind. A small number of program areas (evaluation and measurement, nursing, sociology, and, in development, social and behavioral sciences) offer a second qualitative course although enrollment is often limited to majors either through course restrictions or student demand. Other program areas at KSU do not currently offer specific courses on qualitative inquiry although graduates in areas such as medical and STEM fields regularly use qualitative methods in practical and educational research [4 - 6]. The evaluation and measurement program has very recently increased available catalog courses in qualitative and mixed methods research methodology.

Competitor programs

We identified 10 currently available qualitative research training programs based in US universities. These are usually offered as graduate certificates in qualitative research or qualitative methods. Of 10 programs, only three will accept students who are not currently enrolled in graduate degree programs at the institution. Of the three programs that accept outside students, two are structured to consist of traditional academic credit courses (as opposed to workshops) and have available online courses that would be suitable for remote students. One of these is offered by Nova Southeastern University, a private institution located in Fort Lauderdale, FL. The other is offered by the University of Georgia, in Athens,

GA. Limitations that Kent students would experience subject to these programs include high cost (especially for the Nova program) and limited spaces (especially for the UGA program; faculty have reported that demand for their classes by their own students is quite high so limits consideration of outside enrollees [Dr. Trena Paulus, personal communication, January 2016]). Therefore, the proposed certificate program at Kent State would be the only program of this type available in this region of the US and easily accessible to Kent State graduate students. For traditional face-to-face courses, the field of potential enrollees also includes graduate students from throughout northeastern Ohio. For online courses, the field of potential enrollees encompasses graduate students throughout the US.

KSU faculty interest and involvement

During spring semester of 2016, faculty from public health and evaluation and measurement programs reached out across campus to individuals in sociology, education, geography, English, library science, journalism and mass communication, cultural anthropology, nursing, political science and other areas, and met to propose collaboration toward the goal of developing an 18-hour graduate certificate in qualitative research that would allow students to complete an introductory course and proceed through intermediate and advanced courses in qualitative and mixed methods analysis and design based on certificate learning outcomes and individual interests and needs. All invited faculty responded positively to the exploration of this qualitative research certificate. From this initial interest group, a steering committee of volunteers was formed to develop and propose details for the program. The proposed certificate would be available for KSU students as well as non-KSU students enrolled with guest or non-degree admission, and could be pursued either in conjunction with a KSU graduate degree or as a stand alone certificate.

Interest survey results

To determine student interest, the steering committee developed a survey, which was disseminated via the qualitative faculty interest group to students, primarily graduate, at Kent State. A similar survey was also distributed via listsery to graduate students enrolled at other institutions. There were three goals of this survey: first, to gauge interest in qualitative research education; second, to identify facilitators and barriers for students in pursuing these courses; third, to get input regarding desired course content and structure of courses. The Kent Student survey was completed by 325 students; 34 students responded to the external survey. A content input survey was also distributed via listsery to external faculty and 27 responses were received. While the numbers of respondents outside of Kent were disappointing, we offer that responses are likely to be biased in favor of the most desired respondents, which in our view are those who are most interested in engaging in dialogue on qualitative education. Additionally, responses were solicited during summer term. We plan to continue to solicit external feedback during the 2016-17 academic year, to help us further refine program content.

Below we summarize the findings; text of the three survey instruments is contained in the Appendix of this report. We report percentages for items which were available for all respondents and report numbers where only a portion of the respondents saw an item due to inclusion of 'skip logic' in the survey.

KSU student responses. Kent students included those in undergraduate programs (20%) masters' programs (41%) or Ph.D. programs (30%) with the remainder in specialty graduate degrees, continuing

education programs, or recent graduates. Of respondents, 70% had taken one or more qualitative research courses; 26% had not; 3% were not certain. For students who had taken previous qualitative classes, the average number of classes was 2.25 (SD=1.26).

Kent students indicated the value of qualitative research instruction as follows: 81% indicated the courses were useful for their academic career; 62% indicated courses were useful for their particular research interest; 52% indicated courses were useful for employment; 73% indicated qualitative courses were of interest. An example student comment was: "(the) class allowed for intense review for written work and improved writing skills in addition to strengthening my methodological background."

Of students who had taken a qualitative course previously, 87% indicated they were or might be interested in further qualitative research study in general. Of the 87%, 18% indicated that they were interested but that additional courses were not feasible due to their program structure. One student observed that qualitative methods were: "(the) most relevant methods to completing research in higher education." A Ph.D. student noted such a program offers "better method knowledge before the dissertation phase."

The most frequent response among students who were not interested in taking additional qualitative research courses was inability to fit courses into their program, and/or having already graduated, reasons which were cited by 16 students.

When asked specifically about interest in a graduate certificate program in qualitative research, 42% of respondents specified that they were interested and 43% indicated they might be interested. A student in public health observed: "I think the addition of a graduate certificate would be beneficial to any aspect of Public Health, this would afford students the ability to specialize in areas that could be career specific. Simply making an advanced education tailored to our specific needs and job specific tasks would be a more affordable way to become more competitive and desirable." Several students stated that they felt their qualitative instruction was incomplete, most often due to lack of instruction and practice in design and analysis. One student described: "More content about how to actually conduct a study from start to finish would help. Specific classes devoted to analysis and interpretation would be essential."

The following quote is from a student in the MPH program at Kent who recently completed a mixed methods practicum project:

I am thankful I had an opportunity to work as extensively with qualitative data (collection, coding, analysis) as I did. If I had not participated in this project, I likely would have completed my MPH degree with no experience in qualitative data methods, and I believe this would have been a disservice to me. . . I believe qualitative methods should be paid more attention in KSU's MPH program in order to produce more well-rounded public health professionals.

External student responses. Responses from students at universities outside of Kent included those in masters' programs, or recent graduates (15%) or those in Ph.D. programs (85%). All 34 students had

taken at least one qualitative research class; average number of classes reported by students was 2.8 (SD = 1.77).

External students indicated the value of qualitative research instruction as follows: 97% indicated the courses were useful for their academic career; 79% indicated courses were useful for their particular research interest; 83% indicated courses were useful for employment; 83% indicated qualitative courses were of interest. An example student comment was: "(qualitative research instruction) expanded my conception of the potential of research."

Of these students, 73% indicated interest in taking more qualitative research courses. One student observed: "In general qualitative courses are not offered at the same rate or with the same urgency as quantitative. Qualitative training benefits both qual and quant researchers given that they are studying human beings." Another recommended that qualitative research instruction "should be required for any major."

Kent faculty feedback. As noted above, feedback and involvement from Kent State faculty who teach qualitative methods has been solicited beginning in late fall semester 2015. There are currently more than 30 members on the email list representing departments at Kent and regional campuses. Of those on the interest group list, 23 faculty members have attended at least one interest group or steering committee meeting and many have attended multiple sessions. Through use of information provided during meeting discussions, meeting notes and ongoing email contacts, the steering committee has continued to refine program details to meet student needs as identified by faculty and to make best use of the unique skills each faculty member can contribute.

External faculty feedback. Faculty engaged in qualitative research instruction at institutions other than Kent State represented universities including the following: Erasmus (The Netherlands); Boston University; Valdosta University; Harvard University; Drexel University. Faculty indicated the value of qualitative research instruction as follows: 88% indicated the courses were useful for their students' academic career; 93% indicated courses were useful for students' research interests; 70% indicated courses were useful for students' eventual employment; 81% indicated qualitative courses stimulated critical thinking among students. Several faculty members provided lengthy quotes arguing for the value of qualitative research instruction beyond the classroom. One example is below:

The critical thinking part of qualitative research is an essential part of graduate and undergraduate education. It has value that goes beyond the ability to conduct qualitative research. Our students often indicate they like the interview aspect the best; they say they learn a lot/gain insight (and the people they interview at times become part of their network).

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.

In section 2, we describe promotional efforts, offer enrollment projections, and discuss some of the potential professional advantages for certificate completers.

We will promote the program to current Kent State University students in multiple programs through our faculty interest group resources. Individual faculty advisers will provide information to their advisees as appropriate. We plan to create program information sheets that can be posted on department bulletin boards and to develop a brief presentation that introduces that program that can be presented live to graduate courses, department meetings or student associations and will be made available via video. We will additionally communicate about the program in written or web-based college and department communications. We are in the process of establishing a KSU qualitative resource website that will include program information, highlight faculty research interests and accomplishments, promote qualitative research related activities and have the additional benefit of providing students with a directory of potential external dissertation or thesis committee members. We will contact former students via the university and college alumni organizations using social networking or other web-based communication.

In the short term, we will promote the program beyond KSU using qualitative and mixed methods listservs and interest groups, and through personal contact with faculty at other institutions who do not offer similar programs. In the longer term, we will explore potential to make program presentations to students at regional institutions and to promote the program at qualitative or mixed methods conferences, or discipline specific conferences that attract qualitative and mixed methods research, in particular those that current KSU faculty members already support.

We anticipate that most initial enrollees will be current full time doctoral students who have already included multiple qualitative research coursework in their program plan so can complete the certificate by adding a small number of additional courses. We also anticipate that interested masters' level students could opt to incorporate one or two qualitative research courses as electives or to fulfill research methods requirements so might enter the program concurrent with masters' study and complete the certificate on a part time basis after finishing their masters' degree. We anticipate that external students and alumni would enter and complete the program on a part time basis and might or might not enroll for one or more classes during every semester. We also anticipate that some students will enter the program in order to gain experience for a specific research program or project and it is our hope that those students realize ample benefit to be inspired to complete the certificate.

	Fall 2017-	Fall 2018-	Fall 2019-	Fall 2020-	Fall 2021-
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
New Full-Time Enrollers	10	13	15	20	24
New Part-Time Enrollers	2	6	10	15	18
Full-Time Completers		3	10	13	18
Part-Time Completers			1	3	6

Our projections above were based on:

- A conservative expectation that some student surveyed indicated they would enroll in such a
 program if available. If just 10% actually enroll, that makes approximately 13 students.
 Additionally with a sample of just 325 obtained during summer semester, we were not able to
 reach all graduate students so we might be underestimating actual interest.
- A conservative interpretation of general trend information we obtained informally from individuals who teach in two other certificate programs (personal communications 2016, Dr. Trena Paulus, UGA; Dr. Robin Cooper, Nova Southeastern)

Additionally, students in multiple graduate programs at KSU are currently required or encouraged to complete more than one qualitative course (EVAL; Sociology, and, increasingly, Ph.D. students in Prevention Science/Public Health), and we assume that students who can complete a portion of the certificate within their typical graduate requirements are particularly viable candidates for this program.

Ph.D. completers who additionally hold this certificate will be able to differentiate themselves from other applicants when competing for limited faculty positions in many disciplines in institutions of higher education. Even in projected growth areas (see the following section for more detail), applicants who have more qualifications are likely to be preferred. Research credentials are a valuable asset for investigators who seek federal or foundation funds for research and programming, and the completion of a dedicated certificate program provides evidence of such credentials. We additionally believe that individuals who do not necessarily hold a doctoral degree who are working in education, public health, medical professions, social service agencies, counseling, public policy and other human science or human service areas benefit from additional research training which potentially expands their ability to plan and evaluate programs and to solicit funds to facilitate expansion of these efforts.

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.

In section 3, we report findings from content analysis of research-focused and general academic job listings, and identify the skills acquired through qualitative research instruction that are needed for the professions projected by the US Government Bureau of Labor Statistics to be highest demand for graduates who have attained graduate degrees in various disciplines during the coming decade. We offer feedback from two journal editors and a testimonial from a retired public health professional.

The graduate certificate program in qualitative methods is not proposed to train students for a specific job title or industry. Therefore, we provide information about these skills relevant to a range of positions. We begin by summarizing needs within general academic and research-focused position based on content analysis or searches for keywords and phrases within listings, and continue with general information about how the skills students will derive from these courses apply to the projected high demand positions during the coming decade according to US government employment information. We close this section with comments we received from two editors of qualitative journals and one retired Ohio county health commissioner.

We consulted two sources to assess desired skills for graduates entering post secondary education. The first is a series of job postings provided by the online qualitative research journal TQR. Although the journal specifies in qualitative and mixed methods research, job postings reflect any research-focused opportunity and also include positions for individuals who have completed undergraduate as well as graduate education. From TQR identified positions, qualitative occurred with somewhat more frequency than quantitative although the most frequently occurring relevant words included research, analysis, data, and writing. Among just over 4000 currently open faculty and research jobs (as of August 2016) in the Chronicle of Higher Education, 2299 included as keywords research; 44 included among keywords 'qualitative' and 33 included mixed methods. We viewed roughly a quarter of the 221 that were listed under the keyword 'statistics,' and found that nearly 75% of those also included qualitative methods, qualitative skills, or the ability to teach general research methods or designs within the job descriptions. The 25% that did not were generally for faculty placed in departments of mathematics or statistics.

According to the US government Bureau of Labor Statistics [7], the highest opportunity US jobs for individuals with at minimum a masters' degree, including those with estimated growth of at least 5000 new jobs created within the next decade are as follows (average salary range in thousands, in parenthesis): postsecondary teachers in art, drama and music (\$55 to \$74.9); postsecondary, secondary, and elementary education administrators (\$75 +); educational, guidance, vocational, rehabilitation, and mental health counselors, (\$25 to \$54.9) healthcare social workers (\$35 to \$54.9); instructional coordinators (\$55 to \$74.9); nurse practitioners including anesthetists (\$55 to \$75 +); nursing instructors and teachers (55 to \$74.9); occupational therapists (\$75 +); physicians assistants (\$75 +); speech-language pathologists (\$55 to \$74.9); statisticians (\$75 +); marriage and family therapists (\$35 to \$54.9).

Content analysis of the tasks associated with these jobs reveals focus on human contact, as the words 'clients,' 'patients,' 'students,' 'people,' families,' and 'social' were among the most frequently used non-article terms. Additional common words throughout the job descriptions included: data, problems, evaluate, plan, research, language, strategies, teach, discuss, and assess.

Our review of the content in context suggested that activities for nearly all of these positions (with the exception of statisticians) include the following skills that are commonly taught in qualitative research classes:

Interviewing to gather information

- Single and multiple case analyses
- Conducting educational or practice-related research
- Writing up and presenting or publishing research findings
- Program evaluation, including use of mixed qualitative and quantitative data to assess process, client satisfaction, impacts, and outcomes
- Document analysis
- Field observation and taking field notes

Additionally those in post-secondary arts education are likely to derive benefit from arts-informed research, which is a specialty area within qualitative methods. We also suggest that statisticians can benefit from qualitative education to improve their ability to describe their work to individuals who vary in the ways they perceive and interact with statistical data.

Dr. Janice Yoder, Editor of the journal Sex Roles and Professor in the Department of Social and Behavioral Sciences at Kent State, offered this regarding the value of qualitative inquiry to interdisciplinary research:

I think it adds needed and valued richness to the subject matter for Sex Roles, which pretty much spans the social sciences. . .the sophistication of qualitative and mixed-methods work has blossomed, thanks in part to more valuation of this work and the development of text-based software.

Dr. Janice Morse, Editor of the journals Qualitative Health Research and Global Qualitative Nursing Research, noted that there is an ongoing need to individuals who can review qualitative research reports, as reviewers keep "turning over." Regarding the value of qualitative methods for health research, Dr. Morse referred to her book Qualitative Health Research [8] in which she described the unique strengths of qualitative research which include an open minded and exploratory approach to research questions, which increases researchers' potential to identify unexpected or complex and non-linear causal relationships, and a research process that encourages "considering and including the underlying values and the context as part of phenomena," rather than "context stripping to remove contaminating variables," that often occurs in quantitatively-drive methods (p. 2).

As an illustration of the practical benefits of qualitative data, we offer the following from a former county health commissioner:

Working with College of Public Health graduate student Colleen Kelly and faculty member Sheryl Chatfield, I came to value how the methods of qualitative analysis of interviews and focus groups with public health officials in Ohio about a complex policy issue - planning the local and regional response to Ebola virus - made it possible for us to organize the diverse opinions of these public health officials into a coherent set of themes about the benefits, costs, and challenges they faced in implementing this policy "experiment" of regionalizing public health emergency preparedness in Ohio for emerging infectious diseases like Ebola and Zika virus.

This qualitative analysis was a component of a mixed method approach to the overall evaluation of Ebola response planning; it enabled us to frame the questions for a quantitative survey of leaders and

emergency response coordinators in Ohio's 118 local health departments. I believe that the results of these analyses will help inform future decisions about further regionalization of state and local preparedness planning and other public health functions.

Matthew Stefanak
Mahoning County Health Commissioner (retired)
Public Health Preparedess Liaison, Association of Ohio Health Commissioners

Instructor, Department of Health Policy and Management, College of Public Health

4. FACULTY CREDENTIALS AND CAPACITY

Faculty Credentials

The following expectations apply to all full-time and part-time instructors, including graduate teaching assistants:

- Faculty members hold a degree from a regionally or nationally accredited institution recognized by the U.S. Department of Education or the Council for Higher Education Accreditation or equivalent as verified by a member of the National Association of Credential Evaluation Services Inc.
- Faculty members hold a terminal degree or a degree at least one level above the degree level in which they are teaching.
 - 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

- 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.

In section 4, we describe how current faculty members are sufficient for program instructional needs, and provide a list of these individuals. We also propose co-coordinators in order to efficiently allocate other certificate program needs. We conclude the report by considering how this program addresses the "values" described in Kent State's Strategic Vision.

This program proposal is designed to take advantage of current course offerings that are being taught by current faculty, so we do not anticipate need for additional full- or part-time faculty for the foreseeable future. We believe that the response to this program proposal and ongoing involvement of more than 30 full-time Kent State faculty on the email list, with several of those on the certificate steering committee speaks to the willingness among KSU faculty to support both initial stages and future growth and development of this program. Most faculty have taught or are currently teaching qualitative methods; all on the list have appropriate credentials to allow them to do so. Following is a list of faculty including rank and department. Steering committee members are indicated by *

Faculty Member	Rank/position**	Department/School	Highest Degree/Cranting Institution
Lisa Borgerding	Associate Professor	Teaching Learning Curric	Ph D. Indiana University
Sheryl Chatfield*	Assistant Professor	Soc & Beh Sci	Ph.D. University of Mississiumi
Danielle Coombs	Interim Associate Dean	Comm & Info	Ph.D. Louisiana State University
Patrick Coy	Professor	Poli Sci	Ph.D. Syracuse University
Alicia Crowe*	Interim Associate Dean	Teaching Learning Curric	Ph.D.: Vanderbilt University
Jen Cunningham*	Assistant Professor	English	Ph.D. Kent State University
Amy Damrow	Assistant Professor	Foundation Ldrshp & Admin	Ph.D. Michigan State University
Suzy D'Enbeau	Assistant Professor	Comm Studies	Ph.D. Purdue University
Michele Donnelly	Assistant Professor	Foundation Ldrshp & Admin	Ph.D. McMaster University
Christopher Dum	Assistant Professor	Sociology	Ph.D. University of Albany
Walter Gershon	Associate Professor	Teaching Learning Curric	Ph.D. University of California
Kambiz Ghazinour Naini	Assistant Professor	Computer science	Ph.D. University of Calgary
Landon Hancock	Associate Professor	Poli Sci	Ph.D. George Mason University
Dana Hansen	Assistant Professor	Nursing	Ph.D. Case Western Reserve University
Ji Young Cho	Assistant Professor	Arch Environmental Des	Ph.D. University of Missouri
Kristina Knight	Assistant Professor	Soc & Beh Sci	Ph.D. Kent State University
Janice Kroeger	Associate Professor	Teaching Learning Curric	Ph.D. University of Wisconsin
Tracy Lara Hilton	Associate Professor	Foundation Ldrshp & Admin	Ph.D. Idaho State University
Kiersten Latham	Associate Professor	Library & Info Sci	Ph.D. Emporia State University
Tricia Niesz*	Associate Professor	Foundation Ldrshp & Admin	Ph.D. University of Pennsylvania
Craig Resta	Associate Professor	Music	Ph.D. University of Maryland
Christine Hudak*	Professor	Library & Info Sci	Ph.D. Cleveland State University
Christopher Post	Associate Professor	Geography	Ph.D. University of Kansas
Denice Sheehan	Associate Professor	Nursing	Ph.D. University of Akron/Kent State University
Clare Stacey*	Associate Professor	Sociology	Ph.D. University of California Davis
John Staley	Assistant Professor	Health Policy & Mgmt	Ph.D. University of North Carolina at Chapel Hill
Maggie Stedman-Smith	Assistant Professor	Environ Health Sci	Ph.D. University of Minnesota
Mary Step	Assistant Professor	Soc & Beh Sci	Ph.D. Kent State University
Pamela Stephenson	Assistant Professor	Nursing	Ph.D. Kent State University
Cassandra Storlie	Assistant Professor	Lifespan Dev & Educ Sci	Ph.D. University of Iowa
Pam Takayoshi*	Professor	English	Ph.D. Purdue University
V. Kelly Turner	Assistant Professor	Geography	Ph.D. Arizona State University
Jennifer Walton-Fisette	Associate Professor	Teaching Learning Curric	Ed.D. University of Massachusetts-Amherst
Chance York	Professor	Journal Mass Comm	Ph.D. Louisiana State University

We acknowledge the need for certificate program administration and its impact on faculty workload. Although we propose that this certificate be initially housed in the Evaluation and Measurement (EVAL) Program, we view this as an interdisciplinary certificate; therefore, the steering committee has proposed annual co-coordinators with one representing EVAL and the other representing another department or major. Primary responsibilities of coordinators include coordinating scheduling of courses, marketing the certificate, communicating with potential new students, advising students on developing their program of study, approving transfer credit and elective courses, collecting data and conducting program evaluations, and so forth.

In closing, we submit that this proposed certificate program is consistent with the "values" described by Kent State President Beverly Warren and the Board of Trustees in the university's Strategic Vision adopted during December of 2015. Below we list four Kent State values that we think have particular relevance:

Active inquiry and discover that expands knowledge and human understanding – evidenced by the comments from external faculty

Life-changing educational experiences for students with wide-ranging talents and aspirations — evidenced by the number of and content of responses from students regarding the value of qualitative research instruction

Engagement that inspires positive change – evidenced by many comments offered in the KSU student survey, as well as the personal testimonial of a newly graduated MPH and one of her project mentors

A collaborative community – exemplified by the interdisciplinary nature of faculty who came together to plan this program

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AUGUSTINE, SUSAN

Subject:

FW: Graduate Certificate in Qualitative Research for FLA CC

From: Niesz, Tricia

Sent: Tuesday, November 01, 2016 8:32 AM

To: AUGUSTINE, SUSAN

Cc: Chatfield, Sheryl; CROWE, ALICIA; Stedman-Smith, Maggie; SCHIMMEL, KIMBERLY

Subject: Graduate Certificate in Qualitative Research for FLA CC

Dear Susan,

The EVAL program has approved the proposal for the Graduate Certificate in Qualitative Research, and we have received all of the approval emails from Chairs and Directors. The attached materials are now ready for review by the FLA Curriculum Committee.

Please note that the attachments are identical to those you last reviewed, with one small exception. The EVAL vote was held earlier than anticipated, Oct. 31, so that date has been changed. Everything else is the version you last reviewed.

Thank you and please let me know if you have questions or need anything else. Tricia

Subject:

FW: Courses to be included in qualitative research graduate certificate

From: Zakariasen, Kenneth

Sent: Monday, October 24, 2016 11:11 AM

To: Chatfield, Sheryl

Subject: Re: Courses to be included in qualitative research graduate certificate

Hi Sheryl,

Regarding the certificate program and the inclusion of the SBS courses, you have my approval. This should give more needed emphasis on developing expertise in qualitative research.

Ken

Ken Zakariasen, DDS, MS, MS(ODA), PhD
Interim Associate Dean, Organization Development
Professor and Director, Leadership and Organizational Change
MPH Program in Health Policy and Management
Department of Health Policy and Management
Interim Chair, Department of Social and Behavioural Sciences
College of Public Health
Kent State University
kzakaria@kent.edu
(0) 330-672-2542

From: Chatfield, Sheryl

Sent: Saturday, October 15, 2016 8:45 AM

To: Zakariasen, Kenneth

Cc: Niesz, Tricia; Hallam, Jeffrey

Subject: Courses to be included in qualitative research graduate certificate

Ken:

I am writing on behalf of the steering committee developing a proposal for a Graduate Certificate in Qualitative Research. As you may know, this proposal is being developed by an interdisciplinary group of Kent State faculty members, and potential Certificate courses will include options from a range of Schools and Departments across the university.

We are writing today to request your formal approval for your Department's Qualitative Research Methods for Public Health, SBS 73010 (department change pending approval) and Qualitative Data Analysis, SBS 73011 (course addition pending approval) to be included in the Certificate's course options. SBS 73010 is proposed as one of the options for a required initial course and SBS 73011 is proposed as one of two options for students to select as 'additional required courses.'

I have cc'd Jeff Hallam on this email because he was aware of this process during the previous academic year and I want to keep him updated on our progress. It was Jeff's original idea that we expand our course offerings that in many ways underlies the development of this program.

From:

SERPE, RICHARD

Sent:

Saturday, October 15, 2016 11:20 AM

To:

Niesz, Tricia

Cc:

STACEY, CLARE; Chatfield, Sheryl

Subject:

RE: Graduate Certificate in Qualitative Research

Tricia,

We have reviewed the Graduate Certificate in Qualitative Research. We find this program well designed and in particular, we think the diversity of courses will serve the graduate community at Kent State University well.

We are pleased to be included in the certificate proposal.

We also provide our approval in support of the formalization of establishing this certificate program.

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: rserpe@kent.edu Voice: (330) 672-4896 Fax: (330) 672-4724

From: Niesz, Tricia

Sent: Saturday, October 15, 2016 8:08 AM

To: SERPE, RICHARD

Cc: STACEY, CLARE; Chatfield, Sheryl

Subject: Graduate Certificate in Qualitative Research

Dear Dr. Serpe,

I am writing on behalf of the steering committee developing a proposal for a Kent State Graduate Certificate in Qualitative Research. As you may know, this proposal is being developed by an interdisciplinary group of Kent State faculty members, and potential Certificate courses will include options from a range of Schools and Departments across the university.

We are writing today to request your formal approval for your Department's courses, SOC 62219/72219 *Qualitative methods in sociology* and SOC 62221/72221 *Advanced methods in qualitative sociology*, to be included in the Certificate's course options. These were proposed for inclusion by Dr. Clare Stacey, copied here. We are requesting that you kindly reply to this email with your approval for these courses' inclusion in the proposal (ideally, by Oct. 21st).

Subject:

FW: Graduate Certificate in Qualitative Research

Attachments:

Graduate Certificate in Qualitative Research Proposal Summary Draft 10 14 16.docx;

ATT00001.htm; Qual Cert Needs Assessment.docx; ATT00002.htm

From: MAZZEI, JULIE

Sent: Sunday, October 16, 2016 3:13 PM

To: Niesz, Tricia

Cc: Coy, Patrick G.; Chatfield, Sheryl

Subject: Re: Graduate Certificate in Qualitative Research

Hi, Tricia,

I think the certificate program looks wonderful and it has my official approval.

Thank you, and best of luck moving forward with this!

Julie

Julie Mazzei
Associate Professor
Acting Chair, Political Science
Guest Editor, Research in Social Movements, Conflict and Change, Volume 41
Kent State University
330-672-8934
Bowman 302, office 14

On Oct 15, 2016, at 8:10 AM, Niesz, Tricia < tniesz@kent.edu > wrote:

Dear Dr. Mazzei

I am writing on behalf of the steering committee developing a proposal for a Graduate Certificate in Qualitative Research. As you may know, this proposal is being developed by an interdisciplinary group of Kent State faculty members, and potential Certificate courses will include options from a range of Schools and Departments across the university.

We are writing today to request your formal approval for your Department's course, POL 60010/70010 Qualitative research methods, to be included in the Certificate's course options. The course was proposed for inclusion by Dr. Patrick Coy, copied here. We are requesting that you kindly reply to this email with your approval for this course's inclusion in the proposal (ideally, by Oct. 21st).

We also invite you to review the attached proposal and needs assessment for the Certificate, which will be housed in the College of Education, Health, and Human Services. This Certificate will be available to any master's or doctoral student in the university, as well as to students who are not pursuing a degree at this time. We believe that it will benefit all participating departments by encouraging students to enroll in additional Kent State courses throughout the university, although, when necessary, Departments and Schools will continue to prioritize their own students, restrict particular courses to their own students, or retain/institute prerequisite or permission of instructor requirements.

Please also let us know if there are additional individuals or groups that you suggest be given an opportunity to review the proposal in advance of its submission to the Curriculum Committee.

We hope you will get in touch with any questions or concerns, and we look forward to hearing from you in the next week about your course. We are excited about the interdisciplinary nature of this endeavor and thank you again for your participation.

Thank you, Tricia Niesz

AUGUSTINE, SUSAN

Subject:

FW: Graduate Certificate in Qualitative Research

From: LORENZ, RALPH

Sent: Tuesday, October 18, 2016 12:35 PM

To: Niesz, Tricia; BROWN, DANA; DORFMAN, JAY; CHUNN, MICHAEL

Cc: Chatfield, Sheryl; Resta, Craig

Subject: Re: Graduate Certificate in Qualitative Research

Dear Tricia,

The School of Music is in support of the proposed Graduate Certificate in Qualitative Research. Many thanks go to all who have been involved in developing this worthwhile program.

Best regards,

Ralph

Ralph Lorenz, Ph.D.
Interim Director
Hugh A. Glauser School of Music
Center for the Performing Arts E101
Kent State University
Kent OH 44242-0001
rlorenz@kent.edu
330-672-2172 (office)
330-672-7837 (fax)

From: "Niesz, Tricia" < tniesz@kent.edu > Date: Monday, October 17, 2016 at 11:53 AM

To: Ralph Lorenz <riorenz@kent.edu>, "BROWN, DANA" <dabrown@kent.edu>, "DORFMAN, JAY"

<idorfma2@kent.edu>, "CHUNN, MICHAEL" <mchunn@kent.edu>

Cc: "Chatfield, Sheryl" < schatfi1@kent.edu>, "Resta, Craig" < cresta@kent.edu>

Subject: Graduate Certificate in Qualitative Research

Dear Dr. Lorenz, Prof. Chunn, Dr. Dorfman, and Prof. Brown,

I am writing on behalf of the steering committee developing a proposal for a Graduate Certificate in Qualitative Research. As you may know, this proposal is being developed by an interdisciplinary group of Kent State faculty members, and potential Certificate courses will include options from a range of Schools and Departments across the university.

We are writing today to request your formal approval for your School's courses, MUS 73283 Research in Music Education, MUS 73285 Philosophy of Music Education, and MUS 73286 Sociology of Music Education, to be included in the Certificate's course options. These courses were proposed for inclusion by Dr. Craig Resta, and are slated to be listed as potential electives in the program.

We are requesting that you kindly reply to this email with your approval for these courses' inclusion in the proposal (ideally, by Oct. 21st). I believe that the approval must come from Dr. Lorenz.

We also invite you to review the attached proposal and needs assessment for the Certificate, which will be housed in the College of Education, Health, and Human Services. This Certificate will be available to any master's or

doctoral student in the university, as well as to students who are not pursuing a degree at this time. We believe that it will benefit all participating departments by encouraging students to enroll in additional Kent State courses throughout the university, although, when necessary, Departments and Schools will continue to prioritize their own students, restrict particular courses to their own students, or retain/institute prerequisite or permission of instructor requirements.

Please also let us know if there are additional individuals or groups that you suggest be given an opportunity to review the proposal in advance of its submission to the Curriculum Committee.

We hope you will get in touch with any questions or concerns, and we look forward to hearing from you in the next week about your courses. We are excited about the interdisciplinary nature of this endeavor and thank you again for your participation.

Thank you, Tricia Niesz

On behalf of the Core team for certificate development: Sheryl L. Chatfield and Maggie Stedman-Smith, College of Public Health Tricia Niesz and Alicia Crowe, College of Education, Health and Human Services Subject:

FW: Graduate Certificate in Qualitative Research

Attachments:

Graduate Certificate in Qualitative Research Proposal Summary Draft 10 14 16.docx;

Qual Cert Needs Assessment.docx

From: SHERIDAN, SCOTT

Sent: Wednesday, October 12, 2016 3:55 PM

To: Chatfield, Sheryl

Subject: Qualitative Methods Certificate Support

Dear Sheryl,

The Department of Geography is happy to support the Qualitative Methods Certificate. Qualitative Methods are an important component in Geographic research and we feel that for many of our graduate students, this would be beneficial to their professional development. With two GEOG courses included as options, it would be an appealing option to them.

Please let me know if there is anything further you require from me.

Regards, Scott

Scott Sheridan, Ph.D.

Editor-in-Chief, International Journal of Biometeorology
Associate Editor, Science of the Total Environment
Professor and Interim Chair
Department of Geography, Kent State University, Kent, Ohio 44242 USA http://sheridan.geog.kent.edu/

From: Niesz, Tricia

Sent: Monday, October 17, 2016 2:15 PM

To: SHERIDAN, SCOTT

Cc: Chatfield, Sheryl; Post, Christopher; Turner, Victoria **Subject:** Graduate Certificate in Qualitative Research

Dear Dr. Sheridan,

I am writing on behalf of the steering committee developing a proposal for a Graduate Certificate in Qualitative Research. Thank you for your support of this Certificate, as well as your approval for the two GEOG courses to be included in the course options for the Certificate (included below). To confirm, the two courses to be included in the Certificate options are GEOG 60900/70900 Qualitative Research Methods in Geography and GEOG 52053/72053 Geographies of Memories and Heritage (3). These courses have been proposed by Dr. Chris Post and Dr. Kelly Turner, copied here.

We also invite you to review the attached proposal and needs assessment for the Certificate, which will be housed in the College of Education, Health, and Human Services. This Certificate will be available to any master's or doctoral student in the university, as well as to students who are not pursuing a degree at this time. We believe that it will benefit all participating departments by encouraging students to enroll in additional Kent State courses throughout the university, although, when necessary, Departments and Schools will continue to prioritize their own students, restrict particular courses to their own students, or retain/institute prerequisite or permission of instructor requirements.

Please also let us know if there are additional individuals or groups that you suggest be given an opportunity to review the proposal in advance of its submission to the Curriculum Committee.

We hope you will get in touch with any questions or concerns. We are excited about the interdisciplinary nature of this endeavor and thank you again for your participation.

Thank you, Tricia Niesz

On behalf of the Core team for certificate development: Sheryl L. Chatfield and Maggie Stedman-Smith, College of Public Health Tricia Niesz and Alicia Crowe, College of Education, Health and Human Services

Subject:

FW: Proposed qualitative cerificate request for OK to include COMM 65040/75040

From: Graham, Elizabeth

Sent: Monday, October 31, 2016 12:51 PM

To: Chatfield, Sheryl

Cc: Niesz, Tricia; D'Enbeau, Suzy

Subject: Re: Proposed qualitative cerificate request for OK to include COMM 65040/75040

Dear Sheryl,

Please forgive my delay in getting back to you sooner. I wanted to give the faculty time to process the proposal and hearing no concerns I can safely conclude that the graduate faculty are supportive of the proposed graduate certificate program in Qualitative Research. I am supportive as well.

We also are in favor of the inclusion of COMM 65040/75040 Qualitative Research Methods in Communication as one of the course options in the proposed graduate certificate program. This course is scheduled for fall 2017.

Please let me know if I can do anything else to facilitate the vetting process.

Sincerely,

Beth

Elizabeth Graham, Ph.D. Professor and Director

211 Art Building
P.O. Box 5190
Kent, OH 44242
(p) 330-672-3087
(f) 330-672-3510
email: egraha18@kent.edu
www.kent.edu/comm



School of Communication Studies

From: "Chatfield, Sheryl" < schatfi1@kent.edu>
Date: Thursday, October 27, 2016 at 8:07 AM
To: "Graham, Elizabeth" < egraha18@kent.edu>

Cc: "Niesz, Tricia" < tniesz@kent.edu >, "D'Enbeau, Suzy" < sdenbeau@kent.edu >

Subject: Proposed qualitative cerificate request for OK to include COMM 65040/75040

Dr. Graham:

Subject:

FW: Graduate Certificate in Qualitative Research

From: Raghanti, Mary Ann

Sent: Monday, October 17, 2016 8:21 AM

To: Niesz, Tricia

Cc: Fotiou, Evgenia; Chatfield, Sheryl

Subject: RE: Graduate Certificate in Qualitative Research

Dear Tricia,

Yes, I approve the inclusion of an Anthropology Individual Investigation for the certificate in qualitative research. This looks to be an excellent and timely proposal.

Best, Mary Ann

From: Niesz, Tricia

Sent: Saturday, October 15, 2016 8:26 AM

To: Raghanti, Mary Ann

Cc: Fotiou, Evgenia; Chatfield, Sheryl

Subject: Graduate Certificate in Qualitative Research

Dear Dr. Raghanti,

I am writing on behalf of the steering committee developing a proposal for a Graduate Certificate in Qualitative Research. As you may know, this proposal is being developed by an interdisciplinary group of Kent State faculty members, and potential Certificate courses will include options from a range of Schools and Departments across the university.

We are writing today to request your formal approval for your Department's Independent Investigation course to be included in the Certificate's course options. The Independent Investigation, proposed for inclusion by Dr. Evgenia Fotiou, is slated to be listed as a potential elective in the Certificate program. Independent Investigations focused on the learning or practice of qualitative research methods would be eligible for inclusion in a student's Certificate plan of study.

If you approve, we are requesting that you kindly reply to this email by Oct. 21st.

We also invite you to review the attached proposal and needs assessment for the Certificate, which will be housed in the College of Education, Health, and Human Services. This Certificate will be available to any master's or doctoral student in the university, as well as to students who are not pursuing a degree at this time. We believe that it will benefit all participating departments by encouraging students to enroll in additional Kent State courses throughout the university, although, when necessary, Departments and Schools will continue to prioritize their own students, restrict particular courses to their own students, or retain/institute prerequisite or permission of instructor requirements.

Please also let us know if there are additional individuals or groups that you suggest be given an opportunity to review the proposal in advance of its submission to the Curriculum Committee.

We hope you will get in touch with any questions or concerns, and we look forward to hearing from you in the next week about your Independent Investigation. We are excited about the interdisciplinary nature of this endeavor and thank you again for your participation.

Thank you, Tricia Niesz

On behalf of the Core team for certificate development: Sheryl L. Chatfield and Maggie Stedman-Smith, College of Public Health Tricia Niesz and Alicia Crowe, College of Education, Health and Human Services

EPC Agenda | 23 January 2017 | Attachment 10a | Page 1 KENT STATE UNIVERSITY **CERTIFICATION OF CURRICULUM PROPOSAL**

	Preparation Da	ate 12-Sep-16	Curriculum Bulletin	
	Effective Date	Fall 2017	Approved by EPC	_
Department	Teaching, Learning and Curricu	lum Studies		
College	EH - Education, Health and Hum	nan Services		
Degree	MA - Master of Arts			
Program Name	Curriculum and Instruction-Jun	ior High/Middle	School Program Banner Code	CIMS
Concentration(s)	Concentration(s) Bann	er Code(s)		
Proposal	Inactivate program			
Description of proportion This action inactive	osal: ates the MA CIMS major. The MEI	O CIMS is also	being inactivated.	
Does proposed review Current total credit h	sion change program's total credit h nours: 32 Proposed total		i □ No	
staffing consideration	other programs, policies or proceduns; need; audience; prerequisites; tents enrolled in this major; course	eacher educatio	on licensure):	
· ·	er departments, programs or campu Education faculty, Regional Colle	•	. , ,	
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	Regional Campuses proposals)		12/12/14	
College Dean (or de				
Page of Graduate St	ah		01,10,17	
Deall of Gladuage St	tudies (fdr. graduate proposals)			
Senior Vice Presider	nt for Academic Affairs or Provost (o	r designee)		

PROPOSAL SUMMARY

Inactivation of M.A./M.Ed Curriculum and Instruction-Junior High/Middle School Majors AND Revision of the Middle Childhood Education Concentration within the M.Ed. Curriculum and Instruction Major

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-Junior High/Middle School majors [MA/MED CIMS] and revise the Master of Education Curriculum and Instruction Middle Childhood Education [MED CI MCED] concentration housed in the School of Teaching, Learning and Curriculum Studies [TLC] within the College of Education, Health and Human Services [EH].

The MED CIMS major was initially established to serve students seeking a master's degree and a teacher education license in Middle Childhood Education. The coursework that prepared students for licensure, however was not included in the catalog and over the years, the intent of this major was lost and was no longer specifically associated with licensure. Currently, all students register for the M.Ed. Curriculum and Instruction MCED major and those seeking licensure are advised on the additional preparatory coursework. Furthermore, although the M.Ed. curriculum is rigorous and appropriate for a master's degree, much of the licensure courses are taken with undergraduate students and should not be included as part of the requirements for the master's. As a result, the MED CIMS major is no longer needed.

Additionally, the MA CIMS 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 an M.Ed. degree, if desired. The MED CI MCED major is a viable alternative.

Because the coursework for the MA/MED CIMS and MED CI MCED is virtually the same in the catalog, there is no need for duplicate majors and therefore, both CIMS majors should be inactivated.

The MED CI MCED major is being revised by adding a statement, directing teacher education licensure candidates to their faculty advisor. The curriculum outlined for the current major does not lead to licensure and the coursework is not a requirement for a master's degree; therefore, it is not included in the catalog.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff

No impact. Courses will continue to be offered and students seeking a Middle Childhood Education license will be advised to take the courses approved by the State of Ohio for licensure, separate from the curriculum for their major. As this involves few students, the MCED program coordinator will be responsible for tracking licensure students for reporting purposes. If enrollment numbers increase to the point where manual recordkeeping is not efficient, alternatives will be discussed at that time.

Fiscal, Enrollment, Facilities and Staffing Considerations None.

Provisions for Phase-Out if Inactivating

There are no students enrolled in either major. All courses will continue to be offered, as they are required in the CI MCED major.

Timetable and Actions Required: The proposal will go through the required curriculum approval process with changes to take effect fall 2017. The following is the anticipated schedule:

Middle Childhood Education program approval: September 21, 2016 TLC SCC approval: October 14, 2016 presented to EHHS for approval: November 18, 2016 presented to EPC for approval: January 23, 2017 presented to Faculty Senate for approval: February 13, 2017 presented to Board of Trustees for approval: March 2, 2107 notification of Ohio Department of Education: March, 2017



John R. Kasich, Governor John Carey, Chancellor

PROGRAM INACTIVATION FORM

Date of submission: November 21, 2016

Name of institution: Kent State University

Title of program to be inactivated: Master of Education Curriculum and Instruction-Junior

High/Middle School

Date that the inactivation received final approval from the appropriate institutional

committee: March 2, 2017

Primary institutional contact for the notification:

Name: Melody Tankersley

Title: Senior Associate Provost & 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 was initially established to serve students seeking a master's degree and a teacher education license in Middle Childhood Education. Over the years, this intent has been lost and students register for the M.Ed. Curriculum and Instruction Middle Childhood Education major and are then advised on the additional coursework that prepares them for licensure. Although the M.Ed. curriculum is rigorous and appropriate for a master's degree, much of the licensure courses are taken with undergraduate students and should not be included as part of the requirements for the master's. As a result, the M.Ed. Curriculum and Instruction-Junior High/Middle School major is no longer needed.

- 2. Indicate number of students currently enrolled in the program:
- 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. Curriculum and Instruction Middle 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, 2017.

Respectfully,

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

Curriculum and Instruction - Junior High/Middle School - M.A. and M.Ed.

College College of Education, Health and Human Services

Download to print

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—Junior High/Middle School prepares educators for continuing professional development, education in a multicultural society and leadership for curriculum reform and renewal.

Admission Requirements

Official transcript(s), GRE for initial licensure, goal statement, two letters of recommendation and Questions in Anticipation of Licensure form.

For more information about graduate admission, please visit the Graduate Studies website.

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.

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.

Curriculum and Instruction-Junior High/Middle School - M.A. Program Requirements

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Course	N.	Title	10 10 miles (10 miles) 2	Credits
CI	60199	Thesis I (2-6)	territorio de la secono	6
CI	67001	Fundamentals of Curriculum		3
CI	67007	Critical Reflection in Curriculum and Instruction		2
CI	67107	Curriculum and Organization in the Middle Grades		3
CI	67108	Teaching and Learning in the Middle Grades		ž
EVAL	65511	Research in Educational Services		3
HDFS	64027	Early Adolescence		š
CI electives	s: choose one fro	om the following		3
CI	61130	Multicultural Education: Strategies (3)		
C)	67002	Curriculum Leadership (3)	a an de	
CI	67003	Teacher Education (3)	, manifest	and the second
CI	67004	Professional Development in Teaching (3)	garante de la constante de la	
CI	67010	Curriculum Evaluation (3)	40.4	:
Ci content	methods course ((3)		
Electives			a property of	
In consulta	tion with advisor,	select courses from at least two of the following areas:	- 1	6
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Content Are	ea (e.g. English, i	History)		
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Counseling	/	and the second s	en man djerm	and and
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		TRANSPORT		JZ

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.

AUGUSTINE, SUSAN

Subject:

FW: proposals!

From: WILFONG, LORI

Sent: Thursday, October 13, 2016 3:07 PM

To: AUGUSTINE, SUSAN Subject: proposals!

Hi Susan. Both proposals passed the TLC curriculum committee without comment (and just one clarifying question).

Thanks!

Lori G. Wilfong, Ph.D. Associate Professor School of Teaching, Learning & Curriculum Studies Kent State University at Stark

lgkrug@kent.edu

From:

Dever, Robin

Sent:

Tuesday, September 20, 2016 11:13 AM

To:

TURNER, STEVEN

Subject:

RE: Inactivate old M.Ed. degree

Steve,

I support this proposal. It makes little sense to have a degree on the books that we don't really offer!

Robin

From: TURNER, STEVEN

Sent: Monday, September 19, 2016 3:15 PM

To: WILFONG, LORI < lgkrug@kent.edu>; Dever, Robin < rdever2@kent.edu>; TURNER, STEVEN < sturner6@kent.edu>

Cc: AUGUSTINE, SUSAN <saugusti@kent.edu>

Subject: Inactivate old M.Ed. degree

Hello Lori and Robin,

Susan Augustine has shared the paperwork we need to inactivate the old C/I M. Ed Masters in - Middle School/Junior High, in favor of the CI degree we have and can track students in-- Masters of Education in Curriculum and Instruction - Middle School Childhood Education, with an option for licensure and option for non-licensure and let

MCED faculty approved the change at our April 15, 2016 meeting, however, before the paperwork is submitted, would both of you (representing Stark & Geauga) look over the paperwork? Please let me know if you have questions or edits. I will take care of Susan's questions in the document.

Thank you,

SLT

Steven L. Turner, Ph.D.

Associate Professor and Program Coordinator, Middle Childhood Education,

School of Teaching, Learning and Curriculum Studies

Kent State University

404S White Hall, Terrace Drive

Kent, Ohio 44242-0001

Phone: 330-672-0659 Fax: 330-672-3246

Email: sturner6@kent.edu

Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that. -- MLK, Jr.

From:
Sent:
To:
Subject:

This makes sense to me- pretty much the same track we have been following at Kent Stark!

Thanks, Steve!

Lori G. Wilfong, Ph.D. Associate Professor School of Teaching, Learning & Curriculum Studies Kent State University at Stark

lgkrug@kent.edu

On Sep 19, 2016, at 3:15 PM, "TURNER, STEVEN" < sturner6@kent.edu> wrote:

Hello Lori and Robin,

Susan Augustine has shared the paperwork we need to inactivate the old C/I M. Ed Masters in - Middle School/Junior High, in favor of the CI degree we have and can track students in- Masters of Education in Curriculum and Instruction - Middle School Childhood Education, with an option for licensure and option for non-licensure and let

MCED faculty approved the change at our April 15, 2016 meeting, however, before the paperwork is submitted, would both of you (representing Stark & Geauga) look over the paperwork? Please let me know if you have questions or edits. I will take care of Susan's questions in the document.

Thank you,

SLT

Steven L. Turner, Ph.D
Associate Professor and Program Coordinator, Middle Childhood Education,
School of Teaching, Learning and Curriculum Studies
Kent State University
404S White Hall, Terrace Drive
Kent, Ohio 44242-0001
Phone: 330-672-0659

AUGUSTINE, SUSAN

Subject:

FW: Inactivate old M.Ed. degree in Junior High

From: Hawley, Todd

Sent: Wednesday, September 21, 2016 6:28 PM

To: TURNER, STEVEN
Cc: AUGUSTINE, SUSAN

Subject: Re: Inactivate old M.Ed. degree in Junior High

Steve,

Everything appears to be in order to me. I support these changes.

Please let me know if you need anything else.

Todd

Todd S. Hawley
Associate Professor
Social Studies Teacher Education
Coordinator, <u>Curriculum and Instruction Program</u>
School of Teaching, Learning and Curriculum Studies

From: TURNER, STEVEN

Sent: Wednesday, September 21, 2016 6:04:14 PM

To: Hawley, Todd Cc: AUGUSTINE, SUSAN

Subject: Inactivate old M.Ed. degree in Junior High

Hello Todd,

Last semester the MCED faculty voted to inactivate an old C/I M. Ed Masters in - Middle School/Junior High that is mostly unused (presently has 1 student who is changing her degree to higher ed), but the old degree is still on the books. Currently CI students who want to earn a CI Masters with a focus on Middle Schools, enroll/apply for a Masters of Education in Curriculum and Instruction - Middle School Childhood Education, with an option for licensure or an option for non-licensure.

Susan Augustine has begun the inactivation paperwork, however, before the paperwork is submitted or presented to the TLC Curriculum committee, I want to give you an opportunity to comment and look over the paperwork.

Please review the documents and let me know if you have questions or edits. I will take care of Susan's questions in the document.

Thank you,

SLT

Steven L. Turner, Ph.D Associate Professor and Program Coordinator, Middle Childhood Education, School of Teaching, Learning and Curriculum Studies

EPC Agenda | 23 January 2017 | Attachment 10b | Page 12 KENT STATE UNIVERSITY **CERTIFICATION OF CURRICULUM PROPOSAL**

	Preparation D	ate 12-Sep-16	Curriculum Bulletin			
	Effective Date	Fall 2017	Approved by EPC	<u> </u>		
Department	Teaching, Learning and Curricu	ılum Studies				
College	EH - Education, Health and Human Services					
Degree	MED - Master of Educa	ition				
Program Name	Curriculum and Instruction-Junior High/Middle School Program Banner Code CIMS					
Concentration(s)	Concentration(s) Bann	ner Code(s)		•		
Proposal	Inactivate program					
	ates the MED CIMS major. The M					
Current total credit l	sion change program's total credit hours: 32 Proposed tota	nours? 🛛 Yes I credit hours 0	□ No			
staffing consideration	other programs, policies or proceduns; need; audience; prerequisites; ents enrolled in this major; course	teacher education	on licensure):	I		
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Department Chair /	School Director			-		
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	Regional Campuses proposals)	***************************************	121/21/4	-		
College Dean (or de	uh		01,10,17	-		
Dean of Graduate S	tudies (for graduate proposals)					
Senior Vice Presider	nt for Academic Affairs or Provost (or designee)				

PROPOSAL SUMMARY

Inactivation of M.A./M.Ed Curriculum and Instruction-Junior High/Middle School Majors AND Revision of the Middle Childhood Education Concentration within the M.Ed. Curriculum and Instruction Major

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-Junior High/Middle School majors [MA/MED CIMS] and revise the Master of Education Curriculum and Instruction Middle Childhood Education [MED CI MCED] concentration housed in the School of Teaching, Learning and Curriculum Studies [TLC] within the College of Education, Health and Human Services [EH].

The MED CIMS major was initially established to serve students seeking a master's degree and a teacher education license in Middle Childhood Education. The coursework that prepared students for licensure, however was not included in the catalog and over the years, the intent of this major was lost and was no longer specifically associated with licensure. Currently, all students register for the M.Ed. Curriculum and Instruction MCED major and those seeking licensure are advised on the additional preparatory coursework. Furthermore, although the M.Ed. curriculum is rigorous and appropriate for a master's degree, much of the licensure courses are taken with undergraduate students and should not be included as part of the requirements for the master's. As a result, the MED CIMS major is no longer needed.

Additionally, the MA CIMS 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 an M.Ed. degree, if desired. The MED CI MCED major is a viable alternative.

Because the coursework for the MA/MED CIMS and MED CI MCED is virtually the same in the catalog, there is no need for duplicate majors and therefore, both CIMS majors should be inactivated.

The MED CI MCED major is being revised by adding a statement, directing teacher education licensure candidates to their faculty advisor. The curriculum outlined for the current major does not lead to licensure and the coursework is not a requirement for a master's degree; therefore, it is not included in the catalog.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff

No impact. Courses will continue to be offered and students seeking a Middle Childhood Education license will be advised to take the courses approved by the State of Ohio for licensure, separate from the curriculum for their major. As this involves few students, the MCED program coordinator will be responsible for tracking licensure students for reporting purposes. If enrollment numbers increase to the point where manual recordkeeping is not efficient, alternatives will be discussed at that time.

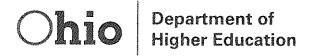
Fiscal, Enrollment, Facilities and Staffing Considerations None.

Provisions for Phase-Out if Inactivating

There are no students enrolled in either major. All courses will continue to be offered, as they are required in the CI MCED major.

Timetable and Actions Required: The proposal will go through the required curriculum approval process with changes to take effect fall 2017. The following is the anticipated schedule:

Middle Childhood Education program approval: September 21, 2016 TLC SCC approval: October 14, 2016 presented to EHHS for approval: November 18, 2016 presented to EPC for approval: January 23, 2017 presented to Faculty Senate for approval: February 13, 2017 presented to Board of Trustees for approval: March 2, 2107 notification of Ohio Department of Education: March, 2017



John R. Kasich, Governor John Carey, Chancellor

PROGRAM INACTIVATION FORM

Date of submission: November 21, 2016

Name of institution: Kent State University

Title of program to be inactivated: Master of Education Curriculum and Instruction-Junior

High/Middle School

Date that the inactivation received final approval from the appropriate institutional

committee: March 2, 2017

Primary institutional contact for the notification:

Name: Melody Tankersley

Title: Senior Associate Provost & 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 was initially established to serve students seeking a master's degree and a teacher education license in Middle Childhood Education. Over the years, this intent has been lost and students register for the M.Ed. Curriculum and Instruction Middle Childhood Education major and are then advised on the additional coursework that prepares them for licensure. Although the M.Ed. curriculum is rigorous and appropriate for a master's degree, much of the licensure courses are taken with undergraduate students and should not be included as part of the requirements for the master's. As a result, the M.Ed. Curriculum and Instruction-Junior High/Middle School major is no longer needed.

2. Indicate number of students currently enrolled in the program:

O

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. Curriculum and Instruction Middle Childhood Education major.

*Curriculum and Instruction - Junior High/Middle School - M.A. and M.Ed.

College College of Education, Health and Human Services

Download to print

Resources

Program Requirements

College Policies

Academic Policies

Department \ School of Teaching, Learning and Curriculum Studies

404 White Hall Tel: 330-672-2580 E_rmail: <u>oss@kent.edu</u> Web: <u>www.kent.edu/ehhs/tics</u>

Description

The Master of Arts and Master of Education in Curriculum and Instruction—Junior High/Middle School prepares educators for continuing professional development, education in a multicultural society and leadership for curriculum reform and renewal.

Admission Requirements

Official transcript(s), GRE for initial licensure, goal statement, two letters of recommendation and Questions in Anticipation of Licensure form.

For more information about graduate admission, please visit the **Graduate Studies website**.

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.

Licensure Requirement (not required for graduation):

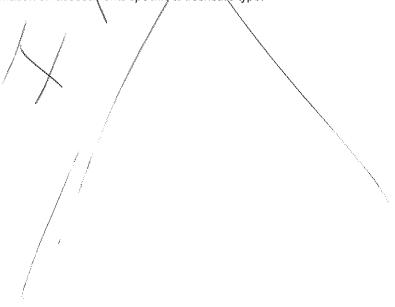
Candidates seeking Ohio licensure are required to pass specific assessments in order to apply for licensure. Students should consult their advisors for specific program requirements and refer to the Ohio Department of Education-Educator Preparation website for more information on assessments specific to licensure type.

Curriculum and Instruction-Junior High/Middle School - M.Ed. Program Requirements

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Course		Title	Credits
CI	67001	Fundamentals of Curriculum	3
CI	67007	Critical Reflection in Curriculum and Instruction	······································
- :	67107	Curriculum and Organization in the Middle Grades	
CI	67108	Teaching and Learning in the Middle Grades	3 · ·
EVAL	65511	Research in Educational Services	
-IDFS	64027	Early Adolescence	· · · · · · · · · · · · · · · · · · ·
		from the following	
CI	61130	Multicultural/Education: Strategies (3)	and a community of the
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	67003	Teacher Education (3)	tana kalendar da kalendar da gatar da da kalendar
3	67004	Professional Development in Teaching (3)	was a second of the second of
21	67010	Curriculum Evaluation (3)	was a second of the second
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			MINIMUM TOTAL 32

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.



AUGUSTINE, SUSAN

Subject:

FW: proposals!

From: WILFONG, LORI

Sent: Thursday, October 13, 2016 3:07 PM

To: AUGUSTINE, SUSAN Subject: proposals!

Hi Susan. Both proposals passed the TLC curriculum committee without comment (and just one clarifying

question).

Thanks!

Lori G. Wilfong, Ph.D. Associate Professor School of Teaching, Learning & Curriculum Studies Kent State University at Stark

Igkrug@kent.edu

From:

Dever, Robin

Sent:

Tuesday, September 20, 2016 11:13 AM

To:

TURNER, STEVEN

Subject:

RE: Inactivate old M.Ed. degree

Steve,

I support this proposal. It makes little sense to have a degree on the books that we don't really offer!

Robin

From: TURNER, STEVEN

Sent: Monday, September 19, 2016 3:15 PM

To: WILFONG, LORI < lgkrug@kent.edu>; Dever, Robin < rdever2@kent.edu>; TURNER, STEVEN < sturner6@kent.edu>

Cc: AUGUSTINE, SUSAN <saugusti@kent.edu>

Subject: Inactivate old M.Ed. degree

Hello Lori and Robin,

Susan Augustine has shared the paperwork we need to inactivate the old C/I M. Ed Masters in - Middle School/Junior High, in favor of the CI degree we have and can track students in-- Masters of Education in Curriculum and Instruction - Middle School Childhood Education, with an option for licensure and option for non-licensure and let

MCED faculty approved the change at our April 15, 2016 meeting, however, before the paperwork is submitted, would both of you (representing Stark & Geauga) look over the paperwork? Please let me know if you have questions or edits. I will take care of Susan's questions in the document.

Thank you,

SLT

Steven L. Turner, Ph.D.

Associate Professor and Program Coordinator, Middle Childhood Education,

School of Teaching, Learning and Curriculum Studies

Kent State University

404S White Hall, Terrace Drive

Kent, Ohio 44242-0001 Phone: 330-672-0659 Fax: 330-672-3246

Email: sturner6@kent.edu

Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that. --MLK, Jr.

From:	
Sent:	
To:	
Subject:	

This makes sense to me-pretty much the same track we have been following at Kent Stark!

Thanks, Steve!

Lori G. Wilfong, Ph.D. Associate Professor School of Teaching, Learning & Curriculum Studies Kent State University at Stark

lgkrug@kent.edu

On Sep 19, 2016, at 3:15 PM, "TURNER, STEVEN" < sturner6@kent.edu> wrote:

Hello Lori and Robin,

Susan Augustine has shared the paperwork we need to inactivate the old C/I M. Ed Masters in - Middle School/Junior High, in favor of the CI degree we have and can track students in- Masters of Education in Curriculum and Instruction - Middle School Childhood Education, with an option for licensure and option for non-licensure and let

MCED faculty approved the change at our April 15, 2016 meeting, however, before the paperwork is submitted, would both of you (representing Stark & Geauga) look over the paperwork? Please let me know if you have questions or edits. I will take care of Susan's questions in the document.

Thank you,

SLT

Steven L. Turner, Ph.D
Associate Professor and Program Coordinator, Middle Childhood Education,
School of Teaching, Learning and Curriculum Studies
Kent State University
404S White Hall, Terrace Drive
Kent, Ohio 44242-0001
Phone: 330-672-0659

AUGUSTINE, SUSAN

Subject:

FW: Inactivate old M.Ed. degree in Junior High

From: Hawley, Todd

Sent: Wednesday, September 21, 2016 6:28 PM

To: TURNER, STEVEN
Cc: AUGUSTINE, SUSAN

Subject: Re: Inactivate old M.Ed. degree in Junior High

Steve,

Everything appears to be in order to me. I support these changes.

Please let me know if you need anything else.

Todd

Todd S. Hawley
Associate Professor
Social Studies Teacher Education
Coordinator, <u>Curriculum and Instruction Program</u>
School of Teaching, Learning and Curriculum Studies

From: TURNER, STEVEN

Sent: Wednesday, September 21, 2016 6:04:14 PM

To: Hawley, Todd Cc: AUGUSTINE, SUSAN

Subject: Inactivate old M.Ed. degree in Junior High

Hello Todd,

Last semester the MCED faculty voted to inactivate an old C/I M. Ed Masters in - Middle School/Junior High that is mostly unused (presently has 1 student who is changing her degree to higher ed), but the old degree is still on the books. Currently CI students who want to earn a CI Masters with a focus on Middle Schools, enroll/apply for a Masters of Education in Curriculum and Instruction - Middle School Childhood Education, with an option for licensure or an option for non-licensure.

Susan Augustine has begun the inactivation paperwork, however, before the paperwork is submitted or presented to the TLC Curriculum committee, I want to give you an opportunity to comment and look over the paperwork.

Please review the documents and let me know if you have questions or edits. I will take care of Susan's questions in the document.

Thank you,

SLT

Steven L. Turner, Ph.D Associate Professor and Program Coordinator, Middle Childhood Education, School of Teaching, Learning and Curriculum Studies

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date 13-Dec-16		Curriculum Bulletin	
		Effective Date	Fail 2017	Approved by EPC	
Department	Nursing				
College	NU - Nursing				
Degree	•	octor of Nursing	Practice		
Program Name	Doctor of Nursing	•		ode	
Concentration(s)		ntration(s) Banner			
Proposal	Revise program	, , , , , , , , , , , , , , , , , , ,			
Description of propo	osal:				
MSN degree and th degrees prepare st CON to have two m	e Doctor of Philos udents to be advan ajors (i.e., Advanc le of an advanced)	ophy (PhD) in Nu nced practice nu ed Practice Nurs practice registere	rsing degree. rses. It is con ing major and ed nurse. The	e Nursing major within the Both the DNP and MSN fusing and misleading for the I Nursing major) that prepares CON is proposing to revise	
Does proposed revis		n's total credit hou	rs? ☐ Yes	⊠ No	
Current total credit h	ours:	Proposed total cre	edit hours		
staffing consideration There will be no imp CON or university v Units consulted (othe The proposal was a	ns; need; audience; pact on other prog with this change. er departments, prog	prerequisites; tead rams, course offe grams or campuse	cher education erings, studer s affected by t	nts, faculty or staff within the	
Committee.	ANT-ANT BOTH HER HER HER STEEL ST. HANDELS BOY AND HER HER HER ST. HER HER HER HER HER HER HER HER HER HER	sourcestation-interstationalistications of the SMT framework for the	Colombia i Sumai Sulvi Communica i Sulvinorania in mala Colombia	na e 🕻 Taga e Tanana a tagana a	
		REQUIRED END	ORSEMENTS		
Mindy Winds Department/Chair / S	ugal			12/13/16	
Department∕Chair / S	ckool Director				
				. / /	
Campus Dean (for Re	egional Campuses p	proposals)			
	vorre			12/13/16	
college Dean (or des	ignee)				
[Moax]c				01,10,17	
ean of Graduate Stu	idies (for-graduate p	roposals)			
enior Vice President	for Academic Affair	s or Province for de	esignee\		

Proposal Summary Revise the Advanced Practice Nursing Major within the DNP Degree

Description of Action, Including Intended Effect

In May of 2010, the Kent State University Board of Trustees approved the establishment of a Nursing major within the Doctor of Nursing Practice (DNP) degree, which was offered to post-Master of Science in Nursing (MSN) clinical nurse specialists and nurse practitioners. In May of 2013, a second DNP "track" was approved that allowed students with a Bachelor of Science in Nursing (BSN) degree to entroll in the DNP program. Also at this time, the Board of Trustees approved the establishment of an Advanced Nursing Practice major for students enrolled in the post-BSN DNP track and the revision of the Nursing major within the post-MSN DNP track to Advanced Practice Nursing major. The primary reason for creating two different majors (i.e., Advanced Nursing Practice major and Advanced Practice Nursing major) within the DNP degree was to give a more "accurate and descriptive" reflection of the professional level of students who will sit for national certification following graduation. It was also in alignment with recommendations of the American Association of College of Nursing to move the level of preparation necessary for advanced nursing practice from the MSN degree to the DNP degree by 2015.

Since the approval of the Advanced Nursing Practice and Advanced Practice Nursing majors in 2013, there have been several important developments. An overwhelming majority of colleges and schools of nursing across the country continue to offer the MSN degree along with the DNP degree; both degrees prepare students for advanced nursing practice roles and students graduating with the MSN or DNP degree sit for the same national certification exams. State licensure for APRNs is contingent on successful completion of either an accredited MSN or DNP program. Furthermore, the majority of APRN stakeholders (e.g., healthcare agencies) have not differentiated between APRNs who hold MSN and DNP degrees in their hiring practices. Although the American Association of Colleges of Nursing continues to recommend the DNP as the degree for entry into advanced nursing practice, it is highly questionable whether they will propose another deadline for advanced practice registered nurses (APRNs) preparation at the level of a DNP. Finally, in May of 2016 Kent State University Board of Trustees approved the deactivation the Advanced Nursing Practice major (i.e., post-BSN DNP track) within the DNP degree; this was subsequently approved by the Ohio Department of Higher Education in November of 2016.

Currently, there are two majors for graduate programs in the CON: (1) the Advanced Practice Nursing major within the DNP degree; and (2) the Nursing major within the MSN degree and the Doctor of Philosophy (PhD) in Nursing degree. Both the DNP and MSN degrees prepare students to be advanced practice nurses. It is confusing and misleading for the CON to have two majors (i.e., Advanced Practice Nursing major and Nursing major) that prepares students for the role of an APRN. The CON is proposing to revise the name of the Advanced Practice Nursing major back to Nursing.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

There will be no impact on other programs, course offerings, students, faculty or staff within the CON or university with this change.

Fiscal, Enrollment, Facilities and Staffing Considerations

There are no fiscal, enrollment, facilities, or staffing considerations with this change.

Evidence of Need and Sustainability if Establishing

Not applicable.

Provisions for Phase-Out if Inactivating

Not applicable.

Timetable and Actions Required: a chronology of actions required to approve the proposal with an anticipated implementation date for each action

Approval by GCC
Approval by CAC
Approval by EPC
Implementation

December 12, 2016
December 12, 2016
December 12, 2016
December 12, 2016
December 12, 2016
Fall of 2017

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- College of Architecture and Environmental Design
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- College of Education, Health and Human Servces
- College of Podiatric Medicine
- College of Public Health
- Coilege of the Arts
- Honors College
- Regional College
- School of Digital Sciences
- University College

College of Nursing
Kent State University 2016 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, 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 prectitioners. 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**
 - Nursina

Gradunte Programs

ractice Nursing

Nursing

Cerfificates

Graduate Certificates

- Adult Gerontology Acute Care Nurse Practioner
- Adult Gerontology Clinical Nurse Specialist
- Adult Gerontology Primary Care Nurse Practitioner
- **Family Nurse Practitioner**
- Nurse Educator
- Nursing and Health Care Management
- Pediatric Primary Care Nurse Prectitioner
- Psychiatric Mental Health Nurse Practitioner
- Women's Health Nurse Practitioner

Policies

- Assigning Out-of-Sequence Students to Clinical Nursing Courses
- Clinical Compliance Policy
- Uniform for Clinical Experience
- Not Permitted to Continue Policy within the College of Nursing
- Repeat of Clinical Nursing Courses
- Reinstatement Into the College of Nursing

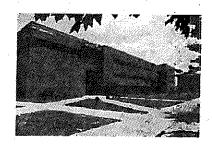
Changing Campuses

Science GPA Calculation Policy

Faculty

College of Nursing

- ₱ ALLER, LORETTAJ. (2010) Lecturer, M.S.N., Kent State University, 1995
- ANCONA ANN C. (2003) Lecturer, M.S.N., University of Akron, 2000
- ANTHONY, MARY K. (2005) Professor, Ph.D., Case Western Reserve University, 1985
- BALLER, PATRICIAM. (1998) Associate Lecturer, M.S.N., University of Kentucky, 1982
- BELTZ, CAROL A (1986) Lecturer, M.S.N., Wayne State University, 1972
- BIXLER, SARAH (2013) Lecturer, M.S.N., Kent State University, 2014



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- College of Applied Engineering Sustainability and Technology
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- College of Padiatric Medicine
- * College of Public Health
- College of the Ans
- Honors College
- Regional College
- School of Digital Sciences
- University College

Nursing - M.S.N., and Ph.D.

Kent State University 2018 Catalog > Catage of Nursing > Graduate Programs > Nursing - M.S.N., and Ph.D.



College College of Nursing

Department College of Nursing

Henderson Hall Tel: 330-672-7911 E-mail: nursing@kent.edu Web: www.kent.edu/nursing Resources

Frogram Requirements College Policies Acedemic Policies

Description The Master of Science in Nursing (M.S.N.) degree comprises numerous concentrations as outlined below. The MSN degree meets the educational eligibility requirements for national certification in the respective concentration. If the student's career goals include doctoral education, formal admission into a doctoral program (i.e., DNP or PhD in Nursing) is made after the student has completed the MSN and meets admission criteria into the DNP or PhD program.

- · Adult Gerontology Acute Care Nurse Practitioner coursework provides a knowledge base in providing advanced nursing care to adults with complex acute and chronic lilnesses. Clinical practica occur in a variety of hospital settings such as specially clinics, emergency departments, and acute, sub-acute, and intensive/critical care areas.
- · Adult Gerontology Clinical Nurse Specialist concentration fosters acquisition of Clinical Nurse Specialist role competencies with patients spanning the entire adult-older adult age spectrum. Class and clinical experiences focus on providing advanced nursing cere across the health continuum from welfness to acute care. Students develop competencies in direct care consultation, systems teadership, collaboration, coaching, research, ethical decision-making, moral agency and advocacy.
- Family Nurse Practitioner students acquire advanced practice nursing competencies to provide continuity of health care to persons across the life span and to maximize the effectiveness of community and health care system services through collaboration with other health professionals. 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.
- Nurse Educator students acquire advanced nursing knowledge in curriculum development. instruction, and evaluation for traditional and online learning in academic and staff development settings. Emphasis is placed on application of educational theories and principles in curriculum development and evaluation and acquisition of skills in role development as a nurse educator, Students engage in individualized practicum experiences with master educators to gain experience in their desired field of nursing education.
- Nursing Healthcare Management students integrate management and nursing knowledge and develop skills and competencies through courses and practica in management, health care leadership and advanced nursing.
- c. The focus of the Pediatric Primary Care Nurse Practitioner concentration includes health promotion, illness prevention, risk identification and acute and chronic care of infants; children and adoles cents. Practicum experiences take place in outpatient primary care and specialty settings, and offer the opportunity for students to provide individualized and culturally competent advanced practice nursing care to children within the context of their families.
- C. Adult Gerentology Primary Care Nurse Practitioner students develop advanced practice nursing competencies in health promotion, risk detection, Illness prevention, and management of acute and chronic (linesses 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 practica include primary care offices, such as internal medicine and family practice clinics, managed care offices, emergancy departments, free clinics, and long-term care and occupational health settings.
- Psychiatric Mental Health Nurse Practitioner concentration builds on core advanced practice nursing knowledge and focuses on knowledge and skill development in mental healt assessment and diagnostic reasoning, prescribing and medication management, and advanced therapeutic modalities such as individual, group, and family psychotherapy.
- o Women's Health Nurse Practitioner concentration prepares students 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, Practicum 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

The dual degree with the Master of Business Administration is for experienced nurses whose career goals include assuming middle or executive management positions in health services agencies or in health-related companies, or who are interested in starting their own businesses. It combines the strengths of advanced nursing preparation with the practical management knowledge needed to develop significant leadership capabilities.

The PhD degree in Nursing is offered jointly between Kent State University and the University of Akron. The PhD prepares nurse scientists to develop and advance nursing science using established and emerging methods to advance health, health care, and the profession of nursing. The PhD program prepares graduates to lead and promote innovative scholarly endeavors within and across disciplines, and to assume leadership roles in the profession.

Regulrements

Admission 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
- o Aminimum overall 3.0 GPA on a 4.0 point scale. Applicants with a lower GPA may be considered for conditional admission according to the University Graduate Admission Policy
- Completion of an undergraduate level statistics course in the past 5 years with a grade of "C" or
- completion of a two to three page admission 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
- International applicants must show evidence of one of the following:
 - a minimum internet TOEFL score of 63
 - a paper based TOEFL score of 560
 - a MELAB score of 78
 - 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

Applicants to the PhD program must have:

- Proof of an active unrestricted Ohio RN ficense, or for international students, proof of legal ability to practice as a RN in country of origin
- Official transcripts that indicate a baccalaureate and a master's in nursing or a doctorate of nursing practice from an accredited program. A baccalaureate degree in a closely related health field may be considered if the applicant has a master's in nursing or doctorate of nursing practice. from an accredited program. Amaster's degree in a closely related field may be considered if the applicant has a baccalaureate in nursing from an accredited program.
- Aminimum cumulative 3.0 graduate GPA on a 4.0 scale.
- Documentation of GRE results that are less than 5 years old at the time of application
- Current resume or curriculum vitae
- ◆ Three letters of reference from a health care professional or academic faculty member who can speak to the applicant's professional and academic abilities. It is preferred that two of the three references are from doctoral prepared individuals.
- A2-page, single-spaced admission essay addressing the following questions:
 - Why do you want to pursue a PhD in nursing?
 - What are your professional goals?
 - How have you been involved in research, publications, and professional presentations?
 - How have you been involved in professional organizations?
 - What are your research interests?
 - Why are you interested in these research areas?
 - How could research, and specifically your research, in these areas advance science?
- · Asample of written work
- An interview
- International applicants must show evidence of one of the following:
 - minimum internet TOEFL score of 79;
 a paper based TOEFL of 550;

 - a MELAB score of 78;
 - a PTE minimum score of 55, or,
 a minimum IEL TS score of 6,5
- International applicants that do not meet the above TOEFL, MELAB, PTE, or IELTS scores may be considered for a conditional admission.

For more information about graduate admission, please visit the Graduate Studies website.

Requirements

M.S.N.: The program requirements vary by concentration and by the dual-degree programs; however, all concentrations are four to five semesters (two full-time academic years) and typically require between 33-56 semester credit hours and 500-700 clinical hours, in most of the curriculum designs, 12-24 semester credits of courses are related to the area of canical concentration, 9 semester credit hours to advanced nursing practice courses, and 12 credits to core courses related to theory development, research, informatics and health policy. 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 Concentration Director, Aminimum 3.0 GPA is required for graduation.

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,

Ph.D.: The Ph.D. program in nursing is a post-master's degree requiring 72 semester credit hours including the dissertation, it consists of five components: (1) Nursing Knowledge Component (9 credit hours), (2) Research Methods, Designs and Statistics (24 credit hours), (3) Cognates (6 credit hours), (4) Health Care Policy (3 credit hours), and (5) Dissertation (30 credit hours). 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 (i.e., course that will be taken again) 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 PhD program. At the conclusion of coursework, students sit for the candidacy examination. The examination provides the basis for evaluation of the student's readiness for completing the dissortation. Students must successfully pass candidacy and a proposal defense before beginning dissertation work. Successful defense of the dissertation is required for graduation.

EPC Agenda | 23 January 2017 | Attachment 11 | Page 7

Outcomes

1. Acquire educational eligibility to meet standards for advanced practice certification or other advanced professional distinction.

2. Acquire competencies based on professional standards to assume advanced roles in nursing and for leadership and career advancement, including doctoral study.

3. Communicate, integrate and apply advanced nursing knowledge and skills to provide evidencebased, culturally sensitive nursing care and promote quality outcomes in nursing and health care.

Graduates from the Ph.D. program will be able to:

- 1. Generate new knowledge that contributes to the advancement of health, health care and nursing science.
- 2. Disseminate advances in scientific knowledge.
- 3. Use collaborative, interdisciplinary and innovative approaches to knowledge generation,
- 4. Assume leadership roles in health care and education as researchers, educators and advanced clinicians.
- 5. Serve as stewards of the body of knowledge for the discipline of nursing,

Thesis/ Dissertation

M.S.N.: The thesis is optional.

D.N.R.: A Scholarly Project is required.

Ph.D.: Adissertation is required.

Accreditation The College of Nursing is accredited by the Commission on Collegiste Nursing Education



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Advanced Practice Nursing - D.N.P.

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College College of Nursing

Department College of Nursing

Henderson Hail
Tel: 330-672-7911
E-mail: nursing@kent.edu
Web: www.kent.edu/nursing

Resources

Program Requirements

College Policies

Academic Policies

Description

The Doctor of Nursing Practice (DNP) degree prepares advanced practice nurses (APRN) to become clinical scholars. 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.

Admission Requirements

Admission 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
- A master's degree from a CCNE or NLNAC accredited advanced practice program with a minimum overall 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:
 - o a minimum internet TOEFL score of 83
 - o a paper based TOEFL score of 560
 - a MELAB score of 78
 - o 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 <u>Graduate Studies website</u>.

Graduation Requirements

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 greade of B (3.000) or higher. Prior to retaking the course, the student cannot take other course 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

EPC Agenda | 23 January 2017 | Attachment 11 | Page 9 NURS 74392 Doctor of Nursing Practice Scholarly Project Practicum IV, must be completed prior to the defense of the Scholarly Project. Successful defense of the Scholarly Project is required for graduation.

Outcomes

Program Learning Graduates of this program will be able to:

- 1. Develop systems and strategies to promote health and fiscal outcomes across the healthcare
- 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













As a too One undergrequate and graduate school. Ment State's eight campuses often by resources of a large on versey with the friendly atmosphere of a liberal arts college. And, today to stati pursuing your future at one of the best colleges in Onio. We've taken so scaling graduates follower. Only years, win the today

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INTERDEPARTMENTAL CORRESPONDENCE

College of Arts and Sciences

Undergraduate Office 113 Bowman

Phone: 2-8977 Fax 2-3720

To:

Dr. Donald Palmer, Interim Dean and URCC Co-Chair

From:

Mary Ann Haley, Associate Dean, College of Arts and Sciences

Date:

November 30, 2016

Subject:

College of Arts and Sciences Courses for URCC Review

The following curriculum actions were approved at the November 17, 2016 meeting of the College of Arts and Sciences Curriculum Committee.

I. Department of Mathematical Sciences

A. Establish Course:

1. MATH 10051 – Quantitative Reasoning Request Kent Core status

Kent Core

Dom Div

II. Department of Sociology/Sociology Program

A. Revise Course:

1. SOC 32569 – Minorities in America Dom Div Change title and abbreviation to Minorities in the United States Revise description and content Request Domestic Diversity status

B. Revise Existing Diversity Courses:

SOC 32565 – Sociology of Gays/ Lesbians
 Change title and abbreviation to Sociology of Sexualities
 Revise description and content

2. SOC 42315 – Sociology of Changing Gender Roles
Change title and abbreviation to Sociology of Gender
Revise description and content

3. SOC 42575 – Family Patterns: A World Perspective GL Div Change title and abbreviation to Families in a Global Perspective Revise description and content

TRANSMITTAL MEMO:

To: Dean Mary Ann Haley, Arts & Sciences

From: Mark L. Lewis, Mathematical Sciences

We have one item:

1. Course creation of Math 10051: The state is revising the math paths for incoming students. The state has now put in place three possible paths. The first is algebra/calculus for stem majors (and only stem majors) (Math 11010, 11012, 11022, 12002, etc.). The second path is statistics (Math 10041). The third path that the state has established is a course in Quantitative Reasoning. The purpose of this proposal is to create a course in Quantitative Reasoning to meet this state requirement. I am attaching a detailed rationale for this course. We will apply for this course to meet the new Quantitative Reasoning requirement in the state Transfer Module and the paperwork is forthcoming. Since this will be in the transfer module, we are applying for Kent Core Status for this course. Mandy Mandy Munro-Stasiuk has told us that since this is a new state mandate that we are not required to withdraw an existing Kent Core course to make this a Kent Core course.

MATH



Name:

Lorna G Herdina

Organization: Dean Arts & Sciences

Submission Date: 11/30/2016

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information:

STU0004

Reference Number: CCU011370

Date: 07-NOV-16

Currently On The Worklist Of: Donald Palmer, dpalmer Level: 3.00 of 3.00

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Mark Lewis

Requested Effective Term: 201780

Campus: Kent

College: AS-Arts and Sciences

Department: MATH-Mathematical Sciences

Course Subject: MATH-Mathematics

Course Number: 10051

Course Title: Quantitative Reasoning

Title Abbreviation: Quantitative Reasoning

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 4 to 4

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

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: Yes

If yes, course attributes: 1. LMCR-LER-Mathematics and Critical Reasoning 2.

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

Course Level: Undergraduate Grade Rule: B-Standard letter

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

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

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

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): In the broadest sense mathematics should provide students the needed quantitative tools, logical reasoning and problem solving skills, and a sense that quantitative modeling can be used to describe and understand developments in many areas of daily living. Since critical thinking is the primary objective and outcome for our course, in each area of concentration (numeracy, mathematical modeling, and probability and statistics) students will need to read and glean information from the problem situation, convert the information into a usable form, perform any needed routine calculations, make or draw a conclusion, and then communicate the result via explanation using quantitative reasoning by writing coherent statements and paragraphs

Prerequisites (edited): Minimum 22 math ACT score; or minimum 520 math SAT score; or minimum 35 ALEKS math assessment score; or minimum C grade in MATH 00022; or any higher-level MATH course.

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours

per Course Topic Description

14

Numeracy - Interpret different uses of percent - Solve percentage problems Apply proportional reasoning skills to compare and contrast - Understand

i	the difference between absolute	
	change and relative change	
	Mathematical Modeling -General	
22	function knowledge -Linear Functions	
	-Exponential and log functions	
	Basic Probability and Statistics -Distinguish between quantitative and	
16	qualitative data -Decide what or when	
	each type of graphical display is	
	appropriate for the type of data	
8	Review and Exams	
	Delimited Course Outline	
	tact Hours: 60	
Carnegie M	lath Pathways project	of the Carnegie Foundation for the Advancement of Teaching,
Writing Ex orally then	xpectations: On a daily basis students will be com in writing for submission to be graded. There will	npleting activities where they must communicate their ideas also be longer term writing assignments such as a term paper.
	r(s) expected to teach: Ellen Mulqueeny, Yaser [
	r(s) contributing to content: Ellen Mulqueeny, N	Mark Lewis
Proposal S		THE RESIDENCE OF THE PROPERTY
THE RESERVE THE PARTY OF THE PA	e purpose for this proposal:	
mathemati gateway m likely to ha radical chai	cs course to different majors. Students in many pr ath courses such as in Quantitative Reasoning. By ve good outcomes. Ohio's new TMM011 learning o	thematics pathways there is a movement to match the right ograms of study can be suitably prepared with alternative offering alternate pathways in mathematics students are more utcomes expectations provide an ideal impetus to launch appreciation of the pervasive value of mathematical age and beyond.
	ow this proposal affects program requirement	
Students in	Mathematical Sciences should not be taking this of	course. This should not impact Mathematical Sciences students
	w this proposal affects courses, program req	
not need pr emphasize communica	eparation in an algebra-calculus track. Our new Qu core mathematical general education outcomes wh	ourse is typically students seeking a Bachelor's degree who do uantitative Reasoning course will target this population and nile increasing students' logical reasoning abilities ability to all abilities that students will need in other disciplines.
We expect		Math 11008, 11009, or 10772. We expect enrollments in those
	ulted (other departments, programs or camp	
Vone	, , , , , , , , , , , , , , , , , , , ,	associative proposary.
Curriculun	Services Information:	
Approved		C B B
	Banner Code:	Curriculum Bulletin:
		OBR Course Level:
DBR Progr	am Code:	OBR Subsidy Code:
CIP Code:		Term Start:
		Term End:
Comments	(500 Character Maximum):	
IOTE: Pleas	se do not use the following restricted characters: (~ * / \)
The Contract of the Contract o		~
omments:		The state of the s

Comment

User

Date

11/7/2016 Mark L. Lewis No comments available.

History:

Date	User	Status
11/30/2016	Mary Ann Haley	Approved
11/7/2016	Andrew M. Tonge	Approved
11/7/2016	Mark L. Lewis	Submitted

Kent Core Course Proposal Questionnaire

Please review the Kent Core Policy Statement before completing and submitting the questionnaire to the University Requirements Curriculum Committee accompanied by a Course Catalog Update workflow and typical course syllabus.

Date: No	vember 3, 2016					
Departme	ent/School: Mathemat	rics				
Course II	D: Math 10051	Credit Hours: 4				
Course Ti	itle: Quantitative Reason	oning				
an SAT so score of 3: higher an	core lower than 510; S 5% of higher. For maj	t needing Algebra and have an Successful completion of Math 1 jors not needing Algebra and h or higher; No ALEKS placeme	0022 or ALEKS placement nave an ACT score 22 or			
Com	nt Core Category: nposition hematics and ical Reasoning	☐ Humanities and Fine Arts ☐ Humanities ☐ Fine Arts	☐ Social Sciences☐ Basic Sciences☐ Additional			
(b)		addresses (a) concepts central re learning goals listed in the <i>U</i> /kent-core)				
a.	Acquire critical think	king and problem-solving skills	•			
		will be asked to examine current to make decisions on whether or ion reported.	0			
b.	Apply principles of e	ffective written and oral comm	unications.			
	On a daily basis students will be completing activities where they must communicate their ideas orally then in writing for submission to be graded.					
c.	c. Broaden their imagination and develop their creativity.					
	Through class discussion	igating topics currently in the new ons students will have opportuniti the environment and reasons why	ies to think of creative ways in			
d.	Cultivate their natura	al curiosity and begin a lifelong	pursuit of knowledge.			

MATH 6 Students will be investigating topics currently in the news such as the garbage problem in the Pacific Ocean a as a result of the Tsunami in Thailand in 2004. This will engage students to think about topics they may have not considered as containing any mathematical importance.

e. Develop competencies and values vital to responsible uses of information and technology.

Students will create many different type of graphs with technology and explain the differences and strengths of each different representation.

f. Engage in independent thinking, develop their own voice and vision and become informed, responsible citizens.

The materials used for this course were developed using topics from current events, such as social, health, or environmental issues where students explore/read through an article and are asked to evaluate and critique using numerical reasoning, not just stating an opinion.

g. Improve their understanding of issues and behaviors concerning inclusion, community and tolerance.

Since students will be working in randomly assigned groups giving them opportunities to interact with students with differing backgrounds and interests.

h. Increase their awareness of ethical implications of their own and others' actions.

Through class discussion and working together in small groups students will be gain insight as to how their reactions or lack of can impact others.

i. Integrate their major studies into the broader context of a liberal education.

Students will on a weekly basis bring in articles of interest to them and discuss the relevant quantitative information contained in the news clipping or graphic display.

Strengthen quantitative reasoning skills.

A major goal of this course is to develop the intellectual skills needed to deal with quantitative information as a citizen and in the workplace. On a daily basis students will interact with the course materials beyond the typical skill and drill typically encountered in a lower level mathematics course making decisions that can be supported with numerical reasoning.

k. Understand basic concepts of the academic disciplines.

Students will have the opportunity to use a variety of mathematical strategies, breaking difficult questions into component parts, and looking at questions from various viewpoints in diverse settings

MATH

 If this course is being proposed for the Composition category or the Mathematics and Critical Reasoning category, indicate the essential skills that the course is intended to teach, sharpen or strengthen. (Skip this question if the proposed course is intended for other categories.)

Engage students in a meaningful intellectual experience, increase students' quantitative and logical reasoning abilities, improve students' ability to communicate quantitative ideas, and strengthen mathematical abilities that students need in other disciplines.

State how the course is representative of a field that has attained maturity and substance
with critical mass of its own scholarly literature, methodology, community of specialists
and conceptual framework.

This course will reflect the Mathematical Association of America's Undergraduate Programs and Courses in the Mathematical Sciences: CUPM Curriculum Guide 2004. An updated version of the CUPM Curriculum Guide was released in 2015. In this document six core Quantitative Reasoning outcomes were referenced. The State of Ohio has included these outcomes in TMM011.

4. Are adequate resources available for this course (e.g., faculty, classroom space, equipment, library holdings)? If yes, explain.

The new classrooms developed in the redesigned space of the former Math Emporium in the second floor of the library. Students will access to computers and be sitting at round table to promote collaborative learning.

5. Has this course been offered previously?

NO

6. Given the available Kent Core course options, why is it important that this course be added as an option for students in fulfilling their Kent Core?

This course is a transfer module course and provides an alternate pathway for students whose major does not require algebra.

7. Please complete and attach the Kent Core Learning Outcomes Assessment Plan, and attach a sample syllabus.

Attached



Rational for Creating Math 10051, Quantitative Reasoning

Rather than continuing to place all students in traditional mathematics pathways there is a movement to match the right mathematics course to different majors. Students in many programs of study can be suitably prepared with alternative gateway math courses in quantitative reasoning. By offering alternate pathways in mathematics students are likely to have good outcomes. Ohio's new TMM011 learning outcomes expectations provide an ideal impetus to launch radical changes to freshman mathematics, raise awareness and appreciation of the pervasive value of mathematical thinking, and to significantly improve student success at college and beyond.

The first pilot implementation will be through paired Writing and Quantitative Reasoning sections in Spring 2017. Working with a grant received from The Ohio Mathematics Bridges to Success initiative, students will work in groups on mathematical concepts that require sustained thinking then learn how to communicate the solution process and interpret results in a sustained piece of writing. Both courses emphasize critical thinking and communication with a common goal to develop student's ability to identify real life situations where mathematical approaches can be successfully communicated to a relevant audience. This approach requires effective connection and collaboration between faculty, advisors and administrators to build new systems that enhance student success.

Students will be recruited according to placement scores along the "bubble." This means students with ACT scores 18 - 21 or an SAT sub score of 400 - 500 and ALEKS placement scores of 30% of higher will be targeted. These students have the most to gain. It is felt that reaching out to freshman in their first or second semester has the highest probability of making an impact of retention and future graduation.

The primary student population of a Quantitative reasoning course is typically students seeking a Bachelor's of Arts degree requiring a liberal arts mathematics course. Our new Quantitative Reasoning course will target this population and emphasize core mathematical general education outcomes while increasing students' logical reasoning abilities ability to communicate quantitative ideas, and strengthen mathematical abilities that students will need in other disciplines.



SYLLABUS

MATH 10051- Quantitative Reasoning (4 Credit Hours)

Catalog Information: In the broadest sense mathematics should provide students the needed quantitative tools, logical reasoning and problem solving skills, and a sense that quantitative modeling can be used to describe and understand developments in many areas of daily living. Since critical thinking is the primary objective and outcome for our course, in each area of concentration (numeracy, mathematical modeling, and probability and statistics) students will need to read and glean information from the problem situation, convert the information into a usable form, perform any needed routine calculations, make or draw a conclusion, and then communicate the result via explanation using numerical reasoning by writing coherent statements and paragraphs

Prerequisite: For majors not needing Algebra and have an ACT score lower than 21 or an SAT score lower than 510; Successful completion of Math 10022 or ALEKS placement score of 35% of higher. For majors not needing Algebra and have an ACT score 22 or higher and an SAT score of 520 or higher; No ALEKS placement needed, these students place directly into Math 10051. In Seat Kent Core statement

Course Materials: Quantway II, a program of the Carnegie Foundation for the Advancement of Teaching, Carnegie Math Pathways project

Numeracy (7 days)

- Interpret different uses of %, % of whole % change
- Solve percentage problems
- Apply proportional (using ratios and proportions) reasoning skills to compare and contrast
- o Understand the difference between absolute change and relative change
- o Dimensional analysis
- Index numbers: use and calculate indexes to understand and compare data
- Understand budget basics
- Understand how the CPI is used to measure inflation

Mathematical Modeling (11 days)

General function knowledge

- Understand functional notation, domain, and range
- Construct and interpret graphs including piecewise functions
- o Recognize linear and non-linear functions from formulas, graphs, and/or tables

Linear Functions

 Recognize when a linear function can be used for modeling real-world data and find the equation that represents this relationship.

> MATA 13

- Find an equation for the regression curve and use this equation to predict values of the dependent variable for given values of the independent variable
- Write linear function to model real-world situations
- Apply and interpret linear models to make decisions

Exponential/log functions

- Understand the how to recognize the difference between linear and exponential growth or decay
- o Determine when a data set is growing or decreasing at an exponential rate
- Understand the difference between rate of change and percent change
- o Analyze relevant formulas to compute simple and compound interest
- Understand ordinary annuities and how to use the accumulated savings formula
- Apply loan payment formula to understand and analyze credit card debt and installment loans
- Find an equation for the regression curve and use this equation to predict values of the dependent variable for given values of the independent variable
- Write exponential function given:
 - Two solutions, parameters, or one parameter and one solution
 - Apply and interpret in application problems parameters and find specific solution given one variable
- Understand the inverse relationship between exponential on logarithmic functions and its usefulness and use this solve exponential equations
- Understand why Logarithms are used for handling very large/small numbers (pH, earthquake magnitudes, sound levels, etc.)

Basic Probability and Statistics (8 days)

- Distinguish between quantitative and qualitative data
- Draw bar graphs, circle graphs, histograms and be able to interpret them in the context of the data they represent
- Decide what or when each type of graphical display is appropriate for the type of data and describe their strength, limitations and possible deceptions
- o Distinguish the difference between surveys, experiments, and case control studies
- Justify statistical decisions
- Compute and compare mean, median, mode and appropriate uses for each
- Compute and use the appropriate measure of center to analyze and compare data sets
 - 5 number summary: construct and interpret a box plot for contextual situations
 - Standard deviation: Use the 68-95-99.7 rule to interpret probabilities
- Calculate probabilities and conditional probabilities and use them to make informed decisions
- Interpret the accuracy of medical testing

MATH

Kent Core Learning Outcomes Assessment Plan

	Humanities and Fine Arts	Humanities Basic Sciences	☐ Fine Arts ☐ Additional	
	Human	Ē		
credits)	Composition	Mathematics and	Critical Reasoning	
ing (4		×		
Math 10051: Quantitative Reasoning (4 credits) Department/School: Mathematics	Proposed Kent Core Category:	(please check appropriate box)		

The successful Quantitative Reasoning student can:

Kent Core Learning Outcome	≝≝	State TMM011 and Course Learning Outcome	IV. What method(s) will be used to assess student	V. What evidence of this assessment will be presented annually for the five-vear
			learning?	Kent Core review of this
Acquire critical thinking and	1. Numeracy:	racy:	Daily classroom	Final exame course grades
problem-solving skills.	The s	The successful Quantitative Reasoning student should be	activities, quizzes,	project
Understand basic concepts of the			news of the day	
academic discipline.	1.1	1.1 Solve real-world problems requiring the use and		
		interpretation of ratios in a variety of contexts: Parts		
Strengthen quantitative reasoning		to whole comparisons, converting decimals to		
SKIIIS.		percentages and vice versa, quantifying risks by		
		calculating and interpreting probabilities, rates of		
	0	change, and margins of error.		
Understand basic concepts of the	1.2 \$	1.2 Solve real-world problems relating to rates of	Daily classroom	Final exams, course grades
academic discipline.	0	change, distinguishing between and utilizing models	activities, quizzes,	0
		that describe absolute change and relative change	news of the day	
	.=	including growth and decay.		
Acquire critical thinking and	1.3 C	1.3 Compare and contrast statements which are	Daily classroom	Final exams, course grades
problem-solving skills.		proportional and those that are not by applying	activities, quizzes,	0

MATH 9

Understand basic concepts of the academic discipline.	proportional reasoning appropriately to real-world situations such as scaling, dimensional analysis and modeling.	news of the day	
Strengthen quantitative reasoning skills.			
Apply principles of effective written and oral communications.	1.4 Demonstrate numerical reasoning orally and/or by writing coherent statements and paragraphs.	Daily classroom activities, quizzes,	Final exams, course grades
Engage in independent thinking, develop their own voice and become informed, responsible citizens		iews of the day	
Acquire critical thinking and problem-solving skills.	2. Mathematics Modeling: The successful Quantitative Reasoning student should be able to demonstrate these competencies:	Daily classroom activities, quizzes, news of the day	Final exams, course grades, project
Strengthen quantitative reasoning skills.	2.1 Create and use tables, graphs, and equations to model real-world situations including using		
Apply principles of effective written and oral communications.	variables to represent quantities or attributes, estimating solutions to real-world problems using equations with variables, identifying pattern		
Broaden their imagination and develop their creativity.	behavior, identifying how changing parameters can affect results, and identifying limitations in proposed models.		
Cultivate their natural curiosity and begin a lifelong pursuit of knowledge.	2.2 Model financial applications such as credit card debt, installment savings, loans, etc. and calculate income taxes.	Daily classroom activities, quizzes, news of the day	Final exams, course grades
Develop competencies and values vital to responsible uses of information and technology			
Acquire critical thinking and problem-solving skills.	2.3 Create basic linear and exponential models for real-world problems and be able to choose which one is	Daily classroom activities, quizzes,	Final exams, course grades



Understand basic concepts of the academic discipline.	the limitations of the proposed models.	news of the day	
Strengthen quantitative reasoning skills.			
Apply principles of effective written and oral communications.			
Acquire critical thinking and problem-solving skills.	2.4 Use basic logarithm properties to address questions (regarding time periods etc.) arising in real-world situations modeled expensions.	Daily classroom activities, quizzes,	Final exams, course grades
Understand basic concepts of the academic discipline.		news of the day	
Acquire critical thinking and problem-solving skills.	2.5 Explain and critique models orally and/or by writing coherent statements and paragraphs	Daily classroom activities, quizzes,	Final exams, course grades
Apply.principles of effective written and oral communications.		news of the day	
Acquire critical thinking and	3. Probability and Statistics:	Daily classroom	Final exams, course grades,
problem-solving skills. Strengthen quantitative reasoning	The successful Quantitative Reasoning student should be able to demonstrate these competencies:	activities, quizzes, news of the day	project
skills. Cultivate their natural curiosity and	3.1 Critically evaluate statistics being presented in the media, journals, and other publications including evaluating the research methodology, criticaling how		
begin a lifelong pursuit of knowledge.	the author(s) came to their conclusions, identifying sources of bias, and identifying confounding		
Increase their awareness of ethical implications of their own and others' actions	variables. Students will be able to critically evaluate sampling strategy, the impact of sample size, correlation versus causation, and any inferences made.		
Acquire critical thinking and problem-solving skills.	3.2 Summarize and interpret datasets with regard to shape, center, and spread. Use both graphical and	Daily classroom activities, quizzes,	Final exams, course grades



Apply principles of effective written and oral communications.	numerical information. Use statistics appropriate to the shape. Students will be able to compare two or more datasets in light of this type of information.	news of the day	
Develop competencies and values vital to responsible uses of information and technology	3.3 Create visual representations of real-world data sets such as charts, tables, and graphs and be able to describe their strengths, limitations, and deceptiveness.	Daily classroom activities, quizzes, news of the day	Final exams, course grades
Understand basic concepts of the academic discipline. Acquire critical thinking and problem-solving skills.	3.4 Calculate probabilities and conditional probabilities in real-world settings, and employ them to draw conclusions.	Daily classroom activities, quizzes, news of the day	Final exams, course grades
Apply principles of effective written and oral communications. Improve their understanding of issues and behaviors concerning inclusion, community and tolerance	3.5 Justify decisions based on basic statistical (probabilistic) modeling orally and/or by writing coherent statements and paragraphs.*	Daily classroom activities, quizzes, news of the day	Final exams, course grades

ASSURANCES:

By submitting this proposal, we assure that:

- The faculty members who teach this course have agreed to the learning outcomes and assessment methods.
- Assessment results will be reviewed annually by the faculty and submitted to the University Requirements Curriculum Committee. 2
- 3. Modifications to the course and/or assessment plan will be based on the annual review.

Data

Department Chair/School Director (or designee) Signature

EPC Agenda | 23 January 2017 | Attachment 13 | Page 1 **KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL**

		Preparation Dat	e 12-Oct-16	Curriculum Bulletin
		Effective Date	Fall 2017	Approved by EPC
Department	School of Art			
College	CA - The Arts			
Degree	Minor (non degre	ee)		
Program Name	Print Media and	•	Program Bann	ner Code PMP
Concentration(s)	Conce	ntration(s) Banne	Code(s)	
Proposal	Establish progra	m		
Crafts and Fine Arminors will be inactive broader minor with a Print Media	is proposing a charts divisions into o ctivated, and new crs. The minor in Pr	ne Studio Art div discipline-specifi int Media and Ph concentration. W	ision. The exi c minors will otography wil	ue to the recent merging of the sting Fine Arts and Crafts be proposed to replace these Il replace the minor in Fine Arts ge the minor degree program
Does proposed revi Current total credit	ision change progra hours:	m's total credit ho Proposed total c		-
staffing consideration Establishment of a	ons; need; audience a discipline-specifi	; prerequisites; tea c minor will incre	acher educatio ease possibili	ation issues; enrollment and n licensure); ty of enrollment by non-art to participate in a creative field
Units consulted (oth None	ner departments, pro	grams or campus	es affected by	this proposal):
		REQUIRED EN	DORSEMENT	S
Mullian Department Chair /	Madeux School Director	edf		16,19,2016
				1 1
Campus Dean (for F	e sta	proposals)		10,24,16
Dean of Graduate S	itudies (for graduate	proposals)		/
-				
Senior Vice Preside	nt for Academic Affa	irs or Provost (or	designee)	

Proposal Summary [Establishing a Print Media and Photography Minor]

Description of Action, Including Intended Effect

We have encountered many students taking courses within the School of Art from other study programs who often request a minor course of study in the arts-related field of Print Media and Fine Art Photography, something specific (other than the current Fine Arts Minor) that they would have listed on their transcripts in hopes to use later beyond graduation to demonstrate a broader set of skills. Students from many areas within the university would like to better understand Print Media and Fine Art Photography and related techniques in an effort to enhance their perceptions of the world and foster creativity. Study in all disciplines of Studio Art presents opportunities to acquire problem-solving skills, and gain knowledge through active participation in a creative process

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication

Increase of minor student enrollment in existing Print Media and Fine Art Photography courses will provide opportunities for Studio Art majors to interface with majors outside the School of Art, which leads to a collaborative and diverse classroom experience.

Fiscal, Enrollment, Facilities and Staffing Considerations None

Evidence of Need and Sustainability if Establishing

Replaces existing Fine Arts minor with Print Media and Fine Art Photography focus.

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 2016
- Approval of proposal by the College of the Arts Curriculum Committee-December 2016
- Approval of proposal by the EPC-January 2017
- Approval of proposal by the Provost

Degree Program Name:

Print Media and Photography

Catalog Copy:

The minor in Print Media and Photography provides an introduction to printmaking and fine art photography. Students can pursue study in print media, including traditional printmaking techniques such as intaglio, silkscreen, and lithography, as well as digital applications, after introduction to the basics in the *Printmaking 1* course. Students can also pursue study in photography, including traditional darkroom and film, alternative photographic techniques, and fine art digital photography. Synergies between these two historically related disciplines provide ample room for experimentation and a course of study designed specifically to suit students' interests.

Degree Program Requirements (18 credit hours):

Choose 6 hours from the following:

attribute	course		title	credits
	ART	10022	2D Composition	3
	ART	20024	Digital Imaging	3
	ARTS	14000	Drawing I	3

& 3-6 credit hours from the following:

attribute	course		title	credits
	ARTS	24010	Introduction to Fine Art Photography	3
	ARTS	24040	Introduction to Printmaking	3

& 6-9 credit hours from the following:

attribute	course		title	credits
	ARTS	34040	Printmaking:	3

		Intermediate Intaglio	
ARTS	44040	Printmaking: Advanced Intaglio	3
ARTS	34041	Serigraphy 1	3
ARTS	4404I	Serigraphy 2	3
ARTS	34042	Lithography 1	3
ARTS	44045	Art of the Book	3
ARTS	44043	Advanced Printmaking	3
ARTS	44011	Digital Fine Art Photography	3
ARTS	44010	Advanced Fine Art Photography	3

Graduation Requirements: minimum 2.250 GPA in the minor required for graduation.

^{*}Six credit hours must be upper-division electives

Re: Rationale for change of title of concentration for B.F.A.

Wasbotten, Thor

Thu 10/1/2015 11:50 AM

To HAVICE, CHRISTINE <chavice@kent.edu>; KENNEDY, JAIME D. <jkenned8@kent.edu>;

You have support from JMC as well, Christine.

Take care,

Thor

Thor Wasbotten / Director and Professor School of Journalism and Mass Communication Respected. Relevant. Real.

College of Communication & Information Kent State University

thor@kent.edu 330.672.4068

From: "HAVICE, CHRISTINE"

Date: Thursday, October 1, 2015 at 11:07 AM

To: "KENNEDY, JAIME D." Cc: Thor Wasbotten

Subject: Re: Rationale for change of title of concentration for B.F.A.

Thanks very much, Jaime. Just a better descriptor of what we've been doing for some time. Thanks

again! ch

Christine Havice, Ph.D. Director, School of Art Kent State University PO Box 5192 Kent, OH 44242 o 330-672-2192 f 330-672-4937

From: KENNEDY, JAIME D.

Sent: Thursday, October 1, 2015 8:34 AM

To: HAVICE, CHRISTINE Cc: Wasbotten, Thor

Subject: Re: Rationale for change of title of concentration for B.F.A.

Christine,

I spoke to our undergrad and grad coordinators and we are all in agreement that there is no conflict with the concentration name of "Print Media and Photography".

Thank you for your patience. Jaime

Jaime Kennedy
Interim Director
School of Visual Communication Design
Kent State University
IKenned Sevent edu
330-672-7856

From: "HAVICE, CHRISTINE" < chavice@kent.edu> Date: Tuesday, September 29, 2015 at 11:53 AM

To: Jaime Kennedy < ikenned8@kent.edu>

Subject: Rationale for change of title of concentration for B.F.A.

Hi, Jaime -

If it helps, here is a concise rationale for the proposed change of name for our concentration to "Print Media and Photography":

School of Art Kent State University Change of *title of Concentration* for B.F.A. degree

Change from "Printmaking" to "Print Media and Photography"

Rationale:

"Printmaking" usually refers to the traditional materials and processes (relief, silkscreen, litho, intaglio), whereas "print media" encompasses all that plus digital approaches (which we use a lot of, especially in silkscreen), hybrid photo processes (photo etching or cyanotype for example), artist's books, installation approaches, and so on.

No new courses are involved in this change, which reflects better the content of everything happening in the studio. The School of Art is the only place on campus where wet-lab photography is still taught, in addition to digital techniques.

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		r reparation bat	C 23-1404-10	Curriculum bulleum
		Effective Date	Fall 2017	Approved by EPC
Department	Anthropology			
College	AS - Arts and Sc	ioncos		
Degree	Minor (non degre			
Program Name			Drogram Dana	on Code
125-307 est (minute)	Minor in Forensi		<u></u>	er Code
Concentration(s)	Service and the control of	entration(s) Banner	Code(s)	
Proposal	Establish progra	m		
Description of prop	oosal:			
We propose the o	reation of a new Mi	inor in Forensic A ic science, areas	anthropology. where there a	This minor will focus on both re new job opportunities.
Does proposed rev	vision change progra	m's total credit hou	rs? 🗌 Yes	⊠ No
Current total credit	hours:	Proposed total cr	edit hours 18	
Describe impact or	other programs, pol	licies or procedure	s (e.g., duplica	tion issues; enrollment and
	ons; need; audience			licensure): artment of Sociology. Several
courses in Crimin	ology and Justice S	Studies focus on	law enforceme	ent, corrections, and criminal
law - the social ar	nd legal aspects of	criminology and t	he U.S. court	system. The proposed minor
interpretation of the	bollection and analy he resultant data; a	rsis of skeletal rel nd the presentation	mains, bodily on of such da	fluids, and DNA; the ta in the courtroom. The
proposed minor a	lso requires 6 credi	t hours to be take	en in Criminol	ogy and Justice Studies.
Units consulted (oth	ner departments, pro	grams or campuse	s affected by t	his proposal):
	(Chair, Department		on wastermanned in g	F-6
	1	REQUIRED END	ORSEMENTS	
near lan	cda it			(2 . 1 . 1/
Department Chair /	School Director			12/1/6
	3. 3. 2. 3. 3. 3.			
Compus Doon (for I	Regional Campuses	nyononala)		
Campus Dean (lor)	Regional Campuses	proposais)		
Thank (un Hales	1		1219116
College Dean (or de	esignee)	1		
				1 1
Dean of Graduate S	tudies (for graduate	proposals)		
				1 1
Senior Vice Preside	nt for Academic Affai	irs or Provost (or d	esignee)	

ANTH

Proposal Summary

Creation of a Minor in Forensic Anthropology

Description of Action, Including Intended Effect:

We propose the creation of a new Minor in Forensic Anthropology. This minor will focus on both skeletal and molecular (DNA) forensic science, areas where there are new job opportunities.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues);

This program will be a natural complement to courses presently taught in the Department of Sociology. Several courses in Criminology and Justice Studies focus on law enforcement, corrections, and criminal law – the social and legal aspects of criminology and the U.S. court system. The proposed minor will focus on the collection and analysis of skeletal remains, bodily fluids, and DNA; the interpretation of the resultant data; and the presentation of such data in the courtroom.

Fiscal, Enrollment, Facilities and Staffing Considerations:

We anticipate the minor will draw at least 25 students within the first two years, and probably level out at a consistent 40-50 students. We already have two full-time Anthropology faculty (Tosi and Spurlock) who can contribute forensics courses regularly and another (Raghanti) who will teach a foundational course in human musculo-skeletal anatomy. No additional facilities or funding are requested.

Evidence of Need and Sustainability if Establishing:

Medical Examiners' Offices and Police Departments are rapidly adding branches for forensic genetic (DNA) analysis, and a number of offices are implementing new analytical techniques for skeletal remains (e.g. 3-D printing for use in facial reconstructions). The job market for forensic scientists is growing every year. In addition, the many forensics TV shows of the last decade (both documentary and criminal fiction) have created a very strong interest in forensics training at the university level.

Provisions for Phase-Out if Inactivating: Not applicable.

<u>Timetable and Actions Required:</u> a chronology of actions required to approve the proposal with an anticipated implementation date for each action

Fall 2016 Approval of department

Fall 2016 Approval of College of Arts and Sciences College Curriculum Committee

January 2017 EPC approval

Spring 2017 Faculty Senate approval

Fall 2017 Effective date

ANTH 3

Attribute	Course		Title	Credits	
	ANTH	18230	Introduction to Forensic Anthropology	3	
	ANTH	28300	Introduction to Forensic Genetics	3	
	CRIM	12000	Introduction to Justice Studies	3	
ELR	ANTH	48023	Forensic Archaeology Field School	3	
Six credits	from t	ne follow	ving:		
WIC, DG	ANTH	48225	Archaeology of Death	3	
	ANTH	48300	Advanced Forensic Genetics	3	
	ANTH	48820	Human Musculoskeletal System	3	
Three cred	lits fron	n the fol 22301		2	
	CRIM	33200	The Investigative Process Criminal Law	3	
*				3	
	CRIM	34200	Criminal Procedures and Evidence	3	
	CRIM	46200	Advanced Criminal and Legal Issues	3	
	CRIM	47211	Court Functions	3	

The Minor in Forensic Anthropology will introduce students to analyses of skeletal remains, bodily fluids, and DNA profiles associated with missing persons cases and violent crimes. Courses will focus on the *science* of forensic anthropology and the presentation of such data in the courtroom. The minor will also include two courses in criminology and justice studies.

ANTH +



Department of Sociology (330) 672-2562 Fax: (330) 672-4724

TO:

Mary Ann Raghanti

FROM:

Richard T. Serpe, Chair Law . Supe

DATE:

November 30, 2016

SUBJECT:

Minor in Forensic Anthropology

The department of Sociology has review the proposal for a new minor in Forensic Anthropology. We believe the proposal is very strong and indeed fills a gap in options for students who are seeking careers or advanced degree with the criminal, law, justice administrations fields. We support the establishment of the minor

ANTH

HALEY, MARY ANN

From:

Raghanti, Mary Ann

Sent:

Wednesday, November 30, 2016 1:19 PM

To:

HALEY, MARY ANN

Subject:

Re: Documents for Minor in Forensic Anthropology

Attachments:

ccp-programs_AJT.doc; proposal-summary-program_AJT.docx; Forensic Minor

Courses.docx; Sociology Anthropology Minor In Forensic Anthropology Memo of

Support.pdf

Hi Mary Ann,

Anthropology is ready to put forth a proposal for the minor in forensic anthropology. The attachments are (I think) the proper forms for this, and we have a memo from Sociology in support. When you have a chance, could you let me know how we should proceed?

Thank you! Mary Ann

ANTH

EPC Agenda | 23 January 2017 | Attachment 15 | Page 1 **CERTIFICATION OF CURRICULUM PROPOSAL**

		Preparation Date 1-Dec-16	Curriculum Bulletin
		Effective Date Fall 2017	Approved by EPC
Donortmant	FNO		
Department	ENG		
College	AS - Arts and S		
Degree Creati	Minor (non deg	ree)	
	ve Writing	ram Banner Code	
Concentration(s)	Cond	centration(s) Banner Code(s)	
Proposal	Establish progr	am	
Description of prop	oosal:		
Establish a mino	r in creative writin	g	
Does proposed rev Current total credit		am's total credit hours? Proposed total credit hours	
staffing considerat This new minor (preplace the currently pursuin ts curriculum will part of the curren staffing to be cov	ions; need; audience plus a separate pro nt Writing Minor (V g the WRTG minor I be made up of co t WRTG minor. Or ered by existing E her departments, pr	e; prerequisites; teacher educinoposal for a new professional VRTG). We expect that a sign will make up the audience to burses already offered by Ennew course will be proposed.	al and technical writing minor) will nificant portion of the students or a new minor in creative writing. glish and other departments as sed to support the new minor, with
\mathcal{N} 1.		REQUIRED ENDORSEME	NTS
Robert	W. Trogel	b	5,12,2016
Department Chair /	School Director		
Campus Dean (for	Regional Campuse	s proposals)	
College Dean or de		Λ	
	esignee)	ley	121912016
	esignee)	ley	121912016
	esignee) Studies (for graduat	e proposals)	<u> </u>
		e proposals)	

Proposal Summary Establishment of a Minor in Creative Writing

Description of Action, Including Intended Effect

The Department of English proposes the creation of a minor in Creative Writing. This new program, in addition to another proposed minor in Professional and Technical Writing, will take the place of the current Writing Minor (WRTG), which will be inactivated. A Creative Writing minor at Kent State will allow students to focus to a greater extent than currently available on the different genres and modes within creative writing that will allow students to sharpen their skills as writers and storytellers. Students will also practice editing skills, study literary traditions, and examine the marketplace for creative work within the minor's curriculum. We expect that a portion of the current population of students in the WRTG minor will adopt this new minor. This will include English majors as well as students from other program. This minor will appeal to students who are interested in professional authors as well as those who want to enhance their undergraduate education and potential career plans with a focus on creative writing.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

The curriculum for this minor will be made up of classes currently listed on the WRTG minor and regularly offered by the English department as well as other departments in related fields (JMC, PAS, PHIL, and THEA). We do not expect enrollment patterns in those classes to change significantly. Current staffing is sufficient. We will propose the addition of one new courses (ENG 30074: Grammar for Editing) to support this minor. This class—is already being offered as special topics course with sufficient enrollment and adequate staffing options (across most KSU Campuses).

Fiscal, Enrollment, Facilities and Staffing Considerations

The courses for this program can, for the most part, be offered across Kent State's campuses using current faculty and existing facilities. The program will be available in full on the Kent Campus and most Regional Campuses, if distance learning options are taken into account. The current WRTG minor has had strong enrollment (with approximately 120-130 students presently), and based on current enrollment patterns among existing minors, we expect that a new Creative Writing minor will be immediately of interest to 60%-70% of that group. Creating more focused minors in both Creative Writing and Professional and Technical Writing will, we believe, lead to increased demand.

Evidence of Need and Sustainability if Establishing

Among Kent State's peer institutions, creative writing is a standard (and expected) program, either as a bachelor's degree or delivered through a minor. Prospective students and current students routinely contact the KSU English Department to ask about creative writing opportunities, and while the existing WRTG minor is a longstanding and successful program, it remains as a general writing program. With the addition in recent years of courses such as ENG 30071: Creative



Nonfiction, ENG 30072: Editing & Publishing, ENG 43092: Teaching Poetry in Schools, and recent Special Topics workshop on science and poetry, our offerings in creative writing have blossomed. Similar additions of courses aimed at professional and technical writing underscore the fact that we have outgrown the existing structure of our blended WRTG program. Creating two distinct minors will allow for growth and the addition of more focused opportunities for students to improve as writers.

A review of current WRTG minors (and the courses they have taken) reveals that training in creative writing is useful not only to English majors and others students within the humanities but is also a choice of students in Journalism and Communication Studies. Students from CCI make up approximately 25% of the current WRTG minor population, with most of those focusing on creative writing courses. In addition, students in various majors within the College of the Arts, especially THEA programs, have sometimes combined creative writing with their major artistic areas of emphasis. Students in CS, DSCI, CDAG who are interested in working within the video game industry have also expressed interested in creative writing courses leading potentially to a minor. We also see potential in the use of either of the English Department's proposed new minors in writing for students pursuing the B.I.S degree. A Creative Writing minor would meet the need from students in a variety of fields for training in the foundational elements of storytelling, world creation, character development, linguistic exploration, and other aspects of creative writing that can enhance the quality and depth of student writing across a variety of fields and career paths.

A strong range of creative writing classes is currently available on two of KSU's campuses (Kent and Stark), with introductory and other courses available on a periodic basis on all other campuses. The Wick Poetry Center is thriving on the Kent Campus and this minor would serve to further support its efforts. Faculty are in place on all campuses to offer this minor. Literary arts magazines exist on a number of our campuses and conferences, readings, performances, and other events are routinely held on all of KSU's campuses that spotlight creative writing. This would be a sustainable minor as well as an area for tremendous community outreach, as we have already seen with the success of the Wick Poetry Center's community events.

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 by English Department Committees (WPC, UGS, & FAC)—November, 2016 Approval by Arts & Sciences Curriculum Committee—December, 2016 Approval by EPC—January, 2017 Implementation—Fall 2017



Creative Writing

College of Arts and Sciences Department of English

113 Satterfield Hall Tel: 330-672-2676

ENG

30074

Grammar for Editing (3)

E-mail: english@kent.edu/english

The Creative Writing minor encourages the development of creative work in a variety of literary modes and genres. Students gain practice in editing, peer critique, and revision within small workshop classes and seminars.

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
ENG	20021	Introduction to Creative Writing	3	
Choose	one from the	ne following:	3	
ENG	30067	Fiction I (3) ¹		
ENG	30069	Poetry I (3) ¹		
Choose t	hree from	the following writing electives:	9	
ENG	30067	Fiction I (3)		
ENG	30068	Fiction II (3)		
ENG	30069	Poetry I (3)		
ENG	30070	Poetry II (3)		
ENG	30071	Creative Nonfiction (3)		
ENG	30072	Editing and Publishing: Fiction and Nonfiction (3)		
ENG	38895	ST in Writing (3)		
ENG	43092	Teaching Poetry in the Schools (3)		
JMC	20004	Advertising Writing and Storytelling (3)		
PAS	22000	Creative Writing in the Black World (3)		
ГНЕА	41026	Playwriting (3)		
Choose t	wo from th	e cognate electives (maximum of one 20000-level course):	6	
ENG	22073	Major Modern Writers (3)		
		A STATE OF THE PARTY OF THE PAR		

ENG	32001	Children's Literature (3)		
ENG	32002	Literature for Young Adults (3)		
ENG	34031	Short Story (3)		
ENG	34041	Fairy Tales (3)		
ENG	42092	Writing Internship (3) ²		
JMC	20001	Media, Power, and Culture (3)		
PHIL	31060	Philosophy of Art and Beauty (3)		
PHIL	41080	Philosophy and Art in the Modern Age (3)		
		TOTAL	21	

¹The course not used for this required element may still be taken as an option among the writing electives.

Notes:

Students who wish to complete a longer project or prepare a portfolio of their work for a graduate school or job application may request ENG 40099: Writing Portfolio for two additional hours of individualized work.

Students may apply to the English Department chair for permission to use special topics courses and other appropriate courses not listed in the curriculum to satisfy program requirements.

Students in the College of the Arts may request that specific courses in art, art history, music, and theater be accepted as meeting the cognate area requirements.

Students in the College of Communication and Information may request that specific courses in communication studies and journalism and mass communication be accepted as meeting program requirements.

Graduation Requirements:

Minimum overall 2.000 GPA

Students must complete at least two upper-division courses in the minor at Kent State on a graded basis (A-F)

²Though offered for variable credit, students pursuing the minor should take 3 hours of ENG 42092.

Frietchen, Tammy

To:

STURR, ROBERT

Subject:

RE: WRTG minor change--TRST 30230

From: CARDUNER, JESSIE

Sent: Wednesday, November 23, 2016 10:03 AM

To: STURR, ROBERT < rsturr@kent.edu >; DUNNE, KEIRAN < kdunne@kent.edu >

Cc: TROGDON, ROBERT < rtrogdon@kent.edu Subject: Re: WRTG minor change--TRST 30230

Hi Robert,

Thank you for contacting us about these changes. First of all, the creation of two distinct minors from one seems like an excellent move. MCLS supports including TRST 30230 in the Professional and Technical Writing Minor, and we will certainly promote that minor to our Translation majors and also to our business language minors. I imagine some of our BA students and language minors, particularly those interested in literature, might be interested in the Creative Writing minor, so we will be sure to promote that program as well.

As for inclusion of TRST 30230 in the Creative Writing minor, you are correct, currently that course is more focused on scientific, technical, business translation. So, it makes sense to not include it in the Creative Writing Minor in its present form. That said, if a student minoring in Creative Writing expresses a strong interest in TRST 30230, the student can be encouraged to take it and use the UD hours towards graduation requirements, or, you can allow it as a course substitution in the Creative Writing Minor, when appropriate.

Considerations for the future in the Creative Writing Minor:

- A few years back, my colleague, Pat Gallgher, taught a special topics Creative Writing in Spanish course at the UG level. I also know that bilingual poetry readings are common in Wick Center events. I wonder if we might not consider, once the Creative Minor is established and growing, a cross-department collaboration to develop a course on bilingual or multilingual creative writing to count as one of the electives in the Creative Writing Minor.
- 2. At the graduate level we offer courses literary translation. At some point we could offer this at the UG level as a special topics course to see if there is interest among the students in our BA & BS programs and in the Creative Writing Minor.

Thank you again for consulting with us.

Sincerely,
Dr. Jessie Carduner
Undergraduate Coordinator, MCLS
305B Satterfield Hall
(330) 672-1806
icardune@kent.edu



From: STURR, ROBERT

Sent: Monday, November 21, 2016 8:19 PM **To:** DUNNE, KEIRAN; CARDUNER, JESSIE

Cc: TROGDON, ROBERT

Subject: WRTG minor change--TRST 30230

Dear Keiran & Jessie,

It was good to see you at EPC today. I'm glad that things went well for your proposal.

I'm writing on behalf of Robert Trogdon and the English Department to inform you of a change that we'd like to make to the WRTG minor and to request your endorsement of the inclusion of TRST 30230: Approaches to Translation in our proposal for a new Professional and Technical Writing minor.

The Writing Minor has been in place for a long while, allowing students to focus on a blend of academic, professional, technical, or creative writing. TRST 30230 is currently on the list of cognate elective options for the WRTG minor. We will soon propose the replacement of the WRTG minor with two new, more distinct minors in Professional and Technical Writing as well as Creative Writing.

This email is both a notification of the removal of TRST 30230 from the WRTG minor (b/c it will be inactivated in the near future) and a request to keep TRST 30230 in one (or both) of our new minors. I'll attach our list of required courses for the Professional and Technical minor.

Your degree in translation requires a choice between either ENG 20002: Introduction to Technical Writing or ENG 30063: Professional Writing. Including TRST 30230 within the Professional and Technical Writing minor would give Translation students one additional course toward a writing minor should they wish to pursue that path. In addition, because TRST 30230 is a part of some of your other majors, students in Spanish, French, and other programs might wish to supplement their work with our new minor and would have one of the required six courses completed through their major. We would be open to allowing for substitutions (where appropriate) for students who take advanced courses like TRST 38303 as an additional way to move toward the PTW minor.

We have not included TRST 30230 on the Creative Writing Minor list but would appreciate your feedback if you think it belongs. The focus of the Translation program seems to be on business, professional, medical, and related texts rather than literary ones. If that's wrong, please let us know. We welcome any suggestions and appreciate your feedback. We hope to take our proposals to the CCC meeting on 12/8.

Thanks,

Rob

Robert D. Sturr, Ph.D.
Undergraduate Studies Coordinator
Associate Professor
Department of English
Kent State University
Kent State University at Stark
(330) 244-5174



Frietchen, Tammy

To:

STURR, ROBERT

Subject:

RE: WRTG minor changes

From: BARNBAUM, DEBORAH

Sent: Tuesday, November 29, 2016 2:48 PM

To: STURR, ROBERT < rsturr@kent.edu >; ZAVOTA, GINA < gzavota@kent.edu >

Cc: TROGDON, ROBERT < rtrogdon@kent.edu>

Subject: RE: WRTG minor changes

Hello, Robert,

Yes, I've heard about the CCC Chair. The less said, the better.

Thank you for letting us know about the changes to your minors. We wish you success with the new changes. We concur with your recommendation to list PHIL 31060 (Philosophy of Art and Beauty) and PHIL 41080 (Philosophy and Art in the Modern Age) as elective options in the Creative Writing Minor. 31060 is typically offered at least once a year, and 41080 is currently on a two-year rotation. Both are excellent choices for students pursuing a Creative Writing Minor.

Deborah

Deborah Barnbaum, Ph.D.

Professor and Chair of Philosophy | Kent State University PO Box 5190 | Kent, OH | 44242-0001 | 330 672-0267

Look for Sellars and Contemporary Philosophy - Available Soon!

From: STURR, ROBERT

Sent: Tuesday, November 29, 2016 11:01 AM

To: BARNBAUM, DEBORAH < dbarnbau@kent.edu>; ZAVOTA, GINA gzavota@kent.edu>

Cc: TROGDON, ROBERT < rtrogdon@kent.edu>

Subject: WRTG minor changes

Dear Deborah & Gina,

I'm writing on behalf of Robert and the English Department to inform you and your department of a change that we'd like to make to our minor in writing (WRTG). We have offered a general writing program for a long while that allows students to combine academic, professional, technical, creative, and other types of writing. PHIL 31060: Philosophy of Art and Beauty and PHIL 41080: Philosophy and Art in the Modern Age have been part of the WRTG minor and we are always glad to see students combining coursework in English and Philosophy. As much as the open-endedness of the WRTG minor has been popular among students, we also have noticed increased demand for more specific programs. Therefore, we intend to propose two new, more specific minors to replace the WRTG minor. This email is meant, in part, to inform you of the removal of the two PHIL classes from the WRTG minor, as it will eventually be inactivated.



EPC Agenda | 23 January 2017 | Attachment 15 | Page 9

Our new minors will include a program in Professional and Technical Writing and another in Creative Writing minor. I'm excited about continuing to encourage students to take classes in philosophy and to allow them, even if certain courses aren't listed, to count those toward major/minor programs. Gina and I have talked about advising situations before that involve crossover, and I hope that it will continue.

Specifically, we request your agreement to list PHIL 31060 and PHIL 41080 as elective options within the Creative Writing minor. I would like to put forward our proposals for the next CCC meeting, and I apologize for being a bit behind. If you could provide a response by the end of this week, that would be most helpful. The chair of CCC, as you know, is a stickler for these details.

All the best,

Rob

Robert D. Sturr, Ph.D.
Undergraduate Studies Coordinator
Associate Professor
Department of English
Kent State University
Kent State University at Stark
(330) 244-5174

ENG.

To:

STURR, ROBERT

Subject:

RE: Creative writing minor proposal

From: MCVAY, CHRISTINA

Sent: Friday, December 02, 2016 10:21 AM

To: STURR, ROBERT < rsturr@kent.edu>; GOODEN, AMOABA < agooden@kent.edu>

Cc: TROGDON, ROBERT < rtrogdon@kent.edu Subject: Re: Creative writing minor proposal

Hi Rob, I can assure you that the Dept of Pan-African Studies is pleased to see PAS 22000: Creative Writing in the Black World listed as part of the future Creative Writing minor.--Chris Mc.

From: "STURR, ROBERT" < rsturr@kent.edu>
Date: Friday, December 2, 2016 10:04 AM

To: "GOODEN, AMOABA" agooden@kent.edu>, Christina cmcvay@kent.edu>

Cc: "TROGDON, ROBERT" < rtrogdon@kent.edu>

Subject: Creative writing minor proposal

Dear Chair Gooden & UG Coordinator McVay,

I'm writing on behalf of Robert Trogdon and the English Department to alert you to a change that we will soon propose to our Writing Minor (WRTG). We hope to introduce two new, more specific minors in writing—Creative Writing and Professional and Technical Writing—which will replace the current (more general) WRTG minor.

PAS 22000: Creative Writing in the Black World has long been a part of the WRTG minor and we would very much like to continue listing it as part of a future Creative Writing minor. I will attach the course list for the proposal. Chris has seen this as a member of the English Department's Writing Program Committee. I hope that it will meet with your agreement. I apologize for the short time frame, but I'd like to bring this before the Arts & Sciences Curriculum Committee on Thursday, December 8. It would be most helpful if we could have your decision by that time.

Thanks very much!

Rob

Robert D. Sturr, Ph.D.
Undergraduate Studies Coordinator
Associate Professor
Department of English
Kent State University
(330) 244-5174



To:

STURR, ROBERT

Subject:

RE: ENG Creative Writing Minor Request

From: STURR, ROBERT

Sent: Monday, December 05, 2016 1:56 PM
To: Van baars, Frans < fvanbaar@kent.edu >
Cc: TROGDON, ROBERT < rtrogdon@kent.edu >
Subject: ENG Creative Writing Minor Request

Dear Prof. Van Baars,

I hope that you are the right person to contact. I'm Robert Sturr, the Undergraduate Studies Coordinator for the Department of English. I'm writing on behalf of my chair, Dr. Robert Trogdon (whom I'll copy). For many years, our department has offered a minor in writing (WRTG), which has included THEA 41026: Playwriting and THEA 41027: Advanced Playwriting. The program has evolved and grown to the point where we believe that we need to create two new, more specific minors in writing: Professional and Technical Writing and Creative Writing.

This email serves as notice that the English department will no longer list THEA 41026 and THEA 41027 within the WRTG minor because we are proposing to inactivate the minor entirely.

However, we would very much like to continue to list THEA 41026: Playwriting and THEA 41027: Advanced Playwriting within our proposed Creative Writing minor. I will attach our proposed requirements list for your review. May we have your permission to do so? Also, is THEA 41027 still being offered? If so, we would like to continue it, but perhaps it has been inactivated.

We realize that THEA 41026 is the WIC course for majors in your program, but we hope to continue to include it on our minor list so that students from the College of the Arts (or elsewhere) might benefit from this area of creative writing and be more inclined to complete the minor.

Thanks in advance for your response and for any advice or questions that you might have. I'd be happy to respond.

Warmest regards,

Rob

Robert D. Sturr, Ph.D.
Undergraduate Studies Coordinator
Associate Professor
Department of English
Kent State University
(330) 244-5174

ENG 33

To:

STURR, ROBERT

Subject:

RE: ENG Dept--Writing Minor changes

From: STURR, ROBERT

Sent: Monday, December 05, 2016 1:27 PM
To: 'thor@kent.edu' < thor@kent.edu
Cc: TROGDON, ROBERT < rtrogdon@kent.edu
Subject: ENG Dept--Writing Minor changes

Dear Dr. Wassbotten,

I'm Robert Sturr, the Undergraduate Studies Coordinator for the Department of English, and I'm writing to you on behalf of my Chair, Dr. Trogdon (copied here), and our department to inform you of changes that we are propsing to the Writing Minor (WRTG) offered by the Department of English. We have had a long and successful program but we now find that we would like to inactivate the general WRTG minor so that we can create two new, more specific minors in writing—one in Creative Writing and another in Professional and Technical Writing. This change reflects the evolution and expansion of courses in both areas and will, we believe, be of great benefit to students already in the WRTG program as well as attract new students with more specifically defined programs.

A number of JMC classes are listed on the current WRTG list and this email is, in part, meant to provide notice that those classes will no longer be offered as part of the WRTG minor because of its inactivation. Those include: JMC 20001: Media, Power, and Culture; JMC 20004: Advertising Writing & Storytelling; JMC 40022: Film as Communication; and JMC 40037: Scriptwriting for Video and Film.

We are launching two new minors, as I've mentioned, and this email *also* serves to request permission to continue to include three of these JMC classes in the new minors, as detailed below. We very much want to continue to include the courses because they provide an incentive for students in your programs to consider doing work in creative writing or in some other vein that supplements and enhances their primary work within their majors. The WRTG minor has traditionally served a diverse student group, and we hope to continue to do so.

Within our proposed Professional and Technical Writing minor, we wish to continue to include JMC 20001: Media, Power, and Culture as an elective option. (See the attached requirements sheet)

Within our proposed Creative Writing minor, we wish to continue to list JMC 20004: Advertising Writing & Storytelling and JMC 40037: Scriptwriting for Video and Film as writing course electives. We also wish to include JMC 20001: Media, Power, and Culture as a cognate elective. (See the attached requirements sheet). We are aware that some of these courses might require special permission, especially given space limitations, and so instructions for making such requests are included on our requirements sheet.

The class that we will not continue to list within the new minors is JMC 40022: Film as Communication.

Thanks for reviewing this material and for providing your response. I would be happy to explain any aspect of this in more detail. I apologize for the lateness of this information. We have been fine tuning our proposals but now must proceed.

Warmest regards,

ENG,

To: Subject: STURR, ROBERT RE: HDFS 44032

From: STURR, ROBERT

Sent: Monday, November 21, 2016 9:20 PM

To: Dellmann-Jenkins, Mary < mdellman@kent.edu >; BLANKEMEYER, MAUREEN < mblankem@kent.edu >

Cc: TROGDON, ROBERT < rtrogdon@kent.edu>

Subject: HDFS 44032

Dear Dr. Dellmann-Jenkins and Dr. Blankemeyer,

I'm Rob Sturr, the Undergraduate Studies Coordinator for the English Department. I split my time between Kent and Stark and my colleague at Stark, Lisa Hallaman, gave me your names as contact points. The English Department will soon propose a new minor in Professional and Technical Writing and we would like to include HDFS 44032: Nonprofit Fundraising and Grant Writing as one of a series of elective choices within the minor. I'm copying my chair, Dr. Robert Trogdon, on this request.

Our department has long offered a WRTG minor which blends academic, professional, technical, creative, and other types of writing. We will soon replace the WRTG minor with two new, more distinct minors in Professional & Technical Writing and Creative Writing. Students sometimes ask if our department has a course in grant writing and in my conversations with Lisa, I've learned that your department has a strong option in place. I will attach our proposed requirements list with the possible inclusion of HDFS 44032 highlighted. We currently have roughly 110-115 students in the WRTG minor, with perhaps 25%-35% focused on professional and technical fields. HDFS 44032 would be a choice among fifteen electives from which students will need to select three classes. So, we don't anticipate heavy demand, but the addition of your course in our minor might add a small boost to your enrollment. It might also help to build demand for HDFS 44032 at Stark, which is home to roughly 25% of our WRTG minors. I'd be happy to answer any questions you have about this. We are grateful for your feedback and comments.

We hope to take this proposal to the December 8th meeting of the Arts & Sciences Curriculum Committee. If we could have your answer about including the course by December 5th, that would be most helpful. Thanks so much.

Rob

Robert D. Sturr, Ph.D.
Undergraduate Studies Coordinator
Associate Professor
Department of English
Kent State University
Kent State University at Stark
(330) 244-5174



To:

STURR, ROBERT

Subject:

RE: Changes to the WRTG minor

From: STURR, ROBERT

Sent: Monday, December 05, 2016 1:43 PM

To: Graham, Elizabeth < egraha18@kent.edu >
Cc: TROGDON, ROBERT < rtrogdon@kent.edu >

Subject: Changes to the WRTG minor

Dear Dr. Graham,

I'm Robert Sturr, the Undergraduate Studies Coordinator for the Department of English. I'm writing on behalf of my chair, Dr. Robert Trogdon, to inform you and the Communication Studies program of changes that we are proposing to the writing minor offered by the English Department. We have long had a general program (the WRTG minor), blending a variety of kinds of writing, including academic, professional, technical, creative, and other forms. We have decided to propose two new, more specific minors to replace the WRTG minor. They will be in Professional and Technical Writing and Creative Writing.

Three COMM classes are included on the current WRTG minor list: COMM 25464: Argumentation, COMM 25902: Communication Theory, and COMM 26001: Criticism of Public Discourse. We will soon propose the inactivation of the WRTG minor, and so this email serves as notice of the change because these classes (along with the rest of the minor) will no longer be listed.

We have valued connections between our department and various programs in CCI. We hope to continue listing a number of JMC classes within the two new minors, and I have contacted Thor Wasbotten about that. However, because of the more specific focus of our new minor proposals (on either creative or professional/technical writing), we have not included COMM 25464, COMM 25902, or COMM 26001, given their more academic/theoretical focus. I would be happy to answer any questions or receive suggestions from you about this. We hope that students continue to flow between our department and your program. As an advisor, I love it when COMM students minor in English or ENG majors double-major or minor in COMM programs.

Thank you and warmest regards,

Rob

Robert D. Sturr, Ph.D.
Undergraduate Studies Coordinator
Associate Professor
Department of English
Kent State University
(330) 244-5174

ENE 36

To:

STURR, ROBERT

Subject:

RE: WRTG minor inactivation

From: STURR, ROBERT

Sent: Monday, December 05, 2016 2:04 PM
To: HUGHES, JOEL < <u>ihughes1@kent.edu</u>>
Subject: WRTG minor inactivation

Joel,

The English Department is in the process of making a change to our minor in writing. We will soon propose its inactivation so that we can create two new, more specific minors in Professional and Technical Writing and Creative Writing. This will be on the agenda of the next CCC meeting. This email (written on behalf of my chair, Robert Trogon, and our department) is meant to provide notification of this change with respect to PSYC 40461: Psychology of Language. When we inactivate the WRTG minor, PSYC 40461 will (obviously) no longer be listed. Because that class seems more germane to academic writing and research, rather than to the two areas of our new minors, we are not planning to include it within either of the new proposals. I don't know if you are still offering it regularly, but if so, I'd love to connect you with our TESL group for possible inclusion of PSYC 40461 within their program. For now, it doesn't seem like a clear fit for what we will propose in Creative Writing and Professional and Technical Writing.

I'm sorry for the late notice. I simply missed the line on the WRTG minor sheet while doing notifications. I appreciate your time and would be happy to respond to any questions, suggestions, or comments that you might have about this (small) change.

Warmest regards,

Rob

Robert D. Sturr, Ph.D.
Undergraduate Studies Coordinator
Associate Professor
Department of English
Kent State University
(330) 244-5174



From:

STURR, ROBERT

Sent:

Thursday, December 08, 2016 3:08 PM

To:

Frietchen, Tammy

Subject:

FW: ENG Creative Writing Minor Request

From: STURR, ROBERT

Sent: Thursday, December 08, 2016 3:08 PM
To: Van baars, Frans <fvanbaar@kent.edu>
Subject: RE: ENG Creative Writing Minor Request

Dear Eric,

Thanks so much for this response. It's helpful to hear the background on THEA 41027. We are happy to keep THEA 41026: Playwriting on our Creative Writing Minor list and will remove THEA 41027. You mentioned that you might inactivate it and I can't think of an example recently of a WRTG minor who has used the advanced course.

I hope that we can keep a steady flow going to 41026 and I'm most appreciative your willingness to welcome writing minors. By the way, I split my time between the Kent and Stark campuses, and I can report that we've had success in encouraging ENG majors to take Playwriting when it has been offered at Stark. I love collaborating with Brian Newberg and we've enjoyed working with the adjunct instructors who've taught the class. In advising, we've allowed Stark Campus English majors to use the THEA course within their major requirements. I hope that we can continue that momentum.

Again, thank you! Have a great holiday.

Rob

From: Van baars, Frans

Sent: Tuesday, December 06, 2016 10:48 PM
To: STURR, ROBERT < rsturr@kent.edu
Cc: TROGDON, ROBERT < rtrogdon@kent.edu
Subject: RE: ENG Creative Writing Minor Request

Dear Rob,

Greetings and thank you for reaching out, as I am the right person.

The School of Theatre and Dance would want to continue offering THEA 41026 as part of your newly developing Creative Writing minor.

The advanced playwriting course, THEA 41027 was created during the days of our collaboration with Tri C and the Creative Writing Master's Program, as this course was slashed with 51027. Since the decline of that interdisciplinary degree, we have not offered THEA 4/51027 for several years. While still on the books, we have not had a population to warrant the class. Unless you think the new minor would draw population to offer both courses, we do plan on inactivating 41207.

It sounds as if a separation into 2 distinct writing minors would decrease the population for a second playwriting course. If you think this to be an incorrect assumption, then please let us meet and discuss.

Sincerely,

Eric van Baars, Interim Director The School of Theatre and Dance

Geri va Bases

Office: 330-672-0102
Fax: 330-672-2889
www.ericvanbaars.com
www.kent.edu/theatredance





From: STURR, ROBERT

Sent: Monday, December 05, 2016 1:56 PM

To: Van baars, Frans **Cc:** TROGDON, ROBERT

Subject: ENG Creative Writing Minor Request

Dear Prof. Van Baars.

I hope that you are the right person to contact. I'm Robert Sturr, the Undergraduate Studies Coordinator for the Department of English. I'm writing on behalf of my chair, Dr. Robert Trogdon (whom I'll copy). For many years, our department has offered a minor in writing (WRTG), which has included THEA 41026: Playwriting and THEA 41027: Advanced Playwriting. The program has evolved and grown to the point where we believe that we need to create two new, more specific minors in writing: Professional and Technical Writing and Creative Writing.

This email serves as notice that the English department will no longer list THEA 41026 and THEA 41027 within the WRTG minor because we are proposing to inactivate the minor entirely.

However, we would very much like to continue to list THEA 41026: Playwriting and THEA 41027: Advanced Playwriting within our proposed Creative Writing minor. I will attach our proposed requirements list for your review. May we have your permission to do so? Also, is THEA 41027 still being offered? If so, we would like to continue it, but perhaps it has been inactivated.

We realize that THEA 41026 is the WIC course for majors in your program, but we hope to continue to include it on our minor list so that students from the College of the Arts (or elsewhere) might benefit from this area of creative writing and be more inclined to complete the minor.

Thanks in advance for your response and for any advice or questions that you might have. I'd be happy to respond.

Warmest regards,

Rob

Robert D. Sturr, Ph.D.
Undergraduate Studies Coordinator
Associate Professor
Department of English
Kent State University
(330) 244-5174

From:

STURR, ROBERT

Sent:

Thursday, December 08, 2016 3:08 PM

To: Subject: Frietchen, Tammy FW: HDFS 44032

From: STURR, ROBERT

Sent: Thursday, December 08, 2016 10:46 AM

To: BLANKEMEYER, MAUREEN <mblankem@kent.edu>

Subject: RE: HDFS 44032

Thanks! This is on us. You sent it to my chair, Robert Trogdon, but he didn't tell me. (We are sometimes called "the Roberts" around the department because we work closely together, and situations like this happen often).

I'm so glad to be able to include the course. All the best—

Rob

From: BLANKEMEYER, MAUREEN

Sent: Thursday, December 08, 2016 10:44 AM

To: STURR, ROBERT < rsturr@kent.edu>

Cc: Dellmann-Jenkins, Mary < mdellman@kent.edu>

Subject: RE: HDFS 44032

Hello, Rob,

Our apologies. A response to you was inadvertently sent last week to the wrong email address. Please see below for our approval. Professor Kathy Bergh is our point-person for the class.

Best regards.

Maureen Blankemeyer

From: BERGH, KATHLEEN

Sent: Wednesday, November 30, 2016 5:55 PM **To:** TROGDON, ROBERT < rtrogdon@kent.edu

Cc: Dellmann-Jenkins, Mary <mdellman@kent.edu>; BLANKEMEYER, MAUREEN <mblankem@kent.edu>

Subject: Re: HDFS 44032

Rob-

The Department of Human Development and Family Studies would be happy to have HDFS 44032, Nonprofit Fundraising and Grantwriting, offered as one of the elective choices in the new minor in Professional and Technical Writing.

We appreciate being included in this new minor and hope to collaborate with the English Department in the future.

Take Care-

Kathy

Kathy Bergh, M.A.
Senior Lecturer, Human Development and Family Studies
Nonprofit Studies Program Director
#138 Nixson Hall
Kent State University
Kent, OH 44242
330-672-5380

From: STURR, ROBERT

Sent: Thursday, December 08, 2016 10:37 AM

To: Dellmann-Jenkins, Mary < mdellman@kent.edu >; BLANKEMEYER, MAUREEN < mblankem@kent.edu >

Subject: FW: HDFS 44032

Dear Drs. Dellmann-Jenkins and Blankemeyer,

I'm writing to follow up on my message regarding HDFS 44032 (copied below). I apologize for adding to what I'm sure is a long 'to do' list during the last week of classes. I know that I feel swamped! I just wanted to check on your feelings about whether the English Department can include HDFS 44032: Fundraising and Grant Writing as an elective option within our proposed Professional and Technical Writing Minor. It might be that you haven't had time yet to consult with faculty in your department. We've had good consultations so far with other departments—some opting to allow for the use of their courses and others pointing that the fit just isn't right or that there are vital prerequisites that would keep us from including their courses. I'm scheduled to present the minor proposal to the Arts & Sciences curriculum committee this afternoon and I don't want to proceed if you feel the course isn't a good fit or if the possible addition of students from outside of HDFS programs would cause sections to close and be unavailable to majors who need it. If the question is still up in the air, I'm happy to proceed, with the understanding that we will remove it as it goes forward, should you decide you would rather not have it listed.

Thanks in advance for your time, and I wish you the best as the semester draws to a close. And, happy holidays!

Rob

Robert D. Sturr, Ph.D.
Undergraduate Studies Coordinator
Associate Professor
Department of English
Kent State University
(330) 244-5174

From: STURR, ROBERT

Sent: Monday, November 21, 2016 9:20 PM

To: Dellmann-Jenkins, Mary < mdellman@kent.edu >; BLANKEMEYER, MAUREEN < mblankem@kent.edu >

Cc: TROGDON, ROBERT < rtrogdon@kent.edu>

Subject: HDFS 44032

Dear Dr. Dellmann-Jenkins and Dr. Blankemeyer,

I'm Rob Sturr, the Undergraduate Studies Coordinator for the English Department. I split my time between Kent and Stark and my colleague at Stark, Lisa Hallaman, gave me your names as contact points. The English Department will soon propose a new minor in Professional and Technical Writing and we would like to include HDFS 44032: Nonprofit

Fundraising and Grant Writing as one of a series of elective choices within the minor. I'm copying my chair, Dr. Robert Trogdon, on this request.

Our department has long offered a WRTG minor which blends academic, professional, technical, creative, and other types of writing. We will soon replace the WRTG minor with two new, more distinct minors in Professional & Technical Writing and Creative Writing. Students sometimes ask if our department has a course in grant writing and in my conversations with Lisa, I've learned that your department has a strong option in place. I will attach our proposed requirements list with the possible inclusion of HDFS 44032 highlighted. We currently have roughly 110-115 students in the WRTG minor, with perhaps 25%-35% focused on professional and technical fields. HDFS 44032 would be a choice among fifteen electives from which students will need to select three classes. So, we don't anticipate heavy demand, but the addition of your course in our minor might add a small boost to your enrollment. It might also help to build demand for HDFS 44032 at Stark, which is home to roughly 25% of our WRTG minors. I'd be happy to answer any questions you have about this. We are grateful for your feedback and comments.

We hope to take this proposal to the December 8th meeting of the Arts & Sciences Curriculum Committee. If we could have your answer about including the course by December 5th, that would be most helpful. Thanks so much.

Rob

Robert D. Sturr, Ph.D.
Undergraduate Studies Coordinator
Associate Professor
Department of English
Kent State University
Kent State University at Stark
(330) 244-5174

From:

STURR, ROBERT

Sent:

Thursday, December 08, 2016 3:09 PM

To:

Frietchen, Tammy

Subject:

FW: ENG Dept--Writing Minor changes

From: STURR, ROBERT

Sent: Tuesday, December 06, 2016 9:59 PM **To:** Wasbotten, Thor <twasbott@kent.edu>

Cc: TROGDON, ROBERT <rtrogdon@kent.edu>; ROBERT, TIMOTHY <tarober1@kent.edu>

Subject: RE: ENG Dept--Writing Minor changes

Thanks, Thor & Tim—

We weren't aware of the specific prereq for Scriptwriting and I can certainly see the logic of Tim's point. We will remove that course from our proposed creative writing minor. Thanks for the opportunity to still include JMC 20001 and JMC 20004 within the CW minor and JMC 20001 for the Professional and Technical Writing minor. I really appreciate the quick turnaround on this request during a busy time.

All the best-

Rob

From: Wasbotten, Thor

Sent: Tuesday, December 06, 2016 9:40 PM To: STURR, ROBERT < rsturr@kent.edu>

Cc: TROGDON, ROBERT < rtrogdon@kent.edu >; ROBERT, TIMOTHY < tarober1@kent.edu >

Subject: Re: ENG Dept--Writing Minor changes

Good evening, Rob and Robert.

Our folks reviewed your proposal. There is only one issue that Tim has outlined below:

All is good here except for Scriptwriting. That requires Writing for Audio and Video as a prereq. I talked to Dave, and he said we can't waive Writing for Audio and Video as a prereq because it would place an undue burden on the Scriptwriting instructor. I'm afraid English cannot offer Scriptwriting as an elective.

This makes sense to me, Rob.

Please let me know if you need anything else.

Take care,

Thor

Thor Wasbotten
Director and Professor
School of Journalism and Mass Communication

College of Communication and Information Kent State University

Vice President, Association of Schools of Journalism and Mass Communication

thor@kent.edu 330.672.4066

www.kent.edu/jmc

On Dec 5, 2016, at 1:27 PM, STURR, ROBERT < rsturr@kent.edu> wrote:

Dear Dr. Wassbotten,

I'm Robert Sturr, the Undergraduate Studies Coordinator for the Department of English, and I'm writing to you on behalf of my Chair, Dr. Trogdon (copied here), and our department to inform you of changes that we are propsing to the Writing Minor (WRTG) offered by the Department of English. We have had a long and successful program but we now find that we would like to inactivate the general WRTG minor so that we can create two new, more specific minors in writing—one in Creative Writing and another in Professional and Technical Writing. This change reflects the evolution and expansion of courses in both areas and will, we believe, be of great benefit to students already in the WRTG program as well as attract new students with more specifically defined programs.

A number of JMC classes are listed on the current WRTG list and this email is, in part, meant to provide notice that those classes will no longer be offered as part of the WRTG minor because of its inactivation. Those include: JMC 20001: Media, Power, and Culture; JMC 20004: Advertising Writing & Storytelling; JMC 40022: Film as Communication; and JMC 40037: Scriptwriting for Video and Film.

We are launching two new minors, as I've mentioned, and this email *also* serves to request permission to continue to include three of these JMC classes in the new minors, as detailed below. We very much want to continue to include the courses because they provide an incentive for students in your programs to consider doing work in creative writing or in some other vein that supplements and enhances their primary work within their majors. The WRTG minor has traditionally served a diverse student group, and we hope to continue to do so.

Within our proposed Professional and Technical Writing minor, we wish to continue to include JMC 20001: Media, Power, and Culture as an elective option. (See the attached requirements sheet)

Within our proposed Creative Writing minor, we wish to continue to list JMC 20004: Advertising Writing & Storytelling and JMC 40037: Scriptwriting for Video and Film as writing course electives. We also wish to include JMC 20001: Media, Power, and Culture as a cognate elective. (See the attached requirements sheet). We are aware that some of these courses might require special permission, especially given space limitations, and so instructions for making such requests are included on our requirements sheet.

The class that we will not continue to list within the new minors is JMC 40022: Film as Communication.

Thanks for reviewing this material and for providing your response. I would be happy to explain any aspect of this in more detail. I apologize for the lateness of this information. We have been fine tuning our proposals but now must proceed.

Warmest regards,

Rob

Robert D. Sturr, Ph.D.
Undergraduate Studies Coordinator
Associate Professor
Department of English
Kent State University
(330) 244-5174
<Professional and Technical Writing Minor--Final.docx><Creative Writing Minor--Final.docx>

VanDomelen, Aimee

From: STURR, ROBERT

Sent: Thursday, January 12, 2017 2:30 PM

To: VanDomelen, Aimee

Cc: HALEY, MARY ANN; TROGDON, ROBERT; DUNMIRE, PATRICIA

Subject: RE: new writing minors

Yes. Definitely.

Rob

From: VanDomelen, Aimee

Sent: Thursday, January 12, 2017 2:22 PM **To:** STURR, ROBERT <rsturr@kent.edu>

Cc: HALEY, MARY ANN <mhaley@kent.edu>; TROGDON, ROBERT <rtrogdon@kent.edu>; DUNMIRE, PATRICIA

<pdunmire@kent.edu>

Subject: RE: new writing minors

Robert,

Is the Twinsburg location also included?

Aimee

Aimee Van Domelen, M.Ed. | Academic Program Coordinator | Curriculum Services Kent State University | Schwartz Center | 800 E. Summit St. | Kent, Ohio 44242 dvan@kent.edu | 330.672.8559 | www.kent.edu

From: STURR, ROBERT

Sent: Thursday, January 12, 2017 2:04 PM **To:** VanDomelen, Aimee < dvan@kent.edu>

Cc: HALEY, MARY ANN < mhaley@kent.edu >; TROGDON, ROBERT < rtrogdon@kent.edu >; DUNMIRE, PATRICIA

<pdunmire@kent.edu>

Subject: RE: new writing minors

I'm happy to clarify, Aimee. The answer is simple: All of them. Kent, Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull, and Tuscarawas. I'd be glad to revise the documents that we submitted to list the campuses and to make any other changes that are necessary.

Thanks—

Rob

Robert D. Sturr, Ph.D.
Undergraduate Studies Coordinator
Associate Professor
Department of English
Kent State University
(330) 244-5174

1

From: VanDomelen, Aimee

Sent: Thursday, January 12, 2017 1:10 PM **To:** STURR, ROBERT < <u>rsturr@kent.edu</u>>

Cc: HALEY, MARY ANN < mhaley@kent.edu >; TROGDON, ROBERT < rtrogdon@kent.edu >; DUNMIRE, PATRICIA

<pdunmire@kent.edu>
Subject: new writing minors

Robert,

Could you please clarify what campus(es) the new Creative Writing and the new Professional and Technical writing minor will be offered. Both proposals mention "offered across Kent Campuses" but we need to list which ones exactly.

Thank you so much,

Aimee

Aimee Van Domelen, M.Ed. | Academic Program Coordinator | Curriculum Services Kent State University | Schwartz Center | 800 E. Summit St. | Kent, Ohio 44242 dvan@kent.edu | 330.672.8559 | www.kent.edu

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EPC Agenda | 23 January 2017 | Attachment 16 | Page 1 KENT STATE UNIVERSITY **CERTIFICATION OF CURRICULUM PROPOSAL**

		Preparation Date	e 1-Dec-16	Curriculum Bulletin
		Effective Date	Fall 2017	Approved by EPC
Donortmont	ENC			
Department	ENG	According Colonia Colonia Colonia		
College	AS - Arts and Sci			
Program Name	Minor (non degree and lecture Progra	ee) was Writing Im Banner Code	9	
Concentration(s)		ntration(s) Banner	Code(s)	
Proposal	Establish progra	m		
Description of properties to be be be because the best about the b	osal: in professional and	d technical writin	g	
Does proposed rev	sion change progra	m's total credit hou	ırs? ☐ Yes	□No
Current total credit	hours:	Proposed total co	redit hours 18	
	other programs, pol ons; need; audience			ation issues; enrollment and n licensure):
curriculum will be of the current WR ⁻ staffing to be cove	made up of course TG minor. Two new ered by existing EN her departments, pro	es already offered v courses will be lG faculty.	l by English a proposed to	nd technincal writing. Its nd other departments as part support the new minor, with this proposal):
Robert	t Wirney	REQUIRED END	ORSEMENTS	5 1/2,2016
Department Chair /	School Director			
				1 1
Campus Dean (for F	Regional Campuses	proposals)		
Many	ann A	aley		129,16
College Dean (or de	signee)			3000000
				/
Dean of Graduate S	tudies (for graduate	proposals)		
				//
Senior Vice Preside	nt for Academic Affa	irs or Provost (or o	designee)	ggg value
				ENG

Proposal Summary Establishment of a Minor in Professional and Technical Writing

Description of Action, Including Intended Effect

The Department of English proposes the creation of a minor in Professional and Technical Writing. This program, in addition to another proposed minor in Creative Writing, will take the place of the current Writing Minor (WRTG), which will be inactivated. This minor will allow students to focus on more specific areas of writing and to develop skills useful for careers in professional and technical writing, editing, and publishing. We expect that a portion of the current population of students in the WRTG minor will adopt this new minor. This will include English majors as well as students from other program. We hope to attract students who are interested in enhancing their employability and career prospects by strengthening training in writing, editing, document design, proofreading, and related skills.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

The curriculum for this minor will be made up of classes currently listed on the WRTG minor and regularly offered by the English department as well as other departments in related fields (JMC and MCLS). We do not expect enrollment patterns in those classes to change significantly, and thus current staffing is sufficient. We will propose the addition of two new courses (ENG 30074: Grammar for Editing and ENG 30052: Medical and Scientific Writing) to support this minor. These classes are already being offered as special topics courses and have sufficient staffing and promising enrollment. We also propose the inclusion of one additional course from another program (HDFS: 44032: Nonprofit Fundraising and Grant Writing) to broaden the minor's focus.

Fiscal, Enrollment, Facilities and Staffing Considerations

The courses for this program can be offered across Kent State's campuses using current faculty and existing facilities. The current WRTG minor has had strong enrollment (with approximately 120-130 students presently), and we expect that a new Professional and Technical Writing minor, as well as a new Creative Writing minor, will only enhance demand and lead to growth in the English Department's writing programs.

Evidence of Need and Sustainability if Establishing

The Department of English partnered with the Corporate University office at Kent State University at Stark in June of 2016 to prepare an environmental scan of demand for a program in Professional and Technical Writing. This scan drew from Bureau of Labor and Statistics data compiled by the Northeast Ohio Region of the JobsOhio Network to determine that demand in a variety of professions for professional and technical writing and editing skills is strong and will continue to grow. The scan included a survey of employers and decision-makers in Northeast Ohio businesses, local government, and non-profit organizations. The results (below) indicate a clear demand for employees with stronger writing and editing skills and the belief that graduates hired out of college

ENG 13 who have the training provided by a Professional and Technical Writing Certificate would be more desirable as potential employees:

Statement	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Responses
I wish our employees had stronger grammar skills.	59.50%	30.17%	8.38%	0.84%	1.12%	358
I believe that college graduates should have stronger writing skills.	75.21%	20.89%	2.79%	0.28%	0.84%	359
I think that training in professional writing would make a graduate more employable.	50.56%	31.56%	14.25%	1.96%	1.68%	358
Employees in our organization could use stronger writing skills.	61.28%	30.64%	5.57%	1.67%	0.84%	359
Good written communication skills are important to success.	90.22%	8.66%	0.00%	0.28%	0.84%	358

English faculty and courses in professional and technical writing and editing are already in place across the KSU system, making this a sustainable and promising program.

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 by English Department Committees (WPC, UGS, & FAC)—November, 2016 Approval by Arts & Sciences Curriculum Committee—December, 2016 Approval by EPC—January, 2017 Implementation—Fall 2017



Professional and Technical Writing

College of Arts and Sciences Department of English

113 Satterfield Hall Tel: 330-672-2676

E-mail: english@kent.edu/english Web: www.kent.edu/english

The Professional and Technical Writing minor provides training in writing, editing, proofreading, and publishing for students seeking to enter professional or technical fields that demand strong written communication.

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
ENG	20002	Introduction to Technical Writing	3	
ENG	30063	Professional Writing	3	
Choose	one from th	ne following editing courses	3	
ENG	30072	Editing and Publishing (3) ¹		
ENG	30074	Grammar for Editing (3) ¹		
Choose t	hree from	the following electives:	9	
ENG	30050	Writing and Rhetoric in a Digital Age (3)		
ENG	30051	Writing, Rhetoric and New Media (3)		
ENG	30062	Principles of Technical Writing (3)		
ENG	30064	Argumentative Prose Writing (3)		
ENG	30065	Expository Prose Writing (3)		
ENG	30066	Writing in the Public Sphere (3)		
ENG	30072	Editing and Publishing (3)		
ENG	30074	Grammar for Editing (3)		
ENG	30052	Medical and Scientific Writing (3)		
ENG	38895	ST in Writing (3)		
ENG	42092	Writing Internship (3) ²		
ENG	42192	Service Learning in English Studies (3)		
HDFS	44032	Nonprofit Fundraising and Grant Writing (3)		



JMC	20001	Media, Power, and Culture (3)			
TRST	30230	Approaches to Translation (3)			
		TO TAKE A STATE OF THE STATE OF	TOTAL	18	

¹The course not used for this required element may still be taken as an option among the electives.

Notes:

Students who wish to complete a longer project or prepare a portfolio of their work for a graduate school or job application may take ENG 40099: Writing Portfolio for two additional hours of individualized work.

In selecting electives, students are encouraged to combine choices into an area of emphasis, such digital/web writing, technical and scientific writing, editing and publishing, or public advocacy writing.

Students may apply to the English Department chair for permission to use special topics and other appropriate courses not listed in the curriculum to satisfy program requirements.

Students in the College of Communication and Information may request that specific courses in Communication Studies and Journalism and Mass Communication be accepted as meeting program requirements.

Graduation Requirements:

Minimum overall 2.000 GPA

Students must complete at least two upper-division courses in the minor at Kent State on a graded basis (A-F)

ENG 16

²Though offered for variable credit, students pursuing the minor should take 3 hours of ENG 42092.

To:

STURR, ROBERT

Subject:

RE: WRTG minor change--TRST 30230

From: CARDUNER, JESSIE

Sent: Wednesday, November 23, 2016 10:03 AM

To: STURR, ROBERT < rsturr@kent.edu >; DUNNE, KEIRAN < kdunne@kent.edu >

Cc: TROGDON, ROBERT < rtrogdon@kent.edu Subject: Re: WRTG minor change--TRST 30230

Hi Robert,

Thank you for contacting us about these changes. First of all, the creation of two distinct minors from one seems like an excellent move. MCLS supports including TRST 30230 in the Professional and Technical Writing Minor, and we will certainly promote that minor to our Translation majors and also to our business language minors. I imagine some of our BA students and language minors, particularly those interested in literature, might be interested in the Creative Writing minor, so we will be sure to promote that program as well.

As for inclusion of TRST 30230 in the Creative Writing minor, you are correct, currently that course is more focused on scientific, technical, business translation. So, it makes sense to not include it in the Creative Writing Minor in its present form. That said, if a student minoring in Creative Writing expresses a strong interest in TRST 30230, the student can be encouraged to take it and use the UD hours towards graduation requirements, or, you can allow it as a course substitution in the Creative Writing Minor, when appropriate.

Considerations for the future in the Creative Writing Minor:

- 1. A few years back, my colleague, Pat Gallgher, taught a special topics Creative Writing in Spanish course at the UG level. I also know that bilingual poetry readings are common in Wick Center events. I wonder if we might not consider, once the Creative Minor is established and growing, a cross-department collaboration to develop a course on bilingual or multilingual creative writing to count as one of the electives in the Creative Writing Minor.
- 2. At the graduate level we offer courses literary translation. At some point we could offer this at the UG level as a special topics course to see if there is interest among the students in our BA & BS programs and in the Creative Writing Minor.

Thank you again for consulting with us.

Sincerely,
Dr. Jessie Carduner
Undergraduate Coordinator, MCLS
305B Satterfield Hall
(330) 672-1806
jcardune@kent.edu



From: STURR, ROBERT

Sent: Monday, November 21, 2016 8:19 PM **To:** DUNNE, KEIRAN; CARDUNER, JESSIE

Cc: TROGDON, ROBERT

Subject: WRTG minor change--TRST 30230

Dear Keiran & Jessie,

It was good to see you at EPC today. I'm glad that things went well for your proposal.

I'm writing on behalf of Robert Trogdon and the English Department to inform you of a change that we'd like to make to the WRTG minor and to request your endorsement of the inclusion of TRST 30230: Approaches to Translation in our proposal for a new Professional and Technical Writing minor.

The Writing Minor has been in place for a long while, allowing students to focus on a blend of academic, professional, technical, or creative writing. TRST 30230 is currently on the list of cognate elective options for the WRTG minor. We will soon propose the replacement of the WRTG minor with two new, more distinct minors in Professional and Technical Writing as well as Creative Writing.

This email is both a notification of the removal of TRST 30230 from the WRTG minor (b/c it will be inactivated in the near future) and a request to keep TRST 30230 in one (or both) of our new minors. I'll attach our list of required courses for the Professional and Technical minor.

Your degree in translation requires a choice between either ENG 20002: Introduction to Technical Writing or ENG 30063: Professional Writing. Including TRST 30230 within the Professional and Technical Writing minor would give Translation students one additional course toward a writing minor should they wish to pursue that path. In addition, because TRST 30230 is a part of some of your other majors, students in Spanish, French, and other programs might wish to supplement their work with our new minor and would have one of the required six courses completed through their major. We would be open to allowing for substitutions (where appropriate) for students who take advanced courses like TRST 38303 as an additional way to move toward the PTW minor.

We have not included TRST 30230 on the Creative Writing Minor list but would appreciate your feedback if you think it belongs. The focus of the Translation program seems to be on business, professional, medical, and related texts rather than literary ones. If that's wrong, please let us know. We welcome any suggestions and appreciate your feedback. We hope to take our proposals to the CCC meeting on 12/8.

Thanks,

Rob

Robert D. Sturr, Ph.D.
Undergraduate Studies Coordinator
Associate Professor
Department of English
Kent State University
Kent State University at Stark
(330) 244-5174



To:

STURR, ROBERT

Subject:

RE: WRTG minor changes

From: BARNBAUM, DEBORAH

Sent: Tuesday, November 29, 2016 2:48 PM

To: STURR, ROBERT < rsturr@kent.edu >; ZAVOTA, GINA < gzavota@kent.edu >

Cc: TROGDON, ROBERT < rtrogdon@kent.edu>

Subject: RE: WRTG minor changes

Hello, Robert,

Yes, I've heard about the CCC Chair. The less said, the better.

Thank you for letting us know about the changes to your minors. We wish you success with the new changes. We concur with your recommendation to list PHIL 31060 (Philosophy of Art and Beauty) and PHIL 41080 (Philosophy and Art in the Modern Age) as elective options in the Creative Writing Minor. 31060 is typically offered at least once a year, and 41080 is currently on a two-year rotation. Both are excellent choices for students pursuing a Creative Writing Minor.

Deborah

Deborah Barnbaum, Ph.D.

Professor and Chair of Philosophy | Kent State University PO Box 5190 | Kent, OH | 44242-0001 | 330 672-0267

Look for Sellars and Contemporary Philosophy - Available Soon!

From: STURR, ROBERT

Sent: Tuesday, November 29, 2016 11:01 AM

To: BARNBAUM, DEBORAH dbarnbau@kent.edu; ZAVOTA, GINA gzavota@kent.edu;

Cc: TROGDON, ROBERT < rtrogdon@kent.edu>

Subject: WRTG minor changes

Dear Deborah & Gina,

I'm writing on behalf of Robert and the English Department to inform you and your department of a change that we'd like to make to our minor in writing (WRTG). We have offered a general writing program for a long while that allows students to combine academic, professional, technical, creative, and other types of writing. PHIL 31060: Philosophy of Art and Beauty and PHIL 41080: Philosophy and Art in the Modern Age have been part of the WRTG minor and we are always glad to see students combining coursework in English and Philosophy. As much as the open-endedness of the WRTG minor has been popular among students, we also have noticed increased demand for more specific programs. Therefore, we intend to propose two new, more specific minors to replace the WRTG minor. This email is meant, in part, to inform you of the removal of the two PHIL classes from the WRTG minor, as it will eventually be inactivated.



EPC Agenda | 23 January 2017 | Attachment 16 | Page 9

Our new minors will include a program in Professional and Technical Writing and another in Creative Writing minor. I'm excited about continuing to encourage students to take classes in philosophy and to allow them, even if certain courses aren't listed, to count those toward major/minor programs. Gina and I have talked about advising situations before that involve crossover, and I hope that it will continue.

Specifically, we request your agreement to list PHIL 31060 and PHIL 41080 as elective options within the Creative Writing minor. I would like to put forward our proposals for the next CCC meeting, and I apologize for being a bit behind. If you could provide a response by the end of this week, that would be most helpful. The chair of CCC, as you know, is a stickler for these details.

All the best,

Rob

Robert D. Sturr, Ph.D. Undergraduate Studies Coordinator Associate Professor Department of English Kent State University Kent State University at Stark (330) 244-5174

To:

STURR, ROBERT

Subject:

RE: Creative writing minor proposal

From: MCVAY, CHRISTINA

Sent: Friday, December 02, 2016 10:21 AM

To: STURR, ROBERT < rsturr@kent.edu >; GOODEN, AMOABA < agooden@kent.edu >

Cc: TROGDON, ROBERT < rtrogdon@kent.edu **Subject:** Re: Creative writing minor proposal

Hi Rob, I can assure you that the Dept of Pan-African Studies is pleased to see PAS 22000: Creative Writing in the Black World listed as part of the future Creative Writing minor.--Chris Mc.

From: "STURR, ROBERT" < rsturr@kent.edu>
Date: Friday, December 2, 2016 10:04 AM

To: "GOODEN, AMOABA" agooden@kent.edu>, Christina cmcvay@kent.edu>

Cc: "TROGDON, ROBERT" < rtrogdon@kent.edu>

Subject: Creative writing minor proposal

Dear Chair Gooden & UG Coordinator McVay,

I'm writing on behalf of Robert Trogdon and the English Department to alert you to a change that we will soon propose to our Writing Minor (WRTG). We hope to introduce two new, more specific minors in writing—Creative Writing and Professional and Technical Writing—which will replace the current (more general) WRTG minor.

PAS 22000: Creative Writing in the Black World has long been a part of the WRTG minor and we would very much like to continue listing it as part of a future Creative Writing minor. I will attach the course list for the proposal. Chris has seen this as a member of the English Department's Writing Program Committee. I hope that it will meet with your agreement. I apologize for the short time frame, but I'd like to bring this before the Arts & Sciences Curriculum Committee on Thursday, December 8. It would be most helpful if we could have your decision by that time.

Thanks very much!

Rob

Robert D. Sturr, Ph.D.
Undergraduate Studies Coordinator
Associate Professor
Department of English
Kent State University
(330) 244-5174

ENG,

To:

STURR, ROBERT

Subject:

RE: ENG Creative Writing Minor Request

From: STURR, ROBERT

Sent: Monday, December 05, 2016 1:56 PM
To: Van baars, Frans < fvanbaar@kent.edu >
Cc: TROGDON, ROBERT < rtrogdon@kent.edu >
Subject: ENG Creative Writing Minor Request

Dear Prof. Van Baars,

I hope that you are the right person to contact. I'm Robert Sturr, the Undergraduate Studies Coordinator for the Department of English. I'm writing on behalf of my chair, Dr. Robert Trogdon (whom I'll copy). For many years, our department has offered a minor in writing (WRTG), which has included THEA 41026: Playwriting and THEA 41027: Advanced Playwriting. The program has evolved and grown to the point where we believe that we need to create two new, more specific minors in writing: Professional and Technical Writing and Creative Writing.

This email serves as notice that the English department will no longer list THEA 41026 and THEA 41027 within the WRTG minor because we are proposing to inactivate the minor entirely.

However, we would very much like to continue to list THEA 41026: Playwriting and THEA 41027: Advanced Playwriting within our proposed Creative Writing minor. I will attach our proposed requirements list for your review. May we have your permission to do so? Also, is THEA 41027 still being offered? If so, we would like to continue it, but perhaps it has been inactivated.

We realize that THEA 41026 is the WIC course for majors in your program, but we hope to continue to include it on our minor list so that students from the College of the Arts (or elsewhere) might benefit from this area of creative writing and be more inclined to complete the minor.

Thanks in advance for your response and for any advice or questions that you might have. I'd be happy to respond.

Warmest regards,

Rob

Robert D. Sturr, Ph.D.
Undergraduate Studies Coordinator
Associate Professor
Department of English
Kent State University
(330) 244-5174

ENG.

To:

STURR, ROBERT

Subject:

RE: ENG Dept--Writing Minor changes

From: STURR, ROBERT

Sent: Monday, December 05, 2016 1:27 PM
To: 'thor@kent.edu' < thor@kent.edu
Cc: TROGDON, ROBERT < trogdon@kent.edu
Subject: ENG Dept--Writing Minor changes

Dear Dr. Wassbotten,

I'm Robert Sturr, the Undergraduate Studies Coordinator for the Department of English, and I'm writing to you on behalf of my Chair, Dr. Trogdon (copied here), and our department to inform you of changes that we are propsing to the Writing Minor (WRTG) offered by the Department of English. We have had a long and successful program but we now find that we would like to inactivate the general WRTG minor so that we can create two new, more specific minors in writing—one in Creative Writing and another in Professional and Technical Writing. This change reflects the evolution and expansion of courses in both areas and will, we believe, be of great benefit to students already in the WRTG program as well as attract new students with more specifically defined programs.

A number of JMC classes are listed on the current WRTG list and this email is, in part, meant to provide notice that those classes will no longer be offered as part of the WRTG minor because of its inactivation. Those include: JMC 20001: Media, Power, and Culture; JMC 20004: Advertising Writing & Storytelling; JMC 40022: Film as Communication; and JMC 40037: Scriptwriting for Video and Film.

We are launching two new minors, as I've mentioned, and this email *also* serves to request permission to continue to include three of these JMC classes in the new minors, as detailed below. We very much want to continue to include the courses because they provide an incentive for students in your programs to consider doing work in creative writing or in some other vein that supplements and enhances their primary work within their majors. The WRTG minor has traditionally served a diverse student group, and we hope to continue to do so.

Within our proposed Professional and Technical Writing minor, we wish to continue to include JMC 20001: Media, Power, and Culture as an elective option. (See the attached requirements sheet)

Within our proposed Creative Writing minor, we wish to continue to list JMC 20004: Advertising Writing & Storytelling and JMC 40037: Scriptwriting for Video and Film as writing course electives. We also wish to include JMC 20001: Media, Power, and Culture as a cognate elective. (See the attached requirements sheet). We are aware that some of these courses might require special permission, especially given space limitations, and so instructions for making such requests are included on our requirements sheet.

The class that we will not continue to list within the new minors is JMC 40022: Film as Communication.

Thanks for reviewing this material and for providing your response. I would be happy to explain any aspect of this in more detail. I apologize for the lateness of this information. We have been fine tuning our proposals but now must proceed.

Warmest regards,

ENG,

To:

STURR, ROBERT

Subject:

RE: HDFS 44032

From: STURR, ROBERT

Sent: Monday, November 21, 2016 9:20 PM

To: Dellmann-Jenkins, Mary < mdellman@kent.edu >; BLANKEMEYER, MAUREEN < mblankem@kent.edu >

Cc: TROGDON, ROBERT < rtrogdon@kent.edu>

Subject: HDFS 44032

Dear Dr. Dellmann-Jenkins and Dr. Blankemeyer,

I'm Rob Sturr, the Undergraduate Studies Coordinator for the English Department. I split my time between Kent and Stark and my colleague at Stark, Lisa Hallaman, gave me your names as contact points. The English Department will soon propose a new minor in Professional and Technical Writing and we would like to include HDFS 44032: Nonprofit Fundraising and Grant Writing as one of a series of elective choices within the minor. I'm copying my chair, Dr. Robert Trogdon, on this request.

Our department has long offered a WRTG minor which blends academic, professional, technical, creative, and other types of writing. We will soon replace the WRTG minor with two new, more distinct minors in Professional & Technical Writing and Creative Writing. Students sometimes ask if our department has a course in grant writing and in my conversations with Lisa, I've learned that your department has a strong option in place. I will attach our proposed requirements list with the possible inclusion of HDFS 44032 highlighted. We currently have roughly 110-115 students in the WRTG minor, with perhaps 25%-35% focused on professional and technical fields. HDFS 44032 would be a choice among fifteen electives from which students will need to select three classes. So, we don't anticipate heavy demand, but the addition of your course in our minor might add a small boost to your enrollment. It might also help to build demand for HDFS 44032 at Stark, which is home to roughly 25% of our WRTG minors. I'd be happy to answer any questions you have about this. We are grateful for your feedback and comments.

We hope to take this proposal to the December 8th meeting of the Arts & Sciences Curriculum Committee. If we could have your answer about including the course by December 5th, that would be most helpful. Thanks so much.

Rob

Robert D. Sturr, Ph.D.
Undergraduate Studies Coordinator
Associate Professor
Department of English
Kent State University
Kent State University at Stark
(330) 244-5174



To:

STURR, ROBERT

Subject:

RE: Changes to the WRTG minor

From: STURR, ROBERT

Sent: Monday, December 05, 2016 1:43 PM **To:** Graham, Elizabeth < egraha18@kent.edu **Cc:** TROGDON, ROBERT < rtrogdon@kent.edu

Subject: Changes to the WRTG minor

Dear Dr. Graham,

I'm Robert Sturr, the Undergraduate Studies Coordinator for the Department of English. I'm writing on behalf of my chair, Dr. Robert Trogdon, to inform you and the Communication Studies program of changes that we are proposing to the writing minor offered by the English Department. We have long had a general program (the WRTG minor), blending a variety of kinds of writing, including academic, professional, technical, creative, and other forms. We have decided to propose two new, more specific minors to replace the WRTG minor. They will be in Professional and Technical Writing and Creative Writing.

Three COMM classes are included on the current WRTG minor list: COMM 25464: Argumentation, COMM 25902: Communication Theory, and COMM 26001: Criticism of Public Discourse. We will soon propose the inactivation of the WRTG minor, and so this email serves as notice of the change because these classes (along with the rest of the minor) will no longer be listed.

We have valued connections between our department and various programs in CCI. We hope to continue listing a number of JMC classes within the two new minors, and I have contacted Thor Wasbotten about that. However, because of the more specific focus of our new minor proposals (on either creative or professional/technical writing), we have not included COMM 25464, COMM 25902, or COMM 26001, given their more academic/theoretical focus. I would be happy to answer any questions or receive suggestions from you about this. We hope that students continue to flow between our department and your program. As an advisor, I love it when COMM students minor in English or ENG majors double-major or minor in COMM programs.

Thank you and warmest regards,

Rob

Robert D. Sturr, Ph.D.
Undergraduate Studies Coordinator
Associate Professor
Department of English
Kent State University
(330) 244-5174

ENG.

To:

STURR, ROBERT

Subject:

RE: WRTG minor inactivation

From: STURR, ROBERT

Sent: Monday, December 05, 2016 2:04 PM
To: HUGHES, JOEL < ihughes1@kent.edu >
Subject: WRTG minor inactivation

Joel,

The English Department is in the process of making a change to our minor in writing. We will soon propose its inactivation so that we can create two new, more specific minors in Professional and Technical Writing and Creative Writing. This will be on the agenda of the next CCC meeting. This email (written on behalf of my chair, Robert Trogon, and our department) is meant to provide notification of this change with respect to PSYC 40461: Psychology of Language. When we inactivate the WRTG minor, PSYC 40461 will (obviously) no longer be listed. Because that class seems more germane to academic writing and research, rather than to the two areas of our new minors, we are not planning to include it within either of the new proposals. I don't know if you are still offering it regularly, but if so, I'd love to connect you with our TESL group for possible inclusion of PSYC 40461 within their program. For now, it doesn't seem like a clear fit for what we will propose in Creative Writing and Professional and Technical Writing.

I'm sorry for the late notice. I simply missed the line on the WRTG minor sheet while doing notifications. I appreciate your time and would be happy to respond to any questions, suggestions, or comments that you might have about this (small) change.

Warmest regards,

Rob

Robert D. Sturr, Ph.D.
Undergraduate Studies Coordinator
Associate Professor
Department of English
Kent State University
(330) 244-5174



From:

STURR, ROBERT

Sent:

Thursday, December 08, 2016 3:08 PM

To:

Frietchen, Tammy

Subject:

FW: ENG Creative Writing Minor Request

From: STURR, ROBERT

Sent: Thursday, December 08, 2016 3:08 PM
To: Van baars, Frans <fvanbaar@kent.edu>
Subject: RE: ENG Creative Writing Minor Request

Dear Eric,

Thanks so much for this response. It's helpful to hear the background on THEA 41027. We are happy to keep THEA 41026: Playwriting on our Creative Writing Minor list and will remove THEA 41027. You mentioned that you might inactivate it and I can't think of an example recently of a WRTG minor who has used the advanced course.

I hope that we can keep a steady flow going to 41026 and I'm most appreciative your willingness to welcome writing minors. By the way, I split my time between the Kent and Stark campuses, and I can report that we've had success in encouraging ENG majors to take Playwriting when it has been offered at Stark. I love collaborating with Brian Newberg and we've enjoyed working with the adjunct instructors who've taught the class. In advising, we've allowed Stark Campus English majors to use the THEA course within their major requirements. I hope that we can continue that momentum.

Again, thank you! Have a great holiday.

Rob

From: Van baars, Frans

Sent: Tuesday, December 06, 2016 10:48 PM
To: STURR, ROBERT < rsturr@kent.edu
Cc: TROGDON, ROBERT < rtrogdon@kent.edu
Subject: RE: ENG Creative Writing Minor Request

Dear Rob,

Greetings and thank you for reaching out, as I am the right person.

The School of Theatre and Dance would want to continue offering THEA 41026 as part of your newly developing Creative Writing minor.

The advanced playwriting course, THEA 41027 was created during the days of our collaboration with Tri C and the Creative Writing Master's Program, as this course was slashed with 51027. Since the decline of that interdisciplinary degree, we have not offered THEA 4/51027 for several years. While still on the books, we have not had a population to warrant the class. Unless you think the new minor would draw population to offer both courses, we do plan on inactivating 41207.

It sounds as if a separation into 2 distinct writing minors would decrease the population for a second playwriting course. If you think this to be an incorrect assumption, then please let us meet and discuss.

Sincerely,

Epic va Basis

Eric van Baars, Interim Director The School of Theatre and Dance

Office: 330-672-0102
Fax: 330-672-2889
www.ericvanbaars.com
www.kent.edu/theatredance



KENT STATE

From: STURR, ROBERT

Sent: Monday, December 05, 2016 1:56 PM

To: Van baars, Frans **Cc:** TROGDON, ROBERT

Subject: ENG Creative Writing Minor Request

Dear Prof. Van Baars,

I hope that you are the right person to contact. I'm Robert Sturr, the Undergraduate Studies Coordinator for the Department of English. I'm writing on behalf of my chair, Dr. Robert Trogdon (whom I'll copy). For many years, our department has offered a minor in writing (WRTG), which has included THEA 41026: Playwriting and THEA 41027: Advanced Playwriting. The program has evolved and grown to the point where we believe that we need to create two new, more specific minors in writing: Professional and Technical Writing and Creative Writing.

This email serves as notice that the English department will no longer list THEA 41026 and THEA 41027 within the WRTG minor because we are proposing to inactivate the minor entirely.

However, we would very much like to continue to list THEA 41026: Playwriting and THEA 41027: Advanced Playwriting within our proposed Creative Writing minor. I will attach our proposed requirements list for your review. May we have your permission to do so? Also, is THEA 41027 still being offered? If so, we would like to continue it, but perhaps it has been inactivated.

We realize that THEA 41026 is the WIC course for majors in your program, but we hope to continue to include it on our minor list so that students from the College of the Arts (or elsewhere) might benefit from this area of creative writing and be more inclined to complete the minor.

Thanks in advance for your response and for any advice or questions that you might have. I'd be happy to respond.

Warmest regards,

Rob

Robert D. Sturr, Ph.D.
Undergraduate Studies Coordinator
Associate Professor
Department of English
Kent State University
(330) 244-5174

Frietchen, Tammy

From:

STURR, ROBERT

Sent:

Thursday, December 08, 2016 3:08 PM

To:

Frietchen, Tammy

Subject:

FW: HDFS 44032

From: STURR, ROBERT

Sent: Thursday, December 08, 2016 10:46 AM

To: BLANKEMEYER, MAUREEN <mblankem@kent.edu>

Subject: RE: HDFS 44032

Thanks! This is on us. You sent it to my chair, Robert Trogdon, but he didn't tell me. (We are sometimes called "the Roberts" around the department because we work closely together, and situations like this happen often).

I'm so glad to be able to include the course. All the best—

Rob

From: BLANKEMEYER, MAUREEN

Sent: Thursday, December 08, 2016 10:44 AM

To: STURR, ROBERT < rsturr@kent.edu>

Cc: Dellmann-Jenkins, Mary < mdellman@kent.edu >

Subject: RE: HDFS 44032

Hello, Rob,

Our apologies. A response to you was inadvertently sent last week to the wrong email address. Please see below for our approval. Professor Kathy Bergh is our point-person for the class.

Best regards,

Maureen Blankemeyer

From: BERGH, KATHLEEN

Sent: Wednesday, November 30, 2016 5:55 PM **To:** TROGDON, ROBERT < rtrogdon@kent.edu

Cc: Dellmann-Jenkins, Mary <mdellman@kent.edu>; BLANKEMEYER, MAUREEN <mblankem@kent.edu>

Subject: Re: HDFS 44032

Rob-

The Department of Human Development and Family Studies would be happy to have HDFS 44032, Nonprofit Fundraising and Grantwriting, offered as one of the elective choices in the new minor in Professional and Technical Writing.

We appreciate being included in this new minor and hope to collaborate with the English Department in the future.

Take Care-

Kathy

Kathy Bergh, M.A.
Senior Lecturer, Human Development and Family Studies
Nonprofit Studies Program Director
#138 Nixson Hall
Kent State University
Kent, OH 44242
330-672-5380

From: STURR, ROBERT

Sent: Thursday, December 08, 2016 10:37 AM

To: Dellmann-Jenkins, Mary < mdellman@kent.edu >; BLANKEMEYER, MAUREEN < mblankem@kent.edu >

Subject: FW: HDFS 44032

Dear Drs. Dellmann-Jenkins and Blankemeyer,

I'm writing to follow up on my message regarding HDFS 44032 (copied below). I apologize for adding to what I'm sure is a long 'to do' list during the last week of classes. I know that I feel swamped! I just wanted to check on your feelings about whether the English Department can include HDFS 44032: Fundraising and Grant Writing as an elective option within our proposed Professional and Technical Writing Minor. It might be that you haven't had time yet to consult with faculty in your department. We've had good consultations so far with other departments—some opting to allow for the use of their courses and others pointing that the fit just isn't right or that there are vital prerequisites that would keep us from including their courses. I'm scheduled to present the minor proposal to the Arts & Sciences curriculum committee this afternoon and I don't want to proceed if you feel the course isn't a good fit or if the possible addition of students from outside of HDFS programs would cause sections to close and be unavailable to majors who need it. If the question is still up in the air, I'm happy to proceed, with the understanding that we will remove it as it goes forward, should you decide you would rather not have it listed.

Thanks in advance for your time, and I wish you the best as the semester draws to a close. And, happy holidays!

Rob

Robert D. Sturr, Ph.D.
Undergraduate Studies Coordinator
Associate Professor
Department of English
Kent State University
(330) 244-5174

From: STURR, ROBERT

Sent: Monday, November 21, 2016 9:20 PM

To: Dellmann-Jenkins, Mary < mdellman@kent.edu >; BLANKEMEYER, MAUREEN < mblankem@kent.edu >

Cc: TROGDON, ROBERT < rtrogdon@kent.edu>

Subject: HDFS 44032

Dear Dr. Dellmann-Jenkins and Dr. Blankemeyer,

I'm Rob Sturr, the Undergraduate Studies Coordinator for the English Department. I split my time between Kent and Stark and my colleague at Stark, Lisa Hallaman, gave me your names as contact points. The English Department will soon propose a new minor in Professional and Technical Writing and we would like to include HDFS 44032: Nonprofit

Fundraising and Grant Writing as one of a series of elective choices within the minor. I'm copying my chair, Dr. Robert Trogdon, on this request.

Our department has long offered a WRTG minor which blends academic, professional, technical, creative, and other types of writing. We will soon replace the WRTG minor with two new, more distinct minors in Professional & Technical Writing and Creative Writing. Students sometimes ask if our department has a course in grant writing and in my conversations with Lisa, I've learned that your department has a strong option in place. I will attach our proposed requirements list with the possible inclusion of HDFS 44032 highlighted. We currently have roughly 110-115 students in the WRTG minor, with perhaps 25%-35% focused on professional and technical fields. HDFS 44032 would be a choice among fifteen electives from which students will need to select three classes. So, we don't anticipate heavy demand, but the addition of your course in our minor might add a small boost to your enrollment. It might also help to build demand for HDFS 44032 at Stark, which is home to roughly 25% of our WRTG minors. I'd be happy to answer any questions you have about this. We are grateful for your feedback and comments.

We hope to take this proposal to the December 8th meeting of the Arts & Sciences Curriculum Committee. If we could have your answer about including the course by December 5th, that would be most helpful. Thanks so much.

Rob

Robert D. Sturr, Ph.D.
Undergraduate Studies Coordinator
Associate Professor
Department of English
Kent State University
Kent State University at Stark
(330) 244-5174

Frietchen, Tammy

From:

STURR, ROBERT

Sent:

Thursday, December 08, 2016 3:09 PM

To:

Frietchen, Tammy

Subject:

FW: ENG Dept--Writing Minor changes

From: STURR, ROBERT

Sent: Tuesday, December 06, 2016 9:59 PM To: Wasbotten, Thor <twasbott@kent.edu>

Cc: TROGDON, ROBERT <rtrogdon@kent.edu>; ROBERT, TIMOTHY <tarober1@kent.edu>

Subject: RE: ENG Dept--Writing Minor changes

Thanks, Thor & Tim-

We weren't aware of the specific prereq for Scriptwriting and I can certainly see the logic of Tim's point. We will remove that course from our proposed creative writing minor. Thanks for the opportunity to still include JMC 20001 and JMC 20004 within the CW minor and JMC 20001 for the Professional and Technical Writing minor. I really appreciate the quick turnaround on this request during a busy time.

All the best-

Rob

From: Wasbotten, Thor

Sent: Tuesday, December 06, 2016 9:40 PM To: STURR, ROBERT < rsturr@kent.edu>

Cc: TROGDON, ROBERT < rtrogdon@kent.edu>; ROBERT, TIMOTHY < tarober1@kent.edu>

Subject: Re: ENG Dept--Writing Minor changes

Good evening, Rob and Robert.

Our folks reviewed your proposal. There is only one issue that Tim has outlined below:

All is good here except for Scriptwriting. That requires Writing for Audio and Video as a prereq. I talked to Dave, and he said we can't waive Writing for Audio and Video as a prereq because it would place an undue burden on the Scriptwriting instructor. I'm afraid English cannot offer Scriptwriting as an elective.

This makes sense to me, Rob.

Please let me know if you need anything else.

Take care,

Thor

Thor Wasbotten
Director and Professor
School of Journalism and Mass Communication

College of Communication and Information Kent State University

Vice President, Association of Schools of Journalism and Mass Communication

thor@kent.edu 330.672.4066

www.kent.edu/jmc

On Dec 5, 2016, at 1:27 PM, STURR, ROBERT < rsturr@kent.edu > wrote:

Dear Dr. Wassbotten,

I'm Robert Sturr, the Undergraduate Studies Coordinator for the Department of English, and I'm writing to you on behalf of my Chair, Dr. Trogdon (copied here), and our department to inform you of changes that we are propsing to the Writing Minor (WRTG) offered by the Department of English. We have had a long and successful program but we now find that we would like to inactivate the general WRTG minor so that we can create two new, more specific minors in writing—one in Creative Writing and another in Professional and Technical Writing. This change reflects the evolution and expansion of courses in both areas and will, we believe, be of great benefit to students already in the WRTG program as well as attract new students with more specifically defined programs.

A number of JMC classes are listed on the current WRTG list and this email is, in part, meant to provide notice that those classes will no longer be offered as part of the WRTG minor because of its inactivation. Those include: JMC 20001: Media, Power, and Culture; JMC 20004: Advertising Writing & Storytelling; JMC 40022: Film as Communication; and JMC 40037: Scriptwriting for Video and Film.

We are launching two new minors, as I've mentioned, and this email *also* serves to request permission to continue to include three of these JMC classes in the new minors, as detailed below. We very much want to continue to include the courses because they provide an incentive for students in your programs to consider doing work in creative writing or in some other vein that supplements and enhances their primary work within their majors. The WRTG minor has traditionally served a diverse student group, and we hope to continue to do so.

Within our proposed Professional and Technical Writing minor, we wish to continue to include JMC 20001: Media, Power, and Culture as an elective option. (See the attached requirements sheet)

Within our proposed Creative Writing minor, we wish to continue to list JMC 20004: Advertising Writing & Storytelling and JMC 40037: Scriptwriting for Video and Film as writing course electives. We also wish to include JMC 20001: Media, Power, and Culture as a cognate elective. (See the attached requirements sheet). We are aware that some of these courses might require special permission, especially given space limitations, and so instructions for making such requests are included on our requirements sheet.

The class that we will not continue to list within the new minors is JMC 40022: Film as Communication.

Thanks for reviewing this material and for providing your response. I would be happy to explain any aspect of this in more detail. I apologize for the lateness of this information. We have been fine tuning our proposals but now must proceed.

Warmest regards,

Rob

Robert D. Sturr, Ph.D.
Undergraduate Studies Coordinator
Associate Professor
Department of English
Kent State University
(330) 244-5174

<Professional and Technical Writing Minor--Final.docx><Creative Writing Minor--Final.docx>

VanDomelen, Aimee

From: STURR, ROBERT

Sent: Thursday, January 12, 2017 2:30 PM

To: VanDomelen, Aimee

Cc: HALEY, MARY ANN; TROGDON, ROBERT; DUNMIRE, PATRICIA

Subject: RE: new writing minors

Yes. Definitely.

Rob

From: VanDomelen, Aimee

Sent: Thursday, January 12, 2017 2:22 PM **To:** STURR, ROBERT <rsturr@kent.edu>

Cc: HALEY, MARY ANN <mhaley@kent.edu>; TROGDON, ROBERT <rtrogdon@kent.edu>; DUNMIRE, PATRICIA

<pdd><pdunmire@kent.edu>

Subject: RE: new writing minors

Robert,

Is the Twinsburg location also included?

Aimee

Aimee Van Domelen, M.Ed. | Academic Program Coordinator | Curriculum Services Kent State University | Schwartz Center | 800 E. Summit St. | Kent, Ohio 44242 dvan@kent.edu | 330.672.8559 | www.kent.edu

From: STURR, ROBERT

Sent: Thursday, January 12, 2017 2:04 PM
To: VanDomelen, Aimee < dvan@kent.edu>

Cc: HALEY, MARY ANN <mhaley@kent.edu>; TROGDON, ROBERT <rtrogdon@kent.edu>; DUNMIRE, PATRICIA

<pdunmire@kent.edu>

Subject: RE: new writing minors

I'm happy to clarify, Aimee. The answer is simple: All of them. Kent, Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull, and Tuscarawas. I'd be glad to revise the documents that we submitted to list the campuses and to make any other changes that are necessary.

Thanks—

Rob

Robert D. Sturr, Ph.D.
Undergraduate Studies Coordinator
Associate Professor
Department of English
Kent State University
(330) 244-5174

From: VanDomelen, Aimee

Sent: Thursday, January 12, 2017 1:10 PM **To:** STURR, ROBERT < <u>rsturr@kent.edu</u>>

Cc: HALEY, MARY ANN < mhaley@kent.edu >; TROGDON, ROBERT < rtrogdon@kent.edu >; DUNMIRE, PATRICIA

<pdunmire@kent.edu>
Subject: new writing minors

Robert,

Could you please clarify what campus(es) the new Creative Writing and the new Professional and Technical writing minor will be offered. Both proposals mention "offered across Kent Campuses" but we need to list which ones exactly.

Thank you so much,

Aimee

Aimee Van Domelen, M.Ed. | Academic Program Coordinator | Curriculum Services Kent State University | Schwartz Center | 800 E. Summit St. | Kent, Ohio 44242 dvan@kent.edu | 330.672.8559 | www.kent.edu

EPC Agenda | 23 January 2017 | Attachment 17 | Page 1 **KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL**

		Preparation Date	e 20-5ep-16	Curriculum Bulletin
		Effective Date	Fall 2017	Approved by EPC
Department	Lifespan Develo	pment and Educa	itional Scienc	es
College		Health and Huma		
Degree	Minor (non degre			
Program Name	Autism Spectrun	n Disorders Prog	ram Banner C	ode ASD
Concentration(s)	Conce	ntration(s) Banner	Code(s)	
Proposal	Establish progra	m		
preservice profes	Spectrum Disorde	und in the theory	, diagnosis a	ators and health care nd treatment of individuals with
Does proposed rev	rision change progra	m's total credit hou	ırs? ☐ Yes	⊠ No
Current total credit	hours: 15	Proposed total co	redit hours 15	
staffing consideration. The proposed mire SPED and SPA factoring and increase enrorm Units consulted (otherwise Co	ons; need; audience nor would not requi culty are able to tea ease enrollment in c llment in newly dev ner departments, pro	; prerequisites; tea re any immediate ach the newly dev courses currently reloped SPED an ograms or campuse dies; Recreation,	cher educations changes in foreloped course available through d SPA course es affected by	acilities or staffing. Current ses. Availability of the ASD ough existing SPED programs as offered as part of the minor.
•		REQUIRED END	ORSEMENT	S
H Dellma	un tenkins			<u>11 13 12016</u>
Department Chair /	School Director			 -
				1 1
Campus Dean (for	Regional Campuses	proposals)		
	RClow			11 12512016
College Dean (or de	esignee)			
				/
Dean of Graduate S	Studies (for graduate	proposals)		
				1 1
Senior Vice Preside	nt for Academic Affa	irs or Provost (or	designee)	

Proposal Summary Establish a Minor in Autism Spectrum Disorders (ASD)

Description of Action, Including Intended Effect

A minor in Autism Spectrum Disorder is proposed to provide pre-service health care and education professions with background in the theory, diagnosis and treatment of individuals with Autism Spectrum Disorders (ASD) throughout the lifespan. The minor will be administrated by Special Education [SPED] in the School of Lifespan Development and Educational Sciences [LDES] within the College of Education, Health and Human Services [EH]. The ASD minor will be an interdsciplinary program between SPED and Speech Pathology and Audiology (SPA) in the School of Health Sciences. SPED and SPA faculty will share responsibilty for development and teaching of ASD minor coursework as well as student advising and other administrative responsibilities.

The need for education in the assessment and treatment of individuals with ASD is growing. The Center for Disease Control and Prevention (CDC) identifies that 1:68 individuals are currently diagnosed with ASD. All children diagnosed with ASD are eligible for a free public education and are served in both general and special education classrooms. Therefore, this minor would be important for any preservice professional interested in working within the public school. Additionally, many with ASD present with medical and family support needs. As a result, students interested in various health care and family service professions (e.g., speech pathology, occupational and physical therapy, human development and family studies) are likely to encounter individuals with ASD and their families on a regular basis and would find the content of this minor applicable to their future careers. Coursework would parallel that of the highly regarded graduate ASD certificate Program that has has been in existence for over 15 years at Kent State. The minor would provide undergraduate students with an understanding of contemporary, evidence based practices specific to individuals with ASD.

The ASD minor would include the following courses (15 credit hours in total):

SPA 44010 Social Communication Development and Disorders of ASD (3)

SPA 44030 Autism Spectrum Disorders Over the Lifespan (3)

SPA/SPED 44309 Autism Spectrum Disorders: Theory and Diagnosis (3)

SPED 43030 Applied Behavior Analysis I: Theory and Techniques (3)

SPED 44020 Medical Aspects of Autism Spectrum Disorders (3)

A minimum 2.750 GPA will be required to declare and to graduate with this minor.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff

Availability of the ASD minor would increase enrollment in courses currently required for students majoring in Special Education in all concentrations (ABA I) and the Special Education: Moderate to Intensive program specifically (ASD: Theory and Diagnosis). Several sections of ABA I and SPED/SPA 44309 are taught across fall and spring semesters and should be able to accommodate more students without need for increased sections. SPED 43030 ABA I has a pre-requisite course: SPED 23000 Introduction to Exceptionalities. All education majors are required to take SPED 23000 so it is anticipated that many potential minors will have taken that as part of their major coursework. Students who have not taken that course will be required to do so prior to enrolling in ABA I. In

addition, SPED 43030 ABA I requires admission to advanced study as a prerequisite, requiring non-education majors to obtain special permission to register for this course.

Several sections of *Introduction to Exceptionalities* are offered each year and increased enrollment from students in the ASD minor is not anticipated to result in the need for more sections of this course. Although administered through SPED the proposed minor has shared coursework between SPED and SPA and SPED faculty have approved the development of this minor.

One ASD course (ASD: Theory and Diagnosis) has been required of SPED Moderate to Intensive majors for 1 full year now and has also been available to undergraduate outside of SPED. Many non-SPED students, mostly SPA majors, have elected to take this course.

Additional facilities and staffing would not be required at this time.

The only other currently existing disability-focused program that could be currently identified on campus was the undergraduate certificate of Disability Studies and Community Inclusion offered through Recreation, Park and Tourism Management (RPTM). The focus of the proposed minor differs substantially from the certificate of Disability Studies in its scope and focus and there is only 1 course (ABA I) that could possibly overlap. ABA I will be required for the ASD minor and is one of 36 electives (of 2-3 required electives) for the certificate. None of the certificate of Disability Studies courses address ASD as a primary focus. It is likely that some students, who have elected to participate in the undergraduate certificate, will instead choose to participate in the ASD minor. Dr. Devine who oversees the certificate indicated that the majority of her currently enrolled students are SPA majors and it is likely that in the future some of the SPA students may choose the ASD minor instead as the SPA department indicated this is a strong interest for their undergraduate students.

SPED is also developing a minor in mild/moderate disabilities. The proposed SPED mild/moderate minor differs substantially from the ASD minor in that the SPED minor emphasizes educational needs of a broad range of students with mild to moderate disabilities exclusively in K-12 educational settings. The proposed mild/moderate minor does not include any coursework that specifically addresses the needs of individuals with ASD.

Fiscal, Enrollment, Facilities and Staffing Considerations

The proposed minor would not require any immediate changes in facilities or staffing. Current SPED and SPA faculty are able to teach the newly developed ASD courses. Availability of the ASD minor would increase enrollment in courses currently available through existing SPED programs and increase enrollment in newly developed SPED and SPA courses offered as part of the minor.

Evidence of Need and Sustainability if Establishing

Current data from the Center for Disease Control and Prevention (CDC) indicates that 1 in 68 children are diagnosed with ASD. ASD is, and has been, the fastest growing disability population and one that requires comprehensive medical (e.g., speech-language, occupational therapy, psychiatry) and educational services. Individuals with ASD typically have ongoing involvement with multiple professionals over the course of their lifetimes. There is an increased need for professionals from multiple disciplines to be skilled in addressing the needs of individuals with ASD across the lifespan.

Current enrollment data suggests that there are over 500 undergraduate students in SPED, SPA and RPTM alone who may be interested in issues related to disability. Additionally, Human Development and Family Studies (HDFS) faculty indicated that this might also be a minor that would be interesting to some of their students. The addition of the proposed ASD minor would offer those students across several disciplines an additional opportunity to pursue their interests in issues related to disability.

Students who have completed the graduate level ASD certificate have been highly valued within the educational and health care contexts and it is anticipated that this will also be true for students who complete this minor at the undergraduate level. In fact, it is more common for professionals being hired to work with individuals with ASD to have some ASD specific training and/or coursework. There seems to be a clear interest from students across disciplines in learning more about individuals with ASD at both the graduate and undergraduate levels. There have also been many graduate students who are not participants in the ASD certificate who have elected to take ASD courses that are part of the certificate to fulfill elective requirements in their degree program.

Faculty and staff from SPA, SPED, and HDFS have all identified student interest in the proposed ASD minor. There seems to be a clear interest from students at Kent State across disciplines in learning more about individuals with ASD at both the graduate and undergraduate levels. It is expected that this major will result in increased numbers of student enrollments.

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 2017. The following is the anticipated schedule:

SPED program approval: September 9, 2016 LDES SCC approval: November 2, 2016 Presented to EHHS for approval: November 18, 2016 Presented to EPC for approval: January 23, 2017 Presented to Faculty Senate for approval: February 13, 2017

Undergraduate Minor – Autism Spectrum Disorder (ASD)

Catalog Description: This minor provides students with valuable knowledge related to the characteristics, and strengths and needs of individuals with Autism Spectrum Disorders (ASD) across the lifespan. Students will learn about how individuals with ASD are identified, various theoretical models for understanding ASD and implications of those models for intervention, and evidence based intervention practices appropriate to address educational, social-communicative and medical needs across the lifespan. This minor is particularly relevant for students majoring in special education, speech pathology and audiology, pre-occupational and physical therapy, psychology, human development and family studies, and other related disciplines.

Admission Requirement: Minimum 2.75 GPA required to declare this major.

Graduation Requirement: Minimum 2.75 GPA required.

Minor Course Requirements (15 Credits)				
Course		Title		
SPA	44010	Social Communication Development and Disorders of ASD	3	
SPA	44030	Autism Spectrum Disorders Over the Lifespan	3	
SPA/SPED	44309	Autism Spectrum Disorders: Theory and Diagnosis	3	
SPED	43030	Applied Behavior Analysis I: Theory and Techniques ¹	3	
SPED	44020	Medical Aspects of Autism Spectrum Disorders	3	

¹ Special permission is required to register for this course. Please contact the School of Lifespan Development and Educational Sciences for approval.

Subject:

FW: ASD minor

From: "DEVINE, MARY ANN" < mdevine@kent.edu>

Subject: RE: ASD minor

Date: October 14, 2016 at 9:33:32 AM EDT

To: "Burgess, Sloane" <sburges8@kent.edu>, "WANG, PHILIP" <pwang@kent.edu>, "LEPP, ANDREW"

<alepp1@kent.edu>, "PARR, MARY" <mparr@kent.edu>

HI All,

Sloane, Lisa Audet and I met to discuss this a few weeks ago. It was a very collegial and productive discussion and I would agree with Sloane's characterization that the ASD minor will meet a need of interested students to develop an expertise in working with and meeting the needs of people who live with ASD. I did also request that Lisa and Sloane indicate on the curriculum documents that the establishment of this minor will negatively impact the enrollment in the Disability Studies & Community Inclusion Certificate (currently being proposed as a minor) as we target much of the same student audience for each of these minors.

Mary Ann

From: Burgess, Sloane

Sent: Friday, October 14, 2016 9:29 AM

To: WANG, PHILIP; LEPP, ANDREW; DEVINE, MARY ANN

Subject: ASD minor

Hello Phillip, Andy, and Mary Ann, I hope your semester is going well. I am writing to provide you with a courtesy notification that we are developing an interdisciplinary minor in Autism Spectrum Disorders. The minor will very much mirror the coursework in our Graduate Autism Spectrum Disorders Certificate program which has been in existence for many years. Lisa Audet and I have shared responsibility for the administration of the ASD Certificate and will also share administration of the ASD minor. We have had a chance to talk with Mary Ann about how this minor as we do expect that some of the undergraduate students who have participated in the Disability and Community Inclusion Studies Certificate, specifically those in Speech Pathology and Special Education will choose the ASD minor instead. There is a strong need for pre-service professionals in both of those fields to develop specific expertise in ASD. I think in our meeting we all agreed that there was value in having choices for undergraduate students on campus who are interested in disabilities to explore these interests with different lenses. Please let me know if you have any questions.

Sincerely,

Sloane Burgess, Ph.D. Associate Professor Speech Pathology & Audiology From: SCHMIDT, ANNA aschmidt@kent.edu

Subject: ASD minor

Date: October 13, 2016 at 12:22 PM
To: Burgess, Sloane sburgess@kent.edu

Dear Sloan and Lisa -

Thank you for talking with me about the possible ASD minor. I have polled the undergraduate class in Applied Phonetics about their interest in an ASD minor. Out of 83 sophomores, 25 were interested in this possibility. In fact, they were excited to hear that this minor was being considered.

I also strongly support this minor as an option for speech pathology and audiology students. Sincerely,

Anna

Anna M. Schmidt, Ph.D., CCC/SLP Undergraduate Coordinator Program Co-Coordinator Speech Pathology & Audiology School of Health Sciences Nixson Hall 108 1225 Theatre Dr. Kent State University Kent, OH 44242 aschmidt@kent.edu 330-672-2673

THIS E-MAIL MAY CONTAIN CONFIDENTIAL INFORMATION AND/OR ATTACHMENTS. IF RECEIVED AT AN ADDRESS OTHER THAN THE ONE INTENDED, PLEASE NOTIFY THE SENDER AND DELETE ALL INFORMATION. IN ADDITION, MODIFICATIONS TO OR DISTRIBUTION OF THE ENCLOSED INFORMATION IS STRICTLY PROHIBITED.

Subject:

FW: HDFS Numbers

From: BLANKEMEYER, MAUREEN

Sent: Friday, September 2, 2016 4:15 PM

To: AUDET, LISA

Subject: FW: HDFS Numbers

Hi Lisa,

Following up from my last email: It looks like we have on average about **115 HDFS students graduate per year**. But a handful of them are Gerontology and Nursing Home Admin students, so they may not be interested in ASD.

Maureen

From: ECKERT, ERICA

Sent: Friday, September 02, 2016 4:00 PM

To: BLANKEMEYER, MAUREEN < mblankem@kent.edu>

Subject: HDFS Numbers

Hi, Maureen-

How does this look? I ended up breaking out concentrations (feel free to delete those data) so I could check to make sure nothing was abberant in the data set.

MAJOR	Concentration	Degree	AY 2008- 2009	AY 2009- 2010	AY 2010- 2011	AY 2011- 2012	AY 2012- 2013	AY 2013- 2014
HDFS	(None)	BS	0	0	1	0	0	0
HDFS	CMFI	BS	16	27	26	12	14	21
HDFS	CYD	BS	0	0	0	0	4	12
HDFS	FLE	BS	27	40	41	44	45	53
HDFS	GERO	BS	4	2	2	9	3	8
HDFS	GNHA	- BS	4	5	4	7	4	2
HDFS	HST	BS	0	0	0	2	13	9
HDFS	NHA	BS	0	0	0	0	3	9
HDFS	YDEV	BS	31	29	22	26	22	10
HDFS	TOTAL	BS	82	103	96	100	108	124
HDFS	TOTAL	MA	0	0	0	0	1	2
HDFS	Total	BS & MA	82	103	96	100	109	126

Erica Eckert, Ph.D.

Assistant Dean for Assessment and Accreditation and Assistant Professor, Evaluation and Measurement College of Education, Health, and Human Services Kent State University

EPC Agenda | 23 January 2017 | Attachment 18 | Page 1 **KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL**

		Preparation Date	1-Sep-16	Curriculum Bulletin
		Effective Date	Fall 2017	Approved by EPC
Department	Lifespan Develop	ment and Educa	tional Science	ne.
College	EH - Education, H			73
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Degree	Minor (non degree	•	D O-	
Program Name	Early Intervention			de EL EINT
Concentration(s)		tration(s) Banner	Code(s)	
Proposal	Establish progran	1		
program area. The minor will specifica	proposal is to esta minor will be spec ally correspond to t	ific to Early Inter the Ohio Departn	vention (EI) ar nent of Health	inor in the Special Education nd the requirements for the El (ODH) and Ohio Department y Intervention Certificate.
Does proposed revis		n's total credit hou	rs? 🗌 Yes	⊠ No
Current total credit h	ours: n/a	Proposed total cr	edit hours 21	
working with infant would increase enr students interested study is specific to and does not duplic program faculty an required courses. The Units consulted (other consulted courses) and the consulted (other consulted courses) and the consulted courses are consulted to the consulted courses.	is and toddlers with collment in the SPE I in early childhood the field of early incate any existing p d individuals with a The proposed EI miter departments, proger	n disabilities and D program, and I special education (Part rogramming at Kappropriate credinor will to requires, Early Childh	their families provide an un on and interve C of IDEIA), the Staffentials will be the any change as affected by the cood Education	his proposal): n, and Speech Pathology and
^ ^		REQUIRED END	ORSEMENTS	
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Department Chair / S		- (()		11-12-1-12
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Campus Dean (for R	egional Campuses r	oronosals)		
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Senior Vice Presiden	t for Academic Affai	rs or Provost (or d	lesignee)	

Proposal Summary Establish Special Education Early Intervention Undergraduate Minor

Description of Action, Including Intended Effect

The purpose of the proposal is to establish a new undergraduate level Early Intervention [Ef] minor administrated by Early Childhood Special Education (ECSE) faculty in the Special Education [SPED] program area, housed in the School of Lifespan Development and Educational Sciences [LDES] within the College of Education, Health and Human Services [EH]. The minor will be specific to Early Intervention and the requirements for the minor will specifically correspond to the Ohio Department of Health (ODH) and Ohio Department of Developmental Disabilities (DODD) certification rules for the Early Intervention Certificate. Early Intervention (Part C of IDEA) refers to a federally mandated system of coordinated services designed for infants and toddlers with disabilities and their families from birth to three years of age.

Currently, individuals are able to apply for the Early Intervention Certificate from ODH. ODH has previously approved the courses Kent State University Special Education program area offers at the graduate level to qualify for the Early Intervention State level certification. The current proposal includes creating new courses at the undergraduate level to align with the state certification requirements for early intervention. While the Special Education program does not issue the state EI certificate, the students completing the minor will be eligible for the ODH certificate.

The Special Education program currently has funding for 2 more years from the U.S Department of Education, Office of Special Education Programs (OSEP) in the area of Personnel Preparation of Special Education, Early Intervention, and Related Services (CRDA 84.325K-Focus Area A) to train future professionals eligible for the EI certificate. The graduate level courses required for the university-issued graduate-level EI certificate and the state EI certificate already exist, and they are routinely offered as part of the Special Education program. The undergraduate equivalents to these courses will be taught separate from the graduate sections.

The Early Intervention undergraduate courses will not be slashed with the graduate level courses because the undergraduate students will be a distinctly different student population from our graduate level students. The undergraduate students may or may not have any pre-existing skills and knowledge in the content area of early intervention, child development or any other related field. The andragogy for the new courses will be geared toward teaching undergraduate learners with no previous background in early intervention. The graduate level students in the program area are often non-traditional students with an existing degree in a related field and or an existing teacher licensure.

The proposed new undergraduate minor in SPED/Early Intervention is designed to address documented needs for highly qualified early intervention (EI) personnel with the necessary skills and knowledge related to serving young children with disabilities and their families. The students who will complete the proposed EI minor at the undergraduate level will be fully trained to assume EI practitioner positions (i.e., developmental specialist or service coordinator) in the State of Ohio Early Intervention systems. Further, the graduates from the proposed EI minor/state EI certificate training track will be prepared to work in early intervention programs located within the geographic boundaries of high-need areas, serving infants, toddlers, and young children with disabilities, including those with intensive needs.

Extent to which the project will increase the number of personnel who demonstrate the competencies needed to provide high-quality instruction, evidence-based interventions, and services for children. The EI minor is expected to alleviate the shortages in highly trained personnel who will be certified by the State to work as EI providers in various regions around the state. These candidates will demonstrate the needed competencies in the areas of focus identified in the literature as well as in Ohio's Early Childhood

Cabinet (2010) recommendations, specifically service delivery in natural environments and evidence-based practices. If each new EI Provider works with a caseload of 25 to 30 children, the graduates will be guaranteed to increase the number of families in Ohio to receive high-quality EI services. To maximize effectiveness of the proposed EI minor, existing collaboration with partner sites (Summit, Portage, Cuyahoga, Geauga, and Hamilton County Boards of Developmental Disabilities as well as the Family & Child Learning Center in Tallmadge, OH) will continue to provide opportunities for trainee to practice family-centered interventions in natural environments. In other words, while KSU faculty have a long history of working with various community agencies, the current collaboration is built upon the needs of the communities for trained EI practitioners who have capacity to implement scientifically based interventions and EI services in the natural environment. Partner sites are located within the geographic boundaries of a high-need LEA.

High Need Geographic Area (statistics on Summit County, Akron, and Akron City Schools):

Poverty rate of Summit County is 13.8% - Akron has the highest poverty rate of 17.5%.

Akron has the lowest median income at \$31,835 and lowest income per capita at \$17,896.

Akron residents with income below the poverty level in 2009 was 24.6%.

Akron residents with income below 50% of the poverty level in 2009 was 13.0%.

Akron City Schools serve 33.5% of children living below poverty level.

Every K-5 students attending Akron City Schools receives a free breakfast and lunch.

*Sources: General Land Use Development Plan – County of Summit County and Economic Development Department, 2006 and The State of Poverty in Ohio: Building a Foundation for Prosperity by the Ohio Association of Community Action Agencies by Community Research Partners, 2010.

The Special Education program has capacity and potential to offer the proposed EI minor with significant increases in the enrollment trajectories particularly in the high heed areas.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff

The proposed EI minor will not be a required, but an optional career path for students from various major areas interested in working with infants and toddlers with disabilities and their families. The availability of the minor would increase enrollment in the SPED program, and provide an undergraduate option for students interested in early childhood special education and intervention. The proposed course of study is specific to the field of early intervention (Part C of IDEIA), the Ohio Department of Health Certification Rules, and **does not duplicate** any existing programming at KSU. The staffing will be handled by SPED/ECSE faculty and individuals with appropriate credentials will be identified to teach the required courses. The proposed EI minor will to require any changes in facilities.

Fiscal, Enrollment, Facilities and Staffing Considerations

The proposed minor would not require any immediate changes in facilities or staffing. Current SPED and ECSE faculty are able to teach the required EI courses. However, the availability of the proposed EI minor is likely to increase the enrollment significantly, and the SPED program may need to hire additional instructors to teach content. We have identified individuals who have skills and knowledge in early intervention to teach the content. Thee proposed EI minor will not require any changes in facilities.

FACULTY CREDENTIALS AND CAPACITY

Sanna Harjusola-Webb. Dr. Harjusola-Webb is full time tenure-track (TT) faculty in the SPED/ECSE program. She is an associate professor in the College and Graduate School of Education, Health, and Human Services in the School of Lifespan Development and Educational Sciences at KSU. Dr. Harjusola-Webb received her PhD from the University of Kansas in 2006 in Early Childhood Special Education.

Ching-I Chen. Dr. Chen is full time TT faculty in the SPED/ECSE program. She is an assistant professor in

the College and Graduate School of Education, Health, and Human Services in the School of Lifespan Development and Educational Sciences at KSU. Dr. Chen received her PhD in 2013 from the University of Oregon in Early Childhood Special Education.

Kimberly Travers. Kimberly Travers, M.Ed., is a graduate teaching assistant (GA) and a doctoral student in the special education program (ECSE major). She has specific research and teaching interests in early intervention, having worked with the Early Intervention systems in Ohio and Indiana for 15 years. She has experience in serving diverse families of children with varying skills and abilities in both home and classroom settings, instructing undergraduate and graduate courses in both hybrid and online formats, mentoring practicum students, and providing professional development in EI. She has presented on EI-specific topics in state and national professional conferences and provided professional development for EI professionals. Ms. Travers will teach courses as needed in the proposed EI undergrad minor.

Required Courses for the undergraduate Early Intervention minor (21 credit hrs total):

SPED 42951: EARLY INTERVENTION IN NATURAL ENVIRONMENTS (3)

SPED 43953: FAMILY PROFESSIONAL COLLABORATION IN EARLY CHILDHOOD (3)

SPED 43954: PRACTICAL APPLICATIONS: TEAMING (3)

SPED 43955: TYPICAL AND ATYPICAL DEVELOPMENT IN YOUNG CHILDREN (3)

SPED 43958: FOUNDATIONS IN EARLY CHILDHOOD SERVICES (3)

SPED 43964: ASSESSMENT AND EVALUATION (3)

SPED 44951: CREATING LEGALLY DEFENSIBLE IFSP'S AND IEPS (3)

Evidence of Need and Sustainability if Establishing

With the changes in federal law and service delivery models across the nation, Ohio's Early Intervention (EI) system continues to face a chronic shortage of trained early intervention specialists with capacity to deliver evidence-based practices in natural environments. The purpose of this proposed undergraduate minor in EI is to respond to the personnel shortages and to provide high-quality pre-service training and mentoring to future EI professionals in Ohio. The proposed EI undergraduate minor will accomplish this goal through a series of courses with content specific to EI modeled after the graduate level option already funded by U.S. Department of Education/OSEP.

Existing framework: Kent State University's Department of Lifespan Development and Educational Services [LDES] currently offers a graduate level training program in early childhood special education (SPED/ECSE) to prepare future teachers to work with children with and without disabilities from birth through age eight. The EI undergraduate minor will add to the existing menu of options built on the existing early childhood special education area of emphasis, but will specifically serve students interested in to work in the Early Intervention systems with children from birth to three with disabilities and their families.

The primary goal of this proposed undergraduate SPED/Early Intervention minor is to increase the number of highly competent EI specialists and improve the quality of EI services in both rural and urban areas of Ohio.

The proposed undergraduate minor addresses the *quantitative* need for increased numbers of practitioners prepared to fill early intervention positions in the state of Ohio, as well as the *qualitative* need for practitioners to be prepared to address issues related to serving high-need children with disabilities and their families in the context of <u>natural environments</u>.

Extent to which the new undergraduate minor will address national, state, or regional shortages of personnel who are fully credentialed to serve children with disabilities, ages birth to three, including high-need children with disabilities.

Researchers have reported significant variability in EI personnel preparation programs across the nation (Applequist, McLellan, & McGrath, 2010; Bruder, 2010; Bruder, Mogro-Wilson, Stayton, & Dietrich, 2009;

Hebbeler et al., 1999). As a result, many service providers enter the early intervention workforce inadequately prepared to work with families in the natural environment (Chang, Early, & Winton, 2005; Winton & McCollum, 2008). In fact, less than half of the state EI systems have service providers that are trained to deliver services for infants, toddlers, and their families in the natural environment (Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Preschool Education, 2004; Bruder et al., 2009).

Historically, training has focused more on child development, not on family systems (Orsmond, 2005) although both content areas are necessary for achieving the goals of EI services. Researchers have found great variations in the content of training, as reported in a survey of 2- and 4-year pre-service training programs for early childhood professionals – and what is particularly alarming is the *limited emphasis on family-professional collaboration* (Chang et al., 2005). However, EI training should include not just child development related competencies but also competencies related to working with the adults who care for the child in the child's natural environment (Moore et al., 2012). In a national survey of state Part C personnel information, "many of the respondents expressed concern that the [personnel preparation] programs in their state rarely addressed the needs of infants and toddlers, or taught about family-centered ways to deliver services in natural environments" (Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Early Childhood Special Education, 2004, p. 17). With the legal mandate for family-centered services in natural environments, the lack of high-quality training in EI becomes an urgent issue that institutions of higher education need to address.

Problem:

"Early intervention personnel are typically trained to work with children, not adults. Early intervention personnel have limited opportunities to practice working in natural environments before entering the field."

(Kim Hauck, Division of Policy and Strategic Direction, Ohio Department of Developmental Disabilities, personal communication, May 4, 2016)

In a survey of 45 states, only 44% of state Part C systems reported adequate numbers of special educators, and 38% of states continue to report personnel shortages in special educators for early intervention (Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Preschool Education, 2010). Additionally, in a national survey of EI professionals, only 5% of professionals perceived themselves as competent in family-centered practices and only 13% of professionals perceived themselves as competent in natural learning environment principles (Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Preschool Education, 2010). These numbers are alarming, given that EI professionals are mandated to provide services that are grounded in these principles of family-centered practices and natural environments.

Data on EI services and shortage of highly qualified personnel in Ohio

In the past, EI services were delivered in either home settings or in center-based settings, in which children and/or their families attend sessions specifically tailored for children with disabilities. Services delivered in these segregated settings tend to follow a medical and clinically based approach to intervention targeted to "fix" child level deficits. More recently, county EI systems are moving towards more natural environments such as the home, and community-based settings in which children without disabilities participate. In a 2010 report on Part C program settings, out of a total of 15,496 children served under Part C in Ohio, 14,868 were receiving EI services in the home, 481 children were receiving services in community-based settings, and 147 were receiving services in other "non-natural" environments such as provider locations, hospitals or clinics, and programs for children with delays or developmental disabilities (IDEA Data Accountability Center, 2010). Although there are still children being served in segregated settings, the numbers indicate that a significantly greater number of children are being served in the natural environment, thus requiring professionals with a *unique and specialized skill set* to work effectively in those natural settings, and not in clinics or other non-natural settings.

As counties in Ohio work to eliminate segregated classrooms and achieve 100% natural environment services, the need for specialized training becomes more urgent. Professionals who had been previously trained to deliver services in classrooms following a more medical, deficit-based approach are now required to learn a different approach to intervention. The natural environments approach focuses not just on child-specific interventions but also on adult learning strategies to support and empower family members in being the primary implementers of interventions within natural routines.

Due to this paradigm shift, various counties are experiencing personnel needs. In a state EI survey conducted in 2010, 21 counties in Ohio responded that they do not have enough Early Intervention Specialists. Forty-nine counties have 2 or fewer full-time EI Specialists serving the entire county; 4 counties do not have an EI Specialist. Further, 28 counties responded that they are experiencing difficulty in finding qualified EI professionals (CBDD Superintendent Early Intervention Survey, July 2010).

Further, EI specialists come into the Part C workforce with a variety of educational backgrounds. In Ohio, the rule for [initial] early intervention certification does not put any limits on specific educational background. Only a bachelor's degree is needed; a related degree gets one to certification faster, but it is not required. This statement reflects the finding from the 2004 nationwide survey indicating the lack of training specific to infants, toddlers, families, and natural environments (Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Preschool Education, 2004). If an individual with a bachelor's degree from any discipline (that may not be related to EI) can become certified as an EI Specialist without prior training in the necessary competency areas, then the quality of services for the most vulnerable population will be negatively impacted. EI services that fail to meet intended outcomes for young children and families will result in more costly special education services in the future.

Compounding the issue is that there is a great variability in EI personnel preparation programs within Ohio. A document from the Ohio DoDD Office of Staff Development and Preparation shows that institutions of higher education (IHE) in Ohio offer anywhere from one approved course to as many as 33 approved courses, depending on the institution (L. Blazer, Ohio Department of Developmental Disabilities Office of Staff Development and Preparation, personal communication, June 19, 2010). The proposed EI undergraduate minor will be the only known EI specific personnel preparation undergraduate level program in Ohio at this time.

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 2017. Anticipated schedule:

- SPED program approval: April 2016 and September 2016
- LDES SCC approval: November 2, 2016
- Presented to EHHS for approval: November 18, 2016
- Presented to EPC for approval: January 23, 2017
- Presented to Faculty Senate for approval: February 13, 2017

Catalog Copy

Early Intervention Minor

The Early Intervention (EI) minor is primarily intended for individuals interested in working with young children from birth to age three who have or are at risk for developmental delays and disabilities across variety of settings. Early Intervention (Part C of IDEA) refers to a system of coordinated and federally mandated services designed for infants and toddlers with disabilities and their families. The early intervention minor will provide skills and knowledge specific to: contemporary and recommended practices in early intervention, typical and atypical development, teaming, family professional collaboration, assessment, legislation, ethical professional conduct, advocacy and inclusive practices.

Admission Requirements:

Applicants must be a junior or senior level students and hold a minimum GPA requirement of 2.75.

Early Intervention Minor Requirements (21 Credits)

SPED 42951: EARLY INTERVENTION IN NATURAL ENVIRONMENTS

SPED 43953: FAMILY PROFESSIONAL COLLABORATION IN EARLY CHILDHOOD

SPED 43954: PRACTICAL APPLICATIONS: TEAMING

SPED 43955: TYPICAL AND ATYPICAL DEVELOPMENT IN YOUNG CHILDREN

SPED 43958: FOUNDATIONS IN EARLY CHILDHOOD SERVICES

SPED 43964: ASSESSMENT AND EVALUATION IN EARLY INTERVENTION AND EARLY

CHILDHOOD SPECIAL EDUCATION

SPED 44951: CREATING LEGALLY DEFENSIBLE IFSP'S AND IEPS

To: Sanna Harasoula-Webb, Ph.D.

Fr: Pamela Mitchell, Ph.D., Assoc. Prof., Speech-Pathology and Audiology

Re: Early Intervention Undergraduate Minor Proposal

Dt: 9/26/16

Thank you for sharing your plan to develop an undergraduate minor in Early Intervention. I agree with your assessment of the need for this specialized training and addressing this need through offering a minor in Early Intervention. There is a clear national need for increased numbers of high quality early intervention specialists to help serve infants and toddlers at risk for, or experiencing developmental delays and related challenges. The courses in the proposal will provide an important perspective and critical knowledge in early intervention.

Undergraduate students in speech pathology and audiology often seek out a minor area that would complement their interest in communication impairments. For our undergraduate students interested in early intervention, it is my opinion that this minor could be a nice addition to their preparation for application to graduate school in speech-language pathology and to eventual practice as a speech-language pathologist in an early intervention setting. I would project that this minor area would be a popular choice among our undergraduate majors.

Best wishes as you pursue the development of the minor in this important area of services to very young children and families.

Subject:

FW: EI undergrad minor in SPED

From: "KROEGER, JANICE" < ikroege1@kent.edu>
Date: Tuesday, October 4, 2016 at 12:13 PM

To: Sanna Harjusola-Webb <shwebb@kent.edu>, "IRVINE, MELANIE" <mirvine@kent.edu>

Subject: Re: El undergrad minor in SPED

Sanna,

I think it is terrific that Marty is supportive.

I think largely faculty is in support—the content is really important.

The larger concern is "delivery" when would the courses take place and would this mean students take an overload each semester? or are the faculty willing to offer the courses in the summer times? That is probably the only lynchpin issue. ik

•

Janice Kroeger, Associate Professor, Graduate Coordinator
M.A.T./M.Ed./Doctoral, Early Childhood Education, Teaching Learning Curriculum, Kent State University
330-672-0617
404 (L) White Hall

From: "KROEGER, JANICE" < ikroege1@kent.edu > Date: Wednesday, September 28, 2016 at 1:12 PM

To: shwebb <shwebb@kent.edu>

Subject: Re: El undergrad minor in SPED

Hi Sanna,

Mel has sent out the full proposal to a small sub-committee (listed below) and the faculty is aware of the proposal (they are meeting tomorrow), i am away.

I think it was Marty Lash, Casey Myers, Myself, Wendy Bedrosian...you can also set us up a Doodle and get us going to meet and discuss.

Tuesdays in the afternoon or Mondays are good for me.

jk

Janice Kroeger, Associate Professor, Graduate Coordinator
M.A.T./M.Ed./Doctoral, Early Childhood Education, Teaching Learning Curriculum, Kent State University
330-672-0617
404 (L) White Hall

From: "KROEGER, JANICE" < ikroege1@kent.edu > Date: Friday, September 23, 2016 at 12:36 PM

To: shwebb < shwebb@kent.edu>

Cc: "IRVINE, MELANIE" < mirvine@kent.edu>
Subject: Re: El undergrad minor in SPED

Sanna,

Also, since we missed your August deadline (to look at this curriculum proposal), I know you'll need a short turn around when we do meet to discuss with faculty.

Can you provide the BDS for all of the 21 classes?--i might ask a small sub-committee to work on this will us/you me (prior to or in advance of) the next meeting....

I ask this to ensure that there isn't problematic redundancy in any of the materials—we do quite a bit with observation, interpretation, and responsive teaching in blocks i and ii and much with development as well as work with families (although arguably not with IFSPs and IEPs or home interventions which is essential for all of the 0-3 populations).

I am very optimistic about the possibilities but some details to iron out...

jk

Janice Kroeger, Associate Professor, Graduate Coordinator
M.A.T./M.Ed./Doctoral, Early Childhood Education, Teaching Learning Curriculum, Kent State University
330-672-0617
404 (L) White Hall

From: HARJUSOLA-WEBB, SANNA

Sent: Tuesday, September 20, 2016 2:26 PM

To: KROEGER, JANICE

Subject: El undergrad minor in SPED

Hi Janice, I hope you are well.

I'm seeking your feedback and support in moving forward with the EI undergrad minor in the SPED program. I think you have a different undergrad coordinator, and I would be happy to circulate this proposal with everybody involved in ECE coordination.

We already have this certificate available at the graduate level, but I think this minor might be a good additional option for some of the students in your undergraduate degree program. We always enjoy getting the ECE students interested in early intervention.

I have included the summary below and a more detailed proposal attached with the state level needs analysis and staffing plan. I also included the list of the 7 required courses for the EI minor. If you have any suggestions/questions/concerns, please let me know. With your permission, I would like to use your letter of support as additional material for the curriculum proposal process. I would be more than happy to

To:

HARJUSOLA-WEBB, SANNA

Subject:

RE: HDFS support for the EI undergrad minor proposal from SPED

From: "BLANKEMEYER, MAUREEN" < mblankem@kent.edu>

Date: Sunday, September 25, 2016 at 4:43 PM
To: Sanna Harjusola-Webb < shwebb@kent.edu >
Subject: RE: El undergrad minor proposal from SPED

Hi Sanna.

The HDFS faculty reviewed the courses listed for the proposed Early Intervention minor and we support this effort. The minor appears to be a good fit for many of our students. The fact that several of them choose to take SPED 23000 suggests there likely will be an interest from our students in declaring the El minor. Thank you for this opportunity.

Regards, Maureen Blankemeyer

Maureen Blankemeyer, PhD, CFLE Associate Professor Human Development and Family Studies 405H White Hall Kent State University Kent. OH 44242-0001

From: HARJUSOLA-WEBB, SANNA

Sent: Tuesday, September 20, 2016 2:14 PM

To: BLANKEMEYER, MAUREEN < mblankem@kent.edu > Subject: El undergrad minor proposal from SPED

Hi Maureen, I'm seeking your feedback and support in moving forward with the EI undergrad minor in the SPED program. We already have this certificate available at the graduate level, but I think this minor might be a good additional option for some of the students in your undergraduate degree program. I have included the summary below and a more detailed proposal attached with the state level needs analysis and staffing plan. I also included the list of the 7 required courses for the EI minor. If you have any suggestions/questions/concerns, please let me know. With your permission, I would like to use your letter of support as additional material for the curriculum proposal process. I would be more than happy to discuss the proposal in more detail as well. I'm trying to make the curriculum deadlines early this fall (!), and I would really appreciate if you could provide me feedback by Friday or Monday (28th of August), the latest.

Sincerely,

Sanna

New Program
Special Education
Early Intervention Undergraduate Minor

Purpose: The purpose of this proposal is to establish a new undergraduate level minor in the Special Education [SPED] program area. The minor will be specific to Early Intervention (EI) and the

requirements for the EI minor will specifically correspond to the Ohio Department of Health (ODH) and Ohio Department of Developmental Disabilities (DODD) certification rules for the *Early Intervention Certificate* (In Ohio, the lead agency for Early Intervention is the Department of Health). Early Intervention (Part C of IDEA) refers to a system of coordinated services designed for infants and toddlers with disabilities and their families from birth to three years of age.

Currently, individuals are able to apply for the Early Intervention Certificate from ODH. ODH has previously approved the courses Kent State University Special Education Department offers at the graduate level to qualify for the Early Intervention State level certification. The current proposal includes creating new courses at the undergraduate level to align with the state certification requirements for early intervention.

Need for the El Training: In a survey of 45 states, only 44% of state Part C systems reported adequate numbers of special educators, and 38% of states continue to report personnel shortages in special educators for early intervention (Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Preschool Education, 2010). Additionally, in a national survey of El professionals, only 5% of professionals perceived themselves as competent in family-centered practices and only 13% of professionals perceived themselves as competent in natural learning environment principles (Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Preschool Education, 2010). These numbers are alarming, given that El professionals are mandated to provide services that are grounded in these principles of family- centered practices and natural environments.

In the past, EI services were delivered in either home settings or in center-based settings, in which children and/or their families attend sessions specifically tailored for children with disabilities. Services delivered in these segregated settings tend to follow a medical and clinically based approach to intervention targeted to "fix" child level deficits. More recently, county EI systems are moving towards more natural environments such as the home, and community-based settings in which children without disabilities participate. In a 2010 report on Part C program settings, out of a total of 14, 336 children served under Part C in Ohio, 14,868 were receiving EI services in the home, 481 children were receiving services in community-based settings, and 147 were receiving services in other "non- natural" environments such as provider locations, hospitals or clinics, and programs for children with delays or developmental disabilities (IDEA Data Accountability Center, 2010). Although there are still children being served in segregated settings, the numbers indicate that a significantly greater number of children are being served in the natural environment, thus requiring professionals with a *unique and specialized skill set* to work effectively in those natural settings, and not in clinics or other non-natural settings.

As counties in Ohio work to eliminate segregated classrooms and achieve 100% natural environment services, the need for specialized training becomes more urgent. Professionals who had been previously trained to deliver services in classrooms following a more medical, deficit-based approach are now required to learn a different approach to intervention. The natural environments approach focuses not just on child-specific interventions but also on adult learning strategies to support and empower family members in being the primary implementers of interventions within natural routines.

Due to this paradigm shift, various counties are experiencing personnel needs. In a state El survey conducted in 2010, **21** counties in **Ohio responded that they do not have enough Early Intervention Specialists**. Forty-nine counties have 2 or fewer full-time El Specialists serving the entire county; 4 counties do not have an El Specialist. Further, **28** counties responded that they are experiencing difficulty in finding qualified El professionals (CBDD Superintendent Early Intervention Survey, July 2010).

KSU El Graduate Program: Kent State University's Department of Lifespan Development and Educational Services [LDES] currently offers a graduate level training program in early childhood special education (SPED/ECSE) to prepare future teachers to work with children with and without disabilities from birth through age eight. The El undergraduate minor will add to the existing menu of options built on the existing early childhood special education area of emphasis, but will specifically serve students interested in to work in the Early Intervention systems with children from birth to three with disabilities and their families.

KENT STATE UNIVERSITY EPC Agenda | 23 January 2017 | Attachment 19 | Page 1 **CERTIFICATION OF CURRICULUM PROPOSAL**

		Preparation Date 21-Jun-10	6 Curriculum Bulletin
		Effective Date Fall 2017	Approved by EPC
Department	Lifespan Develo	ppment and Educational Scie	nces
College	EH - Education,	Health and Human Services	
Degree	Minor (non degr		. (
Program Name	Mild to Moderate	e Special Education Pro	gram Banner Code MMSP
Concentration(s)			
Concentration(s) E	Banner Code(s)		
Proposal	Establish progra	am	
minor will provide educational need	establish a new und e undergraduate st s of students with	udents with valuable knowle mild to moderate disabilities	
Does proposed rev Current total credit		am's total credit hours? 🛛 🖾 Y Proposed total credit hours :	
Although the min- the minor, current accommodate indeproposed minor a Recreation, Park a enrollments in the Units consulted (of Akron Public Schamagement; Schamagement; Schamagement)	ions; need; audience or will likely increat the staffing levels and reased enrollment and the Disability Stand Tourism Manage Disability Studies ther departments, proools; Human Develool of Teaching, L	d numbers of course section . Furthermore, while there is tudies & Community Inclusion gement), the Mild/Moderate r & Community Inclusion cert ograms or campuses affected lopment and Family Studies;	tion licensure): I education courses required for s offered are sufficient to clear differentiation between this on certificate (administrated by ninor could negatively impact tificate.
		REQUIRED ENDORSEMEN	тѕ
H. Deller	rann-Tenker	us.	11 13 12016
Department Chair /			
			1 1
Campus Dean (for	Regional Campuses	s proposals)	
College Dean (or d	R Com		11 1281 2014
Dean of Graduate S	Studies (for graduate	e proposals)	
Senior Vice Preside	ent for Academic Aff	airs or Provost (or designee)	

Proposal Summary Establish a Mild to Moderate Special Education Minor

Description of Action, Including Intended Effect

The purpose of this proposal is to establish a new 18 credit hour undergraduate minor in Mild to Moderate Special Education [MMSE]. This minor will be housed in the School of Lifespan Development and Educational Sciences [LDES] within the College of Education, Health and Human Services [EH]. It will be open to all undergraduate students, except those enrolled in the mild/moderate concentration(s) of the undergraduate special education major. It is particularly relevant for students majoring in education, speech pathology and audiology, psychology, human development and family studies, public health, sociology, and other related disciplines.

This minor provides undergraduate students with valuable knowledge related to meeting the special educational needs of students with mild to moderate disabilities in schools (grades K-12). Mild to moderate disabilities include learning disabilities, emotional and behavioral disorders, ADHD, high functioning autism, mild intellectual disabilities, and speech or language impairments. Students will learn effective practices for differentiating instruction, behavior management, collaboration, and supporting students with mild to moderate disabilities in general education classrooms.

SPECIFIC RECOMMENDATIONS

Establish an 18 credit hour undergraduate minor in Mild to Moderate Special Education with the following course requirements:

SPED 23000 Introduction to Exceptionalities (3 cr)

SPED 24000 Inclusive Practices (3 cr)

SPED 43010 Family and Professional Collaboration (3 cr)

SPED 43030 Applied Behavior Analysis I: Theory and Techniques (3 cr)

SPED 43050 Characteristics of Students with Mild/Moderate Intervention Needs (3 cr)

SPED 43062 Differentiated Core Instruction: Frameworks and Practices (3 cr)

To earn a minor in Mild to Moderate Special Education, students must attain a grade of "C" or higher in all minor courses and a minimum overall GPA of 3.0 in the minor coursework.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues) Impact on Special Education Program

The Mild to Moderate Special Education (MMSE) minor will likely increase enrollments in the special education courses required for the minor. Current staffing levels and numbers of course sections offered are sufficient to accommodate increased enrollment in these courses.

Impact on Recreation, Park, & Tourism Management Program

The Recreation, Park, & Tourism Management (RPTM) program currently offers a 16 credit hour undergraduate certificate, *Disability Studies & Community Inclusion*. The focus of this certificate is on preparing students to work with and promote the inclusion of individuals with disabilities across the full range of community settings (e.g., leisure, recreation, tourism, sports, fine arts, etc.) and post-secondary education.

In contrast, the proposed Mild to Moderate Special Education minor focuses exclusively on addressing the special *educational* needs of students with mild to moderate disabilities within <u>K-12 school settings</u>. Thus, there is clear differentiation between the proposed Mild to Moderate Special Education undergraduate minor and the Disability Studies & Community Inclusion certificate. Nonetheless, the proposed minor could negatively impact enrollments in the Disability Studies & Community Inclusion certificate.

We have consulted with RPTM about establishing this minor and will collaborate with their faculty to ensure

that these distinctions are clear to prospective students.

Fiscal, Enrollment, Facilities and Staffing Considerations

If approved, the MMSE minor will likely increase enrollments in the required special education courses. Current staffing levels and numbers of course sections offered are sufficient to accommodate increased undergraduate enrollments in these courses.

Evidence of Need and Sustainability if Establishing

The proposed undergraduate MMSE minor provides an opportunity for undergraduate students to make an inquiry into principles and practices for meeting the special educational needs of students with mild to moderate disabilities in schools. Special education represents a significant societal investment in providing a free and appropriate public education to all students, including students with disabilities; as such, the provision of special education is a matter of great importance that is worthy of study.

Evidence of a need for the proposed MMSE minor includes the following:

- Students with mild to moderate disabilities represent the largest group of students receiving special education services; the majority of these students spend most of their school day in inclusive classrooms (US Department of Education, 2011)
- Other than special educators, most professionals in school settings (general education teachers, administrators, related service providers, social workers, counselors) report being inadequately prepared to work with students with mild to moderate disabilities (Fullerton et al., 2011; McLeskey & Billingsley, 2008)
- The proposed MMSE minor provides essential knowledge and skills related to 1) understanding the special educational needs of K-12 students with mild to moderate disabilities; 2) differentiating instruction; 3) behavior management; 4) working with families; 5) interprofessional collaboration; and 6) effective including students with mild to moderate disabilities in general education
- Graduates who have completed the MMSE minor will be extremely competitive in the job market; this is especially true for graduates seeking positions in schools (e.g., general education teachers, related service providers, administrators)
- Statements by KSU and K-12 personnel confirming a demand and need for the proposed MMSE minor (see attached endorsements from EH professional undergraduate advisors; the school director of Teaching, Learning, & Curriculum Studies (TLC); TLC undergraduate program coordinators; the program coordinator for Human Development & Family Studies; the undergraduate program coordinator for Speech Pathology & Audiology; and the assistant superintendent for Akron Public Schools.
- Special education draws from multiple disciplines (e.g., psychology, sociology, law, medicine, prevention, ethics, public health) and, consequently, will be of interest to students in these and other areas

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 2017. The following is the anticipated schedule:

SPED program approval: September 9, 2016 LDES SCC approval: November 2, 2016 presented to EHHS for approval: November 18, 2016 presented to EPC for approval: January 23, 2017

catalog copy

MILD TO MODERATE SPECIAL EDUCATION MINOR

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 Mild to Moderate Special Education minor provides students with valuable knowledge related to meeting the special educational needs of students with mild to moderate disabilities in schools. Mild to moderate disabilities include learning disabilities, emotional and behavioral disorders, ADHD, high functioning autism, mild intellectual disabilities, and speech or language impairments. Students will learn effective practices for differentiating instruction, behavior management, collaboration, and supporting students with mild to moderate disabilities in general education classrooms. This minor is particularly relevant for students seeking to work in the K-12 academic environment, including those majoring in education, speech pathology and audiology, psychology, human development and family studies, public health, sociology, and other related disciplines.

Completion of this minor does not lead to teacher education licensure. To learn about additional requirements for a special education teaching license, see your advisor."

ADMISSION Note: Students majoring in Special Education Mild/Moderate concentration are not permitted to declare this minor.

GRADUATION REQUIREMENTS: To earn a minor in Mild to Moderate Special Education, students must attain a grade of "C" or higher in all minor coursework and a minimum overall 3.000 GPA in minor coursework.

Minor Cou	rse Requ	irements	(18 Credits)		
Attributes Course DD SPED 23000		urse	Title	Credits	Minimum Grade
		23000	Introduction to Exceptionalities		С
	SPED	24000	Inclusive Practices	3	С
	SPED	43050	Characteristics of Students w/Mild to Moderate	3	С
	SPED	43010	Family & Professional Collaboration ²	3	С
	SPED	43030	Applied Behavior Analysis I: Theory & Techniques ²	3	С
	SPED	43062	Differentiated Instruction: Frameworks & Practices ²	3	С
			Minimum Total	18	

¹SPED 23000 is a prerequisite for the other courses in the program, and should be taken first.

²Special permission is required to register for these courses. Please contact the School of Lifespan Development and Educational Sciences for approval.



Administration Building

September 2, 2016

Undergraduate Minor – Special Education

To Whom It May Concern:

On behalf of the Akron Public Schools, I enthusiastically write this letter of support for a new Mild/Moderate Special Education minor for the fall of 2017. This minor provides undergraduates with valuable knowledge related to meeting the special educational needs of early childhood, middle childhood, and adolescent students with mild or moderate disabilities.

As a previous teacher, supervisor and director of special education, I see the daily need for cross-training opportunities for all K-12 teachers. The minor will provide teachers with knowledge and skills related to inclusion, behavior management, collaborating with families and special educators, IEPS, and differentiated instruction that they currently do not receive within their general education major. The minor was developed for a broad range of undergraduate students; particularly for students majoring in education, speech pathology and audiology, psychology, human development and family students, public health, and sociology.

In my current role as the Assistant Superintendent for Curriculum and Instruction in the 4th largest urban district in Ohio, I have consistently advocated for expanded dual licensure programs, combining special education and general education teaching licenses, and any other flexible licensure design that prepares teachers for the realities of our collaborative co-taught teaching environments. This minor is an excellent example of providing the appropriate preparation needed for these dynamic inclusive environments.

Sincerely,

Ellen McWilliams-Woods, Ph.D.

Elle Mill

Assistant Superintendent

70 North Broadway Akron, OH 44308 Phone: 330.761.1661 Fax: 330.761.3223

AkronSchools.com

Subject:

FW: Support for Mild to Moderate SPED Minor (undergraduate)

From: BLANKEMEYER, MAUREEN

Sent: Friday, September 9, 2016 10:03 AM

To: Wiley, Andrew

Subject: RE: Support for Mild to Moderate SPED Minor (undergraduate)

Hi Andrew,

Thank you for sharing the information about the proposed Mild to Moderate SPED minor. I believe there will be students from all three of our HDFS concentrations, but especially those in the Child and Youth Development concentration, who will be interested in pursuing this minor. It will be a great complement to their knowledge base. Count HDFS in as supporting your new minor!

Regards, Maureen

Maureen Blankemeyer, PhD, CFLE Associate Professor Interim Program Coordinator (Fall 2016) Human Development and Family Studies 405H White Hall Kent State University Kent, OH 44242-0001

From: Wiley, Andrew

Sent: Wednesday, September 07, 2016 4:30 PM
To: BLANKEMEYER, MAUREEN <mblankem@kent.edu>

Subject: Support for Mild to Moderate SPED Minor (undergraduate)

Hey Maureen!

See attached for the draft catalog description. Anything you feel comfortable saying about the potential value and interest in this minor (for HDFS students).

An email will do the trick....either way, thanks!!

Andrew

Andrew L. Wiley
Associate Professor, Special Education
405 White Hall
Lifespan Development and Educational Sciences
Kent State University
Kent, OH
awiley5@kent.edu

awiley5@kent.edu Phone: 330-672-0581

Subject:

FW: Mild/Moderate Special Education Minor

From: DEVINE, MARY ANN

Sent: Tuesday, September 20, 2016 9:23 AM

To: Wiley, Andrew

Subject: RE: Mild/Moderate Special Education Minor

HI Andrew,

I have reviewed it and feel it is different enough from the Disability Studies (proposed change) minor. I would ask 2 things:

- 1. In the description of impact, you need to specify that there will most likely be a negative impact on the enrollment in the Disability Studies & Community Inclusion Certificate (being proposed as a minor)
- 2. Specify in the description that it specifically prepares students who want to work in the k-12 school/academic environment

Thanks for sharing this with me. Best wishes.

Best wishes Mary Ann

From: Wiley, Andrew

Sent: Monday, September 19, 2016 1:38 PM
To: DEVINE, MARY ANN < mdevine@kent.edu >
Subject: Mild/Moderate Special Education Minor

Hi Mary Ann!

Just checking in to see if you have any questions or feedback regarding the proposed Mild to Moderate Special Education minor. I want to re-emphasize that we will be very clear (in the catalog and in advising) that our minor is for folks seeking to work in K-12 settings (vs. community settings). If you have ideas for making that distinction in the catalog or elsewhere, please let me know.

If you don't have any questions or feedback, also please let me know. We have a little time, but if I can get this going to the next step, would love to turn my attention to other curriculum change stuff!

Thanks Mary Ann!

Andrew

Andrew L. Wiley Associate Professor, Special Education 405 White Hall Lifespan Development and Educational Sciences Kent State University

Subject:

FW: Special Educaton Minor (Mild to Moderate Disabilities)

From: SCHMIDT, ANNA

Sent: Tuesday, September 13, 2016 1:42 PM

To: Wiley, Andrew

Subject: Re: Special Educaton Minor (Mild to Moderate Disabilities)

Hi Andrew

The faculty support the creation of the minor. For the sophomores, 25/80 would be interested in such a minor.

Sounds promising.

Anna

Anna M. Schmidt, Ph.D., CCC/SLP Undergraduate Coordinator Program Co-Coordinator Speech Pathology & Audiology School of Health Sciences Nixson Hall 108 1225 Theatre Dr. Kent State University Kent, OH 44242 aschmidt@kent.edu 330-672-2673

From: Wiley, Andrew

Sent: Wednesday, September 7, 2016 1:58 PM

To: SCHMIDT, ANNA

Subject: Special Educaton Minor (Mild to Moderate Disabilities)

Hello Dr. Schmidt!

We are proposing a new mild/moderate special education minor to begin in the fall of 2017. I am wondering if you believe that 1) undergraduate SPA majors would be interested in such a minor, and/or 2) undergraduate SPA majors would benefit from enrolling in this minor.

If you agree to either or both of those statements, would you mind sending me a letter or email of support? Does not have to be anything fancy, just stating that undergraduate SPA majors would likely take this minor.

The DRAFT catalog description and list of courses is attached. Please let me know if you have any questions!

Kind regards,

Andrew

Andrew L. Wiley Associate Professor, Special Education 405 White Hall Lifespan Development and Educational Sciences Kent State University

Subject:

FW: Mild/Moderate Special Education Minor

From: SANDMANN, ALEXA

Sent: Wednesday, September 7, 2016 10:47 AM

To: Wiley, Andrew

Subject: RE: Mild/Moderate Special Education Minor

Hi, Andrew,

After consulting with TLC's undergraduate program coordinators, we support your proposed mild/moderate minor. We believe our students would be well-served if they added this set of courses to their coursework.

Best wishes,

Alexa

Dr. Alexa L. Sandmann

Director, School of Teaching, Learning and Curriculum Studies
Professor of Literacy; Director of National Writing Project at Kent State University
Co-Director of Virginia Hamilton Conference on Multicultural Literature for Youth
Kent State University
404 White Hall
Kent, OH 44242
330-672-2580
asandman@kent.edu

From: Wiley, Andrew

Sent: Thursday, September 01, 2016 1:06 PM
To: SANDMANN, ALEXA <asandman@kent.edu>
Subject: Mild/Moderate Special Education Minor

Hi Alexa!

We are proposing three special education minors for fall of 2017. I am preparing the proposal for one of these minors, the mild/moderate minor, and I am hoping to1) get your feedback and thoughts as we move ahead, and 2) get a letter of support for the mild/moderate minor. My understanding is that the letter (or email) of support does not have to be very formal or detailed. Anything you can say about the value and usefulness of a mild/moderate minor for general education majors would be great.

A draft of the catalog description is attached. If you would like to meet and talk, I am happy to do so, just let me know!

Thanks! Andrew

PS - The full proposal is coming, but, in a nutshell, we think that general education teachers need knowledge and skills provided by this minor because many students with mild/moderate disabilities are included in co-taught general education classrooms. We believe that graduates from TLCS who have a minor in mild/moderate special education will be extremely competitive in the job market. If you need more regarding the rationale and/or the content of the mild/moderate minor, also let me know!!

To:

Wiley, Andrew

Subject:

RE: SPED minor in the works

From: MCGLOTHLIN, LAURA

Sent: Thursday, September 01, 2016 2:09 PM

To: Walter, Rachel

Subject: RE: SPED minor in the works

Hi Rachel,

I think it would be very beneficial to my Early Childhood majors. I imagine it would interest 30+ students maybe more.

Laura

Laura McGlothlin M.Ed
Academic Advisor II
Kent State University
College of Education, Health and Human Services
Vacca Office of Student Services
304 White Hall
330-672-2862
Imcgloth@kent.edu

Subject:

FW: SPED minor in the works

From: Wade, Courtney

Sent: Friday, September 02, 2016 9:16 AM

To: Walter, Rachel

Subject: RE: SPED minor in the works

I was the graduate assistant/part-time academic advisor for Early Childhood Education, Middle Childhood Education, Adolescent Education, and Special Education. During my two years of advising our education majors, I received the most inquiries about a minor in SPED from my Early Childhood majors. I think they will be torn between the Early Intervention and the Mild/Mod concentrations. The reason why so many Early Childhood majors were interested in a SPED minor is because they were told by teachers in the field that it would help them find a job.

While I did not receive as many inquiries from students in the other education majors, I think that they would be interested, particularly in the Mild/Mod concentration. "IF" the SPED Mod/Intensive majors can earn this minor, then I think you will have some interest from them! I also think the ADED majors who have room in their schedules will be interested, but they would need to be aware of the minor early in their academic careers (as the structure of their programs requires spring only graduation).

All of that to say, I think this is a great idea! I think the catalog description is written in a way that will drum up interest from education majors across disciplines and age ranges. Hope this helps!

Warm Regards,

Courtney Wade, M.Ed.

Assessment and Accreditation Coordinator
College of Education, Health and Human Services | Kent State University
219 White Hall, 150 Terrace Drive, Kent, OH 44242
330-672-4033 | cwade10@kent.edu

Subject:

FW: SPED minor in the works

From: Jennings, Keya

Sent: Friday, September 02, 2016 12:47 PM

To: Walter, Rachel

Subject: RE: SPED minor in the works

Health Services students may be interested many want to go into the OT field, non-profit, working with children, social work etc.

Of course SPA students would really like this option too ©

Thank you Keya

Keya Jennings, M.Ed.

Academic Advisor II
College of Education, Health & Human Services
Vacca Office of Student Services
Kent State University
304 White Hall
kjennin9@kent.edu
Office: (330).672.2862

From: Walter, Rachel

Sent: Thursday, September 01, 2016 2:04 PM Cc: ZARGES, KATHY < kmzarges@kent.edu >

Subject: SPED minor in the works

Hi all Vacca advisors (plus Courtney Wade),

My SPED faculty are hard at work to create a SPED minor! © They are thinking there will be 3 tracks: Early Intervention (to work with Mod/Intensive young kiddos), Mod/Intensive (severe developmental disabilities), and Mild/Mod (learning disabilities and mild autism). My Mild/Mod faculty member, Andrew Wiley, has created this attachment to survey our advising staff to gauge our students' interest in this. He is asking for emails from our staff citing how much interest we believe this would attract to each of our designated majors. This is for Mild/Mod ONLY! If you would, please just reply to my email and I will forward your response directly to him! If we can have this done by the end of next week when their staff member is, that would be helpful, but we have longer if you need more time.

Thanks! Rachel

Rachel Walter, M.Ed.
Academic Advisor II
College of Education, Health and Human Services
Vacca Office of Student Services
304 White Hall
Kent State University
Phone: (330) 672-2862

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	12-Dec-16	Curriculum Bulletin
		Effective Date	Fall 2017	Approved by EPC
Department	Nursing			
College	NU - Nursing			
Degree	BSN - Bachelor o	f Science in Nerr	ina	
Program Name	Bachelor of Scien		•	Jurana Drogram Bannar Cada
Concentration(s)		_		Nurses Program Banner Code
Proposal		ntration(s) Banner	Code(8)	
Γιοροσαι	Establish program			
degree program for concentration with majors under the B entering the nursin	ity proposes estab r students who are in the BSN Nursing SN degree: the on ig profession for the major for students	e practicing regis g major. With this l-ground Nursing ne first time ("trac	tered nurses. s establishme major for stu ditional" path)	or of Science in Nursing (BSN) Presently, this program is a nt, Kent State will offer two dents, many of whom are), and the online Nursing for o wish to advance their nursing
Does proposed revision Current total credit h	• • •	n's total credit hou Proposed total cr		⊠ No
staffing consideration Kent State began of program was appropriate online/on-ground of Trumbull, Tuscaray of 267 students as enrollment census) As the program has to a program that he traditional and RN-traditional and RN-traditional with disto-BSN program is	ns; need; audience; ffering the BSN for oved to be offered in all regional came was). The BSN for emester. In fall 20% is evolved, so, too, as become distinct to-BSN programs for patients and edifferent needs, eduless visible to programs for constraints of other departments, programs are departments, programs are departments, programs are departments, programs.	prerequisites; tear Registered Nurse fully online throughuses (Ashtabula Registered Nurse 16, 258 students when the tradition and skill sepective students arate degree progne program being	cher education ses concentration the Kent Ca, East Liverpes concentration were declared necluding admit competencies ent positions, sets. In additions who are not grams will allog a subset of a	ation in 2009. In 2010, the Campus and, later, hybrid col, Geauga, Salem, Stark, on has an average enrollment in the concentration (15th day dission and curriculum, leading program. While both the sand outcomes to prepare they serve different con, as a concentration, the RN-looking for a traditional content.
		REQUIRED END	ORSEMENTS	
Leaving Mi	the			12 112 12016
Department Chair / S	School Director			
Janhara Z				12 112 12016
Campus Dean (for R	egional Campuses	proposals)		

Curriculum Services | Form last updated June 2015



John R. Kasich, Governor John Carey, Chancellor

Request for Approval

Submitted by Kent State University

Establishment of a
Nursing for Registered Nurses Major
Within the Bachelor of Science
in Nursing Degree

Date of Submission (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 program title: Nursing for Registered Nurses major within the

Bachelor of Science in Nursing 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

Program's delivery sites: online only

Date that the request was approved by the institution's governing board:

Approved by the Kent State University Board of Trustees

on [date]

Proposed start date: Fall 2017 pending approval from Higher Learning Commission

Institution's programs: Degree programs at the associate, bachelor's, master's,

and doctoral levels; undergraduate and graduate certificates

Educator Preparation Programs

Leads to licensure: No Leads to endorsement: No

SECTION 1: INTRODUCTION

1.1 Summary of the request

Kent State University proposes establishing an online-only Bachelor of Science in Nursing (BSN) degree to serve as a completer program for students who are practicing registered nurses. Presently, this program is a concentration within the Nursing major. With this establishment, Kent State will offer two majors for the BSN degree: (1) on-ground Nursing major for students who are entering the nursing profession for the first time (aka "traditional" path) and (2) online Nursing for Registered Nurses major for students with an active RN license who wish to advance their nursing career (aka "RN-to-BSN" path).

Kent State began offering the RN-to-BSN concentration within the BSN degree in 2009. In 2010, the program was approved to be offered fully online through the Kent Campus and, later, hybrid online/on-ground on all regional campuses (Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull, Tuscarawas). In fall 2016, 258 students were declared in the concentration. In the past six years, the program has graduated 491 students.¹

¹ Kent State Office of Institutional Research (2017). Student enrollment (15th day census) and degree awarded.

SECTION 2: ACCREDITATION

2.1 Regional accreditation

Original 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

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 the notification as an appendix item.

Kent State's College of Nursing is accredited by the American Association of Colleges of Nursing's Commission on Collegiate Nursing Education. Elevating a concentration to a major with no curriculum changes does not require accreditation notification.

Notification to the Higher Learning Commission will occur after the Ohio Department of Higher Education has approved the program.

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 academic and administrative organizational structures can be found at www.kent.edu/president/organizational-chart.

² Correspondence from HLC President Barbara Gellman-Danley (February 4, 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 online major will be administered by the College of Nursing, one of 10 degree-granting colleges of Kent State University. The college comprises 37 full-time faculty and 12 staff and administrators across the university's eight campuses, overseeing the BSN, MSN, PhD and Doctor of Nursing Practice degrees, in addition to numerous post-master's certificates. The college's dean reports to the university's senior vice president for academic affairs and provost.

Program course offerings will be offered through a coordinated schedule by all of Kent State campuses. This strategy increases access of the program and courses to students, increases the pool of expert faculty to teach the courses and shares the expense and revenue among the campuses.

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.

Lead administrator of the program is Associate College Dean Tracey M. Motter, DNP, RN. Dr. Motter is responsible for organization of the program across the university's campus system, quality course development and delivery, faculty assignments, financial stability and program reporting and accreditation. She supervises the program's academic advisor and assists with course scheduling and student and faculty concerns. See Appendix A for Dr. Motter's curriculum vitae.

Dr. Motter was one of the first faculty members at the College of Nursing to begin teaching online courses in the undergraduate program. She has been instrumental in developing both online and hybrid online/on-ground nursing courses.

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 College of Nursing's Baccalaureate Curriculum Committee is responsible for all curriculum development and revisions for the program. Members comprise tenured nursing faculty, regional campus representatives and non-tenured faculty teaching in the BSN degree. Members are elected for a two-year term and meet monthly throughout the academic year.

The College Advisory Committee approves all changes to the program presented by the Baccalaureate Curriculum Committee. Members comprise all tenured and tenure-track faculty in the College of Nursing and meet monthly throughout the academic year.

4.2 Program development

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

The proposed Nursing for Registered Nurses major aligns with the College of Nursing's mission 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." The program prepares professional registered nurses to become leaders in the nursing profession and provide culturally competent care to patients in a variety of settings.

Indicate whether the proposed program was developed to align with the standards of a specialized accreditation agency. If so, indicate whether the institution plans to pursue 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 curriculum meets the American Association of Colleges of Nursing's essentials standards for the bachelor's degree.⁴ The program is certified by the Ohio Board of Nursing. The college has been accredited by the Commission on Collegiate Nursing Education since 1998; the next accreditation review of the college's BSN degree is scheduled for 2018. In addition, the Kent State University College of Nursing has been designated, since 2013, as a Center of Excellence in Nursing Education by the National League for Nursing.⁵

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.

The need to offer a completer BSN degree for registered nurses is expected to increase in the near future. Although a hospital/school diploma or associate degree is the minimal education level required to become a registered nurse, the BSN degree is the primary pathway to professional nursing, as compared to technical-level practice. To meet the more complex demands of today's healthcare environment, the National Advisory Council on Nurse Education and Practice has recommended that at least two-thirds of the basic nurse workforce hold a baccalaureate or higher in nursing. The National Academy of Medicine (formerly the Institute of Medicine) has called for an increase in the proportion of nurses with a bachelor's degree, from 50 to 80 percent, by 2020.

³ Kent State University (2017). College of Nursing mission, goals and program outcomes. Retrieved from www.kent.edu/nursing/mission-vision-core-values-and-strategic-goals.

⁴ American Association of Colleges of Nursing (20 October 2008). The Essentials of Baccalaureate Education for Professional Nursing Practice. Retrieved from www.aacn.nche.edu/education-resources/BaccEssentials08.pdf.

⁵ National League for Nursing (2017). Centers of Excellence Listing. Retrieved from www.nln.org/recognition-programs/centers-of-excellence-in-nursing-education/centers-of-excellence-listing.

⁶ National Advisory Council on Nurse Education and Practice (October 1996). Report to the secretary of the Department of Health and Human Services on the basic registered nurse workforce. Washington, DC: U.S. Department of Health and Human Services, Division of Nursing.

⁷ Institute of Medicine (October 5, 2010). The future of nursing: leading change, advancing health. Washington, DC: National Academy of Sciences. Retrieved from www.nationalacademies.org/hmd/Reports/2010/The-Future-of-Nursing-Leading-Change-Advancing-Health.aspx.

In addition, employment opportunities are becoming more limited for registered nurses without a BSN degree. In a 2016 survey of 576 nursing schools offering baccalaureate and graduate programs, respondents indicated that 54 percent of hospitals and other healthcare settings are requiring new hires to have a bachelor's degree in nursing (up 6.6 percentage points since 2015), while 98 percent of employers are expressing a strong preference for BSN degree graduates.⁸

Most large hospital systems in Ohio are designated by the American Nurses Credentialing Center as "magnet," which is highest level of recognition that an organization can receive for quality nursing care. Hospitals and other healthcare agencies seeking magnet status are required to have all their registered nurses hold a bachelor's degree in nursing. Agencies in Northeast Ohio with magnet status include the Cleveland Clinic, Aultman Hospital, MetroHealth System, Summa Health System, Akron General Medical Center, University Hospitals of Cleveland and Mercy Health—St. Elizabeth Youngstown Hospital.

Registered nurses are seeking the BSN degree in increasing numbers. In 2010, 22,531 registered nurses with a diploma or associate degree graduated from BSN degree programs. A 2015 Ohio workforce data report found that more than half of registered nurses work in a hospital setting; however, only 32 percent of the current RN workforce in Ohio have earned a BSN degree.

Job opportunities continue to be strong for nurses. According to OhioMeansJobs.com, nursing is the most in-demand occupation in the state currently. The Ohio Department of Job and Family Services cites filling registered nursing positions as the "biggest employment challenge." As reported by Ohio Action Coalition, more nurses work in Northeast Ohio than in any other region of Ohio. Kent State's College of Nursing has graduated more than 40 percent of the nursing workforce in Northeast Ohio.

4.3 Collaboration with other Ohio institutions

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

As the program will be offered online only and will appeal to students who do not seek a specific location, comparison of program sites is not applicable in this situation.

⁸ American Association of Colleges of Nursing (November 2016). Employment of new nurse graduates and employer preferences for baccalaureate-prepared nurses. Retrieved from www.aacn.nche.edu/leading-initiatives/research-data/employment16.pdf.

⁹ American Association of Colleges of Nursing (2011). 2010-2011 Enrollment and graduations in baccalaureate and graduate programs in nursing. Washington, DC

¹⁰ Ohio Board of Nursing (October 2015). Ohio workforce data summary report: Registered nurse. Retrieved from www.nursing.ohio.gov/Workforce.htm.

¹¹ Ohio Department of Job and Family Services (December 2016). All in-demand occupations. Retrieved from http://omj.ohio.gov/OMJResources/State-AllOpenings.stm.

¹² Ohio Department of Job and Family Services (2008). Ohio health care employment labor market trends and challenges. Retrieved from http://ohiolmi.com/research/publications/2008HealthCare.pdf.

¹³ Ohio Action Coalition (2015). The RN & APRN workforce in Ohio: An overview of 2013 licensure renewal data. Retrieved from www.aacn.nche.edu/media-relations/nursing-shortage-resources/Ohio-APRN-RN-Data.pdf.

¹⁴ Kent State University (2017). About the College of Nursing. Retrieved from www.kent.edu/nursing/about.

SECTION 5: STUDENT SERVICES

5.1 Admissions policies and procedures

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

Admission criteria for the RN-to-BSN program is selective. Applicants must have a current, active RN license and have earned diploma or associate degree with a minimum 2.000 GPA. To progress to the program's nursing sequences, students must complete (or have completed equivalent) required biology and chemistry science courses (BSCI 21010 Anatomy and Physiology I, BSCI 21020 Anatomy and Physiology II and CHEM 10055 Molecules for Life) with a minimum 2.000 GPA.

Admitted students to the online program must complete an online student orientation module. This orientation program includes four modules:

- 1. The Student Handbook module provides information on policies to progress through and graduate from the program and instructions for scheduling an advising appointment.
- 2. The resource module includes information on transfer credits, the graduation planning system (GPS) used to keep students on track to graduate, the quarterly nursing newsletter and clinical compliance requirements.
- 3. The technology support module helps student navigate an online course by providing information on computer software requirements, university email and Kent State's learning management system, Blackboard.
- 4. The financial aid module provides information for students applying for financial aid and scholarships. The module includes videos from the Kent State's Bursar's Office.

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 Credit Transfer Office 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. Kent State major courses are aligned with the Transfer Assurance Guide (TAG) and in progress with the Career Technical Assurance Guide (CTAG). 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.

As this program is existing and has been offered online for several years, student administrative services are adequate. The university has the capacity to absorb any projected growth.

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.

As this program is existing and has been offered online for several years, student academic services are adequate. Currently, advising services includes one full-time academic advisor and one part-time graduate assistant. Student advising is required for all students before beginning nursing courses and when registering for the final semester to ensure they are on track to graduate. Students are encouraged to schedule an academic advising appointment at any time throughout the program. The academic advisor meets online, by phone or in person with students. The graduate assistant assists with students' registration and other clerical needs. This level of staff is sufficient to meet the needs of current enrollment in the RN-to-BSN program. If enrollment increases, the College of Nursing has the capacity to hire another full- or part-time academic advisor.

The online courses follow a template developed to meet Quality Matters standards and are accessible to students with disabilities. The College of Nursing employs a full-time instructional designer who is certified to apply the Quality Matters rubric to online courses. The college works closely with the Kent State's Office of Student's Accessibility Services to assure all students have access to the online courses.

SECTION 6: CURRICULUM

6.1 Introduction

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

The Bachelor of Science in Nursing degree in Nursing for Registered Nurses is for registered nurses (RN) with a diploma or associate degree who are seeking an accredited bachelor's degree in nursing. The completer program is offered fully online for part- and full-time students. Expert faculty and administrators work closely with students to equip them to meet the future challenges of professional nursing and influence the future of health care.

6.2 Program goals and objectives

Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.

Program Goals:

- 1. Prepare students with a quality education that affords them the opportunity to achieve career success through licensure, certification or other professional distinction.
- 2. Cultivate an environment of collaboration, excellence, discovery, creativity and for learning, scholarship and professional development.
- 3. Provide leadership in the community and to the profession.
- 4. Engage with the world beyond our campuses.

Program Objectives:

- 1. Acquire competencies based on professional standards to assume the role of the professional nurse and for career advancement, including graduate studies.
- 2. Apply the nursing process in providing evidence-based, culturally sensitive care to promote health and adaptation of individuals, families, groups and communities.

The program's curriculum meets the American Association Colleges of Nursing's "essentials of baccalaureate education for professional nursing" standards. The curriculum includes system-based quality improvement strategies and experiences that involve collaboration with other healthcare professionals. Students learn and apply evidence-based practice to their nursing care and complete a quality improvement proposal in the clinical area.

The focus of the course assignments is the health and wellness of individuals, families, group, and communities. Students complete a leadership course and a community health needs assessment. Based on the outcomes of the community assessment, students complete a health promotion project. From those experiences, students learn the strategies to become a leader as a bedside nurse and to affect healthcare policies.

6.3 Course offerings/descriptions

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

Course		OTM TAG	New/ existing	Delivery
Major Requirements (42 credit hours) minimum c gr	ade rec	uired in	all cour	ses
BSCI 20021 Basic Microbiology	3-4		existing	online/on-ground
or BSCI 30171 General Microbiology	3-4		existing	on-ground *
BSCI 30050 Human Genetics	3		existing	online/on-ground/hybrid
or BSCI 30156 Elements of Genetics	3		existing	on-ground *
NURS 35040 Complementary and Integrative Health ¹			existing	online
or NURS 45030 Professional Literacy: Skills to Career	3		existing	online
Advancement 1				
NURS 40075 Information and Patient Care Technology	3		existing	online/hybrid
for Healthcare Professionals	3			

Course	Cr hrs	OTM TAG	New/ existing	Delivery
NURS 40873 Introduction to Evidence-Based Practice for Registered Nurses	3		new **	online/hybrid
NURS 41000 Concepts and Issues for Professional Nursing Practice	3		existing	online/hybrid
NURS 42000 Leadership and Management for Professional Nursing Practice	3		existing	online/on-ground/hybrid
NURS 43001 Health Promotion ²	3		existing	online/hybrid
NURS 44000 Population-Based Nursing for Professional Nursing Practice	3		existing	online/on-ground/hybrid
NURS 45000 Health Maintenance and Restoration for Professional Nursing Practice	3		existing	online/on-ground/hybrid
NURS 46000 Health Care Policy	3		existing	online/hybrid
NURS 47001 Capstone for Professional Nursing Practice ²	3		existing	online
NUTR 23511 Science of Human Nutrition	3	TAG	existing	online/on-ground/hybrid
Statistics Elective, choose from the following: MATH 10041 Introductory Statistics NURS 31010 Application of Statistical Findings for Evidence-Based Practice in Nursing	3-4		existing existing	online/on-ground online
PH 30002 Introductory Biostatistics			existing	online/on-ground
PSYC 21621 Quantitative Methods in Psychology				online/on-ground/hybrid
General Education (Kent Core) / Additional Requirer	nents (78 cred	it hours)	
BSCI 21010 Anatomy and Physiology I (min C grade) ³	4		existing	on-ground
BSCI 21020 Anatomy and Physiology II (min C grade) ³	4		existing	on-ground
CHEM 10050 Fundamentals of Chemistry	3		existing	online/on-ground
or CHEM 10055 Molecules for Life			existing	online/on-ground
or CHEM 10060 General Chemistry I (min C grade)		TAG	existing	on-ground *
PSYC 11762 General Psychology	3	OTM TAG	existing	online
SOC 12050 Introduction to Sociology	3	OTM TAG	existing	online/on-ground
US 10097 Destination Kent State: First Year Experience	1		existing	online/on-ground
Kent Core Composition	6	OTM	existing	online/on-ground
Kent Core Mathematics/Critical Reasoning (min C grade)	3	OTM	existing	online/on-ground
Kent Core Humanities and Fine Arts	9	OTM	existing	online/on-ground
Kent Core Additional	3	OTM	existing	online/on-ground
General Electives ⁴	39		existing	online/on-ground

- 1. With permission of the undergraduate program director, another upper-division nursing or health care course may be substituted for NURS 35040 or NURS 45030.
- 2. Students who have completed NURS 43000 may use it to substitute for NURS 43001. However, they must take NURS 47000, which will substitute for NURS 47001.
- 3. Registered nurses with an associate degree or diploma are expected to have completed anatomy and physiology coursework before beginning their studies in the BSN degree. If there are any deficiencies in this area, students must take the appropriate course(s) at Kent State (either online or on-ground depending on the course) or at another university or college to fulfill this requirement. Students who have successfully completed ATTR 25057 (or EXSC 25057) and ATTR 25058 (or EXSC 25058) with a minimum C grade may use those courses in place of BSCI 21010 and BSCI 21020.
- 4. General electives include credit hours earned from an associate degree or nursing diploma. Total credit hours depends on earning 120 credit hours, including 39 upper-division credit hours.
- * These on-ground-only courses are listed in the program to accommodate transfer courses that articulate as equivalent.

** NURS 40873 is a new course that complements an existing course that all nursing students completed. With the new course, RN students and traditional students will take separate courses.

Provide number, name and description of each course in the proposed program as it would appear in the course catalog. Submit syllabi for new courses as appendix items.

Courses listed below are major courses and count in the major GPA for graduation. See Appendix B for syllabus for NURS 40873.

BSCI 20021 Basic Microbiology 3 Credit Hours Principles of microorganisms having a direct relationship on the health and well-being of humans. Fundamental principles of microbiology and of This course may not be used to fulfill requirements in the following programs: BA Biology, BS Biology, BS Botany, BS Environmental and Conservation Biology, BS Medical Technology, BS Biotechnology, BS Zoology, and Biological Sciences minor. Prerequisite: BSCI 20019; or BSCI 21010; or BSCI 10005; or BSCI 11010; or ATTR 25057; or EXSC 25057; and CHEM 10050 or CHEM 10052 or

CHEM 10055 or CHEM 10060. Schedule Type: Lecture Contact Hours: 3 lecture Grade Mode: Standard Letter

BSCI 30050 Human Genetics 3 Credit Hours Modern concepts of genetics applicable to the human including examination of genetically related

diseases and their societal implications. This course may not be used to fulfill requirements in the following programs: BA Biology, BS Biology, BS Botany, BS Environmental and Conservation Biology, BS Medical Technology, BS Biotechnology,

BS Zoology and Biological Sciences minor. Prerequisite: 8 credits of biology [BSCI] courses; and Contact Hours: 4 lecture

3 credits of chemistry [CHEM] courses.

Schedule Type: Lecture Contact Hours: 3 lecture Grade Mode: Standard Letter

BSCI 30156 Elements of Genetics 3 Credit Hours Findings for Evidence-Based Practice in

Principles of organic mechanisms for expression and Nursing 3 Credit Hours transmission of traits as studied in molecules, cells, organisms and populations.

Prerequisite: BSCI 10110 and 10120 with minimum C- grades; and MATH 10772 or MATH 10775 or MATH11009 or MATH 11010 or MATH 12001 or

MATH 12002 or MATH 12021.

Schedule Type: Lecture Contact Hours: 3 lecture Grade Mode: Standard Letter

BSCI 30171 General Microbiology 4 Credit

Hours

organisms including their structure, physiology, genetics, pathogenicity, classification, mechanisms of cultivation and control.

Prerequisite: BSCI 10110 with a minimum grade of C-; and BSCI 30140; and CHEM 10060, 10061,

10062 and 10063.

Schedule Type: Laboratory Contact Hours: 3 lecture, 1 lab Grade Mode: Standard Letter

MATH 10041 Introductory Statistics 4 Credit

Hours

An introduction to statistical thinking and statistical methods. Emphasis is on statistical literacy, conceptual understanding and active learning in the classroom.

Prerequisite: Minimum 22 math ACT score; or minimum 520 math SAT score; or minimum 35 ALEKS math assessment score; or minimum C grade in MATH 00022; or any higher-level MATH

Schedule Type: Emporium Grade Mode: Standard Letter

Attributes: Kent Core Mathematics and Critical

Reasoning

NURS 31010 Application of Statistical

This is a three credit course focusing on an introduction to statistical techniques with an emphasis on application in the health care setting.

Prerequisite: none. Schedule Type: Lecture Contact Hours: 3 lecture Grade Mode: Standard Letter

Health 3 Credit Hours

(Repeatable for credit) Explores and critically analyzes complementary and integrative health therapies, products, and supplements primarily being study of leadership and management. Facilitates used in the United States through the review of evidenced based research and case studies. Synthesizing the exploration of complementary and integrative health practices that are often used in conjunction with traditional Western medicine, students examine the evolving Integrative Health, which has also been called Integrative Medicine, or Complementary and Alternative Medicine.

Prerequisite: none. Schedule Type: Lecture Contact Hours: 3 lecture Grade Mode: Standard Letter

NURS 40075 Information and Patient Care Technology for Healthcare Professionals

3 Credit Hours

(Cross-listed with RSPC 40075). Focuses on the use of information management and information systems, technology and the human technology interface utilized in healthcare. Students taking this course must be registered nurses.

Prerequisite: nursing (NURS) major.

Schedule Type: Lecture Contact Hours: 3 lecture Grade Mode: Standard Letter

NURS 40873 Introduction to Evidence-Based Practice for Registered Nurses 3 Credit Hours

This course introduces the student to the process of identifying quality research studies and applying the findings to nursing practice to improve patient outcomes.

Prerequisite: NURS 41000 Corequisite: NURS 41000 Schedule Type: Lecture Contact Hours: 3 lecture, 0 lab

Grade Mode: Standard Letter

NURS 41000 Concepts and Issues for Professional Nursing Practice 3 Credit Hours

Focuses on nursing concepts and theory, nursing process and the history of nursing as it relates to the development of professional nursing and the role of the professional nurse. Students taking this course must be registered nurses.

Prerequisite: nursing (NURS) major.

Schedule Type: Lecture Contact Hours: 3 lecture Grade Mode: Standard Letter

NURS 45030 Professional Literacy: Skills to Career Advancement 3 Credit Hours

Professional Nursing Practice 3 Credit Hours Allows the registered nurse (RN) to utilize personal

and professional knowledge and experiences in the discovery of how nursing and leadership theories define and enhance practice. Assists the RN in analyzing the relationship between nursing, the professional nurse's leadership/management roles, and the articulation between nursing research and practice. Students taking the course must be registered nurses.

Prerequisite: nursing (NURS) major.

Schedule Type: Lecture Contact Hours: 3 lecture Grade Mode: Standard Letter

NURS 43001 Health Promotion 3 Credit Hours

This course utilizes the nursing process to explore health promotion and disease prevention across the lifespan and healthcare settings. Theories and models are used to understand health behaviors. The course includes the role of the nurse; national health objectives; health literacy; education; counseling; transcultural considerations; factors affecting health promotion; and specific health promotion strategies. Students taking the course must be registered nurses.

Prerequisite: nursing (NURS) major.

Schedule Type: Clinic

Contact Hours: 2 lecture, 3 other Grade Mode: Standard Letter

Attributes: Experiential Learning Requirement

NURS 44000 Population-Based Nursing for Professional Nursing Practice 3 Credit Hours

Focuses on concepts of population-based nursing practice with emphasis on improving the health of communities and populations. Students taking the course must be registered nurses.

Prerequisite: nursing (NURS) major.

Schedule Type: Clinic

Contact Hours: 2 lecture, 6 other Grade Mode: Standard Letter

NURS 45000 Health Maintenance and Restoration for Professional Nursing Practice

3 Credit Hours

Focuses on issues related to health maintenance and restoration for individuals and families experiencing illness.

Prerequisite: nursing (NURS) major.

Schedule Type: Lecture Contact Hours: 3 lecture

NUTR 23511 Science of Human Nutrition 3

Credit Hours

Explores career and professional growth through processes such as writing, publishing, presenting and portfolio development.

Prerequisite: none. Schedule Type: Lecture Contact Hours: 3 lecture Grade Mode: Standard Letter

NURS 46000 Health Care Policy 3 Credit Hours Examines the organizational and societal context in which health care is delivered. Existing health care policy and delivery systems are examined, including historical perspectives, legislation, professional disciplines, organizations, health networks, forms of care delivery, consumer needs and economics and funding. The ability of the current health care system to serve all segments of the U.S. population

is examined in depth as well as future forms of

health care delivery. Global perspectives are also studied.

Prerequisite: junior level standing.

Schedule Type: Lecture Contact Hours: 3 lecture Grade Mode: Standard Letter

NURS 47001 Capstone for Professional Nursing PSYC 21621 Quantitative Methods in **Practice** 3 Credit Hours

Allows RNs to apply previously learned nursing theory and clinical knowledge with their baccalaureate education in the identification and implementation of a scholarly nursing project. This project utilizes, but is not limited to, previously learned knowledge of leadership skills, principles of teaching learning, health care policy, change process, group process, team building, collaboration, healthcare policy and delivery systems, quality improvement, evidence-based care, diversity, nursing roles, information technology and systems, population-based care and ethical legal issues. Students taking this course must be registered nurses.

Prerequisite: NURS 40075 and NURS 41000. Pre/corequisite: NURS 40085, NURS 42000, NURS 43001, NURS 44000, NURS 45000 and NURS

46000; and nursing (NURS) major.

Schedule Type: Lecture Contact Hours: 3 lecture Grade Mode: Standard Letter Attributes: Writing Intensive Course Grade Mode: Standard Letter

Basic concepts and principles in the science of human nutrition, energy balance and weight control, individual nutrient needs, diet selection, nutrition related metabolism and physiological functions, nutritional diseases and current human nutrition controversies.

Prerequisite: None. Schedule Type: Lecture Contact Hours: 3 lecture Grade Mode: Standard Letter

Attributes: Kent Core Basic Sciences, TAG Health

PH 30002 Introductory Biostatistics 3 Credit Hours

An introduction to statistical methodology in the field of public health. Students learn the statistical skills to read scientific articles, understand the statistical methods used and interpret the results on their own.

Prerequisite: any Kent Core Mathematics and

Critical Reasoning course. Schedule Type: Lecture Contact Hours: 3 lecture Grade Mode: Standard Letter

Psychology I 3 Credit Hours

Application of quantitative, statistical methods in psychological research. Descriptive and inferential methods (includes ANOVA, t-test and correlation).

Prerequisite: PSYC 11762. Schedule Type: Lecture Contact Hours: 3 lecture Grade Mode: Standard Letter As this is a completer degree for RNs with an associate degree or diploma, students will transfer in college-level credit hours (at minimum, 33 credit hours) that will be applied toward the degree as general elective credit to meet the minimum 120 credit hours to graduate.

Semester 1 BSCI 21010 Anatomy and Physiology I CHEM 10050 Fundamentals of Chemistry or CHEM 10055 Molecules for Life or CHEM 10060 General Chemistry I PSYC 11762 General Psychology US 10097 Destination Kent State: First Year Experience Kent Core Requirement	Hours 4 3 1 3 1	Semester 2 BSCI 21020 Anatomy and Physiology II BSCI 20021 Basic Microbiology or BSCI 30171 General Microbiology SOC 12050 Introduction to Sociology Kent Core Requirement	Hours 4 3-4 3 13
Semester 3 Kent Core Requirement Kent Core Requirement Kent Core Requirement Kent Core Requirement General Elective	Hours 3 3 3 3 3 15	Semester 4 BSCI 30050 Human Genetics or BSCI 30156 Elements of Genetics NUTR 23511 Science of Human Nutrition Statistics Elective Kent Core Requirement	Hours 3 1 3 3-4 3 12
Semester 5 NURS 40075 Information and Patient Care Technology for Healthcare Professionals NURS 41000 Concepts and Issues for Professional Nursing Practice NURS 42000 Leadership and Management for Professional Nursing Practice NURS 43001 Health Promotion	Hours 3 3 3 3 12	Semester 6 NURS 35040 Complementary and Integrative Health or NURS 45030 Professional Literacy: Skills to Career Advancement NURS 44000 Population-Based Nursing for Professional Nursing Practice NURS 45000 Health Maintenance and Restoration for Professional Nursing Pract NURS 46000 Health Care Policy	Hours 3 3 3
Semester 7 NURS 40873 Introduction to Evidence-Based Practice for Registered Nurses NURS 47001 Capstone for Professional Nursing Practice	Hours 3 6	General Elective	3 15

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

\boxtimes	More than	50%	of the	program	will	be o	offered	using a	fully on	line deliv	ery mo	del	
	More than	50%	of the	program	will	be o	offered	using a	hybrid/	blended	delivery	y model	
	More than	50%	of the	program	will	be o	offered	using a	flexible	or accele	erated d	elivery n	nodel

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

If one or more of the items is checked, please provide a <u>brief</u> description of the off-site component(s).

Students are required to complete one clinical experience while enrolled in NURS 43001 Health Promotion in Professional Nursing. Students complete a community health assessment, develop a nursing intervention that addresses the community healthcare need, and provide health education to a group of individuals within the community. Students are assigned a preceptor or mentor at the agency where they complete the clinical experience. The experience is supervised by a Kent State faculty member, who communicate with the preceptor/mentor via phone, email and skype. Faculty assign the student's grade based on preceptor/mentor input.

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 evaluation plan for the proposed Nursing for Registered Nurses major is the same as the existing program and includes course, faculty and program evaluation.

- Courses Evaluation: During the final week of the course delivery, students are provided an online link to the Student's Survey of Instruction. Specific questions about courses' delivery, content, expectations and organization are included. At the end of each semester, the college associate dean reviews all course evaluations. Faculty receive collated results during the following semester. Course issues are shared with the College of Nursing's Baccalaureate Curriculum Committee to determine next steps to revise or adapt the course.
- Faculty Evaluations: The Student's Survey of Instruction includes questions specific to the instructor characteristics in the course—examples are faculty's responsiveness to students, knowledge of the subject matter, feedback on assignments and ability to motivate the student to learn. The answers to those questions are used for faculty evaluation. The college associate dean reviews all course evaluations at the end of each semester and shares any concerns with the college dean. Faculty who are of concern are then counseled or removed from teaching the course. Faculty receive survey results during the following semester. Faculty include the survey results in their three-year reappointment files for the Reappointment, Promotion and Tenure committee to review.
- Program Evaluation: The College of Nursing surveys students in their final month of the degree program using outside vendor Sky Factor. The Sky Factor survey asks questions based on the goals and objectives of the BSN degree, as well as the students' perception of their experience. Sky Factor results are reviewed by the college's associate dean, assistant dean of student services and Baccalaureate Curriculum Committee each fall semester.

Describe the policies and procedures in place to measure individual student success in the proposed program. In your response, include the following: name of the unit/position responsible for directing these efforts; description of any committees or groups that assist the unit; description of the measurements used; frequency of data collection; frequency of data sharing; how the results are used to inform the student as they progress through the program; and initiatives used to track student success after program completion.

Student success is tracked by the program's academic advisor and college associate dean. Individual student grades and course progression is monitored by the academic advisor after every seven-week course. Students who are unsuccessful in a course are advised on their options to repeat the course and provided resources to assist with success in the program. Graduation rates are monitored by the academic advisor, the associate dean and the assistant dean of student services. Graduation rates are also monitored by the university to track six-year graduation rates. Six months after graduation, a survey is sent to all graduates to assess their employment status. This information is monitored by the college's associate and assistant deans and reported to the Commission on Collegiate Nursing Education for the college's accreditation review.

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.

Faculty teaching in the program include tenured, tenure-track, and non-tenured faculty. According to Kent State's collective bargaining agreement, designations and definitions are the following:

- Associate Lecturer, Lecturer and Senior Lecturer. These ranks are reserved for full-time non-tenure-track faculty members who have not earned a terminal degree in their discipline, but whose professional experience and demonstrated performance warrant these ranks.
- Assistant Professor. A faculty member will not be considered for advancement to this rank until either completion of three years as an instructor and possession of at least the master's degree, or until the academic credentials minimally required for initial appointment at the assistant professor's level are achieved.
- Associate Professor. This is one of the two senior ranks in academia; accordingly, a faculty member must possess the terminal degree in his/her discipline before promotion consideration. In exceptional cases, this rule may be modified with the approval of the unit's promotion committee and the provost. A faculty member will usually not be considered for advancement to this rank until completion of five years as an assistant professor, but in extraordinary cases may be considered after completion of fewer years as an assistant professor. A non- tenured faculty member applying for promotion to the rank of associate professor must also undergo a successful tenure review.

Full Professor. As with associate professor, a faculty member must possess the terminal degree in his/her discipline before promotion consideration. In exceptional cases, this rule may be modified with the approval of the unit's promotion committee and the provost. A faculty member will usually not be considered for advancement to this rank until completion of five years as an associate professor, but in extraordinary cases may be considered after completion of fewer years as an associate professor. A non-tenured faculty member applying for promotion to the rank of full professor must also undergo a successful tenure review.

Describe the credentialing requirements for faculty who will be teaching in the program (e.g., degree requirements, special certifications or licenses, experience).

Faculty teaching in the program must possess a master's or doctoral in nursing (or similar field), completed two years of clinical practice and hold an unrestricted Ohio RN license. Online teaching experience is preferred.

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

Full-time, non-tenure track nursing faculty teach 15 workload equivalents each semester. Full-time tenured/tenure-track nursing faculty teach 12 workload equivalents each semester. A 3-credit nursing course equals three workload equivalents. Assignments over the stated workload equivalents for faculty require overload pay at the rate determined by the collective bargaining agreement for each faculty type. See the Kent State University College of Nursing Handbook, 2015 in Appendix C for more information.

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.

As the enrollment increases, it is projected two part-time faculty members may be hired in year three after major implementation to teach one course each semester of the academic year. The hiring process will follow Kent State's procedures for part-time faculty in the College of Nursing.

8.2 Program faculty

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

Full time: 18

Less than full time: 2

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.

Faculty development for teaching in the online program will be the same for all faculty regardless of rank. Faculty must have experience teaching online or complete online teaching education provided by Kent State's Office of Continuing and Distance Education. Educational sessions are available for new faculty to earn Quality Matters certification. These services are provided at no additional costs for all Kent State faculty, full and part time. In addition, full-time faculty in the College of Nursing are provided \$1,000 each year to attend a conference or educational symposium of their choice.

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. A copy of each faculty member's CV must be included as an appendix item.

The proposed major will be a combined effort from each of the eight Kent State campuses. Kent State's College of Nursing has more than 20 faculty members who have taught in the current RN-to-BSN concentration and are available to teach in the proposed major. The following faculty on each campus have been identified to teach the nursing course requirements. See Appendix D for each nursing faculty member's curriculum vitae.

* Number of co	urses taught l	by the facul	ty member each	semester at all	campuses

Name of	Title/	TT:	Degree, discipline	Years	Course faculty	Load
instructor	Campus	Hire	institution, year	teach	will teach	*
Marcy	Lecturer	FT	PhD, Curriculum and	27	NURS 41000 Concepts and	4
Caplin	Kent		Instruction, Kent State		Issues for Professional	
			University, 2016		Nursing Practice	
			MSN, Yale University, 1983		NURS 45030 Professional	
			·		Literacy: Skills to Career	
					Advancement	
Tamara	Associate	FT	DNP, Kent State University,	8	NURS 42000 Leadership and	2
Courey	Professor		2014		Management for Professional	
	Ashtabula				Nursing Practice	
Kimberly	Lecturer	FT	MSN, Kent State University,	4	NURS 46000 Health Care	2
DePaul	Trumbull		2013		Policy	
Joann	Lecturer	FT	MS, Nursing Education, Walden	7	NURS 43001 Health	4
Ferguson	Geauga		University, 2008		Promotion	
Mariann	Associate	FT	PhD, Nursing, West Virginia	11	NURS 45000 Health	4
Harding	Professor		University, 2013		Maintenance and Restoration	
	Tuscarawas		-		for Professional Nursing	
					Practice	

Name of	Title/	Hire	Degree, discipline	Years	Course faculty	Load
instructor	Campus	піге	institution, year	teach	will teach	*
Sue	Associate	FT	MEd, Community Counseling,	Counseling, 9 NURS 35040		4
Hritz	Lecturer		Malone University		Complementary and	
	Kent		BSN, San Francisco State		Integrative Health	
			University, 1980			
Robin	Lecturer	FT	MSN, Kent State University,	3	NURS 44000 Population-	4
Mermer	East		2012		Based Nursing for	
	Liverpool				Professional Nursing	
	-				Practice	
Ruth Ann	Lecturer	FT	MS, Information Architecture	16	NURS 40075 Information	4
Mullen	Salem		and Knowledge Management,		and Patient Care	
			Kent State University, 2015		Technology for Healthcare	
			MSN, Franciscan University of		Professionals	
			Steubenville, 2009			
Tina	Senior	FT	MSN, Kent State University,	10	NURS 47001 Capstone for	2
Saunders	Lecturer		2004		Professional Nursing	
	Kent				Practice ³	
Julie	Associate	FT	MSN, Gannon University, 1994	19	NURS 42000 Leadership and	2
Senita	Professor				Management for Professional	
	Ashtabula				Nursing Practice	
Debra	Assistant	FT	PhD, Evaluation and	21	NURS 31010 Application of	4
Shelestak	Professor		Measurement, Kent State		Statistical Findings for	
	Stark		University, 2007		Evidence-Based Practice in	
			MSN, Kent State University,		Nursing	
			1986		NURS 40873 Introduction	
					to Evidence-Based Practice	
					for Registered Nurses	
Lynne	Lecturer	FT	MSN, Kent State University,	3	NURS 46000 Health Care	2
Walker	Trumbull		2011		Policy	

SECTION 9: LIBRARY RESOURCES AND INFORMATION LITERACY

9.1 Library resources

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

Kent State University's College of Nursing collaborates with an assigned librarian to ensure necessary reference materials are available for nursing students. The nursing library provides personalized and classroom instruction services; provides reference services in person, by phone, e-mail, and chat; and supports collection development in nursing.

As the RN-to-BSN program is existing, no additional planning was needed.

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

Nursing students attending Kent State University benefit from one of the largest library systems in Ohio, supporting a student body comprising more than 30,000 full-time and 10,000 part-time students. The library hosts nearly three million titles, with more than one million available electronically. Catalog titles related to nursing include more than 10,000 volumes (including more than 1,000 electronic titles).

University Libraries offers research databases on the nursing subject, including CINAHL, Cochrane Library, Health Source, Web of Science and Lippincott Williams & Wilkins (LWW) Nursing and Health Professions Premier Collection. Electronic collections available to nursing students include the R2 Digital Library, Access Medicine and Bates' Visual Guide to Physical Examination. Kent State's serial holdings sub-classified as nursing include more than 400 subscriptions.

Campus	Material Type	Fiscal 2014	Fiscal 2015	Fiscal 2016	Fiscal 2017
Kent	Books	\$ 2,860.73	\$ 3,325.55	3,658.11	3,560.00
Kent	Standing Orders	\$ 260.00	\$ 260.00	\$ 260.00	\$ -
Kent	Serials	\$60,469.09	\$65,469.09	\$58,649.89	\$62,143.19
Regional	Books	\$ 5,686.92	\$ 6,255.61	\$ 6,881.17	\$ 2,400.00
Regional	Standing Orders	\$ -	\$ -	\$ -	\$ -
Regional	Serials	\$ 4,000.00	\$ 4,000.00	\$ 8,970.62	\$ 5,800.00
	Total	\$73,276.74	\$79,310.25	\$78,419.79	\$73,903.19

University Libraries Collections Allocations for Nursing (12/7/2016)

9.2 Information literacy

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

Kent State's University Libraries offer numerous online tutorials to assist students with using the library resources. Students complete the library orientation tutorial to learn how to search databases for professional nursing journals, avoid plagiarism and evaluate web sources while enrolled in their first nursing course. The library also offers online tutorials on writing using the American Psychological Association style (APA) used in all nursing courses.

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 the proposed major will be delivered online only, no additional classroom space will be required. All full-time faculty are each provided a desk computer or laptop. Technology upgrades occur every three years per Kent State's faculty collective bargaining agreement. A full-time instructional designer in the College of Nursing assists with course development for online students.

10.2 Budget/financial planning

Fiscal Impact Statement

1 Iscar IIII	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Headcount full time	30	40	50	50
Headcount part time	270	360	400	450
Full-time equivalent (FTE) enrollment	132	176	200	220
II. Projected Program Income				
Tuition (paid by student or sponsor)	\$1,584,000	\$2,112,000	\$2,400,000	\$2,640,000
Expected state subsidy	\$1,199,880	\$1,599,840	\$1,818,000	\$1,999,800
Externally funded stipends, as applicable	\$ -	\$ -	\$ -	\$ -
Other income	\$ -	\$ -	\$ -	\$ -
Total Projected Program Income	\$2,783,880	\$3,711,840	\$4,218,000	\$4,639,800
III. Program Expenses				
New personnel				
Instruction full time: 0	\$ -	\$ -	\$ -	\$ -
Instruction part time: 2	\$ -	\$ -	\$15,548	\$16,548
Non-instruction full time: 1	\$ -	\$ -	\$32,484	\$33,459
Non-instruction part time: 0	\$ -	\$ -	\$ -	\$ -
Current personnel				
Instruction full time: 18	\$90,000	\$	\$122,015	\$142,054
Instruction part time: 2	\$8,274	\$12,411	\$12,411	\$16,548
Non-instruction full time: 1	\$34,700	\$35,394	\$36,102	\$36,824
Non-instruction part time: 0				
Benefits for all personnel	\$48,128	\$63,580	\$76,010	\$84,803
New facilities/building/space renovation	\$ -	\$ -	\$ -	\$ -
Scholarship/stipend support	\$ -	\$ -	\$ -	\$ -
Additional library resources	\$ -	\$ -	\$ -	\$ -
Additional technology or equipment needs	\$ -	\$ -	\$1,000	\$ -
Other expenses (see table below)	\$1,525,111	\$2,033,481	\$2,310,774	\$2,541,851
Total Projected Expenses	\$1,706,213	\$2,273,616	\$2,607,344	\$2,872,087
Total Program Net	\$1,077,667	\$1,438,224	\$1,610,656	\$1,767,713

Other Expenses	Year 1	Year 2	Year 3	Year 4
Allocation of expenses covered by general fee	\$291,852	\$389,136	\$442,200	\$486,420
RCM tuition allocation to other colleges	\$1,233,259	\$1,644,345	\$1,868,574	\$2,055,431
Total Other Expenses	\$,1525,111	\$2,033,481	\$2,310,774	\$2,541,851

Budget Narrative:

Kent State University's College of Nursing has the resources to elevate the RN-to-BSN concentration to a major. The revenue projected in the table assumes an increase in enrollment based on the growing need for registered nurses to earn a BSN degree to practice and enroll in graduate programs. The following assumptions are made for the table above:

- An average faculty salary of \$50,000 (plus benefits) was used to determine faculty expense.
- A three-percent increase in faculty salaries will occur each year.

- The College of Nursing's enrollment goal for this program is 500 students per year.
- Class sizes are projected to remain at a 30:1 student-to-faculty ratio.
- All required nursing courses are offered as accelerated, for seven weeks, except NURS 47001 Capstone for Professional Practice, which is offered for the full, 15-week semester.
- In year 3, as the enrollment increases, it is projected two part-time faculty may be hired to teach one course each semester of the academic year.
- Non-instructional new hire in year 3 will be a full-time academic advisor to meet student's needs in admission, progression and graduation.
- State subsidies will remain in effect.

APPENDICES

Appendix Description

- A Curriculum Vitae for Associate Dean Tracey Motter
- B Syllabus for New Course NURS 40873
- D Kent State University College of Nursing Handbook
- D Nursing Faculty Curriculum Vitae

Kent State University is committed to continual support of the delivery of the Bachelor of Science in Nursing degree, Nursing for Registered Nurses major. If Kent State decides in the future to close the program, the university will provide the necessary resources and means for matriculated students in the program to complete their degree.

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

Respectfully,

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



CHANGE REQUEST: NAME AND CURRICULUM MODIFICATION

Date of submission: October 24, 2016

Name of institution: Kent State University

Previously approved title: Human Services Technology major within the

Associate of Applied Science degree

Proposed new title: Human Services major within the

Associate of Applied Science degree

Proposed implementation: 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, 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

Brief history of the program:

Kent State University established the associate degree program in human services technology in 1987 on the Ashtabula and Salem campuses. The program prepares graduates for entry-level positions in a variety of human services agencies, and includes applied courses in human services and joint university-agency supervised internships. Successful graduates may be able to apply for the social work assistant license through the State of Ohio Counselor, Social Worker and Marriage and Family Therapist Board. Students also may be eligible to apply for the entry-level licensure process in chemical dependency counseling through the Ohio Chemical Dependency Professional Board.

The program was designed to articulate fully to Kent State's Bachelor of Science degree in Human Development and Family Studies, Human Services Technology concentration.

Explain the rationale for name and curricular changes:

At the time of the program's establishment, the Ohio Board of Regents (predecessor to the Ohio Department of Higher Education) determined that the Associate of Applied Science degree was to be used for a "planned program of instruction in a technology," with the primary goal to prepare students for immediate employment upon graduation.¹ All majors under the AAS degree were considered "technical majors" and were required to have the word "technology" in their title to signify their intent.

While the Associate of Applied Science degree is still considered one gateway for students to learn and apply knowledge for practical purposes, especially in industry, the Ohio Department of Higher Education no longer requires that the majors include the word "technology."

Therefore, this request is to remove that word from the major. Having the word "technology" in the Human Services major has created confusion among prospective students, giving them the impression that the program is computer-based in content and outcomes.

In addition to the request to change the major name, the curriculum for the program is revised to better reflect the objectives of the program, using contemporary terminology in the field, as well as to align better with the Ohio Coalition of Associate Degree Human Services Educators endorsement standards for both the social work assistant license and the chemical dependency counselor assistant license. Curriculum revisions will identify better the program's content and competencies for employers and will provide a stronger foundation for student progression into behavioral science-focused bachelor's degrees.

Among the changes made to the curriculum are the following. Minimum total credit hours to program completion is unchanged at 64.

- Revise eight required Human Services courses, including changes to title, credit hours, content, prerequisites
- Establish course that introduces the history and development of social welfare
- Remove requirement that students take medical terminology and community/public health courses; students may take the courses as technical electives
- Allow more course options for technical electives

Describe how the name and curricular changes will affect students in the current program:

The name change will improve student understanding of the program content. The curriculum changes will strengthen the program for student progression and success in the bachelor's degree, create additional pathways for students after graduation and enhance the ability for the program to be endorsed by the Ohio Coalition of Associate Degree Human Services Educators.

Describe any faculty, administrative or support service changes occurring along with the name and curriculum changes:

No service impact is anticipated as both the Ashtabula and Salem campuses have sufficient resources to continue to support the degree program. In fall 2016, 41 students were declared in the major on the Ashtabula Campus, and 27 students declared in the major on the Salem Campus. The program is overseen by an academic program director, with one full-time faculty member and approximately five part-time instructors

¹ Operating Manual for Two-Year Campus Programs (August 1979, updated April 1998). Ohio Board of Regents.

Provide evidence that the appropriate accreditation agencies been informed of the proposed change:

Not applicable as the degree program does not have specified accreditation.

Describe how the effectiveness of the new curriculum will be monitored over time:

The Ashtabula and Salem campuses will utilize a variety of means to monitor the effectiveness including campus collaboration and department meetings to review courses and program; feedback from respective advisory committees, as well as agency supervisors hosting student interns; the use of the university program evaluation tool, Taskstream, to monitor student objective achievement; and alignment with program endorsement review standards by the Ohio Coalition of Associate Degree Human Services Educators as commissioned by the Ohio Social Work Board and the Ohio Chemical Dependency Professionals Board.

Submit a comparison of the currently authorized curriculum and the proposed curriculum:

See Appendix A.

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 A

Note: The subject (prefix) for human services courses will be revised, from HS to HSRV.

Previously Authorized Curriculum	Cr	Proposed Curriculum		Changes
MAJOR REQUIREMENTS	36	MAJOR REQUIREMENTS	30	Credit hours decreased
HDFS 24011 Interpersonal	3	HDFS 24011 Interpersonal	3	
Relationships and Families		Relationships and Families		
HED 11590 Community Health	3			Removed as required
or PH 10001 Intro to Public Health				
HST 11000 Introduction to Human	1	HSRV 11000 Foundations in Human	3	Title, credits,
Services		Services		description, content
HST 11001 Group Process in Human	2	HSRV 11001 Group Methods in Human	3	Title, credits,
Services		Services		description, content
HST 11002 Survey of Community	3	HSRV 11002 Survey of Community	3	Content
Resources		Resources		
HST 21000 Dynamics of the Helping	3	HSRV 21000 Dynamics of the Helping	3	Description,
Relationship		Relationship		prerequisite
HST 21001 Assessment of Client Needs	3	HSRV 21001 Assessment Methods in	3	Title, description,
		Human Services		content, co/prerequisite
HST 21002 Client Advocacy & Case	3	HSRV 21002 Community Supportive	3	Title, description,
Management		Treatment and Advocacy in Human		content, co/prerequisite
		Services		N
		HSRV 21003 Social Welfare in Human	3	New
LICT 04000 Internals I	0	Services	_	Title as /s ne se sui sit s
HST 21092 Internship I	3	HSRV 21092 Internship I	3	Title, co/prerequisite
HST 21192 Internship II	3	HSRV 21192 Internship II	3	Title, co/prerequisite
Technical Electives, choose from: COMT 11000, ECED, ECET, EPSY,	9			Moved from major to
				additional (does not
GERO, HED, HDFS, HST, ITAP, CRIM, NURS, SOC, PSYC				count in major GPA)
GENERAL EDUCATION/ADDITIONAL	28	GENERAL EDUCATION/ADDITIONAL	34	Credit hours increased
COMM 15000 Introduction to Human	3	COMM 15000 Introduction to Human	3	Credit flours increased
Communications	3	Communications	3	
ENG 20002 Intro to Technical Writing	3	ENG 20002 Intro to Technical Writing	3	
or ENG 21011 College Writing II	5	or ENG 21011 College Writing II	3	
HED 14020 Medical Terminology	3	of Live Live is comage withing in		Removed as required
PSYC 11762 General Psychology	3	PSYC 11762 General Psychology	3	rtomeved de requied
SOC 12050 Introduction to Sociology	3	SOC 12050 Introduction to Sociology	3	
UC 10097 First Year Experience	1	UC 10097 First Year Experience	1	
Kent Core Composition	3	Kent Core Composition	3	
Kent Core Math/Critical Reasoning	3	Kent Core Math/Critical Reasoning	3	
Kent Core Humanities or Fine Arts	3	Kent Core Humanities or Fine Arts	3	
Kent Core Basic Sciences	3	Kent Core Basic Sciences	3	
Train Cara Budio Coloridos		Technical Electives, choose from: AHS,	9	Moved from major
		CACM, CES, COMT 11000, ECED,		(does not count in
		ECET, EPSY, GERO, HED, HDFS, HS,		major GPA); additional
		CRIM, NURS, SOC, OTEC, PH, PSYC,		options added
		foreign language		·
TOTAL OVERALL HOURS	64	TOTAL OVERALL HOURS	64	



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:	Mechatronics Engineering major, Bachelor of Science degree
For institutions that are alread	dy approved/authorized by the chancellor
New degree designation	on .
New program within a	n existing degree (e.g., major, minor, concentration)
New technical certifica	ite program
New licensure/endors	ement area (educator preparation)
Delivery options (check	all that apply):
Online/hybrid delivery	Ţ
Flexible or accelerated	delivery
Offering the program	at a new offsite location
	at an existing offsite location
	campus experiences (e.g., internship, clinical, practicum, student teaching)
The institution will be s	eeking specialized accreditation for the program:
☐ No ☐ Yes	
If "yes," provide the nar	me of the accrediting agency:
	seek accreditation for the degree program from the Engineering n of the Accreditation Board for Engineering and Technology (ABET).
	n 3,100 programs at more than 600 colleges and universities worldwide,

Provide a brief description of the request.

electrical/electronic engineering technology.

Kent State University proposes to offer a Bachelor of Science degree in Mechatronics Engineering, to be administered by the university's College of Applied Engineering, Sustainability and Technology on the Kent Campus.

including Kent State's associate degree programs in mechanical engineering technology and

Mechatronics engineering focuses on the application of the basic engineering principles of mechanical, electrical, computer and control systems; the field revolves around the design, construction and operation of automated systems, robots and intelligent products, which result from the integration of software and hardware. Using automated systems is becoming more popular for operating equipment/machinery on manufacturing lines, boilers and aircraft to reduce labor costs, increase precision and accuracy and provide quality and safety for workers. Sophisticated robots may be programmed using electronic control to perform precise, mechanical functions for surgical purposes and those used to handle hazardous materials.

Mechatronic devices can be found in agriculture, buildings, homes, automobiles, the toy and entertainment industry and in aids for the elderly and disabled. Mechatronics engineers can work in any company that develops, designs or manufactures and markets these devices. Opportunities exist in manufacturing, sales as well as research.

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

This request is part of the Kent State University's strategic vision to drive research and innovation, expand partnerships and meet industry needs for qualified graduates. There are very few mechatronics engineering programs across the country. Only two universities—Kennesaw State University in Georgia and California State University in Chico—currently offer an ABET-accredited mechatronics engineering program. Only Purdue University Calumet offers an ABET-accredited mechatronics engineering technology program.

With increasing demand in the robotics industry, there will be more demand for employees, see table 1 below. The U.S. Department of Labor has classified both robotics engineers and robotics technicians as "bright outlook" careers.¹

Robots Ordered by North
American Companies in 2015
31,464 ²

Table 1: Robotic Industry Data
Predicted Growth of Industrial
Robotics Market by 2020
\$41.17 billion³

New Robotics-Related Jobs by 2020 500,000+⁴

According to the National Association of College and Employers, the top-paid engineering graduates for the class of 2015 were mechatronics engineering majors, see table 2 on next page. This field did not even make the list for the class of 2014, which indicates that this is a quickly growing field.

¹ Bright Outlook Occupations 2014-2024. Occupational Information Network (O*NET), U.S. Department of Labor. Retrieved from www.onetonline.org/help/bright.

² Robotic Industries Association (February 10, 2016). North American Robotics Market Sets New Records in 2015. Retrieved from www.robotics.org/content-detail.cfm/Industrial-Robotics-News/North-American-Robotics-Market-Sets-New-Records-in-2015/content-id/5951.

³ Allied Market Research (May 2014). Industrial Robotics Market is Expected to Reach \$41.17 Billion, Globally, by 2020. Retrieved from www.alliedmarketresearch.com/press-release/industrial-robotics-market-is-expected-to-reach-41-17-billion-globally-by-2020.html.

⁴ Williams, T. (October 23, 2015). Breakout Career: Robotics Will Create Over 500,000 New Jobs by 2020. GoodCall. Retrieved by www.goodcall.com/news/breakout-career-robotics-will-create-over-500000-new-jobs-by-2020-02211.

Table 2: Top-Paid Engineering Majors⁵
Class of 2015
Class of 2014

01000 01 2010					
Mechatronics Engineering	\$80,859				
Petroleum Engineering	\$74,996				
Computer Engineering	\$68,820				
Aerospace Engineering	\$67,658				
Electrical Engineering	\$67,593				

Petroleum Engineering	\$86,255
Electrical Engineering	\$68,778
Mining Engineering	\$68,153
Chemical Engineering	\$68,061
Computer Engineering	\$68,053

Establishment of a Mechatronics Engineering major at Kent State is also the logical evolution to a \$14.99 million investment made by the State of Ohio⁶ two years ago for the Robotics and Advanced Manufacturing Technology Education Collaborative (RAMTEC). This collaborative, led by Tri-Rivers Career Center and eight partner career centers in the state (including Portage Lakes Career Center and Cuyahoga Valley Career Center in Northeast Ohio), has used the grant money to prepare high school and adult students with advanced manufacturing and engineering skills. However, to professionally advance within many companies, most employers require a bachelor's degree. The proposed Mechatronics Engineering major will offer graduates of the career centers partnered with RAMTEC an opportunity to pursue a bachelor degree in this field.

The opportunities for collaboration with the technology and manufacturing corridor in Ohio are significant. Implementing the mechatronics engineering program at Kent State will allow the region to capitalize on and strengthen these existing relationships, by granting employers the opportunity to give input into the curriculum, enhancing their own ties to the region by developing and mentoring competent engineers. This will positively impact the community by supplying talented graduates that possess the necessary skills, knowledge and experience to be "job ready" upon graduation. This is invaluable for replenishing an aging workforce.

The base infrastructure for the proposed Mechatronics Engineering major is already in place within the college through its existing BS degree programs in Aerospace Engineering and Applied Engineering (Mechatronics concentration). Since the curriculum of the first two years are similar in all pure engineering programs, the proposed major will be coordinated with those majors, requiring the same foundational technology and engineering courses, as well as physics and mathematics courses.

Kent State will continue to offer the Applied Engineering major—Mechatronics concentration as that program prepares students for careers in the applied and systems engineering fields. The focus for that program is on application and implementation, and graduates find jobs in managing and supporting the design, manufacture and use of mechanical/electrical systems that move. In contrast, the proposed Mechatronics Engineering major will provide students with a more theoretical, scientific approach to the discipline. The Mechatronics Engineering major will require higher level calculus-based mathematics and fewer hands-on laboratory courses. Graduates will be employed to investigate complex electrical/mechanical problems and to develop engineering methods to address them.

⁵ First-Destination Survey, National Association of Colleges and Employers. Retrieved from www.naceweb.org/job-market/graduate-outcomes/first-destination.

⁶ RAMTEC Consortium receives \$14.99 Million Straight A Grant (June 23, 2014). Retrieved from https://tririvers.com/ramtec-consortium-receives-14-99-million-straight-a-grant-2.

Kent State will work to secure ABET accreditation for the proposed Mechatronics Engineering major upon matriculation of the program's first cohort. ABET-accreditation is important not only because it ensures a quality education, but because graduates of an ABET-accredited program who have passed the Fundamentals of Engineering examination and have four years of engineering experience become eligible for the Principles and Practice of Engineering examination to become a licensed professional engineer. This engineering license is valuable to job seekers as many engineering organizations require their employees to hold this credential. While graduates from non-ABET accredited programs may also take the examinations, they must have eight years of engineering experience.

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

It is anticipated that the College of Applied Engineering, Sustainability and Technology will hire one additional full-time tenure-track faculty member with a doctorate in mechatronics engineering, electrical engineering or related field. This faculty member will support the Applied Engineering major–Mechatronics concentration and will transition to the proposed Mechatronics Engineering major upon implementation of that program. The college will determine if additional faculty will be needed based on enrollment projections each year in the proposed program.



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	ontact 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 programs	s: Musical Theatre major, Bachelor of Fine Arts degree						
1 0	Theatre Design, Technology and Production major,						
	Bachelor of Fine Arts degree						
	The two majors will replace the Theatre Studies major, Bachelor of Fine Arts degree.						
☐ New degree designati	on New technical certificate program						
New program within							
(e.g., major, minor, co							
, ,	, , , , , , , , , , , , , , , , , , ,						
Delivery options (check							
Campus-based	Offering the program at new offsite location						
Online/hybrid deliver							
☐ Flexible or accelerated	, , , , , , , , , , , , , , , , , , , ,						
	(e.g., internship, clinical, practicum, student teaching)						
The institution will be	seeking specialized accreditation for the program:						
☐ No ☐ Yes							
The theatre programs in	the university's School of Theatre and Dance are accredited by the National						
Association of Schools o							
Provide a brief descript	tion of the request.						
Kent State University pro	oposes establishing two majors—Musical Theatre and Theatre Design,						
Technology and Product	ion—within the Bachelor of Fine Arts (BFA) degree. The proposed majors						
are currently concentration	ons in the BFA degree in Theatre Studies.						
W. 1 . 1 . 1							

With the elevation of the two concentrations into separate degree programs, the BFA degree in Theatre Studies major will be inactivated. The existing BA degree in Theatre Studies will continue to be offered.

Background on the programs.

Theatre has had a place at Kent State for more than 100 years, with the founding of a drama club in 1913 and the offering of drama classes in 1926. In the late 1930s, the university formed an academic theatre division and began offering a bachelor's degree in dramatic arts. In 1963, the BFA degree in Theatre was established.

In 1981, the Musical Theatre program was established. The intention by faculty in proposing Musical Theatre was to create a separate degree program. However, Musical Theatre was never implemented as such and, instead, became a concentration within the Theatre major.

The Design/Technology concentration was established in 1989, and the major's name was revised to Theatre Studies for both the BA and BFA degrees.

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

Through the years, the dissimilar nature between the Musical Theatre and Design/Technology programs has become visibly apparent. The two concentrations do not share admission criteria, curricular requirements, learning outcomes or career objectives.

Admission into the Musical Theatre program is selective, requiring an audition in dance, singing and acting. The program prepares students for life as working artists in the musical theatre field. Practical training and creative experiences are coupled with an interdisciplinary liberal arts curriculum, in conjunction with the School of Music. In the senior year, students are given the opportunity to participate in Kent State's annual New York City Musical Theatre Showcase, which allows students to perform for prospective casting directors, talent managers and theatrical and commercial agents. In fall 2016, 67 students were enrolled in the Musical Theatre concentration.

The Design/Technology program fosters the study of traditional theatre practices and new methods, materials and technologies. The program prepares students for such occupations as scenic designer, costume designer, lighting designer, sound/projection designer, prop master, scenic artist, stage manager, production manager, wardrobe supervisor, technical director, and stage technicians. It also prepares students for graduate study. In fall 2016, 48 students were enrolled in the Design/Technology concentration.

As concentrations, the programs are limited in curriculum advancement as they should share a major core. Per the Ohio Department of Higher Education, concentrations must include a minimum of 50 percent of the curriculum within the major. Presently, the concentrations each comprise approximately 18 percent of the major's curriculum, sharing only 15 credits (out of 85) of major coursework.

Elevating the two concentrations into defined majors will allow students to find their desired program more easily on the university's website and on the admission application. Separate majors also will more fully differentiate the highly specialized BFA degree from the BA degree in Theatre Studies. While both degrees provide students with a foundation in theatre history, analysis and criticism, the BFA degree requires more practical application and training in students' chosen field than the BA degree. The BA degree allows students to study all aspects of theatre with a wider range of possibilities to fulfill career and professional goals.

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

Need for additional faculty and staff is not anticipated as the two programs are existing, and current staffing is sufficient. The School of Theatre and Dance comprises 24 full-time faculty members and 10 full-time staff members, overseeing 240 courses, four bachelor's majors (BA, BFA), one master's major (MFA) and 10 undergraduate minors. Approximately, 345 students were enrolled in the school's programs in fall 2016.

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

Existing resources are sufficient. In 2010, the building on the Kent Campus housing the dance and theatre facilities were extensively renovated and enlarged. These improvements resulted in the Center for the Performing Arts, which houses more than 70,000 square feet of performance, rehearsal, design and classroom space. The center includes three theatres, costume shop and laboratories for costumes, drafting, lighting and scenery. In addition, the school oversees the outdoor venue, Porthouse Theatre, in Cuyahoga Falls.



To: Educational Policies Council

FROM: Senior Vice President and Provost Todd A. Diacon

SUBJECT: Agenda for Monday, 20 February 2017

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

DATE: 13 February 2017

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 17 February 2017, to ensure that the materials are available at the meeting for review.

JOINT EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

1. Minutes of meeting on 23 January 2017 Attachment 1

College of Applied Engineering, Sustainability and Technology (presented by Dean Robert G. Sines)

Revision of name of the College of Applied Engineering, Sustainability and Technology [AT].
The new name is College of Aeronautics and Engineering [AR].
Effective Fall 2017 | Attachment 2

Office of Global Education (presented by Associate Provost Marcello Fantoni)

3. Establishment of university-wide English proficiency policy for admission of international students. Effective Spring 2018 | Attachment 3

UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

INFORMATION ITEM

University College

 Revision of University Readiness Standards and Placement Assessment policy to add the new SAT suite of standardized tests and remove the Compass tests, among other revisions. Effective Fall 2017 | Attachment 4

GRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEM

College of Education, Health and Human Services

School of Health Sciences

1. Establishment of Athletic Training [ATTR] major within the Master of Science [MS] degree. The program, designated as entry-level professional, eventually will replace Kent State's bachelor's degree in the discipline. In addition, 11 ATTR courses are established for the program. Minimum total credit hours to program completion is 60. Effective Fall 2017 pending state and accreditor approval | Attachment 5

INFORMATION ITEMS

College of Education, Health and Human Services

School of Lifespan Development and Educational Sciences

Revision of instructional delivery and course requirements for the Special Education [SPED]
major within the Master of Education [MED] degree. The General Special Education [GSED]
concentration will be offered 100 percent online, in addition to on-ground, on the Kent
Campus. Course revision includes replacing EDAD 66518 with EVAL 65511 as required; and
adding EVAL 65510 and EVAL 68807 as electives.
Effective Fall 2017 | Attachment 6

College of Public Health

2. Revision of instructional delivery for the Social and Behavioral Sciences [SBS] concentration in the Public Health [PH] major within the Master of Public Health [MPH] degree. Concentration will be offered 100 percent online, in addition to on-ground, on the Kent Campus. Effective Fall 2017 | Attachment 7

LESSER ACTION ITEMS

College of Business Administration

1. Establishment of Management [MGMT] concentration in the Business Administration [BAD] major within the Doctor of Philosophy [PHD] degree. The new concentration will replace concentrations Human Resource Management [HRM] and Strategic Management [STMG], which will be inactivated.

Effective Fall 2017

College of Education, Health and Human Services

School of Foundations, Leadership and Administration

Inactivation of Internationalization of Higher Education [C836] post-master's certificate. The
post-baccalaureate certificate will continue to be offered.
Effective Fall 2017

School of Lifespan Development and Educational Sciences

3. Revision of course requirements for the Special Education [SPED] major within the Educational Specialist [EDS] degree. Revision includes including program requirements in the University Catalog. Minimum total credit hours to program completion is unchanged at 30. Effective Fall 2017

School of Teaching, Learning and Curriculum Studies

 Inactivation of Pre-Kindergarten Special Needs Endorsement [PKSN] concentration in the Early Childhood Education [ECDE] major within the Master of Education [MED] degree. The concentration has had no enrollment since it was established in 2006. Effective Fall 2017

AGENDA UPDATES

Updates to 23 January 2017 Agenda

Clarification that the Banner major code and subject code for the revised Human Services Technology [HST] major within the Associate of Applied Science [AAS] degree is changed to HSRV, not HS as reported, and the new name is Human Services [HSRV].

AGENDA UPDATES continued

Updates to 23 January 2017 Agenda continued

Correction that the effective date for revisions to admission requirements is spring 2018, and not fall 2017, for the following programs:

- Advanced Practice Nursing [APN] major within the Doctor of Nursing Practice [DNP] degree (major to be renamed Nursing in fall 2017)
- Communication and Information [CI] major within the Doctor of Philosophy [PHD] degree
- Curriculum and Instruction [CI] major within the Education Specialist [EDS] degree
- Digital Sciences [DS] major within the Master of Digital Sciences [MDS] degree
- Early Childhood Education [ECDE] major with the Master of Education [MED] degree
- Executive MBA [EMBA] major within the Master of Business Administration [MBA] degree
- Secondary Education [SEED] major within the Master of Arts in Teaching [MAT] degree

Updates to 21 November 2016 Agenda

Clarification that the revision of instructional delivery—100 percent online—for the Master of Business Administration [MBA] degree affects only five of the major's 15 optional concentrations. Programs offered fully online are the following:

- Business Administration [BAD] major with no concentration
- Dual Degree MBA/MA Communication Studies [DMCO] concentration
- Dual Degree MBA/MSN [DMBN] concentration
- Dual Degree MLIS/MBA [DMIB] concentration
- International Business [IBUS] concentration
- Supply Chain Management [SCM] concentration

COURSE REVISIONS

Course Revisions Effective Fall 2017

AERN 15742	Private Pilot Helicopter Flight (3)	Revise
ATTR 60000	Cadaver Anatomy and Applied Assessment (6)	New
ATTR 61000	Acute Injury Diagnosis, Treatment and Management (3)	New
ATTR 62014	Advanced Clinical Practice in Athletic Training (3) to: Procedures in Athletic Training and Sports Medicine	Revise
ATTR 63018	Ethics for Allied Health Professionals (3) to: Ethics for Health Care Professionals	Revise
ATTR 65001	Clinical Practice I: Prevention and Wellness (3)	New
ATTR 65002	Clinical Practice II: Advanced Head, Neck and Orthopedic	New
ATTR 65003	Clinical Practice III: General Medical	New
ATTR 65005	Clinical Practice IV: Advanced Competencies (3)	New
ATTR 65037	Physical Agents in Athletic Training and Sports Medicine (3)	New
ATTR 65038	Administration Concepts for the Healthcare Professional (3)	New
ATTR 65039	Physical Rehabilitation in Athletic Training and Sports Medicine (3)	New

Course Revisions Effective Fall 2017 continued

ATTR 65040	Pathopharmacology for Healthcare Providers (3)	New
ATTR 65050	Neurological Concepts for the Healthcare Professional (3)	New
ATTR 69999	Clinical Capstone in Athletic Training (6)	New
HPM 53011	Public Health Evaluation Methods I (3)	New
IAKM 80101 UXD	Information Architecture I (3) to:	Revise
IAKM 80103 UXD	Researching the User Experience I (3) to:	Revise
IAKM 80104 UXD	Usability I (3) to:	Revise
IAKM 80105 UXD 80110	Information Technologies (3) to:	Revise
IAKM 80106 UXD	Content Strategy I (3) to:	Revise
IAKM 80112 UXD 80111	Information Architecture II (3) to:	Revise
IAKM 80113 UXD	Researching the User Experience II (3) to:	Revise
IAKM 80114 UXD	Usability II (3) to:	Revise
IAKM 80116 UXD	Content Strategy II (3) to:	Revise
IAKM 80120 UXD 80001	User Experience Design Principles and Concepts (3) to:	Revise
IAKM 80121 UXD 80002	User Experience Design in Practice (3) to:	Revise
IAKM 80302 KM 80315	Foundations of Document Management (3) to:	Revise
IAKM 80303 KM	Knowledge Assessment and Evaluation (3) to:	Revise
IAKM 80305 KM	Communities of Practice (3) to:	Revise
IAKM 80306 KM 80316	Organizational Culture Assessment (3) to:	Revise
IAKM 80307 KM	Organizational Learning (3) to:	Revise
IAKM 80310 KM	Intellectual Capital Management (3) to:	Revise

Course Revisions Effective Fall 2017 continued

IAKM 803 KM	11 Business Process Management (3) to:	. Revise
	12 Business Intelligence-Competitive Intelligence (3) to:	
IAKM 803 KM	40 Business Narrative and Storytelling (3) to:	. Revise
IAKM 803 KM	70 Semantic Analysis Methods and Technologies (3) to:	. Revise
IAKM 804 HI	22 Legal Issues in Health Informatics (3) to:	. Revise
IAKM 804 HI	3 Health Information Systems (3) to:	. Revise
IAKM 804 HI	10 Health Records Management (3) to:	. Revise
IAKM 804 HI	11 Clinical Analysis (3) to: Clinical Analytics	. Revise
IAKM 804 HI	12 Clinical Decision Support (3) to:	. Revise
IAKM 804 HI	13 Change Management in Health Informatics (3) to:	. Revise
IAKM 804 HI	14 Human Factors and Usability in Health Informatics (3) to:	. Revise
IAKM 804 HI	15 Health Informatics Inquiry and Assessment (3) to:	. Revise
IAKM 806	91 Seminar in Information Architecture and Knowledge Management (1-3)	. Inactive
IAKM 806	Variable Title Workshop Information Architecture, Information Use or Knowledge Management (1-3)	. Inactive
ILS 325 SOC 440		. Revise
RSPC 400	22 Research Development in Respiratory Care (3)	. Revise
SOC 540	10 Sociological Perspectives in Medicine (3)	. New
TECH 657	OO Applied Reliability Engineering (3)	. Revise
	Course Revision Effective Spring 2018	
NURS 707	20 Introduction to Nursing Knowledge Domains (3)	. Revise

COURSE UPDATES

Updates to the 23 January 2017 EPC Agenda

The following revised course did not include its new course subject:

BST 73010 Qualitative Methods for Public Health Research (3) to: SBS

The following new courses were listed incorrectly as revisions:

- FIN 26085 Introduction to Financial Modeling (1)
- TECH 46316 Server Administration and Configuration (3)

The following revised course was listed incorrectly with course title Class Guitar II:

MUS 47012 Folk Guitar Class I (2) to: Class Guitar I

The following new course was listed incorrectly with number 45070:

■ NURS 45075 NCLEX Success (2)

The following revised courses were listed incorrectly as new:

- RADT 14016 Patient Care Management (3) to: AHS (2)
- RADT 24014 Advanced Imaging (3) to: AHS (2)
- RADT 24028 Radiologic Pathology (3) to: AHS
- RADT 14022 Radiographic Exposure and Imaging II (3) to: RADT 14034 Image Acquisition and Processing (2)
- RADT 14075 Clinical Education IV (3) to: RADT 14085 Clinical Education IV (2)
- RADT 24006 Radiologic Physics (4) to: RADT 24016 (3)

The following course revision is being withdrawn by Regional College:

RADT 24015 Clinical Education V (3) to: RADT 24018 (2)

Updates to the 21 November 2016 EPC Agenda

The following courses were listed incorrectly as 3 credit hours:

- ARTC 45092 Field Experience: Travel Study in Crafts (1-3) to: ARTS
- ARTC 45095 Crafts: Selected Topics (1-6) to: ARTS
- ARTC 45096 Individual Study: Crafts (1-6) to ARTS
- ARTC 55092 Field Experience: Travel Study in Crafts (1-3) to: ARTS
- ARTC 55095 Crafts: Selected Topics (1-6) to: ARTS
- ARTC 65095 Crafts: Selected Topics (1-6) to: ARTS
- ARTC 65996 Individual Study: Crafts (1-15) to: ARTS
- ARTF 24005 Sophomore Review Fine Arts (1) to: ARTS
- ARTF 44092 Field Experience: Travel Study in Fine Art (1-3) to: ARTS
- ARTF 44095 Selected Topics in Fine Arts (1-6) to: ARTS
- ARTF 44096 Individual Study Fine Art (1) to: ARTS
- ARTF 54092 Field Experience: Travel Study in Fine Art (1-3) to: ARTS
- ARTF 64040 Printmaking: Individual Study (2-10) to: ARTS
- ARTF 64050 Sculpture: Individual Study (2-10) to: ARTS
- ARTF 64060 Painting: Individual Study (2-10) to: ARTS
- ARTF 64096 Individual Study Fine Art (2-10) to: ARTS
- ARTF 64098 Research (1-15) to: ARTS
- FDM 40098 Research in Fashion Design and Merchandising (1-3)

The following new course was listed incorrectly as number 35090:

■ FDM 35060 Fashion Image (3)



Educational Policies Council Minutes of the Meeting Monday, 23 January 2017

Ex-Officio Members present (or represented): Senior Vice President for Academic Affairs and Provost Todd Diacon; Deans James L. Blank, James K. Bracken, Barbara A. Broome, John R. Crawford-Spinelli, Mark S. Mistur, Eboni J. Pringle, Amy L. Reynolds, Deborah F. Spake, Melody J. Tankersley; Senior Associate Dean Vincent J. Hetherington; Associate Deans Janis H. Crowther, Robert D. Hisrich, Stephen A. Mitchell, I. Richmond Nettey, Cynthia Stillings, William T. Willoughby; Interim Deans Mark A. Kretovics, Donald F. Palmer, Nathan Ritchey, Robert Sines; Interim Associate Dean Danielle S. Coombs; Interim Director Jeffrey W. Fruit; Assistant Director Susan R. Peti

Ex-officio Members not present (or represented): Faculty Senate Chair Deborah C. Smith; Dean Sonia A. Alemagno; Assistant Dean Kenneth J. Burhanna

Faculty Senate-Appointed Representatives present (or represented): Professor Donald L. White

Faculty Senate-Appointed Representatives not present (or represented): Professors Jay M. Jahangiri, Susan J. Roxburgh, Robin R. Selinger; Associate Professors Soumitra Basu, Farid S. Fouad, Zhiqiang M. Wang; Assistant Professors Vinay K. Cheruvu, James E. Seelye

Council Representatives present (or represented): Professors Michael W. Chunn, Jonathan B. VanGeest; Associate Professors Pamela K. Evans, Catherine E. Goodall, Jan C. Leach, Richard L. Mangrum, Robert D. Sturr, Jonathan F. Swoboda; Assistant Professors Lindsay C. Baran, Yea-Jyh (Kathy) Chen, Insook Kim, Mary A. Mooney, David (Blake) B. Stringer

Council Representatives not present (or represented): Associate Professors Jayaram (Jay) Muthuswamy, Stacy R. Rose, Timothy L. Scarnecchia, Melissa D. Zullo; Assistant Professors Jonathan P. Fleming, Debra S. Shelestak, Belinda S. Zimmerman

Observers present: Undergraduate Student Government Director of Academic Affairs Natalia Roman; Suparna M. Navale (representing Graduate Student Senate Vice Executive Chair Mark Rhodes)

Consultants and Guests present: Susan M. Augustine, Sloane R. Burgess, Sheryl L. Chatfield, Alicia R. Crowe, Larry G. Froehlich, Julie Gabella, Mary Ann Haley, Sanna M. Harjusola-Webb, Joan E. Inderhees, Jennifer S. Kellogg, Tricia Niesz, Matthew M. Rollyson, Jennifer L. Rogers, Therese E. Tillett, Steven L. Turner, Aimee VanDomelen, Thor L. Wasbotten, Andrew L. Wiley, Catherine M. Zingrone

Senior Vice President for Academic Affairs and Provost Todd A. Diacon called the meeting to order at 3:20 p.m., on Monday, 23 January 2017, in the Governance Chambers of the Kent Student Center. Provost Diacon stated that Joint EPC Action Item 2, Revision of Name of the College of Applied Engineering, Sustainability and Technology, was being withdrawn from the agenda.

Joint EPC Action Item 1: Approval of 21 November 2016 meeting minutes.

Dean John R. Crawford-Spinelli moved for approval of the minutes, seconded by Interim Dean Donald F. Palmer. No changes, corrections or clarifications were requested. The motion passed unanimously.

Joint EPC Action Item 3: Administrative restructure and revision of name of the Center for Applied Conflict Management [CACM]. The center will move out of the Department of Political Science and become a separate school in the College of Arts and Sciences. The new name is School of Peace and Conflict Studies [PCS]. The Applied Conflict Management [ACM] major within the Bachelor of Arts [BA] degree, the Applied Conflict Management [ACM] minor, all (20) CACM courses and center faculty and staff will move to the new school.

Associate Professor Robert D. Sturr moved for approval of the item, and the motion was seconded by Dean Amy L. Reynolds. Dean James L. Blank briefly discussed the history of the center and turned the presentation over to Director Patrick Coy. Director Coy stated that the center's undergraduate program is one of the country's oldest and largest but it is difficult to showcase the center and the program while under a department. A separate school in the College of Arts and Sciences will provide growth opportunity to situate the university comparably with other peace and conflict studies programs, both nationally and internationally, and to be a leader in the field.

Members did not have any questions, and the item was passed unanimously.

Joint EPC Action Item 4: Revision of name of the School of Library and Information Science [SLIS]. The new name is School of Information [INFO].

Associate Dean I. Richmond Nettey moved for approval of the item, which was seconded by Interim Associate Dean Danielle S. Coombs. Dean Reynolds presented that over the past 20 years, library and information science programs across the country have been rethinking how they present what they do and what they present is more tied to information than to the physical space of a library. Over the past few years, the school's faculty have wanted to reposition what they do, and they feel that renaming the school will achieve that.

An EPC member asked if there was a specific reason to leave the word "science" out of the proposed name. Dean Reynolds responded that "information" is more broadly exclusive, and the use of the word "information" is the most common approach among the school's peer institutions. That word along gives the school the flexibly to evolve its programs.

Members passed the item unanimously with no additional questions.

Graduate EPC Action Item 1: Consolidation of Crafts [CRFT] and Fine Arts [ARTS] majors into one major—renamed Studio Art [SART]—within the Master of Fine Arts [MFA] degree. The Studio Art major will have eight concentrations: Ceramics [CERM]; Drawing [DRWG]; Glass [GLSS]; Jewelry, Metals and Enameling [JME]; Painting [PNTG]; Print Media and Photography [PMP]; Sculpture [SCLP]; and Textiles [TEXT]. Minimum total credit hours to program completion is 60.

Associate Dean Cynthia R. Stillings's motion for approval of the item was seconded by Associate Dean William T. Willoughby. Associate Dean Stillings presented that this is an administrative merger to take the historical discipline umbrellas of crafts and fine arts and to combine them in to a more current structure of studio art with eight concentrations.

Members did not have any questions and passed the item unanimously.

Graduate EPC Action Item 2: Inactivation of Educational Administration–K-12 Leadership [EAKL] major within the Master of Arts [MA] degree. The major will continue to be offered within the Master of Education degree.

Dean Barbara A. Broome moved the item for approval, seconded by Interim Associate Dean Coombs. Associate Dean Stephen A. Mitchell turned the presentation over to Assistant Professor Rosemary Gornik to provide additional information. Assistant Professor Gornik stated that in speaking with and reviewing students over the past several years, once students who had enrolled in the MA degree program found out they needed to do a thesis, they did changed their degree to the MEd. To avoid further confusion, the decision was made to inactivate the MA degree.

The item was passed unanimously by EPC members with no questions.

Graduate EPC Action Item 3: Revision of name and course requirements for the Educational Administration–K-12 Leadership [EAKL] major within the Master of Education [MED] degree. Name changes to K-12 Educational Leadership [EDLE]. Course revision (lesser item) includes moving nine courses from electives to required. Minimum total credit hours to program completion decreases, from 33 to 30.

The motion made by Associate Dean Robert D. Hisrich to approve the item was seconded by Associate Dean Willoughby. Assistant Professor Gornik stated that the word "administration" carries more of a compliance tone within education, as opposed to word "leadership."

Members did not have any questions, and the item was passed unanimously.

Graduate EPC Action Item 4: Revision of name of the Educational Administration—K-12 Leadership [EAKL] major within the Educational Specialist [EDS] and Doctor of Philosophy [PHD] degrees. Name changes to K-12 Educational Leadership [EDLE].

Interim Associate Dean Coombs moved for approval of the item, and the motion was seconded by Associate Dean Hisrich. The item was passed unanimously by EPC members with no questions.

Graduate EPC Action Item 5: Establishment of Qualitative Research [C641] post-baccalaureate certificate to be offered at the Kent Campus. Minimum total credit hours to program completion is 18.

Senior Associate Dean Vincent J. Hetherington's motion for approval of the item was seconded by Associate Dean Stillings. Associate Dean Mitchell introduced Associate Professor Tricia Niesz to present. Associate Professor Niesz stated that the certificate is an interdisciplinary collaboration between the College of Public Health and the College of Education, Health and Human Services. The certificate will be open to both master's and doctoral students, either as a stand-alone certificate or pursed in conjunction with a degree.

Members did not have any questions, and the item was passed unanimously.

Graduate EPC Action Item 6: Inactivation of Curriculum and Instruction—Junior High/Middle School [CIMS] major within the Master of Arts [MA] and Master of Education [MED] degrees. The curriculum for the programs is duplicated in the MEd degree in Curriculum and Instruction, Middle Childhood Education concentration.

Associate Dean Mitchell moved for approval of the item, which was seconded by Associate Dean Hisrich. The item was passed unanimously by EPC members with no questions.

Graduate EPC Action Item 7: Revision of name and admission requirements for the Advanced Practice Nursing [APN] major within the Doctor of Nursing Practice [DNP] degree. Name reverts to Nursing [NURS]. Admission revision (lesser item) includes requiring minimum C grade in a statistic course and allowing post-baccalaureate nursing students to be admitted to the degree.

A motion to approve by Associate Dean Nettey was seconded by Senior Associate Dean Hetherington. EPC members had no questions and passed the item unanimously.

Undergraduate EPC Action Item 1: Designation of Kent Core status to a new course in the mathematics and critical reasoning category: MATH 10051 Quantitative Reasoning (4).

Dean Blank moved for approval of the item, and the motion was seconded by Program Director Pamela K. Evans. Dean Palmer asked Associate Dean Mary Ann Haley to present the item. Associate Dean Haley stated that through a series of ongoing meetings with the State of Ohio in regards to the instruction of mathematics at the college level, the state is requesting this type of course be developed as part of the multiple pathways to college mathematics.

Members did not have any questions, and the item was passed unanimously.

Undergraduate EPC Action Item 2: Establishment of Print Media and Photography [PMP] minor to be offered at the Kent Campus. Minimum total credit hours to program completion is 18.

Dean John R. Crawford-Spinelli made a motion to approve the item, seconded by Interim Dean Mark A. Kretovics. Dean Crawford-Spinelli presented that as a result of the merger of the Crafts and Fine Arts majors into one Studio Art major within the School of Art, discipline-specific minors have been developed. The other minors were presented, voted on and approved at the November EPC meeting. This item was withdrawn from that agenda in order to have further conversations with the College of Communication and Information—in particular, the visual communication and design faculty—since both colleges offer different types of photography. These conversations have taken place, and it has been decided to proceed with the establishment of this minor.

No questions were asked, and EPC members passed the item unanimously.

Undergraduate EPC Action Item 3: Establishment of Forensic Anthropology [FATH] minor to be offered at the Kent Campus. Minimum total credit hours to program completion is 18.

Dean Broome's motion to approve the item was seconded by Dean Deborah F. Spake. Dean Blank told members there has been interest in developing this minor for some time. Course work has been established and, with the interest shown by students, faculty believe that there will be a minimum of 25 students enrolled within a year or two.

EPC members passed the item unanimously with no questions.

Undergraduate EPC Action Item 4: Establishment of Creative Writing [CRWG] minor to be offered at all Kent State campuses and Regional Academic Center in Twinsburg. This minor replaces the Writing minor, which is being inactivated (see lesser item). Minimum total credit hours to program completion is 21.

Interim Dean Robert G. Sines Jr. moved for approval of the item, and the motion was seconded by Interim Dean Kretovics. Dean Blank asked Associate Professor Robert D. Sturr to present items 4 and 5 for the Department of English. Associate Professor Sturr stated that a Writing minor offered currently is successful with healthy enrollment and an increased variety of offerings. Faculty decided to allow students to be more specific in what they would like to do with their writings.

The item was passed unanimously with no questions from members.

Undergraduate EPC Action Item 5: Establishment of Professional and Technical [PTW] minor to be offered at all Kent State campuses and Regional Academic Center in Twinsburg. This minor replaces the Writing minor, which is being inactivated (see lesser item). Minimum total credit hours to program completion is 18.

Dean Spake seconded Interim Dean Palmer's motion for approval of the item. Members did not have any questions, and the item was passed unanimously.

Undergraduate EPC Action Item 6: Establishment of Autism Spectrum Disorders [ASD] minor to be offered at the Kent Campus. Minimum total credit hours to program completion is 15.

Dean Blank made a motion for approval of the item, which was seconded by Program Director Evans. Interim Dean Kretovics referred to Associate Professor Sloane R. Burgess to present this item. Associate Professor Burgess stated the Autism Spectrum Disorders certificate has been available at the graduate level for several years. This is a joint proposal from the speech pathology and special education faculty. Kent State does not offer any Special Education-focused minors currently, so faculty feel that the minor will be well received.

Members did not have any questions and passed the item unanimously.

Undergraduate EPC Action Item 7: Establishment of Early Intervention [EINT] minor to be offered at the Kent Campus. Minimum total credit hours to program completion is 21.

Dean Broome's motion for approval was seconded by Dean Eboni J. Pringle. Interim Dean Kretovics referred to Associate Professor Sanna M. Harjusola-Webb to present this item. Associate Professor Harjusola-Webb stated an Early Intervention certificate is currently offered at the graduate level. Provost Diacon asked for a definition of early intervention for those not familiar with the program. The Associate Professor Harjusola-Webb explained early intervention pertains to a federally mandated service specific to infants and toddlers, ages 0-3 years, within the field of special education

No further questions were asked, and EPC members passed the item unanimously.

Undergraduate EPC Action Item 8: Establishment of Mild to Moderate Special Education [MMSP] minor to be offered at the Kent Campus. Minimum total credit hours to program completion is 18.

Dean Broome moved for approval of the item, seconded by Dean Spake. Interim Dean Kretovics referred to Associate Professor Andrew L. Wiley to present this item. Associate Professor Wiley stated this minor has focused coursework provisioned to special education or children with mild to moderate disabilities in secondary education.

Members did not have any questions, and the item was passed unanimously.

Undergraduate EPC Action Item 9: Establishment of Nursing for Registered Nurses [NURN] major within the Bachelor of Science in Nursing [BSN] degree. The major will be offered online-only, administered through the Kent Campus, for students who hold an active registered nurse license. The program currently exists as a concentration within the Nursing major. Minimum total credit hours to program completion is 120.

Interim Dean Kretovics moved for approval of the item, and the motion was seconded by Dean Reynolds. Dean Broome asked Associate Dean Tracey M. Motter to present. Associate Dean

Motter stated that as part of an update to curriculum within the College of Nursing and to align correctly with the rules of our accreditors, the decision was made to establish a major that has previously been a concentration.

EPC members passed the item unanimously with no questions.

Undergraduate EPC Action Item 10: Revision of name and course requirements for the Human Services Technology [HST] major within the Associate of Applied Science [AAS] degree. New name is Human Services [HS]. Course revisions (lesser item) include adding new HS 21003 and removing HED 11590 (or PH 10001) as required; add courses to technical electives; and revising course subject, from HST to HSRV, for all (10) major courses. Minimum total credit hours to program completion is unchanged at 64.

Dean Mark S. Mistur moved for approval of the item, with was seconded by Dean Reynolds. Interim Dean Nathan Ritchey asked Associate Professor Larry G. Froehlich to present, who stated that the Ohio Board of Regents used to require all associate degree majors to end in the term "technology." but that is no longer the case. Over the years, programs have been revised to remove "technology" from their titles, as is the case with this program.

The item was passed unanimously with no questions.

With no requests for additional discussion, Provost Diacon adjourned the meeting at 4:01 p.m.

Respectfully submitted,

Jennifer L. Rogers

Gernefer J. Kagers

Administrative Secretary, Curriculum Services

Office of the Provost

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Dat	e 8-Feb-17	Curriculum Bulletin
		Effective Date	select one Fall 2017	Approved by EPC
Department				
College	AT - Applied Engin	eeringTechn	ology	
Proposal	select one			
Proposal Name	Revision of Colleg	e Name		
Description of prop				
College of Aerona	of the College of App autics and Engineerin ection of the college	lied Engineerir g. The name o	ig, Sustainabil change better r	ity and Technology (AT) to the reflects the programs of study
Describe impact or staffing considerati	n other programs, polic ons; need, audience)	ies or procedure	es (e.g., duplica	tion issues; enrollment and
No impact: Only r	name is changing			
	her departments, progr ange affects only the le.			his proposal): orograms, campuses or units
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Department Chair /	School Director			/
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	Regional Campuses pr			
lobert 45	enso of			21812017
College Dean (or de	esignee		-	
Dean of Graduate S	Studies (for graduate pr	oposals)		
Senior Vice Preside	ent for Academic Affairs	and Provost (o	r designee)	

Proposal Summary to Change the Name of the College of Applied Engineering, Sustainability and Technology

This proposal seeks to change the name of the College of Applied Engineering, Sustainability and Technology (CAEST) to the College of Aeronautics and Engineering (CAE), effective July 1, 2017. The new name of the college will better reflect the programs of study within the college. The current name of the college was adopted in 2011.

History of College of Applied Engineering, Sustainability and Technology

The technology programs at Kent stared as early as 1913 when space was allocated on campus for "manual training" as an integral component for the preparation of teachers at Kent State Normal school. The School of Technology was a dependent school in the College of Fine and Professional Arts until November 1995 when it became an Independent School of Technology within the Regional Campus System.

The School of Technology consisted of three academic program areas, namely: (i) Aeronautics, (ii) Applied Business and Technology, and (iii) Applied Science and Technology. In 2006 the School of Technology achieved College status and became the College of Technology. In 2011 all technology programs associated with regional campuses separated from the College of Technology and became part of the newly formed Regional College.

In July 2012 the name of the College of Technology was changed to the College of Applied Engineering, Sustainability, and Technology to reflect the changing mission of the College toward development of new applied engineering and sustainability programs. A name change proposal was submitted in 2014 to reflect the growing viability of aeronautics program. The request for a name change was approved by EPC and Faculty Senate however a decision was made to stop the request before final approval in order to thoroughly review the mission and future of the college. The review has been completed hence this proposal for a name change.

1. QUALITY OF THE FACULTY, STUDENTS AND PROGRAMS

The college currently is comprised of three major curriculum areas, Aeronautics and Aerospace Engineering, Applied Engineering, and Construction Management. Construction Management will be administratively transitioned to the College of Architecture and Environmental Design (CAED), effective Fall 2017. Therefore the remainder of this proposal will address only the two remaining program areas within the College. At the present time there are 530 Aeronautics majors, 18 Aerospace Engineering majors and 314 Applied Engineering majors. There are also 177 students in the Masters of Technology program. These numbers reflect the Fall 2016 15th day headcount.

There will be twenty three full time faculty members remaining in the college after the transfer of the Construction Management faculty to CAED. There are eleven full-time faculty in the Aeronautics program; one tenured, four tenure-track and six full time non-tenure track; all hold a terminal degree in their respective fields. The Aeronautics program has an on-going search for one additional full-time tenure-track faculty expected to begin employment for the 2017 fall semester. The Applied Engineering program has twelve full time faculty; four full time tenured, two tenure-track, and six full time non-tenure track faculty. All tenure and tenure-track faculty hold terminal degrees in their respective fields.

The college has seen consistent enrollment growth over the past 8 years. Even with the loss of the 186 Construction Management students the college will still maintain a healthy enrollment of over 1000 students.

2. CENTRALITY AND COHERENCE TO THE MISSION AND STRATEGIC DIRECTION OF THE UNIVERSITY AND OTHER ACADEMIC UNITS

The proposed name change of the college is requested due to the fact that fifty percent of the undergraduate enrollments are in the aeronautics program. The inaugural class of Aerospace Engineering began in the fall 2016 semester. As such, the present name College of Applied Engineering, Sustainability, and Technology does not reflect the constituent academic units in the college.

On the engineering side, in August 2016 one of the concentrations in the aeronautics major, Aeronautical Systems Engineering Technology (AESE) earned full accreditation by ABET, making it the only aeronautical/aerospace engineering technology program to be so accredited in the state of Ohio and only the third in the country. Additionally, in fall 2016 the College began offering the first pure engineering curriculum at Kent State in the field of Aerospace Engineering. Further enhancing the argument for a name change to reflect "engineering" in the title, another prominent program in the College, Applied Engineering, offers four concentrations in various engineering technology fields along with a growing concentration in mechatronics. Finally, plans are underway to create a second pure engineering program in the area of mechatronics. Although the current inclusion of "applied engineering" in the name of the college does reflect some of the engineering programs, it does not reflect the two pure engineering programs, titling the College Aeronautics and Engineering will encompass all programs within the College.

The aeronautics and engineering programs are a very vibrant part of the college and it is important from a market stand point that both be appropriately and accurately represented in the name of the college.

3. COMPARATIVE ADVANTAGE VERSUS OTHER STURCTURES

College level unit is appropriate.

4. UNIT PARTICULARLY APPROPRIATE FOR KENT STATE UNIVERSITY

With an enrollment of over 1000 students the college has a comparative size to other professional colleges in the university.

5. DEMAND FOR THE UNIT AND FOR THE GRADUATES OF THE UNIT

The Aeronautics program enrollment has grown significantly over the past decade. It is the only aeronautics program in Ohio, and one of 34 nationwide to be accredited by the Aviation Accreditation Board International (AABI). The program recently brought forth a second undergraduate major, Aerospace Engineering, which is the only such program offered by a public institution in Northeast Ohio. Additionally, the Aeronautical Systems Engineering Technology program earned full accreditation by ABET, making it the only aeronautical/aerospace engineering technology program to be so accredited in the state of Ohio and only the third in the country.

Aeronautics recently established bridge agreements with five regional air carriers, several of which not only guarantees graduates preferential interviews but also guarantees the graduate a job (upon admission and completion of the program). All agreements have been initiated by the regional air carriers with whom the agreements are held; every student that has applied has been accepted.

Ohio ranks fourth across the country for the highest employment level of aerospace engineers, and tenth nationwide for the highest concentration of aerospace engineering jobs and location quotients.

Applied Engineering enrollment has steadily grown over the past few years. As of Fall 2016 15th day headcount there are 314 majors in the Applied Engineering degree program. It is anticipated that with the concentrations (Applied Engineering and Technology Management, Computer Engineering Technology, Mechanical Engineering Technology, and Mechatronics) continued growth will occur well into the future.

Recent surveys of graduates from the Applied Engineering program and to employers of these graduates show overall satisfaction with the level of instruction. Employers showed a degree of satisfaction with the level of preparation of the graduates in the program between very good and excellent. The applied engineering program is Foundry Educational Foundation (FEF) certified and has been accredited by FEF since 1969. Students who participate in the Kent State University chapter of the American foundry Society (AFS) are highly sought after upon graduation. One hundred percent of the graduates from the 2015-16 academic year who participated in KSU AFS were employed with an average starting salary of over \$50,000.

6. DUPLICATION AND INTERRELATEDNESS OF THE UNIT'S PROGRAM(S) WITHIN THE UNIVERSITY, STATE AND REGION

This proposal to change the college's name is to reflect the viability and anticipated growth of current and future programs. The focus of the college is to continue growth in the aeronautics programs and the development of additional pure engineering degrees.

7. EFFICIENCY AND EFFECTIVENESS OF THE UNIT IN LEVERAGING EXISTING RESOURCES AND EXPANDING NEW RESOURCES

The college programs have been as efficient and effective as possible in leveraging existing resources. With the recent hires in the college and pending searches the college is preparing for future growth and expansion. Over \$1.4 million has been spent upgrading the laboratories in the Aeronautics and Technology building. Transition to a new college name will support solicitation of funds from outside revenue sources to help address other equipment needs by elevating the name and stature of all the college programs. In addition, it may help with naming rights for future academic spaces.

8. ADMINISTRATIVE REPORTING STRUCTURE

There will be no change in the reporting structure.

9. SPACE AND CAPITAL BUDGET NEEDS

The name change will not have an effect on space requirements or budget needs. However as the college brings on additional engineering degrees there will be a need for additional laboratories and equipment. There is an immediate need to upgrade the academic facilities at the airport.

10. A PROPOSED OPERATING BUDGET WITH ANY ONE-TIME RESOURCE NEEDS

Request to change the name of the college has no effect on budget or one-time resource needs. The college has the necessary resources to handle all the incidental cost associated with a name change.

11. EVALUATION PROCEDURES INCLUDING ACADEMIC ASSESSMENT PROCEDURES

Previously established procedures will not change with the transition to a new name.

12. A TIMETABLE FOR PROOPOSAL IMPLEMENTATION

It is proposed that the effective date of the name change to College of Aeronautics and Engineering (CAE) coincide with the beginning of the next university fiscal year (July 1, 2017)

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Dat	е	Curriculum Bulletin
		Effective Date	Spring 2018	Approved by EPC
Department	Office of Globa	al Education		
College	PR - Provost			
Proposal	Establish Polic	;y		
Proposal Name	Establish polic	y for English profi	ciency require	ments for international admission
applying with int English instructi transparency and for those who m	to set English pro ernational credent on at Kent State U d clarity for those ust meet them.	tials are adequatel Iniversity. The requ who set the admis	y prepared for uirements also ssion criteria fo	sion to ensure all students academic coursework in guarantee consistency, r their academic programs and
		idents' proficiency		each proficiency test and erange.
	on other programs, ptions; need, audien		es (e.g., duplica	tion issues; enrollment and
		l lessen administra specific academic		y burden holding to the current
•		orograms or campus ators, college adm	•	this proposal): bbal Education, Provost,
		REQUIRED EN	IDORSEMENTS	3
Department Chair	/ School Director			
				/
Campus Dean (fo	r Regional Campus	es proposals)		
				/
College Dean (or	designee)			
			 -	/
Dean of Graduate	Studies (for gradua	ate proposals)		
				1 1

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

Proposal Summary for a Policy English Proficiency Requirements at Kent State University

Subject Specification:

This proposal is meant to make current English proficiency guidelines into an official policy to ensure all students applying with international credentials are adequately prepared for academic coursework in English instruction at Kent State University. It will also guarantee consistency in the requirements set for those applying with international credentials.

Background Information:

Until this time, there has been no formal policy regarding English proficiency for students with international credentials at Kent State University. There have been standards in place but as they were never officially approved and made into policy, there have been inconsistencies in English proficiency requirements, waivers, application reviews and decisions directly related to the aptitude of a student's English skills.

The approval of this policy will ensure consistency and accuracy in regards to English proficiency requirements for applicants and academic programs. It will also allow us to remain strategically paralleled with peer and aspirational institutions as well as regional competitors. According to IIE's Open Doors report fact sheet for the state of Ohio, Kent State University ranks third in the number of international students following The Ohio State University and the University of Cincinnati. This policy is necessary to the continued growth and success of our global competitiveness amongst other universities in Ohio. It is also required in order to align with the third priority of Kent State University's Strategic Roadmap, Global Competitiveness. The English Proficiency policy will ensure a foundation of English proficiency to increase enrollment of international students, enhance their education experience through academic excellence and success as well as positively impact student retention and recognition among international partners. A consistent and decisive English proficiency policy, process and strategy forms clear expectations campus wide for all involved in the internationalization initiative of the university.

Creating an official policy will allow programs and applicants consistency in requirements and ensure students are prepared with the necessary English proficiency skills to be successful in academic program of study. The findings and implementation of this policy were based on review of the existing procedures in place as well as comparison and analysis to other universities and colleges throughout the United States, institutions as defined by President Warren in her Strategic Visioning as Selected Peer Institutions and Selected Aspirational Institutions.

Selected Peer Institutions per this Strategic Visioning include:

Georgia State University University of Houston Western Michigan University Ohio University University of North Texas Utah State University

Selected Aspirational Institutions per this Strategic Visioning include:

Clemson University
Pennsylvania State University
University of South Florida
Temple University
Virginia Commonwealth University

Regional/Comparable Institutions researched in development of this proposal include:

Case Western Reserve University The Ohio State University Bowling Green State University Cleveland State University Wright State University University of Cincinnati Kansas State University Wichita State University Webster University Indiana State University Indiana University Ball State University Ferris University University of Pittsburgh University of East Kentucky Purdue University University of Colorado

The research and analysis of these institutions with Kent State University English proficiency processes revealed that our standards parallel with set policy of most other institutions of similar size, recognition and international aspirations. Most institutions have a university standard or minimum and then graduate programs or colleges within the institution may choose to set a higher English proficiency requirement.

Also found to be common among these institutions was the waiving of the English proficiency requirement for students that had already obtained a U.S. degree. It has been confirmed through this research that all Peer and Aspirational institutions as well as other regional and comparable institutions waive the English proficiency requirement for those that have received a degree or completed at least two years of full time academic study at a U.S. institution.

Research also demonstrated that our current country list (see pages 4-5) with regards to English proficiency waivers is comparable with other institutions. For international applicants who have been primarily educated within certain countries, there is a waiver for the English proficiency requirement. The chart on the next page shows prospective countries that other universities waive the English requirement for, of which we have added South Africa, Zimbabwe, Fiji and Nigeria to Kent State University's existing list.

Countries		Universities																
	UT Aust	U Houst	USF	Purdue	OSU	Cinci	Indiana	Colorado	Indiana S	t C Mich	W Mich	E Kentuck	N Texas	Miami	Ball St	Ferris	Illinois	# for country
Determen																		0
Botswana																		8
Fiji	-				<u> </u>													10
Hong Kong Public Universities															-			1
India																		1
Kenya					-													7
Lesotho																		7
Liberia																		15
Malawi															1			5
Micronesia					<u> </u>													5
Nauru																		1
Nigeria																		8
Papua New Guinea																		5
Phillipines																		6
Sierra Leone																		8
Singapore																		8
South Africa																		9
South Sudan																		1
Swaziland																		7
Tanzania																		7
The Gambia																		6
Uganda																		7
Zambia																		7
Zimbabwe																		10
	1	1 5	15	18	1	. 6	5	8 6	5 4	19	9 1	7 1	. 2	2	2 1	5 12	2 17	7

The current standards that have been in place for students with international credentials align with the proposed policy. The existing procedures are outlined in subsequent pages of this policy with new additional items highlighted in yellow. The proposed policy includes additional countries that have not previously been a part of the English proficiency standards, a proposed higher PTE minimum and implementation of an internal English Proficiency tier system for Academic programs.

English Language Proficiency Current Standards

Undergraduate

All undergraduate applicants must obtain a minimum TOEFL score of 525 (71 on the Internet based version), minimum MELAB score of 75, IELTS score of 6.0, or PTE Academic score of 50, or Complete the ELS level 112 Intensive Program.

Those who do not meet the minimum score for admission may be admitted conditionally if they meet academic requirements—Conditional Admission means students will take English language classes at our ESL Center before entering their programs.

Graduate

All graduate applicants must submit an English language proficiency test score to be considered for a graduate program. Graduate programs set their own English requirements, please review **Graduate Program English Requirements** before submitting your application.

Waive English Language Requirement

All international applicants whose education has been primarily outside the United States of America must provide objective evidence of proficiency in the English language. However, the following exceptions apply:

1. Applicants primarily educated in the following countries/territories:

Anguilla

Antigua & Barbuda

Australia

Bahamas

Barbados

Belize

British Virgin Islands

Canada (except Quebec)

Cayman Islands

Dominica

Falkland Islands

Fiii

Ghana

Gibraltar

Grenada

Guernsey

Guyana

Ireland

Isle of Man

Jamaica

Jersey
Liberia
Montserrat
New Zealand
Nigeria
South Africa
St. Kitts & Nevis
St. Lucia
St. Vincent & the Grenadines
Trinidad and Tobago
Turks & Caicos Islands
United Kingdom
United State Territories
Zimbabwe

- 2. Applicants who have recently completed three years of full-time study at a secondary institution in the U.S. may be exempted from this requirement after supporting academic records have been reviewed by the Admissions Office.
- 3. Applicants who have received a U.S. Bachelor's or U.S. Master's degree or who have completed two years of full-time academic study at an accredited post-secondary institution within the U.S.
- 4. International Baccalaureate (IB) applicants to Kent State may satisfy this requirement by attaining a minimum score of 5 in the Diploma Programme higher level or a minimum score of 6 in the standard level English language examinations. Or, applicants who have completed the ELS level 112 will be considered as met the English language requirement for undergraduate applications.

Any request for a waiver of the English language proficiency requirement must be submitted in writing to the Admissions Office with any supporting documentation.

Kent State University reserves the right to require evidence of English language proficiency for all applicants, the adequacy of which shall be at the sole discretion of Kent State University.

There are four different English proficiency exams that Kent State University will receive for consideration for admission if a student has international credentials and does not meet any of the English waiver conditions. These exams are the TOEFL, IELTS, PTE and MELAB. The following provides a brief description of each of these exams which are widely used among universities and colleges throughout the world as an indicator of a student's English proficiency.

TOEFL

This exam is described as "the most widely respected English-language test in the world" and is recognized by over 9,000 institutions in over 130+ countries. There are two basic types, paper-based referred to as pBT and internet based, iBT. The pBT is not as common as the iBT. At Kent State University we only accept pBT if it is our own ESL Center's institutional paper-based test. All other TOEFL scores must be submitted officially and electronically to us from the testing organization ETS. The range for pBT is 310 – 677 and the range for iBT is 0-120. https://www.ets.org/toefl/ibt/about

IELTS

The International English Language Testing System or IELTS is said to be "the world's most popular English language test for higher education and global migration with over 2.7 million tests taken last year in 140 countries." There are two basic types, Academic and General Training and Kent State University accepts only the Academic IELTS, which is the most common and widely used for English proficiency consideration. It is based on an easy-to-use 9 band scale which ranges from 1-9, non-user to expert respectively. IELTS is available at more than 1,100 locations worldwide and includes a face-to-face speaking component as part of the assessment. At Kent State University, we accept a copy of the official report from the student and verify the score through an online portal provided by IELTS.

https://www.ielts.org/

PTE

Pearson Test of English Academic or PTE is the world's "leading computer-based test of English" for those that are studying abroad or migrating. They are known for their fast results, within five business day, and for their flexible test dates as they run 363 tests a year in more than 200 locations worldwide. This exam has become increasingly popular and is accepted by thousands of institutions worldwide, including Harvard Business School, INSEAD and Yale. The PTE score range is from 10-90 points. At Kent State University, we accept a copy of the official PTE report from the student and verify the score through an online portal provided by Pearson. http://pearsonpte.com/

MELAB

The Michigan English Language Assessment Battery is another English proficiency standardized examination. This exam is recognized by thousands of institutions both for academic and professional purposes. As stated in the MELAB 2015 Report, it is aimed at the B1-C1 levels of the Common European Framework of Reference (CEFR, Council of Europe) and the report ranges from 0-99. Of the four English proficiency exams received at Kent State University for admission consideration, MELAB is the least common and is verified by an official report mailed directly to the International Admissions Office at Kent State University.

http://cambridgemichigan.org/institutions/products-services/tests/proficiency-certification/melab/

Given the diversity of these exams and the range of their score equivalencies, an English Proficiency Tier chart has been developed to allow for a benchmark and comparison of these scores. The chart will serve as an internal guide and sets the English Proficiency exams in tiers. By choosing a tier, the academic programs will have the option to choose the range that best suits their individual program needs. It should be considered while setting the English Proficiency requirement for an academic program that English ability does not fully assess or measure the academic ability or skill of the student. The English proficiency tiers include text to briefly describe and outline the overall English proficiency and ability of the student at that specific level. It should be noted that deviations from the tiers could lead to inconsistency of English proficiency among admitted students. This is to be used as an internal document only for guidance and policy purposes.

English Proficiency Tiers for Academic Programs

	TOEFL IBT	TOEFL PBT	IELTS	MELAB	PTE				
Tier A	71-78	525-549	6.0	74-76	50-57				
	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Recommended for programs that aren't writing intensive, often in STEM fields								
Tier B	79-93	550-586	6.5	77-81	58-64				
	Can exchange factual information on familiar routine/non-routine matters within his/her field with some confidence. Can pass on a detailed piece of information. Recommended for programs with a moderate amount of writing, often in master's level business and education programs.								
Tier C	94-101	587-609	7.0	82-85	65-72				
	technical discussions		ecialization. Recomm	te and abstract topics ended for writing inter					
Tier D	102+	610+	7.5	86+	73+				
	Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Recommended for heavily writing and research intensive PhDs across all disciplines.								

Alternatives and Consequences:

This policy once approved will allow accuracy and consistency in the English proficiency requirements as well as ensure students are adequately prepared to enter into their academic studies. It will also align Kent State University English proficiency policy with peer and aspirational institutions. The result of falling behind with respect to English proficiency requirements and waivers would be detrimental to the sustained growth and academic success of our international student population as well as prevent our institution from receiving the quality applicants that our competitors would readily consider for admission.

Specific Recommendation and Justification:

The English proficiency proposal, once approved as official policy will effectively define the English proficiency requirements for students, faculty and staff. It will serve to safeguard applicants from beginning academic study until they have a proficient grasp of English to be successful in their program. The policy will also guide departments in choosing which English proficiency requirements they need in place for academic success and retention of international students. It will also ensure those students who have received academic credentials which waive the English requirement are recognized so that we are aligned in our English proficiency policy with peer, aspirational and regional institutions.

Timetable and Actions Required:

This proposal will be presented to Graduate Studies Administrative Advisory Committee (GSAAC) for approval in fall of 2016 semester.

Once approved, International Admissions will coordinate efforts with each academic department to review the policy and provide training as needed regarding the English proficiency exams and ranges so that they choose which English proficiency tier they will adopt for their program(s).

The proposal will go to GSAAC for review and approval, but after that, it must also go to the Educational Policies Council (EPC) and Faculty Senate for their respective approvals. After GSAAC approves the proposal as policy, the associate deans of the committee would work with academic colleges to revise admission criteria for each graduate program to correspond with the new tier system. EPC would then be notified of revised program admission criteria before implementation within the University Catalog.

There will be ongoing review of resources used in research to confirm that our English proficiency policy is aligned with the most up to date and accurate information.

With the implementation of the new CRM system at Kent State University, International Admissions will be able to track the English proficiency scores of applicants. The database will allow us to closely monitor the types of exams being submitted and the score ranges of students that are being admitted. This information will be gathered regularly and internal data collected, reviewed and strategically evaluated to remain current with best practices for English proficiency exams among peer, aspirational and regional institutions.

Sources

https://www.ets.org/toefl/institutions/scores/compare/

http://pearsonpte.com/institutions/scores/

http://pearsonpte.com/wp-content/uploads/2014/07/PTEA Score Guide.pdf

http://www.cambridgemichigan.org/wp-

content/uploads/2014/10/MELAB ConcordanceTable.pdf

https://www.ets.org/toefl/ibt/about

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http://pearsonpte.com

http://cambridgemichigan.org/institutions/products-services/tests/proficiency-

certification/melab/

http://www.hhl.de/fileadmin/texte/ relaunch/Conversion Table TOEFL (PBT,CBT,iBT).pdf

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	Pr	eparation Dat	e	Curriculum Bulletin
	Ef	fective Date	Fall 2017	Approved by EPC
Department				
College	UC - University Colle	ege		
Proposal	Revise Policy			
Proposal Name	Revision of Universi	ty Readiness	Standards a	nd Placement Testing Policy
free standards. T serve incoming a	rsity must remain in co The proposed revisions and continuing students	will allow Ke s who utilize	nt State to co these assessi	Ohio's statewide remediation ntinue its compliancy, as well as ments and standardized tests.
	math assessment.	,	J	
	on other programs, policie tions; need, audience)	s or procedure	es (e.g., duplic	ation issues; enrollment and
	s not adopt these polic and its state-wide rem			will not be in compliance with
,	ther departments, progra	•	•	this proposal): the readiness and placement
	R	EQUIRED EN	DORSEMENT	-s
				/
Department Chair	/ School Director			
				1 1
Campus Dean (for	r Regional Campuses pro	posals)		
				1 1
College Dean (or	designee)			
				1 1
Dean of Graduate	Studies (for graduate pro	oposals)		
				1 1
Senior Vice Presid	dent 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 remain in compliance with the State of Ohio's statewide remediation free standards. The proposed revisions will allow Kent State to continue its compliancy, as well as serve incoming and continuing students who utilize these assessments and standardized tests.

Background Information:

In March 2016, the College Board revised the SAT suite of standardized tests. As a result, SAT scoring system was changed from 2400 to 1600. Students admitted for the 2017-2018 academic year may have either SAT scores from the prior year or the new SAT suite of assessments. In order to provide transparency to students, parents, and university stakeholders, the policy is revised to accommodate information on both SAT options that may be submitted.

The other changes to the current policy include removing all language regarding the Compass assessment. Last academic year, Compass was replaced by Accuplacer. This was done mid-year, and thus couldn't be removed during the last revision.

Secondly, in order to remain in compliance with the state and consistent with the statewide remediation free standards, ALEKS mathematics assessment results will now be accepted for two years, as opposed to the current one year.

Lastly simple grammatical changes have been made to the language to ensure the policy reads as intended.

Alternatives and Consequences:

If Kent State does not adopt these policy revisions, the university 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:

Notification to EPC and Faculty Senate, to become effective for fall 2017.

<u>Kent State University 2016 Catalog</u> > <u>Academic Policies</u> > **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 are 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 (see below). The chart directly below represents the State of Ohio's current statewide remediation free standards.

Readiness Area	ACT	SAT	Accuplacer	MapleSoft T.A.	ALEKS	PlaceU	Compass*
Mathematics	22	520	College-Level Math 55	Algebra 50%	46	18	College Algebra 52**
English	18	Writing 430 Critical Reading 450	Sentence Skills 88 Writeplacer 5	n/a	n/a	n/a	<mark>88</mark>
Reading	22	450	80	n/a	n/a	n/a	<mark>88</mark>

* Compass testing will not be offered after November 30, 2016.

** Not applicable at Kent State University.

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 placement. 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, ALEKS Mathematics and Accuplacer scores are accepted for two years from the date of the assessment and 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. ALEKS Chemistry scores are accepted only for the semester in which students are registered for CHEM 10060 and 10062. 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 and language scores Evidence-Based Reading and Writing. 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 This assessment is available on site only. Students who have taken Accuplacer Sentence Skills, (sentence skills score 88+) or Writeplacer or Reading Comprehension at another institution within two years of their initial start date at Kent State University 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.

Kent Campus Students								
Assessment	Score	Placement						
ACT English	0-25 26+	ENG 11011 ENG 21011						
SAT Writing and Language (if taken prior to March 2016)	0-590 600+	ENG 11011 ENG 21011						
SAT Evidence-Based Writing (if taken March 2016 and after)	<u>0-32</u> 33+	ENG 11011 ENG 21011						
Accuplacer: Reading Comprehension and Writeplacer	80+ and 5+ Any Score	ENG 11011						
GED Reasoning Through Language Arts College Ready	165+	ENG 11011						
Compass Writing	0-80+	ENG 11011						

Regional Campus Students									
Assessment	Score	Placement							
ACT English	0-17 18-25 26+	ENG 01011 and ENG 11002 ENG 11011 ENG 21011							
SAT Writing and Language (if taken prior to March 2016)	0-420 430-590 600+	ENG 01011 and ENG 11002 ENG 11011 ENG 21011							
SAT Evidence-Based Writing (if taken March 2016 and after)	0-24 25-32 33+	ENG 01001 and ENG 11002 ENG 11011 ENG 21011							
Accuplacer Reading Comprehension and Writeplacer	0-79 and 0-4 80+ and <mark>5</mark> <u>4</u> <u>5+</u>	ENG 01001 and ENG 11002 ENG 11011 ENG 11011							
GED Reasoning Through Language Arts College Ready	165+	ENG 11011							
Compass Reading	<mark>0-79</mark> 80+	ENG 01001 and ENG 11002 ENG 11011							

Mathematics Placement

All undergraduate degree programs require the successful completion of the Kent Core Mathematics and Critical Reasoning requirement. Some programs may require specific mathematics course(s). 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 ACT mathematics or below 520 (on tests taken prior to March 2016) or below 550 (on tests taken after March 2016) 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 (if taken prior to March 2016)	520+
SAT Mathematics (if taken March 2016 and after)	<u>550+</u>
ALEKS	45+
GED Mathematical Reasoning College Ready	165+
Compass College Algebra	52+

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 the following ways:

- 1. University-approved proficiency or placement examination; or
- 2. Documentation of previously earned college credits in a foreign language through coursework, Credit by Exam (CBE), Advanced Placement (AP), International Baccalaureate (IB) or College Level Examination Program (CLEP).

Foreign Language Requirements: Generally, foreign language requirements are met by passing the highest level course in the language requirement (or, alternatively, a 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 may be still required for graduation, but may be applied toward coursework in the student's major or minor or as electives.

<u>Native-speaker waiver</u>: 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 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 Strategies Placement

Kent State University regional campuses offer two courses to help students develop reading strategies to successfully complete college-level coursework — UC 00003 Core Reading Strategies for College Success and UC 00006 Critical Reading Strategies for College Success. A student placed into UC 00003 must take UC 00006 the following term. Both courses require a minimum C grade. 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 (if taken prior to March 2016)	0-350 360-460 470+	UC 00003 UC 00006 No Course
SAT Evidence-Based Writing (if taken March 2016 and after)	10-19 20-24 25+	UC 00003 UC 00006 No Course
Accuplacer Reading <u>Comprehensionve</u>	0-50 51-79 80+	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

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	e 26-Sep-16	Curriculum Bulletin		
		Effective Date	Fall 2017	Approved by EPC		
Department	Health Sciences					
College		iealth and Huma	n Sarvicae			
Degree	EH - Education, Health and Human Services MS - Master of Science					
Program Name	Athletic Training		rom Bonnos Co	A ATTD		
Concentration(s)	-	•	ram Banner Co	Due Alik		
Proposal		ntration(s) Banner 	Code(s)			
і торозаі	Establish progra	III				
Description of prop	osal:					
of Athletic Trainin athletic trainer fro	rulfill the degree ch g Education (CAAT	ange edict delive E) in May, 2015 t .S. level. This ma	erd by the Cor hat changes t alor will be a p	l-credit hour, 2-calendar year nmission on the Accreditation the entry-level degree for the professional prepartion program letic training.		
Does proposed rev	ision change prograr	n's total credit hou	ırs? ⊠Yes	□No		
Current total credit		Proposed total cr	-	99998		
staffing consideration Kent State universing MS ATTR program offerings once the EXPH ATTR major that targets alread	ons; need; audience; lity currently has a builds. It will beca full transition is co	prerequisites; tea B.S. Athletic Trai ome obsolete and omplete to the MS n - it is not a dup ners.	cher education ining major th d will be remo degree. Add lication as it is	at will run concurrently as the ved from the curricular itionally, the existing M.S. s a post-professional program		
School of Health S Physiology	ciences, College o	f Podiatric Medic	ine, Biologica	l Sciences, Exercise		
Department Chair /	School Director	REQUIRED END	OORSEMENTS	10171120		
Campus Dean (for F	Peninnal Campuses	neonocolo)				
	Legional Campuses	proposais)		10 121 12016 214,17		
College Dean (or de	signee)			<u> </u>		
Mulus	, wh			2,14,17		
Dean of Graduate S	tudies (for graduate	proposals)				
Senior Vice Preside	nt for Academic Affa	irs or Provost (or o	designee)			

KENT STATE UNIVERSITY MS ATHLETIC TRAINING

FULL PROPOSAL

2016

Prepared by Kimberly S. Peer, EdD, ATC, FNATA in consultation with KSU ATTR Faculty and the KSU Office of the Provost

Preface

This proposal is designed to establish the need, content, and implementation plan for the MS in Athletic Training at Kent State University in Kent, Ohio. It intends to provide supporting evidence that we are qualified and prepared to offer a rigorous academic program that not only meets accreditation standards, but exceeds them by integrating research across the curriculum to develop strong clinical practitioners who can critically analyze and perform research in the discipline. The ultimate goal of this program is to provide a challenging yet supportive program that facilitates transition to practice once the students graduate the program and advance to either full-time employment or continued educational programming such as PhD programs and/or clinical residency programs.

Acknowledgments

The faculty at KSU would like to thank the professionals who reviewed our preliminary prospectus. Your input and comments helped us to design a clearer, more precise proposal for consideration. As a collective group of experts, the perspectives regarding educational programming and curricular content help us as a profession to create stronger programs to enhance the profession as a whole. We are indebted to your insights as we strive to work together to develop the next generation of athletic training professionals and researchers.

New Graduate Degree Program Full Proposal Master of Science in Athletic Training

Background

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 specifies that the new entry-level degree for athletic training will be a master's degree program. There are three degree designations from the Commission on Accreditation of Athletic Training Education (CAATE): Professional Programs (prepare students to challenge the Board of Certification [BOC] examination at the baccalaureate and masters levels); Post-Professional Programs (post certified, advanced track degrees); and Post-Professional Residency Programs (advanced training). According to an accreditation directive, BS ATTR programs must cease to exist by 2022.

Kent State University (KSU) currently offers the Professional Program through the Bachelor of Science Athletic Training [BS ATTR] major and also a non-accredited Post-Certification program through the Master of Science Exercise Physiology major with a concentration in Athletic Training [MS EXPH ATTR], both housed in the School of Health Sciences [HS] within the College of Education, Health and Human Services [EH]. *The BS ATTR program will be phased out (allowing for current student completion only) when the MS ATTR program is approved.*

The purpose of this proposal is to establish a new Master of Science Athletic Training [MS ATTR] major to be designated as an Professional Program as specified by CAATE and to demonstrate that Kent State University is prepared and qualified to offer this program. The BS ATTR and MS EXPH ATTR majors will not change at this time. The designation of the MS is supported through the research courses including a methods course, required research projects throughout the curriculum, implementation of evidence-based practice principles, and a culminating extensive capstone thesis.

Need:

Elevating this degree program to include extensive research and integration of clinical research supports the transition to the MS program. This degree program emphasizes the need to competently evaluate and produce quality research in the discipline rather than simply elevate clinical skills. Through the implementation of research throughout the entire curriculum and the completion of research projects and a comprehensive capstone thesis/project, research is central to the mission of this program.

As a program, we are strongly suited to deliver and support an MS program with a research focus. Our faculty (see below table) has extensive research experience and clinical experience to support MS projects and thesis work. Our faculty and facilities are well-established and comprehensive to challenge students to expand

their mastery in the discipline through cutting-edge research projects using stateof-the-art equipment to gather meaningful data.

The MS program will be substantially different than the BS program in areas beyond the development of research proficiency. The MS program will integrate content areas and focus on the synthesis of best practice/evidence-based practice in synthesizing clinical skills whereas the BS programs takes topics in isolation and focuses more on fundamental skill development rather than integrated, comprehensive approaches to discipline specific material. This integrated approach will require mature critical thinking skills and the ability to critically analyze the knowledge and contemporary literature/research to create new knowledge in the field.

The need for athletic trainers is expanding and expected to do so in the coming years. Employment opportunities in athletic training are 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 BS ATTR program for nearly a decade. We anticipate this trend will continue with the Professional MS ATTR 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.

Additionally, a needs analysis was administered to 117 students at Kent State University in the Health Sciences programs. Of these students, 53% were freshman or sophomores and 47% were juniors or seniors. 69% of the students were ATTR majors with 19% replying being in Exercise Physiology major, 9% in other majors (not defined), and 3% not responding. 91% of the students surveyed said they were interested in graduate studies and 83% indicated that they would be interested in hearing more about the MS ATTR in more detail. Approximately 69% indicated that if they got a graduate degree, they would be interested in staying at KSU for their program. Of interest, just 7% indicated that they would not be interested in pursuing a master's degree program at all. The majority of students (48%) who responded to interest hearing about the options wanted to hear about both options while 33% and 18%, respectively, wanted to hear about the 4/1–3/2 option and 2 year options. Approximately 1% did not respond to this question. An exciting finding was that of the respondents, 67% indicated that they knew someone who would be interested in this degree program at Kent State University.

TABLE COMPARING CURRENT BS ATTR TO NEW MS ATTR PROGRAM

BS ATTR

- •Comprehensive, Individualized content courses
- •Limited Research Opportunities
- •Kent Core
- Foundational Clinical Skills Courses with no Immersion
- Didactic Anatomy Experience

MS ATTR

- •Synthesized, Integrated Content Courses
- Extensive Research Across the Curriculum with Culminating Research Capstone/Thesis project
- •No General Education Requirements Focused Discipline Content
- •Integrated Clinical Skills with Immersion Experience
- Cadavar Anatomy to Integrate Complex Critical Application of Structure and Function to Synthesize for Clinical Practice and Research
- Required Pre-requisite course completion for admission to demonstrate foundational knowledge in required science and related prerequisites (see prerequisite list)

Critical	Course Subject and Title	Credit Hours
	ter One [15 Credits]	
!	ATTR 15001 Introduction to Clinical Athletic Training I	2
!	ATTR 25036 Principles of Athletic Training	3
	US 10097 Destination Kent State: First Year Experience 1	1
	Kent Core Requirement	3
	Kent Core Requirement	3
Camaaa	Kent Core Requirement	3
	ter Two [14 Credits]	2
	ATTR 15011 Introduction to Clinical Athletic Training II	2
	ATTR 25057 Human Anatomy and Physiology I 2	3
	CHEM 10050 Fundamentals of Chemistry HED 14020 Medical Terminology	3
	NUTR 23511 Science of Human Nutrition	3
Samae	ter Three [17 Credits]	3
	ements: minimum overall 2.500 GPA; first aid and CPR certification; acceptance to the pro	foccion
Kequii	ATTR 15092 Practicum in Athletic Training I ³	3
i i	ATTR 25037 Physical Assessment Techniques for the Lower Extremity and Spine	3
	ATTR 35040 Strength and Conditioning	2
	Kent Core Requirement	3
	Kent Core Requirement Kent Core Requirement	3
	General Electives 5	3
Samas	ter Four [15 Credits]	J
	ATTR 25038 Physical Assessment Techniques for the Upper Extremity, Head and Neck	3
i	ATTR 25092 Practicum in Athletic Training II	3
- i-	ATTR 25032 Fracticum in Adheuc Training in	3
	ATTR 35054 Biomechanics	3
	PSYC 11762 General Psychology	3
Somos	ter Five [15 Credits]	J
!	ATTR 35092 Practicum in Athletic Training III	3
÷	ATTR 45039 Therapeutic Rehabilitation	3
	ATTR 25058 Human Anatomy and Physiology II ²	3
	EXSC 35068 Statistics for Exercise Scientist	3
	Kent Core Requirement	3
Semes	ter Six [15 Credits]	3
I I	ATTR 35037 Advanced Physical Assessment Techniques	3
-i	ATTR 35050 Neurological Process for the Healthcare Professional	3
i i	ATTR 45041 Advanced Therapeutic Interventions	3
-i-	ATTR 45192 Practicum in Athletic Training IV	3
-	Kent Core Requirement	3
Semes	ter Seven [15 Credits]	3
I	ATTR 45017 Professional Development in Athletic Training	3
j	ATTR 45038 Organization and Administration of Athletic Training	3
÷	ATTR 45040 Pathology and Pharmacology for Allied Health Care Providers	3
-i-	ATTR 45292 Internship in Athletic Training I	3
· ·	EXSC 45080 Physiology of Exercise	3
Semes	ter Eight [15-16 Credits]	-
	pply for the Board of Certification (BOC) and Ohio Athletic Training licensure examination	S
!	ATTR 43018 Ethics for Allied Health Professionals 4	3
÷	ATTR 45392 Internship in Athletic Training II	3
<u> </u>	IHS 44010 Research Design and Statistical Methods in the Health Professions (3)	
	or SOC 32220 Data Analysis (3) and	3-4
		- '
	SOC 32221 Data Analysis Laboratory (1)	

MS ATTR - Departmental Requirements (60 credit hours)

Summer Year One		
Cadaver Anatomy & Applied Assessment	ATTR 60000	6 hours New Course
Physical Agents in AT and SM	ATTR 65037	3 hours New Course
Acute Injury Dx/Tx/Mgmt	ATTR 61000	3 hours New Course
Fall Year One		
Clinical Pract I - Prevention and Wellness	ATTR 65001	3 hours New Course
Physical Rehabilitation in ATTR and SM	ATTR 65039	3 hours New Course
Clin Inquiry	ATTR 62016	3 hours
Spring Year One		
Clin Practice II - Adv H/N/Ortho	ATTR 65002	3 hours New Course
Neurological Concept for the HCP	ATTR 65050	3 hours New Course
Quant and Research Methods in		
ATTR/EXPH	EXPH 65031	3 hours
Summer Year 2		
Research	ATTR 63098	3 hours
Ethics For HCP	ATTR 63018	3 hours
Clinical Capstone	ATTR 69999	6 hours New Course
Fall Year 2		
Clinical Practice III - Gen Med	ATTR 65003	3 hours New Course
Advanced Clin Procedures in AT/SM	ATTR 65041	3 hours
Administrative Concepts for HCP	ATTR 65038	3 hours
Spring Year 2		
Clinical Practice IV - Advanced Comps	ATTR 65004	3 hours New Course
Pathopharmacology for HCP	ATTR 65040	3 hours New Course
Contemporary Issues	ATTR 62010	3 hours

Historically, Kent State University has had a strong tradition of athletic training education programs for decades. Originally established in the 1980's as an internship program, the current undergraduate program has evolved into a fully accredited Professional BS ATTR major which has undergone two highly successful accreditations. With the evolution of the single route to certification announced in 2015, Kent State University has worked rigorously to create a new major at the master degree Level. The focus of the new program is to build upon foundational knowledge from undergraduate degree programs, typically in the health sciences, to prepare students to fill professional positions in a variety of health care employment settings available to the certified athletic trainer. This program has been highly successful to date. To date, we have a national first time exam pass rate exceeding the national average (Approximately 90% 3-year aggregate) and have 100% placement into either job or graduate programs within 2 years of graduation. Further, the success of our

program is supported by community partners who actively seek KSU ATTR graduates to fill their open positions.

The MS curriculum will focus on building clinical and didactic knowledge and skills anchored in evidence-based practice while developing strong research skills by developina not only critical analysis skills, but equally important, investigative research skills. Although accreditation will dictate the content areas for competency in the new program, KSU is committed to infusing research across the curriculum to develop these fundamental research skills necessary to expand the existing body of literature in the profession and to effectively transition to clinical *practice. Therefore,* this program will focus on developing the student's skills and evidence-based knowledge in the domains specified in the Board of Certification's Role Delineation and Practice Analysis (currently in the 7th 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 currently 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 A: Role Delineation Study/Practice Analysis, Sixth Edition Content Outline Domain Descriptions and Task Statements; Seventh Edition released prior to writing of proposal).

The course curriculum with be framed to address the core competencies but will do so through the integration and development of research throughout the curriculum to develop critical scientists who can discern scientific literature and contribute to the existing body of knowledge in the field through substantive research. 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) and will integrate the changing content as it emerges as new competencies. The knowledge and skills identified in the current competencies consist of 8 content Areas:

- 1. 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

The disciplinary purpose of this MS degree program is to challenge the students to consider the domains in light of contemporary health care settings and to prepare them for the dynamic career they are about to enter. *Further, this program will prepare them to contribute to and expand the existing body of literature through meaningful research in the profession.* Through a rigorous yet supportive program,

the students will be exposed to and actively engage with state-of-the-art equipment in professional health care facilities and be mentored by highly recognized professionals. This program will also foster inter-professional collaboration to promote professional development for the students who will be practicing and researching in inter-disciplinary teams.

Program Learning Outcomes

Graduates of the MS ATTR program will be able to:

- 1. Successfully challenge the BOC Certification Exams
- 2. Demonstrate understanding of and competency in the domains of athletic training as defined by the BOC *Practice Analysis* and Commission on Accreditation of Athletic Training Education (CAATE) *Curriculum Content*.
- 3. Demonstrate *competency in evaluating and completing scientific research* and evidence-based practice as evidenced in *research projects and a comprehensive capstone research thesis.*
- 4. Demonstrate competency in engaging in a variety of clinical practice settings related to athletic training with engagement in an inter-professional environment.
- 5. Apply the principles of the research process in athletic training by engaging with faculty and clinical staff in graduate research initiatives
- 6. Engage health care professionals and apply the knowledge gained, through their education in both the classroom and clinical settings.

Acknowledgments

Kent State University would like to take this time to formally thank those professionals in the athletic training profession who reviewed our preliminary program. Your feedback and insights guided our considerations as we prepared the full proposal.

Formal Proposal

1. **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.

Faculty Competency, Experience and Number

Kent State University Athletic Training program currently has six full-time faculty with support from five teaching assistants. All 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.

TABLE 1: The full-time faculty qualifications are summarized in the table below:

Faculty Name/Title	Degrees	Years Certified*/KSU	Areas of Expertise
Lisa Chinn Custer; Assistant Professor	PhD – University of Virginia, Athletic Training/Biomechanics MS – Valparaison University, Athletic Training BS – University of Wisconsin – Madison, Athletic Training	13/5	Biomechanics, Assessment, Rehabilitation, EBP
Catherine Hale; Lecturer	MS – Indiana University, Athletic Training BS - Indiana University, Athletic Training	23/16	Anatomy and Physiology, General Medical Conditions, Pharmacology, First Aid
Jeffery Huston; Associate Lecturer & UG/Grad Program Coordinator	EdD – Capella University, Educational Leadership (Anticipated Degree - May 2017) MS – West Virginia University, Athletic Training BS – Heidelberg University, Athletic Training	15/11	Anatomy and Physiology, Neural Function, Educational Theory, Organization and Administration
Jay Jonas; Senior Lecturer	PhD – Kent State University, Exercise Physiology (Anticipated Degree – May 2017) MEd – University of Virginia, Athletic Training BS – Marietta College, Athletic Training	18/10	Biomechanics, Rehabilitation, Modalities, Graston Technique, Human Anatomy and Physiology, Exercise Physiology
Kimberly Peer; Associate Professor	EdD – University of Akron, Higher Ed Administration/Health Care Management MA – Western Michigan University, Athletic Training BS – Kent State University, Secondary Education/Athletic Training	29/17	Health Care Ethics, Professional Development, Leadership, Education and Supervision, Curriculum Design, Educational Research
Ashley Reed; UG Clinical Coordinator and Lecturer	PhD – Kent State University, Curriculum and Instruction (Anticipated Degree -) MS – University of Kentucky, Athletic Training BS – Central Michigan University, Athletic Training	9/7	First Aid and Immediate/Emergent Care, Assessment, Clinical Athletic Training, Curriculum and Instruction

^{*}Years experience reflects all professional experience since BOC certification

Core faculty consists of (2) terminally degreed professionals, (3) who will complete their terminal degree by Fall 2017, and (1) who is MS trained with substantive continuing education. Kent State University has a full-time designated Program Coordinator and Clinical Coordinator for the athletic training program. Full-time faculty are engaged in teaching far greater than the required 60% of the core degree curriculum. KSU has approximately 12- 5 student to 1 full-time faculty ratio (anticipating 20–30 graduates and 45 undergraduates in ATTR courses each semester). Although our faculty is reflective of the KSU profile for students having approximately 50% female and 16% ethnic diversity, our goal is to continue to improve our diversity as part of the broader KSU initiatives.

In addition to the degree and experience credentials, our faculty have been active in local, district, national and international conferences as presenters on athletic training domains. Additionally, the faculty have published in peer-reviewed journals and have been recognized for their contributions to professional organization. Further, the faculty of Kent State University have been selected to represent professional organization through their service, including but not limited to: NATA Executive Committee on Education, CAATE site visitors, Graston Instructor, American Red Cross Instructor/Instructor Trainer, Ohio OT/PT/AT Board for state licensure, and Editor and/or Reviewers for athletic training peer reviewed publications. *See Appendix B: CVs for full-time faculty which reflect the depth and breadth of the faculty accomplishments.

Kent State University also employs adjunct faculty (number varies per year) to primarily assist with entry-level laboratory instruction, competency assessment and clinical supervision. Our adjuncts hold minimally a master's degree and have been certified and practicing in the field of athletic training. These professionals have varied work experiences including the primary employment settings for athletic trainers, including but not limited to, high school, intercollegiate athletics, clinical, industrial, physician office, and professional sports. All hold a national athletic training certification and state license to practice. Moreover, each is obligated to maintain currency of credentials through required continuing education courses.

Adequacy of students

Kent State University has graduate program acceptance standards. Minimum requirements for entry into the MS ATTR program is a 3.0 GPA (4.0 scale); either a minimum GRE score of the 50th percentile or a MCAT score of the 50th percentile; an undergraduate degree with completion of the prerequisite coursework with a grade of "C" or better; official transcript(s); goal statement, and two letters of recommendation. Due to the highly prescriptive program requirements, students cannot transfer coursework from other institutions directly into the MS ATTR program. All MS ATTR students must also complete the "Technical Standards Document" prior to commencing in the program. All students are required to do an immersive clinical capstone in their program.

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 including coursework in Biology, Basic Athletic Training, Biomechanics, Anatomy and Physiology including Exercise Physiology, Chemistry, Research, Physics, Nutrition and General Psychology) which are detailed in the admission materials and evaluated *prior to admission* 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 KSU's College of Podiatric Medicine. This is followed by Fall and Spring semesters in which Clinical Practice (I/II), Physical Rehabilitation, Neurological Concepts, and two Research courses (Methods and Clinical Inquiry) are taught. The second summer is to allow for an "immersion" experience through a clinical capstone as recommended by the CAATE where a comprehensive research project/thesis will be completed along with an Ethics course. The last year Fall and Spring will emphasize additional Clinical Practice (III/IV), Advanced Clinical Procedures, Administrative Concepts, Contemporary Issues and Pathopharmocology as students prepare to challenge the BOC credentialing exam at the end of their program. The program requires evidence-based practice research papers and other research activities as part of the required courses to fully develop the research across the curriculum as a foundation of the program. As a MS Program, research will be integrated into each of the courses through evidence-based science and will culminate in the Capstone experience where a full research project will be completed. Students will have the ability to critically evaluate and complete scientific research at the end of their academic program. (See Appendix C: Proposed Curriculum for the MS ATTR Program).

Computational resources and library

Kent State University has outstanding computer and library resources. In addition to the computer stations at the main library, the College of Education, Health and Human Services has dedicated computer resources including an Instructional Resource Center in its building (White Hall) as does the main building for the athletic training program (MACC Annex). Ample hard copy and electronic resources are available through KentLink, OhioLink and Interlibrary Loan. Further, Kent State University has wide access to computer technical assistance and library support through full time employees in these units. The library also offers services to students such as textbook reserve, library instruction and tutorials, plagiarism school, statistical consulting, and student multimedia studios.

<u>Laboratories and equipment and other physical facilities, needed to mount the program</u>.

The facilities, classroom, and competency lab were renovated within the last few years. We are currently running the professional program at the undergraduate level and we do not anticipate an increase in need for facilities in the short-term because we will be phasing out the undergraduate program as the MS ATTR program reaches capacity.

Our classroom is dedicated to athletic training and consists of a 40 x 40 space with tables and chairs in the front and teaching lab space in the back to provide seamless transition to practice skills. The adjacent laboratory space is the same size with two sections: one for competency assessment and skills practice and the larger section for rehabilitation and research space. A large storage area adjoins these spaces ensuring security for our equipment and supplies. As a CAATE-accredited program, we have a wide range of equipment and supplies to meet the needs of the students. In addition, intercollegiate athletics recently acquired space next to our labs in an expansive renovation and will have exceptional equipment resources such as underwater treadmill, cryochamber, anti-gravity treadmill, laser, and other innovative devices for instructional purposes.

Off-campus facilities are also exceptional. 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 undergraduate program has had a long, strong, and positive tradition. As the residency portion of this program is in the summer and the undergrads do not complete summer clinicals, there will be no overlap even as the programs transition completely. During the academic year, we will have some overlap of undergraduate 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. *See Appendix D for Clinical Sites and Preceptor Chart

- a In addition to this analysis, for **entry level graduate degree programs**, academic quality assessment will focus on the adequacy of the answers provided in response to the following questions:
 - i Is the program distinctly different, both conceptually and qualitatively, from the undergraduate degree programs in the same or related disciplines? If so, is there a detailed listing of the specific differences?

Yes, the program is different conceptually and qualitatively from the undergraduate degree programs in the same or related disciplines. As the new MS ATTR emerges (fall, 2018), the undergraduate program will be phased out. Not only will it help students prepare for the MS ATTR professional program, but it can service students who cannot or do not want to become an athletic trainer who are interested in other health care professions. The MS ATTR will use integrated competency content (as required for accreditation) with a strong influence of research methods and evidence-based integration of research across the curriculum and culminating on a best-practices capstone research thesis/project. The courses will focus on higher order learning skills (integration, synthesis, creation, evaluation) and will be anchored in the science of the discipline and the development of research skills.

Further, this MS program is distinctly different than the MS/PHD EXPH ATTR major in that our core content (curriculum) and expected outcomes (employment and advanced degree opportunities) are diverse. Exercise Physiology graduates will pursue PhD programs and/or employment in the wellness/fitness, cardiac rehabilitation, or Exercise Physiology domains.

MS ATTR graduates will pursue employment as a certified, licensed athletic trainer in venues within the scope of their practice as defined by state and federal regulations and/or pursue doctoral studies or *clinical and research* residencies in athletic training or related fields. The differences in curricula are highlighted. *See Appendix E for MS ATTR curriculum and MS EXPH curriculum tables

ii Does the program emphasize the theoretical basis of the discipline as expressed in the methods of inquiry and ways of knowing in the discipline?

Yes, it emphasizes both theory and clinical practice domains and skills related to the profession of athletic training. There are varied educational methods used in the curriculum and research is emphasized throughout to promote critical thinking and inquiry. *Evidence-based practice is integrated throughout the curriculum to develop a strong foundation in the scientific research guiding clinical practice* *See Appendix F for course descriptions

iii Does the program place emphasis on professional decision making and teach the use of critical analysis in problem solving?

Yes, professional decision making is emphasized throughout the curriculum. The courses focus on professional decision making though a formal course in Ethics which has a strong critical analysis and problem solving foundation as the methodology for course delivery. Additionally, students will actively engage in critical thinking tasks in their didactic courses and especially in the clinical elements of the program as they work with patients and clinical supervisors. Lastly, with research infused throughout the curriculum, students will develop a strong sense of professional decision making and critical analysis as they embark upon and complete multiple research projects including a comprehensive capstone research project/thesis.

iv Is the program designed to educate students broadly so that they have an understanding of the major issues and concerns in the discipline or professional area?

Absolutely. A major portion of our curriculum integrates contemporary issues into the instruction of each course. For example, Ethics will address headline issues facing the profession; Contemporary Issues addresses broad issues taken from the professional organizations website and activities; and other courses address core issues associated with the changing professional role of the athletic

trainer through various instructional strategies including role play, case analysis, and other contemporary modes. *Additionally, evidence-based principles will be used to guide instruction and research to promote transition to practice relative to contemporary and scientific foundations.*

v Is there an adequate description of the required culminating experience such as an exit project (which would not necessarily be a research experience)?

Students will complete a *culminating* capstone *research* project as part of the immersion experience. This capstone experience will be research based and will also integrate the "Reflective Practice Cycle" model for reflection. It will be broad and encompass *scientific research processes*, evidence-based practice, professionalism (as a construct), clinical practice elements, and professional development.

vi Does the proposed program identify faculty resources appropriate for the research component of the program?

Yes. 5 of the 6 core faculty have expansive research experience. One tenured faculty member (Peer) has published and presented extensively and serves as the Editor-in-Chief for a professional research journal (Athletic Training Education Journal) as well as editorial board member/reviewer for other professional journals. Custer (Chinn) is a tenure-track faculty who has also published and presented research and serves on review boards for several professional journals. Three other faculty (Huston, Jonas, Reed) are currently pursuing their terminal degrees and are trained in various research aspects for their dissertations – Huston (Action Research); Jonas (Quantitative); and Reed (Qualitative/Mixed Methods).

vii Does the program curriculum offer what students need to know for competence at the expected level of professional expertise?

Yes, the curriculum is anchored in the domains of athletic training as established by the Board of Certification through the *Role Delineation/Practice Analysis of Athletic Training (7th Edition)* and the current and proposed *Competencies for Athletic Training*. As an entry-level, professional program *yet MS level program*, both theory and clinical skills are emphasized to ensure competence as reflected by passage of the BOC exam and to protect the public. *Specific emphasis on the development of research methods and skills will add to the professional expertise of the students in the program*.

viii What plans have been made to address standards and guidelines for professional accreditation, if applicable? What are the core courses required for the program?

This program aligns with CAATE standards for entry-level programs. It has integrated the proposed changes that are currently open for public comment to

ensure it is integrating current and proposed content. *See Appendix C for core courses in the Curriculum plan

2. **Need.** Examples of potential metrics of program need include:

a Student interest and demand; potential enrollment; ability to maintain the critical mass of students.

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 master's program only. 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 been formalized as 2022 with all UG professional programs ceasing after that date. (See Appendix 3: Joint Statement from the Strategic Alliance).

There are currently 24 Professional undergraduate programs in the state of Ohio, including Kent State University. Of these Professional undergraduate programs, there is one (Xavier) pending transition into the Professional master's program as of this date, as evidenced on the CAATE website. According to the CAATE Website, 6 of these programs are on probation and one is seeking initial accreditation.

There is currently only one Professional Master's program in the state of Ohio – University of Findlay which is located in NW Ohio. Additionally, there are only 41 Professional master's 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 Professional master's programs with current good standing (1 each in MI, WI, IN, MN, OH). Of the surrounding states of West Virginia and Pennsylvania, there are only 4 additional Professional MS programs (3 in PA; 1 in WV).

(See Appendix I for the CAATE program statistics for the entry-level undergraduate programs in Ohio, MS Programs in Ohio, and MS programs nationwide, respectively)

As a selective admission program, we will admit approximately 15-20 students per year in each cohort which will keep the total program number at approximately 30-40 students, 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 BS ATTR major as the Professional athletic training program to "teach out" all existing BS ATTR students which is anticipated to cease with admitting BS ATTR students upon implementation of the MS ATTR program (Fall 2019).*

b Institutional need; plan for overall development of graduate programs at the proposing institutions.

At this current time, KSU is highly competitive in athletic training education at the undergraduate level. As a strong 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 few to transition. Since there is only one other program at the Professional Master's 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 of August 2016, of the 24 Ohio Bachelor Level Programs, 6 were on probation and one was seeking accreditation at the Bachelor Level. Similarly, only two other programs had pursued Professional master's approval (Xavier – degree change pending and Youngstown State – seeking accreditation). As a doctoral-granting university, our program will also likely be attractive to those who would like to pursue a Ph.D. after graduation.

Kent State University is a doctoral-granting institution and graduate education is part of the university strategic plan which is supported by the university as a whole.

c Societal demand; intellectual development; advancement of the discipline; employment opportunities.

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 BS ATTR program for nearly a decade. We anticipate this trend will continue with the Professional Master's program. Employer surveys generated from the undergraduate program has yielded positive feedback regarding our graduates. According to the NATA Career Center, there were 2,193 new job postings in 2014 for athletic training positions.

Further, Ohio is a strong region for athletic training. Within a six county radius (Summit, Portage, Stark, Wayne, Medina, Cuyahoga), there are approximately 181 high schools, 10 colleges and universities and 10 major hospital systems and affiliates which employ athletic trainers. This does not include those employment venues beyond the local region and in other athletic training career settings and/or graduate programs/ residencies.

d Scope; local, regional and national needs; international need.

Athletic training is projected to be one of the fastest growing professions through 2020 as indicated above. Ohio has a rich employment ground for athletic trainers as reflected in the above regional and local numbers. Further, the expanding job

opportunities for athletic trainers beyond high school, college and clinic continue to expand exponentially.

3. Access and Retention of Underrepresented Groups

a Plan to ensure recruitment, retention and graduation of underrepresented groups within the discipline.

Kent State University is non-discriminatory in its admission. KSU will actively engage in recruitment and retention initiatives to ensure representation of underrepresented groups.

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 8,000 students. When looking at the categories, approximately 1,300 of those 8,000 are already certified. As a Professional program, we would then have a potential total pool of approximately 6,700 students nationwide.

Nationally, there are approximately 1,500 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.

Our plan at Kent State University is specific and focused. We have the potential to actively recruit and retain through our efforts at regional, state and national recruitment events 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. The exposure we gained from our grant programs (High school AT camp, HS recruitment events and programs, Shadow an AT experience for HS students, Leadership Anthology for Ethnically Diverse ATs, research publications and State and National Poster presentations on the initiatives). Second, the 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 in our current BS ATTR program and boast a current student enrollment of at least 10% which is above the national average in the profession. Lastly, we plan to actively recruit through direct information via marketing to HBCU, Offices of Diversity and Inclusion, and graduate fair programs around the state and at the university.

TABLE 2: Total Members by Category in National Athletic Trainers' Association

Member Type	Members (20	014)	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 (2014)		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%

III.

Ethnicity 2011-2014 Membership Trend

•	2014		2013		2012	
	# of Minority	O/ of Total	# of Minority	0/ of Total	# of Minority	0/ of Total
	Members	% 01 10tai	# of Minority Members	% 01 10tai	Members	% 01 10tai
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/2014E0Ystats.htm

Provide as background a general assessment of:

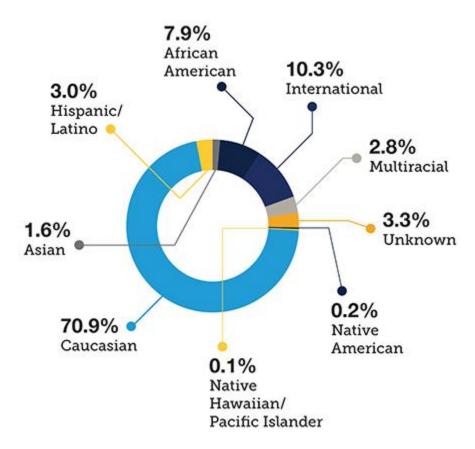
i Institution and departmental profiles of total enrollment and graduate student enrollment of underrepresented groups within the discipline.

TABLE 3: Graduate Profiles KSU and EHHS

	Fall 2015	Fall 2014	Spring 2016	Spring 2015
Master's	4381	3988	4547	4087
(KSU)				
Master's	1551	1582	1632	1621
EHHS				

http://www.kent.edu/facts-figures

^{** 5.6%} of All Members do not provide ethnicity data



http://www.kent.edu/facts-figures

Compare underrepresented groups degree recipients from the department and university at all levels compared to national norms. Supply data by group where available.

According to the KSU Office of Research, Planning and Institutional Effectiveness (RPIE), the following response was given to our request for this information:

"We are not aware of any source for national data on Masters level retention and graduation rates. Retention and grad rates at the graduate level are not tracked at the same level as undergrad. A standard graduation rate, like the 6-yr number for undergrad, is not even consistent across sources."

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

Please see comments regarding KSU's success relative to recruitment and retention of ATTR majors who are under-represented including two funded grants from the NATA Ethnic Diversity Enhancement Committee. KSU as a university also has widespread initiatives for recruiting and retaining under-represented students.

2. Statewide Alternatives

a Programs available in other institutions.

Currently, there is only 1 Professional master's program in athletic training at the University of Findlay. Of recent, Youngstown State University was approved to commence an MS ATTR program. Although there are 25 undergraduate programs in Ohio, it is uncertain how many will begin transition to the MS degree track.

b Appropriateness of specific locale for the program.

Kent State University is located in northeast Ohio with easy access to several large cities, including but not limited to, Akron and Cleveland. KSU has maintained strong presence in athletic training as an undergraduate program in this area and with the elimination of the undergraduate programs, it is anticipated that KSU will be able to support the MS ATTR program. As indicated above, there are 25 undergrauate programs in the area and the majority concentrated above the central Ohio region. It is anticipated that KSU will be competitive with recruiting graduate student from above the state based upon graduate student statistics for the university as a whole. *See graduate student demographics Table above

c Opportunities for inter-institutional collaboration.

Kent State University has prided itself on inter-institutional collaboration in athletic training. Although the curricular offerings do not cross institutions, our faculty collaborate at the state level on an educational program (Ohio Athletic Training Program Symposium) and at the local level with continuing educational (Summa Health Systems Continuing Education Program) and clinical experiences (Akron Marathon coverage). Opportunities for inter-institutional collaborations will have the potential to emerge as other programs in the area determine the direction for their respective programs.

d Institutional Priority and Costs

i Support and commitment of the proposing institution's central administration.

This program has support from the School of Health Sciences, College of Education, Health and Human Services, and the University Provost as evidenced by endorsement and approval of the curricular changes. *See Appendix J for letters of support

Drs. Stephen Mitchell and Lynne Rowan, Associate Graduate Dean, College of Education Health and Human Services and School Director, School of Health Sciences respectively, have endorsed this program. Additional letters of support are provided from several affiliate sites and the College of Podiatric Medicine (for the Cadaver Anatomy Course). These are included in *Appendix J.*

ii Adequacy of available resources committed for the initiation of the program.

Initially, this program will not require additional resources with the exception of the cadaver anatomy course which will require the purchase of cadaver specimens and equipment. Space is provided through Kent State University

College of Podiatric Medicine. Anticipated expenses for the course materials will be offset by a lab fee associated with that specific course. The other resources exist within the School, College and University. Community outreach resources only complement our already strong resources including faculty, equipment, lab space, library and computational resources. An estimated cost analysis is provided for consideration in *Appendix L*.

3. External Support

a Community, foundation, governmental and other resources.

This program has community support in the sense that it will utilize clinical sites in the surrounding areas as evidenced in the Affiliate Site Chart (Appendix D). Additional support of their preceptors and administration strengthens our external support. There are no external funds supporting this program; however, faculty grants support additional initiatives and research projects.

SUPPLEMENTAL INFORMATION TO ACCOMPANY FULL PROPOSAL

The faculty at KSU would like to thank the professionals who reviewed our preliminary prospectus. Your input and comments helped us to design a clearer, more precise proposal for consideration. As a collective group of experts, the perspectives regarding educational programming and curricular content help us as a profession to create stronger programs to enhance the profession as a whole. We are indebted to your insights as we strive to work together to develop the next generation of athletic training professionals and researchers.

Individual concerns are addressed and clarification provided to indicate which revisions were made throughout the proposal. Thank you all for your considerate, rich and substantive comments.

1. **Clarification and revisions** based upon the reviews of the program development plan (PDP).

Feedback from Bowling Green University

Thank you for the opportunity to review Kent State University's Program Development Plan. The following review focuses on the Master in Athletic Training program.

1. Market need for the proposed program and the distinctions or differences between the proposed program and other similar programs across the state:

- According to the Bureau of Labor Statistics, employment of athletic trainers is projected to grow 19 percent from 2012 to 2022, faster than the average for all occupations. For an individual to enter into this expanding employment field, the student must complete a Commission on Accreditation of Athletic Training (CAATE) accredited program. With respect to Northeast Ohio, CAATE accredited programs are found at Ashland University, Baldwin Wallace University, Kent State University, University of Akron, and the University of Mount Union. These five programs are Bachelor's degree-level programs. While Youngstown State University has recently proposed a Masters-level program, Kent State would also be distinct from these five proximal institutions in that Kent State proposes an entry-level Master's degree program (in addition to their Bachelor's program). While not unique to the state of Ohio, only one other entry-level Master's degree AT program in the state of Ohio exists at present, University of Findlay. Kent State and University of Findlay are on relatively opposite borders of the state. Thus, Kent State's proposal fills a need for the Northeast corner of the state. As already established with the BS program, Kent State has educational/professional relationships.

No response needed.

In June 2015, the CAATE announced the move of athletic training from the Bachelors to the Masters level. That is, students will be required to complete the requirements for athletic training certification at the graduate level. All accredited undergraduate level programs will discontinue. This transition needs to take place by 2022. So, while Kent State is ahead of the transition, many proximal institutions within Ohio will eventually

follow suit if those institutions wish to continue sponsoring athletic training education programs after the transition deadline.

Although many will eventually complete the transition, to date only 1 Professional Master's Program exists (University of Findlay), 1 is applying for accreditation (Youngstown State), and 1 is pursuing a degree transition (Xavier) per CAATE site (8/26/2016).

A recent recommendation of the National Athletic Trainers' Association's Executive Committee for Education (ECE) is for Athletic Training programs to be housed in colleges of Health Science. Kent State's proposal meets that recommendation in that the AT program is housed in the College of Education, Health, and Human Services and the School of Health Sciences.

No response needed.

2. Opportunities for collaboration with the RACGS member's own institution:

It would be challenging for our institution to establish daily collaboration with Kent State. Though, internship/capstone experiences for students would be possible. For example, a senior student at our institution could complete a clinical rotation experience with one of Kent State's clinical sites and vice versa. That is not an uncommon practice within athletic training education.

Students will not be restricted in the capstone immersion experience with the exception of preceptor qualifications of certification, licensure, and additional preceptor qualifications as outlined by the CAATE. This could be a rich opportunity for all programs to reach out and collaborate. Their research requirement of the capstone will be supported by the KSU faculty rather than clinical preceptor of the capstone.

From a broader prospective, many opportunities for collaboration exists between our institution and Kent State at the state level with the Ohio Athletic Trainers' Association (OATA) and at the regional level with the Great Lakes Athletic Trainers' Association (GLATA).

Agreed. There are already many Ohio Athletic Training programs that engage regularly in the OATA and GLATA programming to enhance student involvement in research and/or professional development. KSU had over 10 student research posters at the 2016 OATA and several accepted for the GLATA and NATA. Continued involvement in these activities is part of our on-going program plan.

3. Concerns with substantive elements of the proposed degree program:

Is evidence-based practice taught exclusively in ATTR 62016 or is EBP incorporated throughout the curriculum?

Evidence-based practice is not taught exclusively in 62016 Clinical Inquiry. EBP is integrated across the curriculum to ensure competence and rigor in all of the courses. Students will engage in the EBP content both didactically and clinically.

According to the CAATE Standards, programs must be four semesters in length at

the minimum. Youngstown State is at this minimum, but KSU has incorporated a Clinical Residency in the summer of Year 2. This will broaden students' clinical opportunities. *Agreed. We believe that the clinical immersion experience will serve the students in the long run with integration into the profession.*

For students entering into the stand-alone Master's program, sixty credit hours is a substantially heavy credit requirement. Many MAT programs are at the 40-45 credit hour requirement. However, the sixty credit hour requirement may end up being the norm as Bachelors programs transition to Masters programs.

We agree. Recent programs (including the Youngstown State proposal) is near 60 credit hours. This full two-year program will serve to enrich the clinical exposures which should facilitate the transition to practice elements of the profession. Further, the research requirements will also benefit from continuous enrollment including summer enrollment. According to Dr. Mark Merrick, CAATE President, the average Professional MS degree in athletic training is currently 55 Credit hours

4. Suggestions that might help the submitting institution strengthen the proposal or refine its focus:

Should "Intro to Psychology" be included as a pre-requisite for those entering into the graduate only program?

Thank you for the suggestion. We anticipate that students will have an Intro to Psych course coming from Science based undergraduate programs but will add it as a prerequisite for clarity.

While this may be more of a program policy and procedure issue, how are student/program outcomes being assessed?

Student outcomes will be assessed in multiple modes and will be monitored closely. Outcomes will include, but are not limited to, clinical site evaluations, academic grades in core courses, success on the BOC examination, employment and post-graduate placement, program exit surveys and employer surveys.

OSU Review of Kent State University Master of Athletic Training Proposal

Executive Summary

Kent State University proposes to create a professional Master of Science in Athletic Training (MSAT) degree program, presumably as a replacement for their current professional BSAT program, but the fate of their BSAT program is not described in the proposal. As background, there are three types of Athletic Training educational programs accredited by the Commission on Accreditation of Athletic Training Education (CAATE): Professional degree programs, Post-Professional degree programs, and Residency programs. Professional degree programs (often referred to as "entry level master's" or "ELM" in the proposal) are first professional degree programs that confer eligibility upon graduates to sit for the national board exam in Athletic Training (BOC Exam) and to gain eligibility for licensure as an Athletic Trainer in Ohio and most other states. Kent State University already offers an accredited professional Athletic Training program that grants a Bachelor of Science in Athletic Training degree. In the proposal, they correctly cite as rationale a changing accreditation requirement that all Athletic Training professional programs must lead to a master's degree. After the proposal appears to have created, a deadline for program conversion has been set. Baccalaureate Athletic Training professional programs will no longer to be able to matriculate students after the autumn of 2022. As such, all baccalaureate programs nationally will either convert to graduate programs or will close and RACGS should anticipate seeing several proposals such as this one over the next few years.

We have enriched the discussion of the fate of the undergraduate program throughout the full proposal. It will be revised as indicated in the proposal, in 2018 with the last professional level BS students being admitted in 2019.

The proposed degree is appropriate in content, duration and sequence; is consistent with current external accreditation requirements; is academically housed in an appropriate college; and appears to meet minimal staffing requirements. The proposed program would require 60 credits hours, which is consistent with other Athletic Training professional programs nationally (mean = 55 credits). The proposal has several minor weaknesses including areas where it is silent or unclear about a few key elements such as graduate v undergraduate credit for some courses, the athletic training educational landscape in Ohio, how expanded enrollment will be achieved, how adequacy of faculty will be ensured, misleading terminology about some clinical experiences, and the fate of the existing bachelor's degree program in Athletic Training.

The minor areas of weaknesses are addressed below:

■ Graduate v undergraduate credit for some courses

After reconsideration, the courses will not be slashed with undergraduate
sections but will be new 60000-level graduate courses. These courses WILL
NOT BE CROSS-LISTED WITH UG COURSES. They are distinctly different.
While students may still use up to 12 graduate credits to meet
undergraduate requirements, there will not be a formal combined program
at this time.

- The athletic training educational landscape in Ohio

 The landscape in Ohio has only slightly changed since the program
 development plan. As of August 2016, CAATE reflected 24 undergraduate
 Professional programs in Ohio with 1 pursuing accreditation and 6 listed as
 "on probation". The Professional Level MS degrees in Ohio are also slightly
 changed as of this iteration of the proposal. According to the CAATE website
 in August 2016, one program is accredited at the Professional Master's level
 (University of Findlay), one is pursing accreditation (Youngstown State
 University), and one is currently in the degree transition (Xavier University).
- How expanded enrollment will be achieved

 Active recruitment initiatives within the university and program will serve to
 expand enrollment. It is clear and emphasized in the proposal that NE Ohio
 is a rich area for health professions and Kent State University intends on
 recruiting vigorously and actively to expand and maintain enrollment.
- How adequacy of faculty will be ensured, Five of our 6 full-time faculty will hold terminal degrees by 2018. They have expansive experience in athletic training practice and education.
- Misleading terminology about some clinical experiences I am not sure what was misleading. We plan to have clinical experiences under the supervision of a certified, licensed athletic trainer within the scope of the Ohio Revised Code. We intend on having a capstone clinical immersion experience with an extensive research component/thesis as reflected in the curriculum.
- The fate of the existing bachelor's degree program in Athletic Training.

 The BS will be phased out in 2018 with the final class being admitted in Fall 2019, when the MS ATTR is expected to be in place.

Potential conflict with Ohio State University offerings/planned offerings

The Ohio State University will be bringing a proposal forward in the next several months to convert its professional Bachelor of Science of in Athletic Training degree to a professional Master of Athletic Training degree. Both the proposed program and Ohio State's soon-to-be-proposed program will be similar in scope. Because of an accreditation mandate, EVERY undergraduate Athletic Training program in the nation will either be converting to a master's degree program or will be closing by 2022.

As of August 2016, this program has not appeared on the official CAATE website as an accreditation and/or program transition pending action. It is anticipated that OSU (as well as other programs in the state) will be acting on the transition within the coming years. However, based on the updated Ohio data, it appears that several will struggle to transition (being that 6 are currently on probation at the time of this proposal). It is not impossible to transition if on probation,

but I anticipate it will far more difficult to establish and sustain a Professional ATTR program if the undergraduate program is on probation.

Opportunities for Collaboration with Ohio State University

Both Kent State University and the Ohio State University currently offer professional baccalaureate degree programs in Athletic Training. The two institutions do not have any formalized collaborations between these two programs and none are currently planned for the future master's degree programs that each institution plans to offer. Both programs are active participants in the Ohio Athletic Trainers Association's Student Symposium each January however and they collaborate on an ad hoc basis relative to that event.

Agreed. OSU and KSU both have a strong presence in the state with professional and student organization programs. KSU and OSU certainly have collegial professional relationships amongst the faculty and certainly are far enough geographically to make formal collaborations difficult.

Substantive concerns with elements of the proposal to be shared with Kent State University

Section 3 p. 2 – the proposal suggests that some courses will be offered as "slashed" UG/Grad courses. If so, that is a potential area of concern. As the profession moves to graduate entry for professional programs, the expressed intent of the accreditor is that all professional Athletic Training content will need to be offered for graduate credit. As such, the students must receive graduate, not undergraduate credit for them. It is unclear if the students would take the undergraduate course number in "slashed" courses.

After reconsideration, the courses will not be slashed with undergraduate sections but will be new 60000-level graduate courses. THESE COURSES WILL NOT BE CO-LISTED AS THEY ARE DISTINCTLY DIFFERENT. While students may still use up to 12 graduate credits (courses completed with the rigor and requirements of the graduate level program) to meet undergraduate requirements, there will not be a formal combined program at this time.

Section 4 p. 3 – The proposal insufficiently describes the athletic training degree landscape in Ohio and the potential for regional duplication. The proposal lists the number of undergraduate professional Athletic Training programs in Ohio as 24 (actual N =25, more than any other state), but more importantly, it suggests that none of these programs are currently pending transition to master's degree. This underrepresents the actual landscape. Currently, there is already one well-established professional master's degree in Athletic Training program in Ohio (Univ. Findlay). Currently, Youngstown State University is seeking accreditation for a newly created professional master's degree in Athletic Training and EVERY other baccalaureate Athletic Training program in the state is engaged in self-analysis or proposal development for whether they will plan to transition to a master's degree or close. With existing undergraduate Athletic Training programs, there is already substantial regional duplication throughout the state and also in the northeast Ohio region. The nearest programs to Kent State are found at Akron (undergraduate program 13 miles) and the newly created professional master's program at Youngstown State (42 miles away). Kent State University has had a professional program for many years, so the

proposal does not create any new duplication however.

This is not inaccurately reflected and the new numbers are current according to the CAATE website as of 8/2016. I do disagree that EVERY program is considering their options as an impacting factor in our program. As indicated before, although many (if not all) may be considering the change, we are already seeing BS programs struggling in the state (6 on probation). I have accurately reflected the Ohio landscape as of August 2016 as reflected on www.CAATE.net.

Section 5 p. 4 – The proposed enrollment of 20-30 per cohort is greater than Kent State's current Athletic Training program graduation cohort size of 10 students per cohort over the past 3 years. The proposal does not address whether the program will be able to meet this expanded projection or how it will recruit these students.

The proposal has been modified to reflect 15-20 students after careful consideration. This aligns with the cohort size similar to the UG program with consideration for annual fluctuations. Active recruiting programmatically and university-wide will help to fulfill these projections. Kent State has run a successful program for many years at the undergraduate level with two successful accreditation rulings. We have also run a Post-Certification concentration at the MS level (EXPH-ATTR) for the past decade with approximately 10 graduate students per cohort.

Section 8 p. 5 – adequacy of faculty. With the move to a graduate degree, the proposal is unclear whether the program will have qualified faculty. Recent (6/2015 & 3/2016) faculty qualification guidelines from the higher learning commission suggest that faculty have a degree higher than the one in which they teach and specifically indicate, "Faculty teaching in graduate programs should hold the terminal degree determined by the discipline and have a record of research, scholarship or achievement appropriate for the graduate program." While not in the current accreditation standards, there is a strong possibility that future AT accreditation standards will require an earned doctorate for the program director.

Five of our six core faculty will have their doctorate complete within the next year or so. Currently, we have 2 faculty who hold doctorates with 3 pending comprehensive exams and dissertations, and one with an M Ed. The M Ed. has primary roles teaching the undergraduate program and will continue to support the BS program through the transition to the MS and after the transition in the core undergraduate prerequisites. KSU meets these standards of the HLC relative to faculty and CAATE standards have not yet declared these as requirements. However, if and when they do, KSU is prepared with adequate number of doctoral trained faculty to run the program.

Clinical Experiences – Clinical education experiences include an immersive internship that is referred to in many places in the proposal as a "residency". This is a grossly incorrect term. Residency programs are specifically defined by the accreditor as post-professional training in a specialty area of practice. Residency is not a part of general clinical practice training for professional level students and Professional level students do not complete

residency training. This term is confusing and inappropriately used and applied and has no place in this proposal.

The term residency has been changed. It will be called a Clinical Capstone Experience with the course description reflecting the immersion element of the experience (among other requirements including research).

Fate of the current baccalaureate program in Athletic Training – The proposal is silent about what will happen to the current Bachelor of Science in Athletic Training program when they transition to their proposed Master of Science in Athletic Training. The accreditor has been clear that they would not support retaining the BSAT degree as a preprofessional baccalaureate program. Instead, if Kent State intends to have a preprofessional baccalaureate program, they should do so under a different degree than a BSAT.

The BS ATTR will be phased out as stated above. Pre-professional programs may be considered at a different time.

Suggestions for strengthening the proposal

In many places, the proposal uses the term "Entry Level Masters" or the acronym "ELM". This is incorrect terminology. Programs such as the one being proposed are correctly referred to "professional master's" programs. While a semantics issue, the proposal would be stronger to use the standard terminology of the field of study.

These have been changed throughout to reflect the Professional Master's Degree Terminology.

Section 4 p. 3 – The proposal specifically refers to Kent State's program status as "stellar" which is perhaps an overstatement at the current time. While the program has outstanding facilities and a quality faculty, their student outcomes have been average over the past few years. Their current 3 year aggregate first-time board exam pass rate is 77% (national average = 78%). Also, their undergraduate program is just one year removed from a 3 year aggregate first-time pass rate of 68% which was below the accreditation standard mandated minimum of 70%.

This term has been changed to strong. KSU has had an accredited program with zero non-compliance issues since 2001 at the undergraduate level. KSU has outstanding faculty and new facilities with tremendous community resources. Our student pass rate (3 year aggregate) as of 8/2016 is at 85% (above the national average). This past year (2015 – 2016) we had 19/20 (95%) pass the BOC exam the first time. The preceding year, we had 7/8 (87.5%) pass the BOC exam the first year. The 2013 -2014 year was our low point (9/13 or 69.2%) pass the first time. This cohort had outstanding issues and this number will phase out of our 3 year aggregate to more accurately reflect our successes.

Courses/Curricular Plan – while the proposed plan would meet current accreditation requirements, there have been public discussions from the athletic training accreditor that an expanded requirement for interprofessional education throughout the curriculum will be expected in the next set of standards (due for open comment in summer 2016). Likewise, the proposed curriculum does not appear to include a significant research

experience that would typically be expected to justify the Master of Science in Athletic Training. There is some possibility that the profession may unify under a Master of Athletic Training degree and consideration of the MAT instead of the MSAT may be prudent.

Interprofessional exposure will be integrated throughout the clinical program and will be described thoroughly in the course descriptions. Further, research activities and integration of EBP will transcend the curriculum as evidenced in the course descriptions.

<u>University of Akron Review of Kent State University Program Development Plan for a Master of Science in Athletic Training</u>

1) Market need for the proposed program and the distinctions or differences between the proposed program and other similar programs across the state;

There will be a need for MS programs as CAATE implements and secures a timeline and transitions to an ELM degree only for certification and licensure of AT. KSU has demonstrated through documents from CAATE, NATA strategic alliance, Job Outlook 2020) there is and will continue to be a market need for Professional

Degree (MS) Athletic Training programs.

Currently, the market nationwide, statewide and NATA district wide is plentiful and rich

with undergraduate athletic training programs. Ohio in particular has many athletic training programs with long histories and traditions of success in producing quality, high

achieving professionals.

Master's

Athletic training as a profession, for the past decade, has been striving and has pursuing recognition among other similar health care professionals; the degree transition to Master's will assist in the profession's efforts to be considered among peers in education, practice, and compensation.

Currently, there exists only one ELM AT program in the state of Ohio; the market need

will be present in the future for additional choices within the state, region, and nationally for ELM AT programs.

No response needed.

KSU uniqueness

Considering only one existing ELM AT program within the state of Ohio, there is little

information for comparison regarding the proposed ELM AT program at KSU; KSU has implemented a curriculum using NATA role delineation study, AT Educational

Competencies, CAATE standards; however, the lone uniqueness which can be seen at

this juncture is the collaboration with KSU podiatric medicine for gross anatomy dissection.

No response needed. Although we also are unique in that we integrate ethics and research across the curriculum.

2) Opportunities for collaboration with The University of Akron;

The KSU proposal did not present any options or opportunities for collaboration with

The University of Akron; it is conceivable with both institutions currently offering undergraduate athletic training programs, that The University of Akron would consider a

proposal for an ELM AT program in the near future as well.

Although formal collaboration is not in the proposal, informal collaborations amongst students and faculty are currently occurring between the programs. KSU and UA engage at the OATA Student Symposium, Student Research Symposium in January, and socially with the ATS Olympics (for undergraduate students). We anticipate continued informal collaborations and would welcome discussions of how to expand research and clinical collaborations in the future should the situation present itself.

3) Concerns with substantive elements of the proposed degree program;

Need additional clarity regarding the pre-requisite courses; the proposal states 9 content areas, there are 2 columns with similar content areas (9 in one column, 8 in

other);

the

This has been clarified - see prerequisite course list.

Are there a specific number of credit hours required for consideration to matriculate into the ELM program?

Students must meet all university and programmatic requirements for admission.

Clarity also regarding courses with labs; A & P require lab; Exercise Physiology require lab

These are clarified in the course prerequisites

Questions regarding matching courses with NATA role delineation study, AT Educational

comps.

I am not sure what this is referencing. There is a template for the BOC RD/PA and the 5^{th} Edition Competencies (called the crosswalk) but our program has integrated both of these documents and included proposed CAATE revisions as well as they emerge for public comment.

Several of the courses would be very rich with content, i.e. Acute Injury/Diagnosis/Treatment/Management

Indeed.

4) Suggestions that might help Kent State University strengthen the proposal or refine its focus

CAATE is proposing uniqueness in the creation of degree programs, cannot tell from the

proposal regarding uniqueness other than the collaboration with Podiatric gross anatomy at KSU.

Thank you. Our curriculum will use gross anatomy, but more specifically will infuse Ethics across the curriculum and Research across the curriculum utilizing elements of each of these domains in all courses and clinicals to promote professional development and competent practitioners who can critically think.

Residency could be a unique endeavor but there is not enough information contained in

the proposal to know.

The residency is a Capstone Experience and has been renamed and expanded.

Where will students practice clinical skills, clinical residency, clinical practice courses (IIV)?

If students will practice skills in the above mentioned courses, how will the didactic content be delivered within the courses (the courses would be extremely full)?

Courses will integrate didactic and clinical skills to promote a theory to practice approach. Students will obviously have extensive practice in the clinical practice and clinical capstone (formerly called residency).

Fall Year 2 shows an Advanced Therapeutic Interventions course, the previous curriculum does not "label" a basic/introductory therapeutic interventions course

 $such; possible \ that \ The rapeutic \ Modalities, The rapeutic \ Rehabilitation \ courses \ serve$

the basic/introductory courses?

Basic introductory course is taken in undergraduate curriculum. Advanced content courses in year one build on knowledge and skills progressively through didactic and clinical courses.

Pharmacology course occurs after the advanced therapeutic interventions course (would consider pharmacology a therapeutic intervention and offer it prior to the advanced therapeutic interventions course).

Thank you for the suggestion. We will keep it in the rotation as designated as the Pharmacology course is more didactic and theory focused since athletic trainers cannot prescribe or administer pharmacological agents.

Would also consider offering the pathophysiology course prior to gen med as pathophysiology serves as the foundation for understanding general medical conditions.

Students will have a rich background in Pathology as part of the General

as

as

Medical Course and Pharmacology course.

Concerns over Emergency care and where it will occur in the curriculum; if a component

of the Acute Injury/Diagnosis/Treatment/Management course, how much room in the

curriculum here?

Students will come to the program with undergraduate prerequisites in some of the basic Emergency Care aspects which will leave room for the Advanced knowledge and skills associated with those domains as part of the MS curriculum.

University of Dayton Feedback KSU Master of Science in Athletic Training

- 1. Designation of the new degree program, rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance.
- 2. Description of the proposed curriculum.
 - What are the total number of clinical hours? How are these hours broken down in to practice area/sport?
 - Per curriculum guidelines, practicum courses will have a minimum hour requirement. Clinical Practice I – IV have 60 hours/CH for a total of 720 hours. Clinical Capstone has 100 hours/clinical for a total of 600 hours.
 - Please provide data and information regarding the clinical affiliations that currently exist and the needs (if any) for expansion.
 - o This is provided in Appendix D
 - Is there a thesis?
 - No, but substantive research projects transcend most of the courses and a Research Project is required of all students in the program.
- 3. Administrative arrangements for the proposed program: department and school or college involved.
- Will the combined BS MS option be open to all BS AT students or only KSU students?

The BS MS is not an option anymore. We have removed this option.

• For option 2, are the "slashed" courses doubled numbered? Please further describe which courses fit this criteria and how credits will be earned.

Kent State has 50000 and 60000 level numbering for MS courses. All meet the rigor expected of a MS level course. If the course is slashed, it basically is listed at the undergraduate level as a 40000 level (typically) and at the 50000 level as well with those in the MS sections required to complete additional projects for graduate level credit. This is standard at KSU. However, after reconsideration, the courses will not be slashed with undergraduate sections but will be new 60000-level graduate courses. NO COURSES WILL BE CROSS-LISTED AND WILL BE DISTINCTLY DIFFERENT IN OFFERINGS AND EXPECTATIONS. While students may still use up to 12 graduate credits to meet undergraduate requirements, there will not be a formal combined program at this time.

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.

- 5. Prospective enrollment.
 - Please describe and contrast enrollment for the current BS program.
 - Current enrollment in the KSU program is around 55/60 students at the undergraduate level professional phase program (although IR demonstrates 2016 15th day census numbers at 137 majors which includes pre-professional students as well). I am not sure what is requested with the contrast element. Approximately 60% of our graduates from the MS program go on to graduate programs of some type.
 - Have you conducted a marketing analysis? If so, please provide results.
 - o See Appendix L for the Needs Analysis and Results
- 6. Special efforts to enroll and retain underrepresented groups in the given discipline.
- 7. Availability and adequacy of the faculty and facilities available for the new degree program.
 - Is the tenured faculty member listed the program director?
 - Not necessarily a requirement. The current undergraduate program coordinator is not yet tenured although the new MS program coordinator has not yet been appointed by title.
 - Please describe the percentage of workload that the faculty are assigned to the AT program and how this follows CAATE guidelines.
 - O KSU ATTR Core faculty (Listed in Appendix B) are all teaching in the ATTR program exclusively. Some of the faculty have load credit for courses that are for ATTR and other majors, but all faculty serve ATTR majors. The TT faculty have 3:2 loads each year while the NTTs have 5:5 loads except for administrative release for PC and CC. This is compliant with CAATE Proposed Guidelines.
 - Please describe how faculty will support student research and or thesis projects.
 - Students are required to perform various research projects throughout the curriculum. The faculty have vast experience mentoring graduate research and have published and presented with graduate students nationally and locally.
- 8. Need for additional facilities and staff and the plans to meet this need.
- 9. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.

Wright State University Response to Kent State PDP for a MS in Athletic Training

This is pretty straight forward and requires very little explanation. All, or most all, current undergrad AT programs will be complying with the new CAATE mandate to move to a grad program. So I will make mine short and sweet.

- 1. Market need for the proposed program and the distinctions or differences between the proposed program and other similar programs across the state: There are no other grad AT programs in the state yet, as they are just now being created. We will be doing ours shortly as well. The differences are then impossible to ascertain.
- 2. Opportunities for collaboration with the CCGS member's own institution: None at this time.
- 3. Concerns with substantive elements of the proposed degree program: No concerns.
- 4. Suggestions that might help the submitting institution strengthen the proposal or refine its focus: Not necessary. All programs going through this will be making changes as CAATE defines more specifically the total competencies and level of achievement for these competencies. This is still a moving target, and much like us Kent is getting out in front of the process.

Youngstown State University Response from review of Kent State University's PDP for Master of Science in Athletic Training

We have no experience in actually offering this program yet (we are still awaiting HLC approval for our program that CCGS approved in January) but our reviewer offers the following. Please accept my apology for the late reply. I hope that this information is still of some valuate to you and your colleagues as you prepare your full proposal.

Our reviewer offers only have one concern with their program at the moment – I do not see how this program will differ from an undergraduate program. I do not see any indication of a master's degree project or thesis. How do they plan to incorporate research and are the faculty qualified to mentor students through the research process?

See Appendix B for faculty publications and presentations. There is vast evidence of quality research with students and professionally within the faculty ranks. The CVs reflect depth and breadth of successful mentoring, publishing, and presenting projects and theses. The program differs substantively in that it requires more integrated courses and clinical experiences. Research has a stronger presence in the MS program and the expectations for a clinical immersion is authentic.

MS ATTR FULL PROPOSAL APPENDICES:

- A 6th Edition: BOC Role Delineation and Practice Analysis Document (New edition due to release soon)
- B Faculty CVs
- C Proposed Curriculum
- D Clinical Sites and Preceptors
- E MS EXPH and MS ATTR Programs to Reflect Authenticity
- F Course Descriptions
- G Admission Requirements and Advising Sheets including Technical Standards
- H Ohio Revised Code for Athletic Trainers Defining Scope of Practice
- I CAATE Statistics of Undergraduate and Graduate Programs
- J Letters of Support
- K Signed Curricular Forms
- L Projected Cost Analysis
- M Needs Analysis Survey and Results
- N CAATE Declaration of Degree Change
- O Catalog Copy

Needs Survey

As mentioned before, employment opportunities in athletic training are 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 BS ATTR program for nearly a decade. We anticipate this trend will continue with the Professional MS ATTR 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.

Additionally, a needs analysis was administered to 117 students at Kent State University in the Health Sciences programs. Of these students, 53% were freshman or sophomores and 47% were juniors or seniors. 69% of the students were ATTR majors with 19% replying being in Exercise Physiology major, 9% in other majors (not defined), and 3% not responding. 91% of the students surveyed said they were interested in graduate studies and 83% indicated that they would be interested in hearing more about the MS ATTR in more detail. Approximately 69% indicated that if they got a graduate degree, they would be interested in staying at KSU for their program. Of interest, just 7% indicated that they would not be interested in pursuing a master's degree program at all. The majority of students (48%) who responded to interest hearing about the options wanted to hear about both options while 33% and 18%, respectively, wanted to hear about the 4/1-3/2 option and 2 year options. Approximately 1% did not respond to this question. An exciting finding was that of the respondents, 67% indicated that they knew someone who would be interested in this degree program at Kent State University. See Full Survey and Results in *Appendix M*.

NEW PROGRAM NEEDS ANALYSIS AND FACULTY CREDENTIALS

All Kent State academic units are required to provide evidence of the need for a proposed academic program. Generic statements that imply the "need" for the program are not sufficient. Proposals should include data-driven market research that addresses a student demand that will increase enrollment, potential for employment upon graduation, competitive advantage for the university, reasonable non-duplication with other programs and appropriate multi-year financial analyses.

The elements of a needs analysis include:

1. ESTABLISH A NEED FOR THE PROPOSED PROGRAM

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:

Number of job openings (due to growth)

According to the Bureau of Labor Statistics

(http://www.bls.gov/ooh/healthcare/athletic-trainers-and-exercise-physiologists.htm) athletic trainers have a projected 19% employment increase compared to the 11% national average for all occupations in the Job Outlook 2012 - 2022. According to this government document, there are 5,400 projected additional jobs by the year 2022. Moreover, Athletic trainers are employed in a variety of settings including clinic, secondary schools, colleges and universities. However, there is a large emerging market for athletic trainers in the areas of Occupational Health, Military, Performing Arts, Physician Extender, Professional Sports, and Public Safety. This is opening avenues that were not considered as employment venues in previous years.

Salary for these employees

The average salary for a Masters' trained athletic trainer nationally is

\$54,660.00 which is up from previous years. In District IV, athletic trainers have an average salary of \$51,635.00. Entry-level averages are substantially lower and range from approximately 38,000.00 to 41,500.00 with 0-5 years experience. According to the NATA, this early career category has noticed a 12% increase in average salary which is higher than any other membership group.

Other evidence may include, but is not limited to:

- Letters of support from businesses, schools and other organizations that commit to multi-year partnerships for education and training. The commitment may include financial support, "guaranteed" enrollments and other relevant proof of interest;
 - Letters from Affiliate Sites that they will continue to serve our program as clinical sites with MS candidates.
 - Letters of support were generated from a random group of clinical affiliate sites. Please see the affiliate site matrix in Appendix D and formal letters in Appendix J.
- Pilot courses or certificate programs with a multi-year history of success, tied to metrics demonstrating the need and opportunity for a full degree;
 - No pilot courses or certificate programs are necessary as this is an edict from the CAATE. However, Kent State University has sustained a competitive admission program at the UG level for decades and continues to be one of the leaders in athletic training education in the state. The need for the full degree program at the graduate level is a requirement not an option due to the recent Joint Statement from the Strategic Alliance in Athletic Training.

 Partnerships with other colleges and universities to leverage the strengths of each and serve multiple locations in the state;

There are no partnerships being considered with other colleges or universities at this time. The Kent State University program will be a fully independent program at the MS level. We will however recruit actively from other undergraduate programs to encourage students to attend our MS ATTR program. As other programs realize they may not be able to sustain a MS program, affiliations may or may not be considered. At this time, there are no formal collaboration agreements nor direct intentions to do so.

• Longitudinal data demonstrating the need for a higher level degree (i.e., a proven associate's leading to a bachelor's degree);

The data that supports this need is vetted in the critical documents from the NATA including the Focus Group Summary Report, Health Care Economist Report, and the CAATE Open Comment Report which provided the background for the declaration of the transition to the master's level degree. These documents (See Appendix N) support the need for the transition to the MS degree at the national level. These documents precipitated the declaration of the transition to MS degree (See Appendix N).

• Establishment of an endowed chair, addition of nationally recognized faculty or other parallel staffing that indicates a competitive "attraction" to the proposed program;

Kent State University already has distinguished faculty serving the ATTR program. Dr. Kimberly Peer is internationally and nationally recognized for her contributions to the profession as evidenced in her awards and professional accomplishments (Peer CV).

Other KSU faculty including Jeffery Huston, Jay Jonas, Lisa Chinn, Ashley Reed and Cary Hale have longstanding relationships in the profession and collectively account for nearly 100 years of athletic training experience and connections. This program is well established as an undergraduate program and the reputations of the faculty will remain a key marketing tool in the transition to the MS ATTR.

 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.

There are time limitations to the full transition of the MS degree program. Beginning in year 2022, all programs who intend to have students sit for the Board of Certification (BOC) examination will have to hold master's degree from professional programs. Swift approval of the KSU program will allow athletic training students to continue to seek educational opportunities at this institution in this particular discipline at the graduate level. Further, KSU is ahead of the curve (as reflected in some of the comments from the reviewers) in making the transition so it will allow us to be among the first few institutions in Ohio to transition to offer the MS ATTR.

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.

Students from around the six county region will likely be the top recruits for our programs. Based on the high number of UG programs in NE Ohio, it is anticipated that this will be a rich ground for students. Moreover, KSU has nearly 400 undergraduate Exercise Science majors of which a relatively fair amount may be interested in the MS ATTR program (See Appendix M – Needs Assessment). Students will attend full-time and Projected student enrollment and anticipated costs are included in Appendix L)

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.

Kent State University has had a BS ATTR program for years. The program graduates approximately 10-15/year and has done so for the past three years. Our program has approximately 137 declared majors (including the freshman per the 2016 15 day census). As a selective admission undergraduate program, degree production is less than the declared majors as the pre-professional students are typically included in the declared major count. When the students progress into the professional phase (selective admission), some students will change their major as they did not make the professional selection phase and cannot progress. KSU has the capacity to support approximately 60 clinical students at current sites which is the premise of our professional phase selection process.

For bachelor's and master's degree programs, list the professional uses of the proposed degree programs.

Students can be employed immediately post - MS degree (and successful BOC exam) in a variety of settings including colleges/universities, high schools, clinics, hospitals, military, industry, MD offices. Athletic training graduates can also pursue PhD programs, clinical residencies and fellowships, and other advanced track programs.

3. COMMUNICATION WITH BUSINESS AND INDUSTRY

Surveys/focus groups (with a valid number of responses/participants) should be conducted with local businesses, advisory/planning committees and other workforce training sources. Provide a list of potential employers, locally, state-wide and regionally, appropriate.

Employers in the area are vast. KSU has been successful in employing athletic trainers at many of our affiliate sites regionally. We have past and current alumni working at each of the major hospital systems in the area and we also have students who are working out of state (including but not limited to, Pennsylvania, West Virginia, Texas, Colorado, Utah, Michigan).

- a. Consultant Reports N/A
- 2. **Internal memos concerning duplication, encroachment, impact, support** that affect department, college and regional campuses' resources (staffing, space, library, finances). SEE APPENDIX J
 - a. Dr. Lynne Rowan, Director, School of Health Sciences
 - b. Mr. Trent Stratton, Kent State University Head Athletic Trainer, Associate Director for Medical Services
 - c. Dr. Steve Mitchell, Kent State University, Associate Dean, Graduate, College of Education, Health and Human Services
 - d. Dr. Ellen Glickman, Professor and Coordinator, Exercise Physiology, Kent State University
 - e. Dr. Vince Hetherington, College of Podiatric Medicine
- 3. External letters of support, survey results.
 - a. Affiliate Site Personnel SEE APPENDIX J
 - i. Ms. Hollie Kozak, Vice President, Summa Health Orthopedic Center
 - ii. Mr. Aaron Galpert, Akron Children's Hospital
 - b. Survey Results SEE APPENDIX M
- 4. **Catalog copy**, including admission requirements, job opportunities and course requirements (see another graduate program in www.kent.edu/catalog for an example).

SEE APPENDIX O

5. **Keywords** to identify the program for people using the GPS website (www.kent.edu/gps).

Athletic Training Clinical Athletic Training Sports Medicine

KENT STATE UNIVERSITY EPC Agenda | 20 February 2017 | Attachment 6 | Page1 CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	: 1-Nov-16	Curriculum Bulletin
		Effective Date	Fall 2017	Approved by EPC
Department	Lifespan Developn	nent and Educa	tional Science	06
College	EH - Education, He			5 5
Degree		ster of Educatio		
Program Name	Special Education		 am Banner Co	ode SDED
Concentration(s)		ration(s) Banner		de SPED
Proposal	Offer program fully		0000(0)	
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Name of the last o	R	EQUIRED ENDO	DRSEMENTS	
A Dillmann -	Jen/lins			11 122 111
Department Chair / S	chool Director			
Campus Dean (for Re	egional Campuses pro	nosals)	_	11 122 116
S. J	itchell	posaisj		121/21/4
Côllege Dean (or des	ignee)			
Dean of Graduate Stu	husl Idies (for graduate pro	nosals)		01/10/17
	(i.o. gradate pro	posais		
Senior Vice President	for Academic Affairs	or Provost (or de	signee)	/

Proposal Summary Offering the M.Ed. Special Education Major (General Concentration) Fully Online

Description of Action, Including Intended Effect

The purpose of this proposal is to revise the course requirements for the Master of Education Special Education [MED SPED] major and enable the General [GEN] concentration to be offered fully online. The MED SPED major is housed in the School of Lifespan Development and Educational Sciences [LDES] within the College of Education, Health and Human Services [EH].

- I. Revising course requirements for the major core involves the following:
 - 1. Replacing EDAD 66518 Law in Special Education (3 cr.) with EVAL 65511 Research in Educational Services (3), as a required core course. EDAD 66518 is being revised to combine content from 2 courses into this one. The revised EADAD course would be redundant for SPED majors as the additional law-related content is already covered in several required SPED courses. Since this is a research major, adding the EVAL research design course will also provide added value to a student's plan of study.
 - 2. Adding EVAL 65510 Statistics I for Educational Services (3) and EVAL 68807 Program Evaluation (3) to the list of multidisciplinary electives students in Special Education graduate programs may take.
 - 3. Adding "or other graduate level courses agreed upon by faculty advisor" to the list of multidisciplinary electives.
 - 4. Removing EVAL 65511 Research in Educational Services as an optional course for students choosing the Thesis option all MED SPED students will be required to take this course.

Expanding the number of courses from which students can select their multidisciplinary electives will broaden the appeal of the Special Education M.Ed. program as well as better attend to the diverse educational needs of our students.

II. Allowing the General concentration of the Special Education M.Ed. major to be completed fully online will enable us to market our program to educators nationally and internationally. With the addition of the Evaluation and Measurement (EVAL) courses listed above, students admitted into the General concentration will be able to complete the program using existing courses that are routinely offered online. No new courses are being created for the online delivery.

The online offering is another option for students as they may still complete the major requirements via the face-to-face route. See the attached Ohio Board of Regents' Online Delivery Change Request form for more details on the proposal.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff

This proposal will not impact other programs, course offerings, students, faculty, or staff. EDAD has been informed that they will no longer be requiring EDAD 66518. EVAL has given approval to include their courses as electives.

Fiscal, Enrollment, Facilities and Staffing Considerations

This proposal will not impact fiscal, enrollment, facilities, or staffing considerations.

Evidence of Need and Sustainability if Establishing

NA

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 2017. The following is the anticipated schedule:

SPED program approval: November 15, 2016

LDES SCC approval: November 21, 2016

presented to EHHS for approval: December 9, 2016

presented to EPC for notification: January 23, 2017

presented to ODHE Chancellor's Council on Graduate Studies (CCGS) for approval: March, 2017

AUGUSTINE, SUSAN

Subject

FW: Vote: General SPED Online Masters

From: Dellmann-Jenkins, Mary Sent: Tuesday, November 15, 2016 3:06 PM To: AUGUSTINE, SUSAN CC: CIMERA, ROBERT Subject: Vote: General SPED Online Masters

Hello, Susan Please note that all TT and NTT faculty members supported the General Special Education On-Line curriculum proposal. This translates into 16 yes votes. Thanks again for all the work and assistance with this! Mary

Special Education - Ed.S., M.Ed. and Ph.D.

Kent State University 2016 Catalog > College of Education, Health and Human Services > Graduate Programs > Special Education - Ed.S., M.Ed. and Ph.D.



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

Resources

Program Requirements

College Policies

Academic Policies

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 (temporarily suspended), General Special Education, Gifted (temporarily suspended), Mild/Moderate Educational Needs, Moderate/Intensive Educational Needs and Transition to Work. The M.Ed. in Special Education does not lead to consideration for teacher licensure; however, some of the coursework required for the M.Ed. may count toward licensure preparation requirements contained in the Special Education nondegree graduate preparation for licensure programs (Deaf Education, Early Childhood Intervention, Mild to Moderate Educational Needs, or Moderate to Intensive Educational Needs). The ASL/English Interpreting non-degree graduate program prepares students for an interpreting license. Students interested in both licensure and a Master of Education degree will need to apply and be fully admitted into both the M.Ed. program and the non-degree licensure preparation graduate program.

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 whichcan 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.

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 cartifications. A key component for this major is over 500 hours of practicum experiences with

Requirements

Graduation M.Ed.: The Master of Education (M.Ed.) degree requires a minimal field of the Master of Education (M.Ed.) degree requires a minimal field of the Master of Education (M.Ed.) degree requires a minimal field of the Master of Education (M.Ed.) degree requires a minimal field of the Master of Education (M.Ed.) degree requires a minimal field of the Master of Education (M.Ed.) degree requires a minimal field of the Master of Education (M.Ed.) degree requires a minimal field of the Master of Education (M.Ed.) degree requires a minimal field of the Master of Education (M.Ed.) degree requires a minimal field of the Master of Education (M.Ed.) degree requires a minimal field of the Master of Education (M.Ed.) degree requires a minimal field of the Master of Education (M.Ed.) degree requires a minimal field of the Master of Education (M.Ed.) degree requires a minimal field of the Master of Education (M.Ed.) degree requires a minimal field of the Master o coursework including at least 16 semester hours at the 60000 level or above. A major consisting of 18 or more semester hours in the College of Education, Health, and Human Services is required. M.Ed. students have six years from the term of first enrollment to complete the degree.

> Students in the Deaf Education and ASL/English Interpreting concentrations must also pass the Sign Language Proficiency Interview (SLPI) at the intermediate level for graduation. ASL/English Interpreting students may also pass the American Sign Language Proficiency Interview (ASLPI) at level 2 as an alternative to the SLPI. Admission to the ASL/English Interpreting concentration has been temporarily suspended as of fall 2016.

Ed.S: Upon admission to the Ed.S. degree program, students will be assigned an advisor.

Ph.D: After admission to the Ph.D. degree program, students plan a program of study with their respective faculty advisory committee headed by their advisor. Students' programs may include at least one appropriate graduate-level minor or cognate as well as the major.

Program Learning Outcomes

Graduates of the program will be able to:

- 1. Attain the background knowledge and critical thinking skills necessary to advance their ability to identify and plan evidence-based educational practices for exceptional learners.
- 2. Increase their proficiency with the pedagogical and decision-making skills necessary to implement evidence-based educational practices for exceptional learners.
- 3. Attain an appropriate level of expertise in methods of assessment relevant to providing special education to exceptional learners in schools.
- 4. Articulate professional positions on critical legal, policy, and practice issues in special education that are grounded in logical analysis, empirical research, and the ethical foundations of the field.

Graduates of the M.Ed. program with a concentration in ASL/English Interpreting will be able to:

- 1. Demonstrate an interdisciplinary and global perspective of the theoretical roots and implications of translations work in both professional practice and applied research.
- 2. Produce seamless and accurate interpretations with various numbers of participants involving dense professional texts representative of high context high stakes venues. They will conduct and present thorough ethical and demand control schema analyses of these interpreted venues.
- 3. Apply linguistic, discourse, and sociolinguistic principles and pragmatic practices to teaching methodologies and assessment strategies for interpreter preparation courses.
- 4. Develop a plan to achieve national certification.

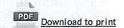
Graduates of the M.Ed. program with concentrations in Moderate/Intensive Educational Needs or Transition To Work will be able to:

- 1. Successfully develop Individualized Transition Plans (IEPs) that are compliant with state and federal legislation and based upon the unique needs of their students with moderate-to-intensive disabilities.
- 2. Develop behavioral intervention plans based upon the unique needs of their students with moderate-to-intensive disabilities.
- Develop unit plans based upon the unique needs of their students with moderate-to-intensive disabilities.

Accreditation Council of Education of the Deaf, The

Special Education - M.Ed. Program Requirements

Kent State University 2016 Catalog > College of Education, Health and Human Services > Graduate Programs > Special Education - Ed.S., M.Ed. and Ph.D. > Special Education - M.Ed. Program Requirements



PROG	RAM RE	QUIREMENTS (15 credits)	\$ 10.000
Course		Title	Credits
EDAD	66518	Law and Special Education 9 VA 1 65511	3
SPED	63201	Contemporary Issues in Special Education	3
SPED	63300	Research Applications in Special Education	3
Elective	Multidis	ciplinary courses	6
CULT	69522	Ethics in Professional Practice (3)	
RHAB	57712	Introduction to Rehabilitation (3)	65510
SPED	53309	Introduction to Deaf Studies (3) ¹ FUAL	68807
SPED	63030		her grad
SPED	63956		ourses a
SPSY	67973		facilty a
CONCE	NTRATI	ON REQUIREMENTS (18-27 credits)	
Title			
Deaf Ed	ducation	(18 credit hours)	Long area
AND RESIDENCE AND ADDRESS OF THE PARTY OF TH	and the second programming and the second participation of	ventional Specialist (18 credit hours)	
		n Special Needs (27 credit hours)	
AND DESCRIPTION OF THE PARTY OF	Advanced in the Control of the Contr	erpreting (18 credit hours) Admission Suspended	
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Secretario de la compositione de	AND RESIDENCE OF THE PROPERTY OF THE PARTY O	ducational Needs (18 credit hours)	
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	contract the firefact was made up by the contract	rk (18 credit hours)	
	OPTION		
Course		Title	
EVAL	NAMES AND ADDRESS OF TAXABLE PARTY.	Research in Educational Services (3)	
SPED	60199	Thesis I (6)	_
		MINIMUM TOTAL	. 33

^{1.} Students in the Deaf Education concentration should not take SPED 53309.

Important Major Notes:

More than 50% of total credits must be taken at the 60000-level.

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 Preparationwebsite for more information on assessments specific to licensure type.

Deaf Education Concentration

CONCENT	RATION REQUIREMENTS (18 credits)	
Course	Title	Credits
EVAL 6551	Statistics I for Educational Services	3
Choose 15	credit hours of SPED Deaf Education coursework, as approved by advisor	15
	MINIMUM SUBTOTAL	18

Mild/Moderate Educational Needs Concentration

Course	Title	Credits
SPED 63301	Single Subject Research Methods	3
Mild/Moderate E	ducational Needs Electives, as approved by advisor	15
	MINIMUM SUBTOTAL	18

Moderate/Intensive Educational Needs Concentration

CONCENTRAT	ION REQUIREMENTS (18 credits)	
Course	Title	Credits
SPED 63301	Single Subject Research Methods	3
Moderate/Intens	sive Educational Needs Electives, as approved by advisor	15
	MINIMUM SUBTOTAL	18

Transition to Work Concentration

CONCEN	TRATION RE	EQUIREMENTS (18 credits)	
Course		Title	Credits
SPED	63301	Single Subject Research Methods	3
Transition	-to-Work elec	ctives, as approved by advisor	15
		MINIMUM SUBTOTAL	18

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.

EDAD 66518 Law in SPED

GR

GORNIK, ROSEMARY

Sun 11/6, 10:48 PM

Thanks, Rob.

Rosie

CR

CIMERA, ROBERT

Sun 11/6, 9:18 AM

Thanks, Rosemary. That's good to know.

We were hoping the course could be offered fully online so it could be included as part of our online masters. Since it isn't, we'll remove it as a core requirement.

Thanks again for the heads up!

Robert Evert Cimera, Ph.D.
Professor
Special Education
Kent State University
Ruderman Fellow on Disability and Transition Policy

EVAL electives for SPED students

Wed 11/2, 7:13 PM

Hi Rob,

Absolutely—I think all three of these possibilities would be really helpful for master's degree students in SPED.

Another you might consider is Classroom Assessment... Or Evidence-based practice (though it is still a special topics course at this point). Quantitative Research is also now a master's course too, and more advanced than Research in Educational Services (requires Stat I prereq).

Anyway, I'll attach all of our courses here, too, and it shows what's online and what's in person, just in case this is helpful.

Let me know if you have any other questions,

Tricia

CR

CIMERA, ROBERT

Reply all

Wed 11/2, 2:53 PM Niesz, Tricia Sent Items

Hey Tricia!!!!

I have a quick question.... SPED is looking at revising our master's program. We're looking to add a few more "multidisciplinary" courses that are offered online.

We were thinking about adding EVAL 65510 (Stats I), 65511 (Research in Education Services), and 68807 (Program Evaluation) as potential electives our students could take.

Any thoughts? Concerns? Would these courses make sense for our students?

R-

Robert Evert Cimera, Ph.D.

Professor
Special Education
Kent State University
Ruderman Fellow on Disability and Transition Policy

AUGUSTINE, SUSAN

Subject:

FW: Online Masters in SPED

From: Huntsman, Deborah

Sent: Tuesday, December 06, 2016 2:31 PM **To:** CIMERA, ROBERT; Stafford, Thomas

Cc: AUGUSTINE, SUSAN; KELLY, VALERIE; Walsh, Cathy

Subject: RE: Online Masters in SPED

Dear Robert,

This is good news. We will be happy to help. I would like Val Kelly, Executive Director, Kent State Online to join us for this meeting. I will ask my assistant Cathy Walsh to schedule a time for us to meet early in the spring semester.

Thank you,

Deb

From: CIMERA, ROBERT

Sent: Tuesday, December 6, 2016 12:58 PM

To: Stafford, Thomas < tstaffo2@kent.edu >; Huntsman, Deborah < dhuntsm1@kent.edu >

Cc: AUGUSTINE, SUSAN < saugusti@kent.edu>

Subject: Online Masters in SPED

Hey Tom and Deb!!!

Special education is in the process of developing an online Master's program; or, more accurately, we are trying to enable students to be able to take our existing general Special Education M.Ed. program fully online.

Susan Augustine suggested that I contact you two and get any input you might have. We'd also like your help with marketing and so forth.

Is there a time after break when we can get together? We'd really like this program to be successful and could benefit from your wisdom!

Thanks for the help.

Rob

Robert Evert Cimera, Ph.D.

Professor
Special Education
Kent State University
Moderate-Intensive Disabilities Coordinator
Transition-to-Work Coordinator
Ruderman Fellow on Disability and Transition Policy

Select Research Available on Research Gate



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:

January, 2017

Name of institution:

Kent State University

Degree/degree program to be offered using online or blended/hybrid delivery:

Master of Education Special Education major - General concentration

Primary institutional contact for the request

Name:

Melody Tankersley

Title:

Dean, Graduate Studies

Phone number:

330-672-4712

E-mail:

mtankers@kent.edu

Proposed start date:

Fall, 2017

Date that the request received final approval from the appropriate institutional committee:

Approved by the Educational Policies Council,

a subcommittee of the Faculty Senate on January 23, 2017

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

delivery:

Yes

Educator preparation program that leads to licensure or endorsement: No

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:

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.

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 uses Blackboard Learn as its learning management system (LMS). Blackboard learn is conducive for teaching both synchronous and asynchronous courses.

1.2 Describe the institution's options and processes for students and faculty in need of ADA accommodations for online teaching and learning.

All material placed on Blackboard Learn (e.g., lectures, handouts, videos) are made assessable to individuals with a wide range of disabilities by Kent State University's Student Accessibility Services (SAS).

1.3 Describe the technical and help desk support services available to students and faculty (hardware and software systems).

Students using Blackboard Learn have access to technical support services twenty-four hours per day, seven days a week through Kent State University's Technology Help Line (330.672.HELP) as well as through Blackboard's live chat support option. Blackboard also provides students with numerous videos and learning modules to help alleviate any problems that may occur.

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's Academic Dishonesty Policy is included on all syllabi. Further, Blackboard Learn is equipped with "Safeassign" which is software that enables both students and faculty to determine whether work has been plagiarized from other sources. Blackboard also enables faculty to create assessments by randomly selecting questions from a pool. Answers to these questions may also be randomized, ensuring that each student's assessment is unique.

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.

No collaborative agreements have been made with third party providers of content/curriculum or resources/services to support the delivery of the proposed program.

1.6 Have the appropriate accreditation agencies been informed of the proposed change?

All accreditation agencies associated with the Special Education program have been consulted. The proposed changes do not represent a change in quality of instruction or in the content being covered in Special Education's graduate coursework.

2. ADMINISTRATIVE AND STUDENT SUPPORT SERVICES

- 2.1 Describe how students in the online program will have access to the following services. Indicate how the services available to the online students are comparable to those available to students in the on-ground program:
 - Administrative services (admissions, financial aid, registration, student records)
 - Advising regarding program planning and progress
 - Library resources
 - Psycho-social counseling
 - Career advising and
 - Placement services

Services at Kent State University, such as administrative services, advising, library resources, psycho-social counseling, career advising, and placement services will continue to be available to graduate students enrolling in the proposed Special Education online graduate program. Each of these programs can be accessed via electronic, as well as face-to-face, modalities.

2.2 Describe the admission requirements for the online or blended/hybrid program. If these are different from those for the on-ground program, discuss the rationale for the differing requirements.

Admission requirements for the proposed Special Education online graduate program will be identical to those for the on-ground Special Education graduate programs. Students will be required to submit: official transcripts from previously completed degree programs, a goal statement, two letters of recommendation, and the "Questions in Anticipation of Licensure" form. Students will also be required to maintain a cumulative GPA of 3.000.

3. CURRICULUM

3.1 Will the online or blended/hybrid program be offered <u>instead of</u> or <u>in addition to</u> the onsite program?

The proposed Special Education online graduate program will be offered in addition to the onsite programs presently being offered.

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 proposed Special Education online graduate program will be identical to the current onsite Special Education graduation programs with regard to expected outcomes, number of credits to degree, course availability, and course content.

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 courses offered as part of the proposed Special Education's online graduate program have built-in components requiring frequent interactions among students, as well as between students and faculty. These interactions may take the form of, but are not limited to: feedback on assignments, personal exchanges regarding discussion questions, and instructor-initiated checks on student understanding.

3.4 Explain how students are supported and counseled to ensure that they have the skills and competencies to successfully complete the curriculum in an online learning environment.

Students applying to the proposed Special Education online graduate program will be notified, in writing, of the programs requirements (e.g., technological requirements and learning expectations). Students will also be provided information regarding the supports available through Blackboard Learn and Kent State University. Additionally, course instructors will work together to develop a common method for delivering online instruction. We believe that by creating a consistent and familiar online format, we will greatly reduce any difficulties a student not accustomed to online learning may have. Students who do not believe they could be successful in online courses will be counseled into the onsite graduate program.

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 online instruction will be measured in the same manner as onsite courses. Students will be given the opportunity to evaluate course instruction and content through Kent State University's Student Survey of Instruction (SSI). Students participating in the proposed online program will also be able to evaluate individual assignments and course components by utilizing Blackboard Learn's evaluation features. For instance, students will be able to provide instructors with feedback regarding the perceived quality or utility of videos, lectures, or assignments.

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.

All courses are approved and are regularly offered with online delivery. There will be no new courses.

Course	Online	On-ground (including web facilitated)	Blended/ hybrid	Course currently required in approved program	Comments (as needed)
EVAL 65511 Research in Education Services	-	=		Yes	beginning fall, 2017
SPED 63201 Contemporary Issues in Special Education				Yes	
SPED 63300 Research Applications in Special Education				Yes	
SPED 63301 Single Subject Research Methods				Yes	concentration core
EVAL 65510 Statistics I for Educational Services				Elective	multidisciplinary elective
EVAL 68807 Program Evaluation				Elective	multidisciplinary elective

SPED 53030 Applied Behavior Analysis I	concentration elective
SPED 53031 Applied Behavior Analysis II	concentration elective
SPED 53050 Characteristics of Mild-Moderate Disabilities	concentration elective
SPED 53051 Characteristics of Moderate-Intensive Disabilities	concentration elective
SPED 53070 Planning and Programming for Transition	concentration elective
SPED 63200 Introduction to Special Education	concentration elective
SPED 63949 ASD: Capstone	concentration elective
SPED 63959 Medical Aspects of Lifespan Disabilities	concentration elective
SPED 63995 Methods in Transition	concentration elective
SPED 64309 Autism Spectrum Disorders: Theory and Diagnosis	concentration elective

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 coordinator of the proposed Special Education online graduate program will be Dr. Sloane Burgess, tenured Associate Professor in the Special Education program area. The coordinator will be responsible for the coordination and administration of the online program, including the recruitment and advising of students. The coordinator will also ensure the proposed online program is compliant with all state, university, and accreditation requirements. See Appendix A for coordinator's CV.

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.

Since the courses being included in the proposed online program are currently being offered by Kent State University, there will be no changes in faculty responsibilities, teaching load, advising, research/scholarship, or participation in faculty committees/governance. No additional faculty are going to be hired at this time.

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.

As noted above, all of the courses comprising the proposed online graduate program are currently being offered. The instructors who teach these course are full-time faculty members possessing all of the necessary degrees and qualifications for the courses taught.

Faculty members participating in the proposed Special Education online graduate program will complete professional development activities (e.g., workshops) offered through the College of Education, Health, and Human Services Distance Education program. These programs are designed to teach instructors how to provide effective online instruction.

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.

See Appendix B for faculty CV.

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)
Brian Barber	Assistant Professor	FT	Ph.D., Special Education; University of Florida, 2013	SPED 63300 Research Applications in Special Education SPED 53030 Applied Behavior Analysis I SPED 53031 Applied Behavior Analysis II	3 yrs experience teaching online courses. Completed Quality Matters professional development training.	5
Pena Bedesem	Associate Professor	FT	Ph.D., Special Education; University of Florida, 2010	SPED 63301 Single Subject Research Methods	5 yrs experience teaching online courses. Completed Quality Matters professional development training.	5
Sloane Burgess	Associate Professor	FT	Ph.D., Communication Disorders; Case Western Reserve University, 2007	SPED 64309 Autism Spectrum Disorders:	7 yrs experience teaching online courses. Will Complete Quality Matters professional development training.	5

				Theory and Diagnosis		
				SPED 63959 Medical Aspects of Lifespan Disabilities		
				SPED 63949 ASD: Capstone		
Robert Cimera	Professor	FT	Ph.D., Special Education; University of Illinois, 1997	SPED 53051 Characteristics of Moderate- Intensive Disabilities	10 yrs experience teaching online courses. Will complete Quality Matters professional development training.	5
				SPED 53070 Planning and Programming for Transition		
				SPED 63995 Methods in Transition		
Aryn Karpinski	Assistant Professor	FT	Ph.D. Quantitative Research; Ohio State University, 2010	EVAL 65511 Research in Education Services	5 yrs experience teaching online courses. Completed Quality Matters professional development training.	5
Jian Li	Assistant Professor	FT	Ph.D., Quantitative Research; Ohio State University, 2010	EVAL 65510 Statistics I for Educational Services	5 yrs experience teaching online courses. Completed Quality Matters professional development training.	5
				EVAL 68807 Program Evaluation		
Andrew Wiley	Associate Professor	FT	Ph.D., Special Education; University of Virginia; 2008	SPED 63201 Contemporary Issues in Special Education	7 yrs experience teaching online courses. Will complete Quality Matters professional development training.	5
				SPED 53050 Characteristics of Mild- Moderate Disabilities		
				SPED 63200 Introduction to Special Education		

APPENDICES

Appendix Description

A Program Coordinator's CV: Sloane Burgess

B Faculty CVs:

Barber

Bedsem

Cimera

Karpinski

Li

Wiley

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 CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Dat	e 18-Nov-16	Curriculum Bulletin
		Effective Date	Fall 2017	Approved by EPC
Department	Social and Beha	wierel Sciences		
	PH - Public Heal			
College	And the second training			
Degree		Master of Public F		
Program Name		vioral Sciences		er Code
Concentration(s)		entration(s) Banner	Code(s)	
Proposal	Offer program fu	ılly online		
Description of proportion of proportion of the Social fully online.		ciences (SBS) Ma	ster of Public	Health (MPH) degree program
Does proposed revi Current total credit		m's total credit hou Proposed total c		⊠ No
Behavioral Science 2014). In addition, performance at Ke 50-75 students. Th Management onlin Behavioral Science and other health re Units consulted (oth	or Schools and Proces (SBS) is among ASPPH market dant State University is program may ince program and mass program. Stude elated programs is er departments, process.	pgrams of Public the three largest ata and the curren the indicate that concrease student e by increase enroll ants graduating fro the intended aud	Health (ASPPI segments of t Health Police nsistent SBS a nrollment in te ment in the on om undergradience for this	H) data show that Social and the MPH market (ASPPH, y and Management online student enrollment will reach he Health Policy and the ground Social and uate public health programs online program.
$W \supset 7$		REQUIRED END	ORSEMENTS	
K. Z, S	obsivase	^		12,7,16
Department Chair /	School Director			· 1 / 1 / 0
~				7
Campus/Dean (for R	Regional Campuses	proposals)		
den (2/1	, , , , , , , , , , , , , , , , , , , ,		12,8,16
College Dean (or des	((Mariano)	37		12/0/16
Dean of Graduate St	sh (proposals)		1,7,17
Senior Vice Presiden			esignee)	//

Proposal Summary

To deliver, fully online, the Master of Public Health in Social and Behavioral Sciences

Description of Action, Including Intended Effect

To approve the delivery of the Master of Public Health (MPH) in Social and Behavioral Sciences (SBS) fully online. Delivery of the MPH in SBS fully online will provide potential students with the opportunity to earn an MPH who would otherwise not be able to given their professional work schedules.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)
Course development will be included in current faculty workload (Spring 2017, Fall 2017). No additional resources will be needed to develop these courses, as they are incorporated into current faculty workload. Only two courses need to be developed. All others courses are developed for online delivery.

Course delivery of the online SBS MPH program can be incorporated into the current faculty workload. The workload for the first year is shown below. We have discussed the impact of student enrollment in the core courses and the Biostatistics, Environmental Health Sciences, and Epidemiology faculty and the Health Policy and Management (HPM) faculty have agreed to support additional sections if necessary. We are working closely the HPM Online Program coordinator to align our courses with the MPH core courses and HPM courses to be as efficient as possible. Modification to faculty workload will be necessary to manage the SBS MPH online program beginning in AY2018. Dr. Jeff Hallam (Professor, SBS) will manage the online program during its first year. This program does not duplicate any other program and will not negatively effect currently enrolled students. The current course offerings for the SBS MPH program will not be effected by the delivery of the program online. The department is very efficient in its offering of courses. Three SBS faculty members were hired in 2015 and their available workload will support the addition of these online courses. The Graduate Program Coordinator will manage the SBS MPH application process. The administrative assistant will provide support to the Graduate Program Coordinator.

	Course	Instructor							
Course Number	Title	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019	
BST 52019	Biostatistics	Section 1		A STATE OF THE	(Named and	SEL BEHADOW	Eng		
EHS 52018	Environmental Health							Staley	
EPI 52017	Public Health Epidemiology						Beaird		
HPM 52015	Emerging Issues		Lanese		Lanese		Lanese		
HPM 52016	Public Health Administration	Fischbein		Fischbein		Fischbein		Fischbein	
SBS 50020	SBS Theories	Knight		Knight		Knight		Knight	
SBS 50002	Quantitative Methods in SBS		Stephens		Stephens		Chatfield		
SBS 50030	Seminar in SBS			Step		Step		Step	
SBS 53008	Grant Writing in SBS	Paragraphic Poss	Part Sheller	Jefferis	THE PART A	Jefferis	TOTAL FORM IS	Jefferis	
SBS 54639	Social Determinants		Stephens		Stephens				
HPM 53007	PH Planning, Implementation, Evaluation	2422300	10-FFR (01-10-12		Hallam	Was a market	SERVED OF		
SBS 60192	Practicum					Knight	Knight	Knight	
	Electives	> (FEDERAL		THE REAL PROPERTY.	THE PROPERTY.	X	X	X	



A-Z Index





Kent State University Catalog 2016 - 2017

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College of Public Health

Kent State University 2016 Catalog > College of Public Health

326 Lowry Hall

E-mail: publichealth@kent.edu

Tel: 330-672-6500

Web: www.kent.edu/publichealth/





Kent State University's College of Public Health was established in 2009 to educate and train students to meet the current and projected shortage of public health professionals in Ohio and the nation. It is one of only two schools of public health in Ohio and the first to offer a Bachelor of Science in Public Health. Our academic programs integrate theory and practice to equip graduates with the knowledge and skills to address the health challenges of the 21st century. Our faculty engage in cutting edge research that seeks answers to some of society's most difficult problems including preventing violence, responding to natural and man made disasters, curbing substance abuse, and improving the delivery of health care. Our partners include local health departments, community organizations, health care institutions, and businesses that enable us to provide our students with real-world experiences in the exciting field of public health. If you are looking for a stimulating academic experience and a rewarding career, Kent State's College of Public Health is the place for you.

Departments and Schools

- College of Public Health
- Department of Biostatistics, Environmental Health Sciences and Epidemiology
- Department of Health Policy and
- Department of Social and Behavioral Sciences

Academic Programs

Undergraduate Programs

Public Health

Minors

- Environmental Health Sciences
- Health Services Administration
- Public Health

Graduate Programs

Public Health

Certificates

Undergraduate Certificates

Public Health

Policies

Accreditation Feedback Policy

Faculty

Program Learning Outcomes

M.P.H. Public Health

Graduates of this program will be able to:

- 1. Conduct descriptive and inferential statistics according to the study design for answering
- 2. Develop written and oral presentations based on statistical analyses for both public health professionals and lay audiences.
- 3. Mitigate the direct and indirect human, ecological and safety effects of major environmental and occupational agents.
- 4. Apply federal and state regulatory guidelines to programs that control environmental health
- 5. Identify the main issues related to the organization, management, financing and delivery of health services in the United States.
- 6. Recognize and critically discuss current and emerging public health issues on local, state, national and global levels.
- 7. Utilize and justify the social ecological approach to health promotion and disease prevention,
- 8. Design basic quantitative and qualitative research to address public health problems.
- 9. Describe how societal, organizational, and individual factors influence and are influenced by public health communications.
- 10. Implement public health programs and strategies responsive to the diverse cultural values and traditions of the communities served.
- 11. Use collaborative methods and ethical standards for achieving organizational and community
- 12. Apply epidemiologic methods to assess the risk of communicable and non-communicable diseases in the community.

Each Specialization has additional competencies.

Ph.D. in Public Health

Graduates of this program will be able to:

- 1. Analyze a particular health condition or issue including appropriate measures of prevalence, incidence, association and impact and be able to identify data sources and strengths and limitations of studies.
- 2. Search, synthesize, and critically evaluate published literature with regard to study design. precision, bias, confounding, ethical issues and gaps in existing knowledge.
- 3. Conceive and execute independent or team research on a public health policy, condition or issue while applying applicable ethical standards.
- 4. Translate theory and research into the design, implementation and evaluation of public health programs and policies.
- 5. Influence societal, organizational and individual factors through effective public health communication.
- 6. Lead collaborative efforts aimed at achieving organizational and community health goals.
- 7. Create evidence-based public health programs and strategies responsive to the diverse cultural values and traditions of the communities served.

Each Specialization has additional competencies.

Accreditation

The College of Public Health is a fully accredited school of public health, having received accreditation from the Board of Councilors of the Council on Education For Public Health (CePH) in October 2015 for a five-vear term

Schools of public health are accredited by the Council on Education for Public Health (CePH). Being an accredited institution adds great value to the degrees conferred and ensures a comprehensive student experience. Feedback from a variety of constituents is required by CePH for accreditation. To earn the accreditation, the college met a set of rigorous quality standards in the areas of teaching, research and service. Accreditation also affirms that the faculty of the college are highly qualified to equip students with the knowledge and skills to succeed in a health career. CEPH has only accredited approximately 50 schools of public health in the United States.

Culminating Requirements

M.P.H.: Students are required to complete three components: (1) 300 hours of Placement at an approved public health agency, under the guidance of a qualified preceptor, (2) a final portfolio/report and a seminar presentation integrating theory and practice; and (3) and a comprehensive written exam.















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More Graduate 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 the Arts Honors College » Regional College School of Digital Sciences University College

Description

Biostatistics trains students in the quantitative science of health data collection, storage, retrieval, analysis and interpretation. Graduates are equipped to use statistical methods to design and analyze health-related surveys and experiments for the purpose of improving health. The college's faculty research interests include applying biostatistical analysis to better understand critical health problems such as adolescent substance abuse, HIV/AIDS, cancer and Alzheimer's disease. Graduates in biostatistics are in demand at hospitals, pharmaceutical companies, state and local health departments, federal health agencies and biotechnology companies to analyze the effectiveness of new drugs and interventions, identify risk factors for disease and develop effective prevention strategies.

Environmental Health Sciences is designed to (a) help students understand how environmental factors including biological, physical and chemical factors affect the health of a population; and (b) gain knowledge and skills to develop practical strategies for mitigating the effects of harmful environmental hazards. Graduates learn how to conduct laboratory analysis of environmental contaminants, develop plans to prepare communities to respond to manmade and natural disasters, incorporate health promoting principles into urban design, and develop safety plans for companies. Students benefit from the college's faculty research expertise in bio-preparedness, microbiology and occupational health and safety. Career opportunities in environmental health sciences include positions in research and clinical laboratories, environmental protection agencies, manufacturing companies, emergency management agencies and state and local health departments.

Epidemiology trains students to analyze the distribution and determinants of disease, disabilities and death in populations. Graduates are able to apply quantitative and qualitative methods to investigate disease outbreaks, determine causal relationships between environmental and biological factors, and conduct studies to project health trends in populations. Students in this specialization benefit from public health faculty research agendas in bio-preparedness, public health surveillance systems, chronic disease, cancer and infectious disease epidemiology. Career opportunities for graduates include research positions in universities, medical schools and pharmaceutical companies; disease prevention specialists in hospitals; and surveillance managers in state and local health departments.

Health Policy and Management trains students to address public health risks and develop effective health services delivery models. It is an interdisciplinary program that incorporates health services research, health policy analysis and health care planning and management. Given the active research of the college's faculty in identifying service gaps and in developing evidence-based practices and policy analysis, students emerge with strong skills in health services management, alternative models of service financing and strategies for improving services. Career opportunities for graduates include administrative and management positions in hospitals, clinics, state and local health departments, nursing homes and mental health facilities; policy analyst positions in health planning organizations and governmental agencies; and planning and management positions in health maintenance organizations and health insurance companies. This concentration is offered fully online in addition to onsite on the Kent Campus. A blended/hybrid option is also available focusing on leadership and organizational change.

Social and Behavioral Sciences provides students with an interdisciplinary understanding of the theoretical basis of health behavior in populations across the life course and how to apply theoretical principles to design effective health behavior management strategies. Graduates are able to design and evaluate public health interventions intended to improve health for families, workplaces, communities, and law enforcement/criminal justice settings. The active research of the college's faculty, particularly in the areas of childhood obesity, violence and injury prevention, substance abuse prevention, and chronic disease prevention, provides students the opportunity to work on large-scale externally funded prevention research. Students are prepared for careers in health education and promotion; program design and evaluation; and prevention program developments for state and local health departments, workplace health promotion programs, hospitals, international health agencies, mental health centers and non-profit organizations. This concentration is available fully online.

The Ph.D. in Public Health consists of concentrations in Prevention Science, Epidemiology, and Health Policy and Management

The Ph.D. in Public Health, Epidemiology concentration, is designed to train students to examine the distribution and determinants of diseases in populations. Graduates of this program will be able to apply quantitative and qualitative methods to examine critical and/or emerging health issues, gain advanced ability to conduct large studies and analyze data sets in order to project health trends in populations of interest. Students in this specialization will benefit from active faculty research agendas in biopreparedness, public health surveillance systems, chronic disease, cancer and infectious disease epidemiology.

Doctoral students in the Health Policy and Management concentration will learn to design and implement studies and use advanced research methods to examine critical and emerging health issues. A focus on interdisciplinary skills to meet the rapidly changing health needs of communities is at the heart of this degree program. Students will benefit from active faculty research agendas in health systems research, occupational health and safety, reproductive health, HIVAIDS, access to health care, health literacy, substance abuse prevention and community-based programming.

Prevention Science is an interdisciplinary program aimed at promoting healthy behaviors in populations across the life course. Graduate of this program are able to design and evaluate public health interventions and have expertise in a variety of theoretical and substantive perspectives for the purpose of conducting research within systems of the family, health and education, workplace, community, and law enforcement/criminal justice settings. The active research of the faculty in the College of Public Health at Kent State University will provide students the opportunity to work on community-based prevention research.

Admission Requirements

M.P.H.: Minimum undergraduate GPA of 3.0, official transcript(s), goal statement, three letters of recommendation and acceptable GRE scores or other standardized graduate admission exam (GMAT, MCAT, LSAT or PCAT). GRE scores may be waived, as determined by department chairs using departmental criteria. Contact the department chair for more information.

Ph.D.: Master's degree from an accredited college/university in related discipline with a minimum graduate GPA of 3.0, acceptable GRE score or other standardized graduate admission exam with a quantitative components (may be waived as determined by graduate coordinator), personal statement and resume, three letters of recommendation, TOEFL score (if applicable), required interview with faculty,

 $For more information about graduate admission, please \textit{visit} the \underline{\textit{Graduate Studies website}}.$

Graduation Requirements M.P.H.: Minimum 46 total credit hours.

Ph.D.: Minimum 90 total credit hours.

Department of Biostatistics, Environmental Healter Cargenda 中 20 中的 20 中的 2017 | Attachment 7 | Page6

- BEAIRD, HEATHER (2011) Assistant Professor, Ph.D., Case Western Reserve University, 2005
- BHATTA, MADHAV P. (2009) Associate Professor, Ph.D., University of Alabama-Birmingham, 2007
- CHERUVU, VINAY K. (2010) Assistant Professor, Ph.D., Case Western Reserve University, 2012
- ENG, ABBEY L. (2006) Assistant Professor, Ph.D., Bowling Green State University, 2007
- HART, FRANCIS C. (2012) Associate Professor, Ph.D., Ohio University, 2010
- JAMES, MARK A. (2010) Professor and Department Chair, Ph.D., University of Illinois-Urbana-Champaign, 1979
- PHILLIPS, LYNETTE (2010) Associate Professor, Ph.D., University of North Carolina-Chapel Hill, 2007
- SMITH, TARA C. (2013) Associate Professor
- STEDMAN-SMITH, MAGGIE (2009) Assistant Professor, Ph.D., University of Minnesota-Twin Cities, 2008
- WOOLVERTON, CHRISTOPHER J. (1995) Professor, Ph.D., West Virginia University, 1986
- ZULLO, MELISSA D. (2009) Associate Professor, Ph.D., Case Western Reserve University, 2009

Department of Health Policy and Management

- ALEMAGNO, SONIA (2009) Professor and College Dean, Ph.D., Case Western Reserve University, 1990
- BREWER, THOMAS W. (2002) Associate Professor, Ph.D., State University of New York-Albany, 2003
- FISCHBEIN, REBECCAL. (2014) Assistant Professor, Ph.D., University of Akron, 2005
- HOORNBEEK, JOHN A. (2006) Associate Professor, Ph.D., University of Pittsburgh, 2004
- KENNE, DERIC (2011) Assistant Professor, Ph.D., University of Akron, 2010
- LANESE, BETHANY (2015) Assistant Professor
- OGLESBY III, WLLIE H. (2009) Associate Professor, Ph.D., University of South Carolina, 2008
- STALEY, JOHN (2009) Assistant Professor, Ph.D., University of University of North Carolina-Chapel Hill, 2008
- VANGEEST, JONATHAN B. (2011) Professor and Department Chair, Ph.D., University of Illinois-Chicago, 1998
- ZAKARIASEN, KENNETH L. (2012) Professor, Ph.D., University of Minnesota-Twin Cities, 1978

Department of Social and Behavioral Sciences

- BHARGAVA, TINA D. (2012) Assistant Professor, Ph.D., University of Pittsburgh, 2012
- CHATFIELD, SHERYL L. (2015) Assistant Professor
- GAMBLE, ABIGAL (2015) Assistant Professor PANIDLE, ADIGAL (2013) ASSISTANT Professor
 Remove Department Chair
 HALLAM, JEFFRY S. (2013) Professor and Department Chair, Ph.D., The Ohio State University, 1995
- JEFFERIS, ERIC S. (2002) Associate Professor, Ph.D., University of Cincinnati, 2004
- KNIGHT, KRISTINAN. (2015) Assistant Professor, Ph.D., Kent State University, 2014
- SHAFFER-KING, ELIZABETH L. (2009) Lecturer, M.A., State University of New York-Albany, 1984
- STEP, MARY M. (2015) Assistant Professor, Ph.D., Kent State University, 1998
- STEPHENS, MARGARET C. (2012) Associate Professor, Ph.D., University of Akron, 1999
- WIDUCK, CINDY L. (1993) Lecturer, B.S., Kent State University, 1988
- YODER, JANICE D. (2015) Professor, Ph.D., State University of New York-Buffalo, 1979









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Public Health - M.P.H. and Ph.D.

Kent State University 2016 Catalog > College of Public Health > Graduate Programs > Public Health - M.P.H. and Ph.D.



College College of Public Health

Department College of Public Health 326 Lowry Hall

Tel: 330-672-6500

E-mail: publichealth@kent.edu Web: www.kent.edu/publichealth

Resources

Program Requirements College Policies Academic Policies



December 1, 2016

Jeffrey S. Hallam, PhD
Interim Associate Dean for Research
Professor, Social and Behavioral Sciences
College of Public Health
335 Lowry Hall
750 Hilltop Dr.
Kent, OH 44242

RE: Proposed Online MPH Degree Program in Social & Behavioral Sciences

Dear Jeff,

On behalf of the Department of Biostatistics, Environmental Health Sciences, and Epidemiology, I am pleased to report that the faculty has unanimously approved support for your proposed online MPH degree program in Social and Behavioral Sciences (SBS).

We believe that your new program will complement our existing efforts across departments in the college. In addition, the online program will attract additional students who are unable to access the Kent Campus in a traditional manner.

We look forward to participating in this new program as we continue to grow the College of Public Health at Kent State University.

Sincerely,

Mark A. James, PhD

Professor and Chair

Department of Biostatistics, Environmental Health Sciences, and Epidemiology

College Curriculum Meeting Minutes

11/10/2016

Present: Eric Jefferis, Jonathan VanGeest, Melissa Zullo

- I. Courses approved:
 - a. SBS 73011: Qualitative Data Analysis
 - b. SBS 73010: Qualitative Methods for Public Health Research
 - c. HPM 53011 Public Health Evaluation Methods with the revision of title to Public Health Evaluation Methods I
- II. Approval of Online MPH in SBS
- III. Approval of HPM Certificate in Public Health with amendment. SBS FAC discussed proposal this morning and voted to approve. Course number SBS 60195 will be changed once the basic data sheet is created. Amendment HPM will add the SBS course Community Based Participatory Research to the list of "plus one."



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: November 18, 2016

Name of institution: Kent State University

Degree/degree program to be offered using online or blended/hybrid delivery:

Master of Public Health with a concentration in Social and

Behavioral Sciences

Primary institutional contact for the request

Name: Melody Tankersly, PhD

Title: Senior Associate Provost and Graduate Studies Dean

Phone number: 330-672-8613 E-mail: mtankers@kent.edu

Proposed start date: FALL 2017

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

denvery: 1 es

Educator preparation program that leads to licensure or endorsement: No

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:

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.

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.

The learning management system used at Kent State is Blackboard Learn. This is used to facilitate student-instructor interaction via the online communication tools within the learning management system. This technology provides one central location for course instructional materials, assessments, assignments and communication using discussion boards, journaling, email, message boards and announcements as appropriate.

1.2 Describe the institution's options and processes for students and faculty in need of ADA accommodations for online teaching and learning.

Kent State University (KSU) supports the provisions of General Standard 8, Accessibility in the Quality Matters Rubric.

KSU online course design, development, and delivery support reasonable accommodation for all participants. Courses are delivered via the Bb Learn learning management system (LMS.) Bb Learn LMS complies with all major international standards in the area of accessibility, including XHTML Strict 1.0. For more information on Bb Learn's accessibility compliance, please visit the Accessibility page in the Resources section of the Blackboard website.

The Learning Management System, Bb Learn is in conformance with the Web Content Accessibility Guideling (WCAG) 2.0 Priority AA. It also has Gold Level Certification for non-visual access issued by The National Federation of the Blind.

KSU online courses include the following:

Link to description of Blackboard Learn LMS accessibility features.

Link to tutorial on how to use Blackboard Learn with a screen reader.

Use of (X)HTML Alt attribute to convey appropriate descriptive information about graphic images.

Appropriate color combinations that minimize color blindness effects.

Appropriate font and font-size combinations to improve readability.

Minimal use of bullets and/or charts for participants using screen readers.

Transcripts and/or closed captions for audio and video learning materials.

Transcripts and PowerPoint files for narrated slide presentations.

Students who require additional accommodations should contact Student Accessibility Services (SAS) V/TDD 330-672-3391 M-F 8am - 5 pm, or visit the SAS web site http://www.kent.edu/sas/.

1.3 Describe the technical and help desk support services available to students and faculty (hardware and software systems).

Links are provided to Kent State University student support services including Blackboard Learn tutorials, online tutoring through the Academic Success Center, online resources in Career Services Center, online Academic Advising, and accessibility accommodations for online students.

Academic Honesty and Plagiarism - Information on understanding, identifying, and avoiding plagiarism in an academic setting is provided in each syllabus.

Blackboard Learn Support Services - There are several ways to get help with Blackboard. Students can view over two dozen tutorial videos on the student section of the <u>Blackboard</u> website or for further assistance, students can click on the link to the Kent State University Helpdesk at 330.672.HELP (4357), or visit <u>support.kent.edu</u>.

Career Services - Kent State Career Services offers a variety of <u>career counseling information</u> resources online.

Kent State University Library Resources – Students can access through the Kent State University Library web portal the same resources available to on ground students. . To access the library web portal from a remote location students will first need to install and configure Cisco VPN software.

Online Academic Advising - The Office of Continuing and Distance Education provides preliminary academic advising for students enrolled in web-based courses. Once enrolled, each MPH student has a faculty member as an assigned advisor.

Student Accessibility Services - <u>Student Accessibility Services (SAS)</u> provides assistance to students with varying degrees and types of disabilities in order to maximize educational opportunity and academic potential.

Student Ombuds - Office of the <u>Student Ombuds</u> provides students with confidential consultation in assisting with resolution of university-related concerns, grievances or appeal.

University Bookstore - Textbooks, computer hardware and computer software applications can be purchased online through the <u>KSU bookstore</u>.

Writing Commons - The <u>Writing Commons</u> provides online tutoring to help students improve their writing skills.

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 provides proctored testing either onsite, approved off-campus sites or through a software service, Proctor U.

- 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.
- No Kent State will develop content and deliver courses. A third party vendor is used for marketing purposes.

1.6 Have the appropriate accreditation agencies been informed of the proposed change?

The Council on Education for Public Health (CEPH) requires that online programs deliver the same program as the on ground program and this is a part of the accreditation process.

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 of these services are available to students online or via telephone if additional one on one assistance is required.

Advising regarding program planning and progress

The academic department provides all support for academic advising.

Library resources

Extensive online access is available to the KSU library collection and services. Also, telephone support is available is one on one assistance is required.

Psycho-social counseling

Student in online programs are referred to local counseling resources when necessary.

Career advising

The university offers career advisement to all Kent State students. Online students are eligible to receive the same supports, training, coaching, etc. that is available to face to face students by appointment and at time utilizing various telecommunications and/or web based communication tools. In addition, online MPH students have access to career advising services provided to on ground MPH students.

Placement services

Kent State does not have placement services designed distinctly for online students, however, by appointment online students can seek access to placement services via telecommunications and/or web based tools.

- 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.
- M.P.H.: Minimum undergraduate GPA of 3.0, official transcript(s), goal statement, three letters of recommendation and acceptable GRE scores or other standardized graduate admission exam (GMAT, MCAT, LSAT or PCAT). GRE scores may be waived, as determined by department chairs using departmental criteria. Contact the department chair for more information.

3. CURRICULUM

3.1 Will the online or blended/hybrid program be offered <u>instead of</u> or <u>in addition to</u> the onsite program?

The online program will be in addition to on the ground program offered on the Kent campus.

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 program is the same (expected outcomes, number of credits, courses required).

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.

Students may interact with instructors in the online discussion section, via email, Skype and telephone.

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.

Each online student will be required to complete an orientation to the online graduate program environment and requirements. Students who have never participate in online courses will be required to complete a technical skills orientation online.

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 evaluation process will be the same as for the in class and blended format, including structured course learning outcomes that link to the program competencies. Students in the online program must complete the same assignments, exams, and culminating experience expectations.

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.

No new courses will be developed. On-ground courses are taught at the Kent campus. As all courses for this program have been taught in the blended/hybrid format, the final stage of development is to prepare the classes for full online delivery. This process is in progress.

1.6 Ustrave	Course	Online	On-ground (including web facilitated)	Course currently required in approved program	Comments (as needed)
BST 52019	Biostatistics	X	X	Yes	
EHS 52018	Environmental Health	X	X	Yes	
EPI 52017	Pub Hlth Epidemiology	X	X	Yes	
HPM 52015	Emerging Issues	X	X	Yes	
HPM 52016	Pub Hlth Administration	X	X	Yes	
SBS 50020	SBS Theories	X	X	Yes	
SBS 50002	Quantitative Methods in SBS	IP	X	Yes	
SBS 50030	Seminar in SBS	IP	X	Yes	
SBS 53008	Grant Writing in SBS	X	X	Yes	
SBS 54639	Social Determinants	X	X	Yes	
HPM 53007	PH Planning, Implem, Eval	X	X	Yes	
SBS 60192	Practicum	X	X	Yes	
	Approved electives (two courses)	IP or X	X	Yes	

IP= online development in progress

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 major responsibility for the administration of this program is assigned to Dr. Jeffrey Hallam, full time Associate Dean in the College of Public Health. Dr. Hallam has experience in developing and administering the blended/hybrid and on ground MPH programs. He was responsible for the on-line BSPH Health Promotion and Education concentration for three years, including course development and quality monitoring. He has overseen the development of all online courses for the MPH program in Social and Behavioral Sciences.

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.

Distance education courses are included in a faculty member's load the same as other courses. The courses require the same office hours and advising requirements.

The delivery of the online program courses can be incorporated into the current faculty workload. A current faculty member will assume advising for the online students. As there is an increase in enrollment in the online program, there will be a need to hire an MPH Online Coordinator.

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

The College of Public Health has a full time Ph.D. level instructional designer who supervises the online program instructional designers and is responsible for implementing the Quality Matters program (Dr. Sasi Benziger). Faculty have in house full time technical support for online courses including assistance with course development. All essential technology is assured.

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)
Sheryl Chatfield	Assistant Professor	FT	PhD, Health and Kinesiology, The University of Mississippi, 2012,	Seminar in SBS (SBS 50030) Quantitative Methods in SBS (SBS 50002)	three years experience teaching online courses; completed Quality Matters Peer Reviewer Certification	3
Mary Step	Assistant Professor	FT	PhD, Communication Studies, Kent State University, 1998	SBS Theories (SBS 50020) Seminar in SBS (SBS 50030)	two years experience teaching online courses; completed Quality Matters Peer Reviewer Certification	4
Kristina Knight	Assistant Professor	FT	PhD, Health Education & Promotion, Kent State University, 2014	SBS Theories (SBS 50020) SBS 60192 Practicum	four years experience teaching online courses; completed Quality Matters Peer Reviewer Certification	4
Margaret Stephens	Associate Professor	FT	PhD, Sociology, The University of Akron, 1999	Social Determinants (SBS 54639) SBS Theories (SBS 50020) Quantitative Methods in SBS (SBS 50002)	five years experience teaching online courses; completed Quality Matters Peer Reviewer Certification	8
Eric Jefferis	Associate Professor	FT	PhD, Division of Criminal Justice, University of Cincinnati, 2004	Grant Writing (SBS 50008)	three years experience teaching online courses; completed Quality Matters Peer Reviewer Certification	4
Jeff Hallam	Professor	FT	PhD, School of Health, Physical Education and Recreation, The Ohio State University, 1995	Health Program Planning, Implementation & Evaluation (HPM 53007)	eight years experience teaching online courses; completed Quality Matters Peer Reviewer Certification	1

APPENDICES

Appendix Description

A Teaching Faculty CVs

F

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



To: Educational Policies Council

FROM: Senior Vice President and Provost Todd A. Diacon

SUBJECT: Agenda for Monday, 20 March 2017

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

DATE: 14 March 2017

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 17 March 2017, to ensure that the materials are available at the meeting for review.

JOINT EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

1. Minutes of meeting on 20 February 2017 Attachment 1

Office of the Provost/Office of Student Affairs (presented by Senior Associate Provost Melody J. Tankersley)

2. Establishment of a two-day fall break in October, and revision of Thanksgiving break to become three full days in November

Effective Fall 2017 | Attachment 2

UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

Regional College (presented by Interim Dean Nathan P. Ritchey)

- 1. Inactivation of Allied Health Management Technology [AHMT] major within the Associate of Technical Study [ATS] degree. The degree program, offered fully online and at the Trumbull Campus, has no dedicated faculty and low enrollment and completion since it was established in 2008.
 - Effective Fall 2017 | Attachment 3
- 2. Inactivation of Emergency Medical Services Technology [EMST] major within the Associate of Technical Study [ATS] degree. The degree program, offered at the Trumbull Campus, has no dedicated faculty and low enrollment over the past several years. Effective Fall 2017 | Attachment 4
- 3. Inactivation of Industrial Trades Technology [ITTN] major within the Associate of Technical Study [ATS] degree. The degree program, offered at the Trumbull Campus, has no dedicated faculty and low enrollment and completion over the past several years. Effective Fall 2017 | Attachment 5

GRADUATE EDUCATIONAL POLICIES COUNCIL

INFORMATION ITEM

College of Public Health

Department of Biostatistics, Environmental Health Sciences and Epidemiology

 Program development plan to establish a Clinical Epidemiology major within the Master of Science degree. A full proposal will come to EPC for a vote at a later date. Effective Fall 2017 | Attachment 6

LESSER ACTION ITEM

College of Education, Health and Human Services

School of Lifespan Development and Educational Sciences

 Revision of admission requirements for the Special Education [SPED] major within the Master of Education [MED] degree. The Questions in Anticipation of Licensure form is no longer required for admission consideration. Effective Spring 2018

AGENDA UPDATES

17 October 2016 Agenda

1. Revision of name for the Applied Mathematics [APHY AMTH] concentration—to Mathematical Physics [MTHP] —in the Physics [PHY] major within the Bachelor of Science [BS] degree.

23 January 2017 Agenda

- 2. Inactivation of Career and Academic Advising [C848 C851] post-master's certificate.
- 3. Inactivation of Institutional Research and Assessment [C847 C849] post-master's certificate.
- 4. Revision of course requirements for the Fashion Design [FDM FD] major within the Bachelor of Arts [BA] degree.

COURSE REVISIONS



Educational Policies Council Minutes of the Meeting Monday, 20 February 2017

Ex-Officio Members present (or represented): Senior Vice President for Academic Affairs and Provost Todd Diacon; Faculty Senate Chair Deborah C. Smith; Deans Sonia A. Alemagno, James K. Bracken, Barbara A. Broome, John R. Crawford-Spinelli, Mark S. Mistur, Eboni J. Pringle, Amy L. Reynolds, Melody J. Tankersley; Interim Deans Mark A. Kretovics, Donald F. Palmer, Robert Sines; Associate Deans Janis H. Crowther, Mary Ann Haley (representing Dean James L. Blank), Robert D. Hisrich (representing Dean Deborah F. Spake), I. Richmond Nettey, Cynthia Stillings, Wendy A. Umberger; Interim Associate Dean Danielle S. Coombs; Interim Director Jeffrey W. Fruit; Assistant Director Susan R. Peti

Ex-officio Members not present (or represented): Interim Dean Nathan Ritchey; Senior Associate Dean Vincent J. Hetherington; Associate Deans Stephen A. Mitchell, William T. Willoughby; Assistant Dean Kenneth J. Burhanna

Faculty Senate-Appointed Representatives present (or represented): Professor Donald L. White; Assistant Professor Terrence L. Uber

Faculty Senate-Appointed Representatives not present (or represented): Professors Jay M. Jahangiri, Susan J. Roxburgh, Robin R. Selinger; Associate Professors Soumitra Basu, Farid S. Fouad, Zhiqiang M. Wang; Assistant Professors Vinay K. Cheruvu, James E. Seelye

Council Representatives present (or represented): Professor Michael W. Chunn; Associate Professors Catherine E. Goodall, Jan C. Leach, Robert D. Sturr, Jonathan F. Swoboda, Melissa D. Zullo; Assistant Professors Lindsay C. Baran, Insook Kim, James D. (Derek) Kingsley, Mary A. Mooney, David B. (Blake) Stringer, Yafen Wang

Council Representatives not present (or represented): Professors Richard Meindle, Jonathan B. VanGeest; Associate Professors Pamela K. Evans, Richard L. Mangrum, Jayaram (Jay) Muthuswamy, Stacy R. Rose; Assistant Professors Jonathan P. Fleming, Debra S. Shelestak

Observers present: Undergraduate Student Government Director of Academic Affairs Natalia Roman; Graduate Student Senate Finance Chair Suparna M. Navale (representing Graduate Student Senate Vice Executive Chair Mark Rhodes)

Consultants and Guests present: Jon (Steven) Antalvari, Jr., Susan M. Augustine, Marcello Fantoni, Larry G. Froehlich, Julie Gabella, Jennifer S. Kellogg, Kimberly S. Peer, Susan R. Perry, Jennifer L. Rogers, Kathleen J. Spicer, Linnea A. Stafford, Therese E. Tillett, Aimee VanDomelen, Catherine M. Zingrone

Senior Vice President for Academic Affairs and Provost Todd A. Diacon called the meeting to order at 3:22 p.m., on Monday, 20 February 2017, in the Governance Chambers of the Kent Student Center.

Joint EPC Action Item 1: Approval of 23 January 2017 meeting minutes.

A motion to move the item was not made. No changes, corrections or clarifications were requested. The motion to approve passed unanimously.

Joint EPC Action Item 2: Revision of name of the College of Applied Engineering, Sustainability and Technology [AT]. The new name is College of Aeronautics and Engineering [AR].

Interim Dean Donald F. Palmer moved for approval of the item, and the motion was seconded by Interim Dean Mark A. Kretovics. Interim Dean Robert G. Sines presented the item and stated that with the move of the Construction Management programs, the new name better reflects what the college is and what it will be in the future. Assistant Professor Blake Stringer added that the college's Aeronautical Systems Engineering Technology major is accredited by ABET, and the college will be seeking accreditation for its engineering and engineering technology programs.

An EPC member asked if this name change had been proposed at a previous EPC meeting. Interim Dean Sines stated that it was originally on the January EPC agenda with the word 'technology' in the title, but was withdrawn for additional discussion. It was then decided to remove the word 'technology' from the title.

Members did not have any additional questions or discussion, and the item was passed unanimously.

Joint EPC Action Item 3: Establishment of university-wide English proficiency for admission of international students.

Associate Dean I. Richmond Nettey's motion for approval of the item was seconded by Interim Associate Dean Danielle S. Coombs. Associate Provost Marcello Fantoni explained that the purpose for this policy is to guarantee consistency with all English proficiency requirements and to have more accuracy in establishing a level of English for students. The policy also will make the admission for international students easier for departments and faculty. It is aligned with most of Kent State's peer institutions, which will keep the university competitive, both regionally and nationally.

An EPC member asked if the policy would protect the university against surrogate test takers. Associate Provost Fantoni replied in the negative; however, the university accepts only official test scores from four specific companies, and will only consider students for admission those who show the results of the tests.

Provost Diacon reviewed that this policy will help to clarify internally what levels of proficiency correspond to what is needed to be a student. He asked Dean Melody J. Tankersley to elaborate further. Dean Tankersley stated that the undergraduate level has one set of admission criteria set for English proficiency, and the graduate level has another set as the scores vary depending on discipline. As the university has grown internationally, the admission scores have gradually changed program by program without an understanding of what the scores mean.

The table as listed in the policy is meant to be an internal guide to assist the faculty to determine if their current program scores are in the range they should be, and to provide direction for new programs on where to set a proficiency admission requirement.

Members did not have any additional questions or discussion, and the item was passed unanimously.

Graduate EPC Action Item 1: Establishment of Athletic Training [ATTR] major within the Master of Science [MS] degree. The program, designated as entry-level professional, eventually will replace Kent State's bachelor's degree in the discipline. In addition, 11 ATTR courses are established for the program. Minimum total credit hours to program completion is 60.

A motion for approval of the item by Assistant Professor Mary A. Mooney was seconded by Associate Dean Cynthia Stillings. Dean Kretovics asked Associate Professor Kimberly S. Peer to present the item as director of the program. Associate Professor Peer stated that due to a trend in health care, the accreditor for athletic training programs has mandated that by 2022, the entry-level professional program will be at the master's level. Therefore, the establishment of the MS degree for Athletic Training eventually will replace the bachelor's degree in the same discipline.

Members did not have any questions, and the item was passed unanimously.

With no requests for additional discussion, Provost Diacon adjourned the meeting at 3:37 p.m.

Respectfully submitted,

Jennifer L. Rogers

Gernifer L. Ragers

Administrative Secretary, Curriculum Services

Office of the Provost

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	e 1-Feh-17	Curriculum Bulletin
		Effective Date	Fall 2017	Approved by EPC
		Lifective Date	1 all 2017	Approved by Li O
College	PR - Provost			
Proposal	Establish Policy	,		
Proposal Name	Establishment o	f a fall break and	revision of T	hanksgiving break
Thursday and Fri In addition, the W class break.	o establish a fall br day in the eighth w /ednesday of Than	reek of the fall ser ksgiving week mo	mester (typica oves from a h	recess will be implemented on ally, the third week of October). alf-day class break to a full-day
	niversity, its campu			and all services for students will
	n other programs, po ions; need, audience		es (e.g., duplic	cation issues; enrollment and
	nverting 2-1/2 days cademic calendar v		oreak time in	the fall semester. No other
both students and Wednesday provi	d faculty time to re	charge mentally, time to travel hor	cognitively a ne for the hol	through the semester will allow nd physically. A full-day iday. As more of our students els.
Representatives of and invited to atto Track Unit, AAUP and Directors Co Executive Common Graduate Student Research, Interco Services, Provost Admissions, Und University Comm	end meeting(s) to or Tenure-Track United International Int	areas were given discuss the initiat t, Associate and A m Services, Facil Administration, G Studies, Human Kent State Syster ces, Student Final t Government, Ur rketing, Universit	documents of the and proving the and proving the second of	putlining the proposed fall break de feedback: AAUP Non-Tenure- ns Committee, Bursar, Chairs g and Operations, Faculty Senate ion, Graduate Admissions, nformation Services, Institutional Kent Student Center, Parking dent Ombuds, Undergraduate nitect, University Ceremonies, vices, University Health
		REQUIRED EN	DORSEMENT	TS .
				/
Vice President for	Student Affairs			

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

Establishment of a University Fall Break Proposal Summary

Subject Specification

This proposal seeks to establish a fall break, whereby a two-day class recess will be implemented on Thursday and Friday in the eighth week of the fall semester (typically, the third week of October). In addition, the Wednesday of Thanksgiving week moves from a half-day class break to a full-day class break.

During the fall break and the Wednesday before Thanksgiving, all Kent State classes will be cancelled. The university, its campuses and offices remain open, and all services for students will continue to be available.

The implementation of a fall break—which, coupled with the weekend, can become a four-day break—will allow students who do not live locally a chance to return home to see family. The break will also provide a short respite for both students and faculty to rest, catch up on projects and plan activities to alleviate stress.

Background Information

The beginning of the academic year includes many transitions and pressures for students, particularly those who are entering the university for the first time or returning after a long absence. These pressures include being away from the support network of home, integrating into an unfamiliar environment, meeting new and diverse people, taking on financial burdens and handling the intensity of academic work.

Research has shown that college students experience high stress at predictable times each semester due to academic commitments, financial pressures and lack of time-management skills.¹ Other studies have found that emotional factors have a far greater impact on student attrition than academic factors.²

The idea of a fall break is not new (Princeton University has had a fall break since 1970); however, over the past 15 years, as more universities are reporting increases in health and wellness issues in the fall semester for their students, the implementation of a fall break has gained ground nationwide and across borders. A 2015 survey³ of 66 Canadian colleges and universities indicated that 68 percent have a fall break (since the survey, three more Canadian universities have approved a fall break).

In the wake of several student deaths in 2010 and 2011, Queen's University in Ontario established a Commission on Mental Health to recommend strategies for a proactive and responsive community to student wellness.⁴ One resulting recommendation from the commission was a fall break to provide "breathing space" for students.

- ¹ Campbell R. L., Svenson L. W. & Jarvis, G. K. (1992). Perceived level of stress among university undergraduate students in Edmonton, Canada. *Perception and Motor Skills*, 75(2), 552-554.
- ² Szulecka, T. K., Springett, N. R., & de Pauw, K. W. (1987). General health, psychiatric vulnerability and withdrawal from university in first-year undergraduates. *British Journal of Guidance and Counselling, 15*(1), 82-89.
- ³ Association of Registrars of Universities and Colleges of Canada (May 2015). Fall reading break survey. Retrieved from www.surveymonkey.net/results/SM-XKBXGXKD.
- ⁴ Queen's University (November 2012). Student mental health and wellness: Framework and recommendations for a comprehensive strategy. Retrieved from www.queensu.ca/principal/sites/webpublish.queensu.ca.opvcwww/files/files/CMHFinalReport.pdf.

Kent State's University Health Services report that appointments for medical and psychological services spike each year in September and October. Over the past three years, the need for medical services averaged 2,158 appointments in September and 2,329 appointments in October, which is 10 percent and 19 percent higher, respectively, when compared to appointments in the next highest month, April (1,963).

Overall, the need for psychological services in the fall and spring semesters has increased over the past 10 years. However, September and October had the highest increases in appointments, 90 percent each, after December and May, which had increases of 129 and 120 percent, respectively, in the same time span.

The intentional inclusion of short breaks from academic requirements can have an overall positive impact on the campus culture around promoting and supporting wellness. For those reasons, a fall break and a longer Thanksgiving break align with Kent State's strategic vision under the university priority of organizational stewardship:

Create a healthy campus initiative that prioritizes the health and wellness of students, faculty and staff.

Alternatives and Consequences

The alternative to a fall break is the continuation of nearly 11 uninterrupted class weeks between Labor Day and Thanksgiving. The consequences, as health services data has shown, are rising mental and medical health challenges for students.

Specific Recommendation and Justification

The Office of the Senior Vice President for Academic Affairs and Provost and the Office of the Vice President for Student Affairs recommend the following for the benefit of the Kent State community:

- 1. A fall break be established to occur on the Thursday and Friday in the eighth week of the semester (typically, the third week in October).
- 2. The half-day Wednesday of Thanksgiving break become a full class recess, so that Thanksgiving break comprises five full days of break from classes.
- 3. With the implementation of the fall break and revised Thanksgiving break, Kent State will have a full calendar week of class recess (two days in October and five days in November), comparable to the university's full-week spring break.
- 4. During the fall break and the Wednesday before Thanksgiving, all classes are cancelled, but the university and its campuses and offices remain open.
- 5. The new fall break and revised Thanksgiving break be implemented with the 2017 Fall Semester.

Timetable and Actions Required

February 2017	approval by the provost and president
March 2017	approval by the Educational Policies Council
April 2017	approval by the Faculty Senate
May 2017	notification to the Board of Trustees
May 2017	Academic Calendar updated for academic years 2017–2021
Fall 2017	implementation

QI What's the rationale behind a fall break?

A1 Universities and colleges, nationally and internationally, have been paying increasing attention to the mental health of students, as research has shown that students report higher levels of stress and anxiety than that of the general population. In fact, for first-year students, stress itself contributed more to dropping out than a history of either anxiety or depression or college alcohol use/abuse.²

Our campus health services have reported that student need for medical and mental health care peaks in September and October each year, with appointments for those services totaling approximately 3,000 in October 2014 and 2015, compared to approximately 2,600 appointments in April 2015 and 2016, see Chart 1. Walk-in requests for medical services also peak in September and October, see data from 2016 in Chart 2.

A two-day break from classes and from the university will allow both students and faculty time to recharge mentally, cognitively and physically.

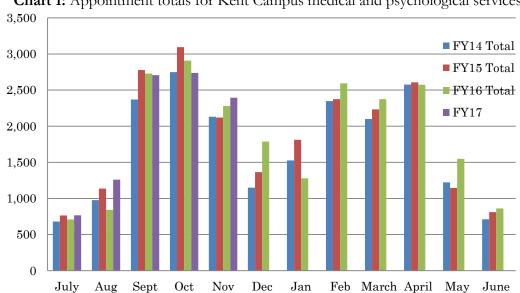
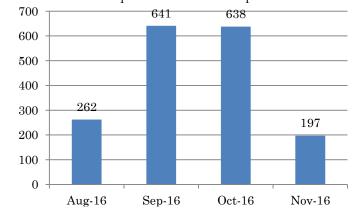


Chart 1: Appointment totals for Kent Campus medical and psychological services

Chart 2: Walk-in requests for Kent Campus medical services



¹ Stallman, H. M. (December 2010). Psychological distress in university students: A comparison with general population data. *Australian Psychologist*, *45*(4), 249-257.

² Andersson, C., Johnsson, K. O., Berglund & M., Ojehagen, A. (September 2009). Stress and hazardous alcohol use: Associations with early dropout from university. *Scandinavian Journal of Public Health*, *37*(7), 713.

Q2 Is there research or literature supporting the educational value of a break?

A2 Beyond anecdotal evidence, there is limited literature and research on the impact of planned institutional breaks on students' health, retention and academic progress. One research study on the impact of a winter break on first-year students sampled 175 college students and found that the majority of them agreed that a winter break gave them an opportunity to reflect, think and talk to others about their experiences. Students reported that the break led them to be more motivated to return, be more prepared, more active and more committed to earn better grades for their second semester.³

In the past five years, universities in the Canadian province of Ontario began implementing a fall break to address student mental health and well-being. Brock University was one such university and, in 2014, conducted a study to assess its impact.⁴ The results found that fall break did decrease students' overall stress. Students agreed that the break was beneficial, that workload did not increase because of the break (either before or after), and that stress did not increase as a result. First-year students reported the greatest benefit of having a fall break. In addition, the vast majority of students reported that mid-October was the best time for the break.

Q3 Will the fall semester start earlier or end later with a fall break?

A3 No, the start and end date for the fall semester will be unchanged with a fall break. Historically, our fall semester starts on the last Monday of August and ends 16 weeks later on a Sunday (either week two or week three of December, depending on the year).

Q4 Will we lose class days with a fall break?

A4 Yes, the fall semester will lose two and a half days of class time with a fall break. Fall class time has historically been shorter than spring class time by three days (not including Saturdays and Sundays). With a fall break, that difference will increase to five and a half days (again, not including Saturdays and Sundays). The number of break/holidays between both semesters will be nearly the same, with only a half-day difference. See Table 1 for a comparison.

Table 1: Comparison of class and non-class days currently and with fall break

Fall Se	emester	Spring Semester
Current	With Fall Break	With Spring Break
70.5 class days	68.0 class days	73.5 class days
5.0 final exam days	5.0 final exam days	5.0 final exam days
4.5 break/holidays	7.0 break/holidays	6.5 break/holidays

Note: This table does not include Saturdays and Sundays.

Q5 Will the semester length become smaller with a fall break?

A5 No, the overall length of the fall semester will be unchanged with a fall break. Historically, our fall semester has been 16 weeks, see Table 2 for a comparison.

³ Burns, D. R. J. (2014). A study of winter break as influenced by first semester occurrences and its effect on retention, self-efficacy and perceived social support for freshmen students (doctoral dissertation). *ETD Collection for AUC Robert W. Woodruff Library*. Paper 1525.

⁴ Meade, K. (October 8, 2014). Exploring the impact of a fall break on student mental health outcomes. Brock University. Retrieved from https://brocku.ca/webfm_send/33279.

Table 2: Comparison of class and non-class weeks

Fall S	emester	Spring Semester
Current Weeks	Proposed Weeks	Current Weeks
14.4 class weeks	14.0 class weeks	15.0 class weeks
1.0 finals week	1.0 finals week	1.0 finals week
0.6 break week	1.0 break week	1.0 break week
16.0 total	16.0 total	17.0 total

Note: This table does not include holidays, except for Thanksgiving and Columbus Day.

Q6 Won't there be confusion with a fall semester shorter than a spring semester?

As our fall semester has always been shorter than our spring semester, there is no change in that regard. However, faculty who teach in both fall and spring will need to be made aware that they may have fewer instructional days in the fall, and their syllabi will need to reflect that difference between fall and spring offerings of the same course.

Q7 Will class scheduling change to accommodate the shorter length in the fall semester?

A7 No, class scheduling for the fall semester will be unchanged with a fall break.

Q8 Does a shorter fall semester conflict with state or federal regulations?

A8 Federal⁵ and state⁶ regulations require that the academic year must be minimum 30 weeks (from the first day of classes to the last day of classes or examinations, not including holidays or breaks). State regulations require that the academic semester be between 15 and 17 calendar weeks of instructional time (i.e., class time and final exams). We remain in compliance with both regulations. Inclusion of breaks are at the discretion of the institution.

Q9 Can days be found to make up for the lost class days?

A9 Several options were explored. The issue is there are no additional days available for the taking. We operate on a full 52-week calendar schedule.

One option discussed was to increase the fall semester to 17 weeks to align with the 17-week spring semester. To accomplish that, we would need to

- (a) start the fall semester one week earlier or end the fall semester one week later, and
- (b) decrease winter break, from 4 weeks to 3 weeks, <u>or</u> decrease the summer term, from 13 weeks to 12 weeks.

Starting the semester earlier will cause a domino effect with summer and spring, affecting their start / end dates, and will have financial and student services implications (e.g., residence halls, staffing, faculty workload, welcome weekend, orientation programs, billing deadlines, international student visas). Ending the fall semester one week later will result in fall final exam week occurring the week before university closure or the week of Christmas.

⁵ "Academic Year," Title 34 Code of Federal Regulations, Pt. 668.3 (2002.). Retrieved from www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title34/34cfr668 main 02.tpl.

⁶ "Definition of Headcount Enrollment and Full-Time Equivalent Enrollment, and Requirements for Higher Education Data Reporting," Title 33 Ohio Revised Code, Pt. 3333.1.02 (2010). Retrieved from http://codes.ohio.gov/oac/3333-1.

With a shorter winter break, staff will have fewer workdays to complete critical processes (e.g., dismissals and reinstatements, degree clearing and posting, student orientations, financial aid disbursements). A shorter summer break will affect summer class and travel scheduling.

Another option deliberated was to decrease the spring semester to 16 weeks to align with the 16-week fall semester. While that option will not create as many calendar shifts as the option above, this option will affect class scheduling the most. Faculty will need to review and revise basic data sheets and syllabi for all 8,000+ courses to ensure course content is set for a 14-week class schedule. Banner may need to be updated for 8,000+ courses to provide weekly accurate contact time per a 14-week schedule (used to comply with the Affordable Care Act for adjunct instructors). Time patterns and course scheduling must be revised to meet state and federal contact-to-credit regulations.

Other options explored included starting the fall semester two days earlier (i.e., starting on a Wednesday or Thursday the week before), shortening weeks between semesters and shortening final exam week. These options all created unintended consequences that were seen as causing more problems than they resolved.

Q10 Don't we have more university holidays in the fall semester than in the spring semester?

A10 In the fall semester, we observe four state holidays (Labor Day, Veterans Day, Thanksgiving Day and Columbus Day). The latter two are included in the Thanksgiving break.

In the spring semester, we observe one state holiday (Martin Luther King Jr. Day).

All these holidays are state mandated⁸ to be observed for employees at Ohio public universities and colleges.

Q11 Why not schedule fall break on Columbus Day?

- A11 We observe Columbus Day on the Friday after Thanksgiving Day. Moving its observation day back to October will either:
 - (a) create an additional loss of class day if the university continues to be closed on the Friday after Thanksgiving Day, or
 - (b) require the university to be open, with classes scheduled, on the Friday after Thanksgiving Day—an action that may create a hardship for students, faculty and staff who travel for the holiday.

Q12 Can fall break be scheduled on Veterans Day, or can we move Veterans Day to fall break to save one class day?

A12 Per state⁷ regulations, public institutions are to observe Veterans Day for all employees on its official day of November 11, which lands on a different day each year (observed on November 10 or 12 if November 11 is on the weekend). Therefore, the observance day cannot be moved; and to hold a fall break on different days each fall semester may cause confusion, in addition to not achieving the goal of having a break early in the semester.

⁷ "State Holidays - University Holidays," Title 1 Ohio Revised Code, Pt. 124,18 (2001). Retrieved from http://codes.ohio.gov/orc/124.19.

Q13 Why not have a one-day fall break?

A13 The intention with the fall break is to create a short but substantial break—four days, including the weekend—early in the semester to allow students to travel home, catch up on homework and, most important, rest and reevaluate goals. A one-day break—three days, including the weekend—is an option, but may not achieve the results as much as a two-day break.

Q14 Why not have just a full week off for Thanksgiving Break?

A14 The intention with the fall break is to have a class recess <u>early</u> in the semester, to alleviate student stress and anxiety that is evidenced by the spike in referrals that campus health offices see in September and October. A longer break at the end of November, week 13 of the semester, does not solve that issue.

Q15 Why was the third week of October chosen for fall break?

A15 The third week of October is the eighth week overall, a little more than halfway through the semester. That week also corresponds with the end of midterm evaluations (for course levels 00000 to 20000), which begin in week four and end in week seven of the semester. A break in the middle will help both students and faculty take a breather and assess their class progress.

Q16 Why was a Thursday-Friday chosen for fall break, rather than a Monday-Tuesday or Friday-Monday?

A16 The overarching priority when choosing the break days was to find one that would have the least impact on class days. Using fall 2016 as a model, the course schedule demonstrated that none of the two-day break options was perfect. However, a Thursday–Friday break seemed, at best, to be manageable and, at worst, to cause moderate disruption. That may be because more classes are scheduled at the beginning of the week, rather than at the end. 9

In the review of fall 2016 class scheduling, the following results were seen:

- (a) Overall impact (i.e., loss of two or more days of class time, see Table 3):
 - Fewer courses were affected by a Friday–Monday break (3,185 or 46% of all courses scheduled with meeting times).
 - More courses were affected by a Monday—Tuesday break (4,650 or 67% of all courses scheduled with meeting times).
 - Falling in the middle was a Thursday–Friday break (3,537 or 51% of all courses scheduled with meeting times).

Table 3: Overall loss of class days if fall break was scheduled in fall 2016

Break	2 Days	3 Days	4 Days	5 Days	6 Days	Total
Mon-Tue	35%	20%	9%	2.0%	1%	67%
Thu-Fri	34%	2%	12%	0.1%	1%	51%
Fri-Mon	12%	21%	3%	9.0%	1%	46%



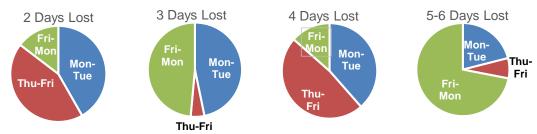
⁸ Under review were 6,969 courses scheduled for fall 2016 that had meeting times <u>and</u> would have been affected by a fall break in week three of October (70% of 9,936 total courses scheduled).

⁹ For fall 2016, the most scheduled day was Tuesday (45%), followed by Monday (44%) tied with Wednesday (44%), Thursday (42%), Friday (18%), Saturday (1%) and Sunday (0.5%).

- (b) Impact on days per course (i.e., loss of two days versus three-to-six days, see Table 4):
 - Fewer courses were affected by a Thursday–Friday break, with 71% (2,519) of courses scheduled on those days losing two days of class time, and 29% (1,018) losing 3-6 days.
 - More courses were affected by a Friday–Monday break, with 27% (845) of courses scheduled on those days losing two days of class time, and 73% (2,340) losing 3-6 days.
 - Falling in the middle was a Monday–Tuesday break with 52% (2,411) of courses scheduled on those days losing two days of class time, and 48% (2,239) losing 3-6 days.

Table 4: Breakdown of days lost if fall break was scheduled in fall 2016

	Monda	y–Tuesda	ıy Break	Thurso	day–Frida	y Break	Friday-	–Monday	Break
	Lost	#	%	Lost	#	%	Lost	#	%
	Days	Courses	Courses	Days	Courses	Courses	Days	Courses	Courses
Ī	2 days	2,411	52%	2 days	2,519	71.0%	2 days	845	27%
Ī	3 days	1,391	30%	3 days	140	4.0%	3 days	1,444	45%
Ī	4 days	653	14%	4 days	813	23.0%	4 days	229	7%
Ī	5 days	160	3%	5 days	10	0.3%	5 days	612	19%
	6 days	35	1%	6 days	55	1.7%	6 days	55	2%
	TOTAL	4,650	100%	TOTAL	3,537	100%	TOTAL	3,185	100%
L	TOTAL	4,030	10070	101111	3,337	10070	1011111	3,103	10070



- (c) Impact on days lost to fall break only (i.e., not including other break/holidays, see Table 5):
 - Overall, fewer courses were affected by a Friday-Monday break (3,185), followed closely by a Thursday-Friday break (3,537); and more courses were affected by a Monday-Tuesday break (4,650).
 - In terms of losing both of the two days to the break, fewer courses were affected by a Thursday–Friday break (151), and many more courses were affected by a Friday–Monday break (703).

Table 5: Courses that lost days to fall break if fall break was scheduled fall 2016

Lost to	Mon–Tue	Thu–Fri	Fri–Mon
Fall Break	Break	Break	Break
1 day	4,371	3,386	2,482
2 days	279	151	703
TOTAL	4,650	3,537	3,185

Q17 Won't a Thursday-Friday break, along with a Thanksgiving break, cause courses scheduled on Thursdays and Fridays to lose even more days?

A17 Using the fall 2016 class schedule and looking at only courses that were affected by both a fall break and the Thanksgiving break, a minority of courses (141 or 4%) lost two days to fall break, in addition to two to three days for Thanksgiving break, see Table 6.

Courses # (%) Fall Break Thanksgiving Break 2,546 (72.0%) 1 day 1 day 839 1 day 2 days (24.0%)85 (2.4%)2 days 2 days 56 2 days 3 days (1.6%)3,526 (100.0%)

Table 6: Class days lost to breaks if fall break was scheduled in fall 2016

Q18 Won't courses scheduled only once a week be most affected by a fall break?

A18 Yes, courses scheduled on a Thursday or Friday will be most affected by a Thursday–Friday break. However, most one-day-a-week courses are scheduled on Tuesdays (530 in fall 2016), and the least-scheduled for one-day courses are Thursdays and Fridays (362 and 214, respectively, in fall 2016), see Table 7.

On the flip side, if the break was scheduled for Monday—Tuesday in fall 2016, 45% of the courses scheduled on a Monday would have lost two days to Labor Day and fall break. If the break was scheduled for Thursday—Friday in fall 2016, 99% of the courses scheduled on a Thursday or Friday would have lost two days to fall break and Thanksgiving break.

		1 Lost Day	1 Lost Day	2 Lost Days				
Once-a	Total	w/o Fall	w/Fall	w/Fall				
Week-Class	Scheduled	Break*	Break**	Break***				
Monday	451	438	13	438 (45%)				
Tuesday	530		530					
Wednesday	461	458						
Thursday	362	358	4	358 (99%)				
Friday	214	213	1	213 (99%)				

^{*} One lost day without fall break is day lost to Labor Day or Thanksgiving break.

Note: This table does not include Veterans Day, observed on a different day each year.

Q19 Will the university be closed for fall break?

A19 No, the break affects only scheduled classes. All classes will be cancelled, but university offices will remain open.

Q20 Why won't fall break be considered a university (i.e., staff) holiday?

A120 As a state entity, we must follow state regulations for holidays. Kent State and other public colleges and universities are allowed 10 staff holidays annually per the Ohio Revised Code.⁸

Q21 Will dining service and residence halls be closed during fall break?

A21 No, dining services and residence halls will be open and operational. Students will have the opportunity to remain on campus should they choose to do so.

^{**} One lost day with fall break is day lost to fall break but not to another break/holiday (i.e., course began after Labor Day or ended before Thanksgiving break).

^{***}Two lost days with fall break are days lost to fall break (if scheduled for that day) and to another break/holiday.

Q22 Will fall break be implemented for all campuses and locations?

A22 Yes, the fall break is for the university, regardless of course location.

Q23 Will fall break be implemented for online courses?

A23 Yes, the fall break is for all university courses, regardless of instructional delivery method.

Q24 Could class be scheduled during fall break?

A24 No scheduled educational meetings with students (e.g., classes, labs, exams) will be held during fall break. However, student services (e.g., advising, library, tutoring, health services, student center, recreational and wellness center) will be open and available for students.

Consequently, a fall break could provide opportunities for service-oriented activities, similar to the Alternative Spring Break offered through the Office of Experiential Education and Civic Engagement.

Q25 How will out-of-class courses (e.g., internship, clinical, student teaching) be affected with a fall break?

A25 A fall break should have no impact. Any agreement students have with external agencies in terms of participation and attendance should be enforced.

Q26 Will midterms be affected by an October fall break?

A26 No, midterms will not be affected. The midterm evaluation period (for course levels 00000 to 20000) is from the fourth to seventh week of the semester. Deadline for submitting a midterm evaluation is the following Tuesday. The proposed fall break will occur at the end of week eight.

Q27 Do graduate students need a fall break?

A27 It is the belief that graduate students need a fall break as much as undergraduate students. Many first-semester graduate students are returning to school after years away and may experience the same stress and anxiety issues as do undergraduate students. In addition, many graduate students have part- and full-time jobs and may benefit from a break to catch up on assignments and devote time to their research. The same rationale is true for faculty members who teach graduate courses.

Q28 Why is the half-day Wednesday of Thanksgiving week becoming a full-day break?

A28 A full-day Wednesday provides students with time to travel home for the holiday. As more of our students come from farther distances, the extra time allows for longer travels. Based on anecdotal evidence, courses scheduled in the morning of the Wednesday before Thanksgiving experience low rates of attendance or are cancelled altogether.

Q29 Won't extending Thanksgiving break to full-day Wednesday encourage students to not show up for classes on Monday and Tuesday?

A29 That may happen. However, that situation could also apply to any class scheduled before a holiday or break. We cannot control student actions, but we can emphasize the strong correlation between attendance and earned grade point average (and the research that supports this correlation).

Q30 Will the university be closed on the Wednesday of Thanksgiving break?

A30 No, the university and all offices will remain open on Wednesday. The university will be closed on Thursday (Thanksgiving Day) and Friday (Columbus Day observed) as they are and will continue to be university holidays.

Q31 Why not have a two-day break in October and a full-week Thanksgiving break?

A31 The purpose of the fall break is not to give students more days off from class. The purpose is to strategically implement a short class break at a time needed most by students, as evidenced by data from University Health Services.

Q32 Are there any other changes to the calendar?

A32 No, the only changes on the table for approval are the conversion of two and a half days from class time to class recess in the fall semester.

Q33 Who was involved in reviewing the proposed changes before it moved for approval?

A33 Representatives from the following areas were given documents outlining the proposed fall break and invited to attend meeting(s) to discuss the initiative and provide feedback: AAUP Non-Tenure-Track Unit, AAUP Tenure-Track Unit, Associate and Assistant Deans Committee, Bursar, Chairs and Directors Committee, Curriculum Services, Facilities Planning and Operations, Faculty Senate Executive Committee, Finance and Administration, Global Education, Graduate Admissions, Graduate Student Senate, Graduate Studies, Human Resources, Information Services, Institutional Research, Intercollegiate Athletics, Kent State System Integration, Kent Student Center, Parking Services, Provost, Residence Services, Student Financial Aid, Student Ombuds, Undergraduate Admissions, Undergraduate Student Government, University Architect, University Ceremonies, University Communications and Marketing, University Dining Services, University Health Services, University Registrar and Vice President for Student Affairs.

Q34 Do other universities have a fall break? If yes, how is it implemented?

- A34 A review was conducted of our 30 peer, aspirational, benchmark and fellow Ohio public universities, see Appendix A. From that review, it was learned that 17 universities (57%) have a full-week break in the fall semester. Of those 17 universities,
 - 13 (76%) have a break in October, three (18%) have a full-week Thanksgiving break, and one (6%) has a two-day break in early November;¹⁰
 - nine of the 13 universities (69%) have an October break for two weekdays, and four (31%) have an October break of one weekday; and
 - location of break is nearly split in half, with seven (54%) in the beginning of the week and six (46%) at the end of the week.

¹⁰ The 13 peer, aspirant, benchmark and Ohio public universities with an October break are Ball State, Bowling Green, Cincinnati, Cleveland State, Memphis, Miami, Ohio State, Ohio U, Southern Mississippi, Toledo, UNC–Greensboro, Utah State and Virginia Commonwealth. The three universities with a full-week Thanksgiving break are Temple, Mississippi and Georgia State. The one university with a two-day break in early November is Clemson. See Appendix A for a full review.

PROPOSED ACADEMIC CALENDAR (FALL RECESS)

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	_			21				3				7		22	23	24	25	26	27	28	13	14	15	16	17	18	19			14					
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									_	26	21	28	29																					-	
							30	31			1										1							1							

University Midterm

Evaluations

Holiday

Fall

Break

Thanksgiving

Break

Final

Exams

Semester

Break

COLOR LEGEND Classes

#### **APPENDIX A**

## THE ACADEMIC CALENDAR FOR KENT STATE UNIVERSITY WAS COMPARED AGAINST THE CALENDARS OF 30 UNIVERSITIES FROM FOUR GROUPS

#### **Ohio Public Universities:**

- Bowling Green State University
- Cleveland State University
- Miami University
- Ohio State University
- University of Akron
- University of Cincinnati
- University of Toledo
- Wright State University
- Youngstown State University

#### **Peer Universities:**

- Georgia State University
- Ohio University
- University of Houston
- University of North Texas
- Utah State University
- Western Michigan University

#### **Aspirational Universities:**

- Clemson University
- Temple University
- University of South Florida
- Virginia Commonwealth University

## Benchmark Universities as Determined by the National Center for Higher Education Management Systems:¹

- Ball State University
- Bowling Green State University
- Miami University
- Northern Illinois University
- Ohio University
- State University of New York at Albany
- Texas Tech University
- University of Memphis
- University of Mississippi
- University of North Carolina, Greensboro
- University of North Texas
- University of Oklahoma, Norman
- University of Southern Mississippi
- University of Texas, Arlington
- University of Wisconsin, Milwaukee
- Western Michigan University

¹ Benchmark University of Oregon is removed from the analysis due to it being on the quarter system.

#### CLASS LENGTH, SEMESTER LENGTH AND BREAK LENGTH

Table 1: Semester and Breath Lengths at Comparable Universities for Academic Year 2016-172

		Fall		S	pring	;	Summe	r	University		Count
University	Class	Semester	Break	Class	Semester	Break	Class	Break	Fall Semester		
Akron	14.4	16.0	4.0	15.1	17.0	1.0	13.0	1.0	Total Length		
Ball State	15.4	17.0	3.3	15.0	16.7	1.3	9.8	4.3	17 weeks	6	(20%)
Bowling Green	15.0	16.7	3.4	15.0	16.7	1.3	11.7	2.4	16 weeks	22	(73%)
Cincinnati	14.1	15.9	4.1	13.7	15.6	1.6	12.9	2.1	15≥ weeks	2	(7%)
Clemson	14.7	16.4	4.6	15.7	16.4	1.6	11.9	1.1	Class Time		
Cleveland State	14.1	16.1	3.9	14.9	17.0	1.0	12.0	2.0	15 weeks	9	(30%)
Georgia State	14.3	16.3	3.7	14.1	16.3	0.7	11.9	3.3	14 weeks	18	(60%)
Houston	14.3	16.4	4.6	14.3	16.6	0.4	12.9	1.1	13 weeks	3	(10%)
Memphis	13.4	15.6	5.4	13.4	15.6	0.4	12.7	2.3	Winter Break		
Miami	13.6	15.9	5.3	13.9	15.9	0.3	11.7	3.3	6 weeks	1	(3%)
Mississippi	14.0	15.7	6.3	13.9	15.7	0.3	12.9	1.1	5 weeks	8	(27%)
North Texas	14.0	15.6	4.4	14.6	16.6	0.4	12.7	2.3	4 weeks	14	(47%)
Northern Illinois	14.1	15.9	5.3	14.4	16.7	5.3	8.0	1.0	3 weeks	7	(23%)
Ohio State	14.6	16.4	3.4	14.3	16.3	1.0	12.1	2.7	Spring Semest	er	
OK-Norman	15.0	16.7	4.3	14.7	16.7	0.3	12.7	1.3	Total Length		
Ohio U	14.3	15.7	4.3	14.1	15.7	1.3	13.7	2.3	17 weeks	18	(60%)
South Florida	14.0	15.6	4.4	14.6	16.6	1.4	11.7	2.3	16 weeks	12	(40%)
S Mississippi	14.7	16.3	4.4	15.0	16.6	0.4	11.1	2.1	Class Time		
SUNY Albany	14.3	16.3	4.9	14.1	16.7	0.3	11.7	2.4	16 weeks	1	(3%)
Temple	13.9	16.4	3.7	13.7	16.3	0.6	12.3	2.7	15 weeks	13	(43%)
Texas Tech	13.6	14.4	5.0	14.6	16.9	2.9	9.6	2.3	14 weeks	15	(50%)
Texas-Arlington	14.7	16.3	4.3	14.9	16.7	0.3	13.3	1.1	13 weeks	1	(3%)
Toledo	14.7	16.7	3.3	14.7	16.7	1.3	11.0	2.3	Spring-Summe	er Br	eak
UNC-Greensboro	13.9	16.4	4.6	14.2	16.4	1.0	10.3	3.3	3≤ weeks	2	(6%)
Utah State	14.1	15.7	3.3	15.0	16.7	0.3	13.7	2.3	2 weeks	2	(7%)
VA Commonwealth	14.4	16.9	3.7	14.1	16.7	1.3	11.7	1.7	1 week	14	(47%)
Western Michigan	13.3	14.6	3.3	14.0	15.7	1.1	14.7	2.4	1> week	12	(40%)
WI-Milwaukee	13.4	15.6	4.3	14.3	16.9	1.3	11.7	2.4	Summer Term		
Wright State	14.4	15.9	3.1	14.0	15.9	1.1	11.6	4.4	14≤ weeks	3	(10%)
Youngstown State	15.0	16.6	4.0	15.0	16.9	1.1	11.9	2.4	13 weeks	8	(27%)
Minimum	13.3	14.4	3.1	13.4	15.6	0.3	8.0	1.0	12 weeks	13	(43%)
Maximum	15.4	17.0	6.3	15.7	17.0	5.3	14.7	4.4	11≥ weeks		(20%)
Average	14.3	16.1	4.2	14.4	16.4	1.1	12.0	2.3	Summer-Fall E	3reak	<b>K</b>
Kent State	14.4	16.0	4.0	15.0	17.0	1.0	12.9	1.1	4 weeks	2	(7%)
									3 weeks	5	(17%)
									2 weeks		(53%)
									1 week	7	(23%)

² Class weeks include weekends and holidays, but do not include recess, reading days and exam days. (Thanksgiving in this analysis is treated as recess, not a holiday.) Semester weeks are all days from first day of class to last day of exams. Break weeks are all days between last day of exams and first class day of next term.

#### **OCTOBER RECESS**

Of the 30 comparable universities, 13 universities (43%) have a recess in October. Six of those 13 universities (69%) have an October recess for two or more days, and seven of those 13 universities (54%) have the recess in the beginning of the week.

Chart 1: October Recess at Comparable Universities for Academic Year 2016-17

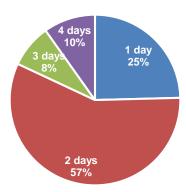


Table 2: Fall Recess at Comparable Universities for Academic Year 2016-17

		Fall Recess				<b>Spring Recess</b>
University	Oct	October		November		Days
Ball State	Mon-Tue	10/10-11	Wed-Sun	11/23-27	7.0	8.0
Bowling Green	Mon-Tue	10/10-11	Wed-Fri	11/23-25	5.0	5.0
Cincinnati	Thu-Fri	10/13-14	Thu-Sun	11/24-27	6.0	7.0
Cleveland State	Mon-Tue	10/10-11	Thu-Sun	11/24-27	5.0	8.0
Memphis	Sat-Tue	10/8-11	Wed-Sun	11/23-27	7.0	7.0
Miami	Fri-Sun	10/14-16	Tue-Sun	11/22-27	8.5	7.0
Ohio State	Thu-Fri	10/13-14	Wed-Thu	11/23-24	4.0	5.0
Ohio U	Mon	10/3	Wed-Fri	11/23-25	4.0	5.0
S Mississippi	Thu-Fri	10/20-21	Wed-Fri	11/23-25	5.0	5.0
Toledo	Mon	10/3-4	Wed-Fri	11/23-27	7.0	7.0
UNC-Greensboro	Sat-Tue	10/15-18	Wed-Sun	11/23-27	9.0	8.5
Utah State	Fri	10/21	Wed-Fri	11/23-25	4.0	5.0
VA Commonwealth	Thu-Fri	10/20-21	Wed-Sun	11/23-27	7.0	8.0
Average Recess Days						6.6

Of the 17 out of 30 universities that do not have an October recess, three universities (Temple, Mississippi, Georgia State) have a full-week Thanksgiving recess, and one university (Clemson) has a Monday—Tuesday recess in early November.

Table 3: Academic Calendars at Comparable Universities With October Recess for Academic Year 2016-173

	Fall Semester				Spring Semester				Summer			
	Class	Exam	Recess	Semester		Class	Exam	Recess	Semester	•	Class	
University	Weeks	Days	Days	Weeks	Break	Weeks	Days	Days	Weeks	Break	Weeks	Break
Ball State	15.4	4.0	7.0	17.0	3.3	15.0	4.0	8.0	16.7	1.3	09.8	4.3
Bowling Green	15.0	5.0	5.0	16.7	3.4	15.0	5.0	5.0	16.7	1.3	11.7	2.4
Cincinnati	14.1	6.0	6.0	15.9	4.1	13.7	5.0	7.0	15.6	1.6	12.9	2.1
Cleveland State	14.1	6.0	6.0	16.1	3.9	14.9	6.0	8.0	17.0	1.0	12.0	2.0
Memphis	13.4	$7.0^{4}$	7.0	15.6	5.4	13.4	$7.0^{4}$	7.0	15.6	0.4	12.7	2.3
Miami	13.6	6.0	8.5	15.9	$5.3^{5}$	13.9	6.0	7.0	15.9	0.3	11.7	3.3
Ohio State	14.6	$7.0^{4}$	4.0	16.4	3.4	14.3	$7.0^{4}$	5.0	16.3	1.0	12.1	2.7
Ohio U	14.3	5.0	4.0	15.7	4.3	14.1	5.0	5.0	15.7	1.3	13.7	2.3
S Mississippi	14.7	4.0	5.0	16.3	4.45	15.0	4.0	5.0	16.6	0.4	11.1	2.1
Toledo	14.7	5.0	7.0	16.7	3.3	14.7	5.0	7.0	16.7	1.3	11.0	2.3
UNC-Greensboro	13.9	$8.0^{4}$	9.0	16.4	4.6	14.2	$7.0^{4}$	8.5	16.4	1.0	10.3	3.3
Utah State	14.1	5.0	4.0	15.7	3.3	15.0	5.0	5.0	16.7	0.3	13.7	2.3
VA Commonwealth	14.4	8.0	7.0	16.9	$3.7^{5}$	14.1	$9.0^{4}$	8.0	16.7	1.3	11.7	1.7
Maximum	15.4	8.0	9.0	17.0	5.4	15.0	9.0	8.5	17.0	1.6	13.7	4.3
Minimum	13.4	4.0	4.0	15.6	3.3	13.4	4.0	5.0	15.6	0.3	09.8	1.7
Average	14.3	5.4	6.1	16.3	3.9	14.4	5.0	6.6	16.4	1.0	11.9	2.5
Kent State	14.4	6.0	4.5	16.0	4.0	15.0	6.0	7.0	17.0	1.0	12.9	1.1

³ Class weeks include weekends and holidays, but do not include recess, reading days and exam days. (Thanksgiving in this analysis is treated as recess, not a holiday.) Semester weeks are all days from first day of class to last day of exams. Break weeks are all days between last day of exams and first class day of next term.

⁴ Exam days include one "reading/study" weekday before the start of exams.

⁵ University has an official winter term: Miami University (2.9 weeks); University of Southern Mississippi (1.6 weeks); Virginia Commonwealth University (1.7 weeks)

#### **FALL AND SPRING CLASS START DATES**

Kent State's fall semester starts on the last Monday of August, which aligns with nine (30%) of the 30 comparable universities. The majority (18 or 60%) at comparable universities start on the second-to-last Monday or on a day in that second-to-last week of August. Three (10%) start either earlier in August or in the first week of September. Ten universities start the fall semester on a day other than a Monday.

Kent State's spring semester starts on the second or third Monday of January; however, depending on the year. Of the 30 comparable universities, 13 (47%) follow Kent State's schedule, and 13 (47%) start the first or second week of January. Four (13%) start the third or fourth week of January. However, each university's spring start date is determined by both the length of its fall semester and its winter break.

Table 4: Semester Start Date at Comparable Universities for Academic Year 2016-17 Sorted Chronological by Fall Class Start Date

University	Fall Class Start	Spring Class Start
Clemson	Wed 8/17/16	Wed 1/11/17
Ball State ⁶	Sat 8/20/16	Mon 1/9/17
Bowling Green	Mon 8/22/16	Mon 1/9/17
Cincinnati	Mon 8/22/16	Mon 1/9/17
Georgia State	Mon 8/22/16	Mon 1/9/17
Houston	Mon 8/22/16	Mon 1/16/17
Memphis	Mon 8/22/16	Mon 1/16/17
Mississippi	Mon 8/22/16	Mon 1/23/17
Northern Illinois	Mon 8/22/16	Mon 1/16/17
OK-Norman	Mon 8/22/16	Mon 1/16/17
Ohio U	Mon 8/22/16	Mon 1/9/17
South Florida	Mon 8/22/16	Mon 1/9/17
Toledo	Mon 8/22/16	Mon 1/9/17
UNC-Greensboro	Mon 8/22/16	Mon 1/16/17
Ohio State	Tue 8/23/16	Mon 1/9/17
S Mississippi	Wed 8/24/16	Tue 1/16/17
Youngstown State	Wed 8/24/16	Mon 1/9/17
Texas-Arlington	Thu 8/25/16	Mon 1/16/17
VA Commonwealth	Thu 8/25/16	Mon 1/16/17
Cleveland State ⁶	Sat 8/27/16	Sat 1/14/17
North Texas	Mon 8/29/16	Mon 1/16/17
SUNY Albany	Mon 8/29/16	Mon 1/23/17
Temple	Mon 8/29/16	Tue 1/17/17
Texas Tech	Mon 8/29/16	Thu 1/19/17
Akron	Mon 8/29/16	Mon 1/16/17
Kent State	Mon 8/29/16	Mon 1/16/17
Miami	Mon 8/29/16	Mon 1/23/17
Utah State	Mon 8/29/16	Mon 1/9/17
Wright State	Mon 8/29/16	Mon 1/9/17
Western Michigan	Tue 9/6/16	Mon 1/9/17
WI-Milwaukee	Tue 9/6/16	Mon 1/23/17

⁶ For Ball State and Cleveland State, fall classes start on Saturday; however, the fall semester officially starts on the following Monday.

#### **SPRING RECESS AND SUMMER TERM**

Kent State's Spring Recess occurs in the 11th week of spring class. Of the 30 comparable universities, the majority (18 or 60%) have spring recess in the ninth week of the spring semester.

Table 5: Spring Recess at Comparable Universities for Academic Year 2016-17.

Week of Spring	
Recess in the	University
Spring Semester	r Count
8	6 (20%
9	18 (60%)
10	4 (13%)
11	2 (7%)
Tota	30 (100%)

Kent State offers a 13-week summer term. Of the 30 comparable universities, the majority (13 or 43%) have a 12-week summer term. As shown in table 6, each university schedules its sessions differently.

Table 6: Class Sessions at Comparable Universities with 12-Week Summer Terms.

University	Summer Sessions		University	Summer Sessions
Bowling Green	2 6-weeks 1 8-weeks		SUNY Albany	3 4-weeks 4 6-weeks 1 12-weeks
Clemson	3 3-weeks 1 5-weeks 1 6-weeks		Temple	3 4-weeks 2 6-weeks 1 12-weeks
Cleveland State	1 11-weeks 2 6-weeks 1 8-weeks 1 10-weeks 1 12-weeks		VA Commonwealth	1 3-weeks 2 4.5-weeks 1 5-weeks 1 6-weeks 2 8-weeks
Georgia State	1 3-weeks 1 6-weeks 1 7-weeks		WI-Milwaukee	1 3-weeks 3 4-weeks 4 6-weeks
Miami	3 4-weeks 2 6-weeks			1 8-weeks 1 12-weeks
	2 8-weeks 1 12-weeks		Wright State	2 6-weeks 1 12-weeks
Ohio State	3 4-weeks 2 6-weeks 2 8-weeks		Youngstown State	3 6-weeks 1 8-weeks 1 12-weeks
South Florida	2 6-weeks 1 10-weeks			

#### **UNIVERSITY HOLIDAY SCHEDULE**

The definition of "holiday" for this analysis is a day when classes are cancelled and campus offices are closed. Holidays not included in this analysis are those that occur when the specific comparable university is not in a semester session (e.g., Christmas is not included in the analysis because that holiday happens when the universities are in a break between semesters).

Excluding the Thanksgiving holiday (fourth Thursday and Friday of November), the majority of the 30 comparable universities have one holiday (Labor Day) in the fall semester, one holiday (Martin Luther King Jr. Day) in the spring semester and two holidays (Memorial Day and Independence Day) in the summer term.

Table 7: Comparable Universities With Full-Week Fall Recess

University	Fall ⁷ Holidays	Spring ⁸ Holidays	Summer ⁹ Holidays
Ball State	1	1	2
Bowling Green	2	1	2
Cincinnati	2	1	2
Clemson	1	1	1
Cleveland State	2	2	2
Georgia State	1	1	2
Memphis	1	1	2
Miami	1	0	2
Mississippi	1	1	2
Ohio State	2	1	2
Ohio U	2	1	2
S Mississippi	1	4	2
Temple	1	1	2
Toledo	2	1	2.7
UNC-Greensboro	1	1	2
Utah State	1	2	3
VA Commonwealth	1	1	2
Kent State	2	1	2

Fall		
1 holiday	11	65%
2 holidays	6	35%
Spring		
0 holiday	1	6%
1 holiday	13	76%
2 holidays	2	12%
4 holidays	1	6%
Summer		
1 holiday	1	6%
2 holidays	14	82%
2.7 holidays	1	6%
3 holidays	1	6%

Table 8: Comparable Universities With Only Thanksgiving Recess

University	Fall ⁷ Holidays	Spring ⁸ Holidays	Summer ⁹ Holidays
Akron	1	2	2
Houston	1	1	1
North Texas	1	1	2
Northern Illinois	1	1	1
OK-Norman	1	1	2
South Florida	2	1	2
SUNY Albany	4.5	2	2
Texas Tech	1	1	1
Texas-Arlington	1	1	2
Western Michigan	1	1	2
WI-Milwaukee	1	1	2
Wright State	2	1	2
Youngstown State	2	1	2
-			
Kent State	2	1	2

Fall		
1 holiday	9	69%
2 holidays	3	23%
4.5 holidays	1	8%
Spring		
1 holiday	11	85%
2 holidays	2	15%
Summer		
1 holiday	3	23%
2 holidays	10	77%

⁷ Fall holidays for this analysis do not include Thanksgiving Day or the floating holiday after Thanksgiving. Typical fall holidays are Labor Day and Veteran's Day. SUNY Albany also has Rosh Hashanah and Yom Kippur.

⁸ Typical spring holidays are Martin Luther King Jr. Day, President's Day, Passover and Easter. The University of Southern Mississippi also has Mardi Gras and Good Friday.

⁹ Typical summer holidays are Memorial Day and Independence Day.

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date 7-Feb-17		Curriculum Bulletin		
		Effective Date	Fall 2017	Approved by EPC		
Department	Regional College					
College	RE - Regional Co	llege				
Degree	ATS - Associate o	of Technical Stud	ly			
Program Name	Allied Health Man	agement Techno	ology Program	m Banner Code AHMT		
Concentration(s)	Concer	ntration(s) Banner	Code(s)			
Proposal	Inactivate progra	m				
Technical Study (	e Allied Health Mana ATS) degree.			ajor within the Associate of		
Does proposed rev Current total credit	rision change prograr hours:	n's total credit hou Proposed total c		⊠ No		
staffing considerati	ons; need; audience;	prerequisites; tea sociated with th	cher education	tion issues; enrollment and licensure): gram and the program does not		
·	her departments, pro	=	Curriculum Co	mmittee, EPC		
Department Chair /	School Director					
Imace 1	mahn			21712017		
Campús Dean (fòr	Regional Campuses	proposals)		2,24,17		
College Dean (or d	esignee)	Many.				
	N ! /5 !					
Dean of Graduate (	Studies (for graduate	proposals)				
Senior Vice Preside	ent for Academic Affa	irs or Provost (or	designee)			



John R. Kasich, Governor John Carey, Chancellor

#### PROGRAM INACTIVATION FORM

**Date of submission:** [Date Submitted]

Name of institution: Kent State University

Program to be inactivated: Allied Health Management Technology major within the

Associate of Technology Study degree (type B)

Date that the inactivation received final approval from the appropriate institutional

**committee:** [Board of Trustees Date of Approval]

Primary institutional contact for the notification:

Name: Therese E. Tillett

**Title:** Executive Director, Curriculum Services

Office of the Provost

**Phone:** 330-672-8558 **E-mail:** ttillet1@kent.edu

#### **Educator Preparation Programs:**

Leads to licensure: No Lead to endorsement: No

#### 1. Provide the rationale for the inactivation of the program:

Kent State established the associate degree program in allied health management technology (ATS degree–type B) in fall 2008, offered at the Trumbull Campus and, later, fully online. The intent with its establishment was to provide a completer degree program for students with an accredited allied health certificate to allow them to move into administrator positions. Upon completion of required coursework, students would receive a maximum of 27 credit hours for the certificate toward the degree.

The origin of the program came from requests from healthcare agencies in the Mahoning Valley to provide an educational pathway for allied health professionals to be promoted into supervisory positions. A needs assessment in 2006 showed a high interest from both employers and prospective students.

However, that preliminary interest has not manifested itself in program enrollment and graduation numbers. In its nine years of existence, 27 students, total, were admitted to the major, and three students earned the degree.

There is no evidence today to support a need for this specialized program in the region. Kent State offers a generalized ATS degree that awards college credit for industry-recognized credentials and allows students to create an individualized plan of study. As such, faculty and administrators at the Trumbull Campus seek to inactivate this program and focus on existing programs that have demonstrated need and interest.

## 2. Indicate number of students currently enrolled in the program:

One student was enrolled in spring 2017. However, that student is planning to pursue teacher education studies instead and has declared another degree program.

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:

Inactivation of the degree program will have no impact on the currently enrolled student. All courses in the program will continue to be offered regularly, and all student services remain in place; therefore, the student may complete the degree program if desired.

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 and staff positions with the inactivation of this degree program. There are no administrators or faculty dedicated to the program, and the program does not contain courses offered solely for the program. Courses in the curriculum (e.g., accounting, writing, mathematics communication, business, computer technology) are offered for other degree programs and taught by faculty in their respective departments.

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 the Kent State University 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, registrar and financial aid.

6. Indicate the final date that the program will be operational:

Inactivation is planned, officially, as of fall 2017. Once approval is granted for the inactivation, no students will be able to declare the program from that point on.

Respectfully,

# Proposal Summary Inactivation of the Allied Health Management Technology major within the Associate of Technical Study [ATS] degree

# Description of Action, Including Intended Effect

Inactivate the Allied Health Management [AHMT] major within the Associate of Technical Study (ATS) degree. This degree was established in and is offered exclusively at the Trumbull Campus. The degree was created in order to provide students with accredited allied health certificate hours a pathway into an associate degree program. However, over the years very few students with those accredited certificates have availed themselves of this degree program. After offering the degree program for many years, there is no evidence to support a need for the program in the area. As such, the campus seeks to inactivate this degree and focus on existing programs that have demonstrated need and interest.

# Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

No impact on other programs or staffing. There are no faculty currently assigned to the program. All of the courses that are in the degree are available as part of other program, so the few remaining students in the program will still be able to finish their degrees in a timely fashion.

# Fiscal, Enrollment, Facilities and Staffing Considerations

None

# Evidence of Need and Sustainability if Establishing

N/A

## Provisions for Phase-Out if Inactivating

As all of the courses in this program are routinely offered as part of other programs available at the campus, any student currently in the program will be allowed to finish the degree in the next two years. 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

Trumbull Campus Faculty Council, Spring 2017 Regional College Curriculum Committee, Spring 2017 Educational Policies Committee, Spring 2017





# Kent State University Catalog 2016 - 2017

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- 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

Allied Health Management Technology - A.T.S.

Kent State University 2016 Catalog > Regional College > Undergraduate Programs > Allied Health Management Technology -

College Regional College

Campus(es) Trumbull

Department Regional College

Resources

Roadmaps

Program Requirements

Academic Policies

The Associate of Technical Study in Allied Health Management Technology is a completer program for Description

students who have completed a state-certified allied health program and hold an accredited certificate. This flexible program enables students with an allied health certificate and health care experience to develop the skills necessary for upward mobility. Graduates are prepared to work in variety of health care settings as administrative and supervisory personnel.

Medical and health services managers held about 262,000 jobs in 2006. About 37 percent worked in hospitals, and another 22 percent worked in offices of physicians or in nursing and residential care facilities. Most of the remainder worked in home health care services, Federal Government health care

facilities, outpatient care centers, insurance carriers, and community care facilities for the elderly.

(Source: Bureau of Labor Statistics)

Admission Requirements

Opportunities

All seven of Kent State's regional campuses are accessible to students who hold a high school diploma or GED. Admission decisions are based on cumulative grade point average, ACT and/or SAT scores, strength of high school college preparatory curriculum and grade trends. Check with the Regional Campus Admissions Offices to determine application requirements, as they may differ among

For more information about admission criteria for transfer, transitioning and former students, please visit the admissions website.

Graduation Requirements

Minimum 66 credit hours. Minimum 2,000 overall and major GPA.

Program Learning Outcomes

Graduates of this program will be able to:

- 1. Develop a meaningful business vocabulary and understand the nature of a contemporary business. Demonstrate the ability to do business research.
- 2. Understand traditional managerial functions and distinguish between ethical and unethical
- 3. Describe minimum legal requirements and current best practices with regard to human resource management.
- 4. Apply generally accepted accounting principles (GAAP) to analyze and record business transactions, and prepare financial statements of a company.
- 5. Calculate and interpret key financial ratios; prepare various management reports including budgets and break-even analysis; demonstrate an understanding of the concept of time value of money as it relates to capital budgeting decisions.



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# Search Paritable Maritage » View Undergraduate Programs View Minors View Faculty More Undergraduate

- College of Applied Engineering, Sustainability and Technology
- College of Architecture and Environmental Design
- College of Arts and Sciences
- College of Business Administration

**Programs** 

- 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
- William College
  William College

Allied Health Management Technology - A.T.S. Program Requirements
Kent State University 2016 Catalog > Regional College > Undergraduate Programs > Allied Health Management Technology A.T.S. > Allied Health Management Technology - A.T.S. Program Requirements



Q

Attribute 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.

Attribute	Course		Title	Credits	Min. Grad
	UC	10097	Destination Kent State: First Year Experience 1	1	
AUOR PRO	DGRAM R	EQUIREM	ENTS (30 credits)		
Attribute	Course		Title	Credits	Min. Grad
	Accredit	ed Certific	cate ²	up to 24 ³	<u> </u>
propries massing controls	BMRT	11000	Introduction to Business	3	
	BMRT	11009	Introduction to Management Technology	3	Se tota on telestamantes
DITIONA	PROGR	AM REQU	IREMENTS (35 credits)		
Attribute	Course		Title	Credits	Min. Grad
alimenters and a second	ACTT	11000	Accounting I-Financial		Benedikan kantan kantan dan benedikan bendaran bendaran bendaran bendaran bendaran bendaran bendaran bendaran
	ACTT	11001	Accounting Il-Managerial	4	
	BMRT	31006	Human Resources Management		Bygistanskii sistanskiisiin men
KAD	COMM	15000	Introduction to Human Communication	3	) English paramatan ang ang ang ang ang ang ang ang ang a
	COMT	11000	Introduction to Computer Systems	3	
KSS	ECON	22060	Principles of Microeconomics	3	
1713C 1177 11 11 11 11 11 11 11 11 11 11 11 1	ENG	20002	Introduction to Technical Writing	3	
KMC	MATH	11010	Algebra for Calculus	3	constitution statement from
	Kent Co	re Compo	osition	3	l Lanconstantion of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contra
e edinibul des de un desideg de j	Kent Co	re Humar	nities and Fine Arts	3	
	Kent Co	re Basic S	Sciences	3	-

- 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. If credits awarded for accredited certificate are fewer than 24 hours, additional courses in Applied Business Technology must be taken in order to meet the required 30 credit hours in the Technical Courses section. Credits are awarded after the completion of program requirements
- 3. Based on Council for Adult and Experiential Learning (CAEL) ratio of 1 vocational credit to 30 clock hours.





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EPC Agenda | 20 March 2017 | Attachment 3 | Page 7 Roadmap: Allied Health Management Technology - Associate of Technical Study

RE-ATS-AHMT

Regional College 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	Course Subject and Title	Credit Hours	Min. Grade	Major GPA	Attribute	Notes
	er One [13 Credits]					
Jp to 24 CAEL) r najor.	credit hours awarded (only after the completion of program reatio of 1 vocational credit to 30 clock hours; documentation o	equirements) a f certification n	re based on nust be pr	n Councesented	il for Adult to campus	and Experiential Learning prior to enrollment in the
!	BMRT 11000 Introduction to Business	3		#		
	COMT 11000 Introduction to Computer Systems	3				
	UC 10097 Destination Kent State: First Year Experience 1	1				
	Business Technology Elective	0-3				
	Kent Core Requirement	3				
	Kent Core Requirement	- 3				
emeste	er Two [13 Credits]		<i>60,</i> 635.00	4 - 2 - 2 - 2 - 2 - 2 - 2		
1	BMRT 11009 Introduction to Management Technology	3		8		
	ACTT 11000 Accounting I - Financial	4				
	COMM 15000 Introduction to Human Communication	3			KAD	
	ECON 22060 Principles of Microeconomics	3			KSS	
	Business Technology Elective	0-3				
emeste	r Three [40 Credits]	Harabeyeta (Kibb		4.50	de comitati	
	ACTT 11001 Accounting II-Managerial	4				
	BMRT 31006 Human Resources Management	3				
	ENG 20002 Introduction to Technical Writing	3				
	MATH 11010 Algebra for Calculus	3			KMC	
	Business Technology Elective	0-3				
	Kent Core Requirement	3				
	Accredited Certificate ²	24		**		

**Graduation Requirements Summary** 

Minimum Total Hours		Minimum
Millimum rotal nouis	Major GPA	Overall GPA
66	2.000	2,000

- 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. If credits awarded for accredited certificate are fewer than 24 hours, additional courses in Applied Business Technology must be taken in order to meet the required 30 credit hours in the Technical Courses section. Credits are awarded after the completion of program requirements. Number of credit hours awarded is based on Council for Adult and Experiential Learning (CAEL) ratio of 1 vocational credit to 30 clock hours.



University Requirements: Applied and technical associate degree-seeking students must fulfill selected Kent Core (general education requirements). For more information about this requirement, please read the following section in the University Catalog: Kent Core - <a href="https://www.kent.edu/catalog/kent-core">www.kent.edu/catalog/kent-core</a>.

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

EPC Agenda | 20 March 2017 | Attachment 4 | Page 1

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	Pr	eparation Date	7-Feb-17	Curriculum Bulletin
	Ef	fective Date	Fall 2017	Approved by EPC
Department	Regional College			
College	RE - Regional Colleg	е		
Degree	ATS - Associate of T	echnical Stud	ly	
Program Name	Emergency Medical	Services Tecl	nnology	Program Banner Code EMST
Concentration(s)	Concentra	tion(s) Banner	Code(s)	
Proposal	Inactivate program			
			ervices Techn	ology (EMST) major within the
Does proposed rev Current total credit	ision change program's hours: Pro	total credit hou oposed total ci		⊠ No
staffing consideration None; there are no major. Units consulted (other)	ons; need; audience; pre	requisites; tea ciated with th	icher education is program an es affected by t	d no coursework unique to the his proposal):
agistergravelinest serviceische meditter austrogieß zu deterver des seines sogweige gegentraließ für s	aaaalkaan an alkan lana kaan kaleesin lan lan lan lan lan lan lan lan lan la	EQUIRED ENI	ORSEMENTS	
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Department Chair /	School Director			
Mary.	Mahn			21717
Campus Dean (for	Regional Campuses pro	posals)		2,24,17
College Dear (or de	ésignee)			
Dean of Graduate S	Studies (for graduate pro	nosals)		/
Death of Orderate C	realise fier Bradate bio	<u> </u>		1 1
Senior Vice Preside	ent for Academic Affairs	or Provost (or	desianee)	



John R. Kasich, Governor John Carey, Chancellor

## PROGRAM INACTIVATION FORM

**Date of submission:** [Date Submitted]

Name of institution: Kent State University

**Program to be inactivated:** Emergency Medical Services Technology major within the

Associate of Technology Study degree (type B)

Date that the inactivation received final approval from the appropriate institutional

**committee:** [Board of Trustees Date of Approval]

Primary institutional contact for the notification:

Name: Therese E. Tillett

**Title:** Executive Director, Curriculum Services

Office of the Provost

**Phone:** 330-672-8558 **E-mail:** ttillet1@kent.edu

# **Educator Preparation Programs:**

Leads to licensure: No Lead to endorsement: No

# 1. Provide the rationale for the inactivation of the program:

Kent State established the associate degree program in emergency medical services technology (ATS degree–type B) in spring 2003. The program was originally offered at the Geauga Campus, and later moved to the Trumbull Campus in 2010.

The intent with its establishment was to provide a completer program that would meet the needs of certified paramedics by providing a broad base of general education and related courses to enhance job opportunities for supervisory positions, as well as providing an opportunity to receive college credit for qualified training and work experience. Upon completion of required coursework, students would receive a maximum of 30 credit hours toward the degree.

The origin of the program came from requests from members of the paramedic management community in the region. A needs assessment in 2000 showed a high interest from both area paramedics and paramedic administrators.

However, that preliminary interest has not manifested itself in program enrollment and graduation numbers. In the past nine years, 23 students, total, (four at Geauga and 19 at Trumbull) were admitted into the major, and 12 students earned the degree.

There is no evidence today to support a need for this specialized program in the region. Many students who enrolled in the program later changed their study to nursing, which offers a completer track for certified paramedics at the associate degree level. In addition, Kent State offers a generalized ATS degree that awards college credit for industry-recognized credentials and allows students to create an individualized plan of study. As such, faculty and administrators at the Trumbull Campus seek to inactivate this program and focus on existing programs that have demonstrated need and interest.

# 2. Indicate number of students currently enrolled in the program:

Three students were enrolled in spring 2017. One will complete the program this year, one is also declared in a bachelor's degree program, and one has withdrawn from the university.

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:

Inactivation of the degree program will have no impact on the currently enrolled students. All courses in the program will continue to be offered regularly, and all student services remain in place; therefore, students may complete the degree program if desired.

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 and staff positions with the inactivation of this degree program. There are no administrators or faculty dedicated to the program, and the program does not contain courses offered solely for the program. Courses in the curriculum (e.g., business, biology, chemistry, mathematics, communication) are offered for other degree programs and taught by faculty in their respective departments.

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 the Kent State University 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, registrar and financial aid.

## 6. Indicate the final date that the program will be operational:

Inactivation is planned, officially, as of fall 2017. Once approval is granted for the inactivation, no students will be able to declare the program from that point on.

Respectfully,

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

# Proposal Summary Inactivation of the EMST Major within the Associate of Technical Study [ATS] Degree

# Description of Action, Including Intended Effect

Inactivate the Emergency Medical Services Technology [EMST] major within the Associate of Technical Study (ATS) degree. This degree was established in and is offered exclusively at the Trumbull Campus. The degree was created in order to provide students with a paramedic certificate credit hours and a pathway into an associate degree program. However, over the years we have seen very little interest from these paramedics in this degree (they seem more interest in pathways into nursing programs). After offering the degree program for many years, there is no evidence to support a need for the program in the area. As such, the campus seeks to inactivate this degree and focus on existing programs that have demonstrated need and interest.

# Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

No impact on other programs or staffing. There are no students currently enrolled in the major. There are no courses unique to the program.

# Fiscal, Enrollment, Facilities and Staffing Considerations

There are currently no students enrolled in this program and no faculty are assigned to this program.

# 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 have load devoted to this area. Regional College advisors, Admissions, and Student Financial Aid will be notified of this inactivation.

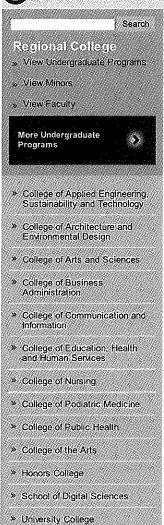
Timetable and Actions Required: a chronology of actions required to approve the proposal with an anticipated implementation date for each action

Trumbull Campus Faculty Council, Spring 2017 Regional College Curriculum Committee, Spring 2017 Educational Policies Committee, Spring 2017





# Kent State University Catalog 2016 - 2017



# Emergency Medical Services Technology - A.T.S.

Kent State University 2016 Catalog > Regional College > Undergraduate Programs > Emergency Medical Services Technology - A.T.S.



College Regional College

Campusies) Trumbull

Department Regional College

Resources Roadmaps

Program Requirements

Academic Policies

Description

The Associate of Technical Study in Emergency Medical Services Technology is for students who have completed a state-certified paramedic training program and hold a current paramedic certificate. Interested students must meet with an advisor to be admitted. Upon admissions, students are granted 30 credit hours toward the degree on the basis of their paramedic certification training. In addition, they must successfully complete a minimum 32 hours of coursework. The degree is available at the Trumbull

Admission Requirements

Applicants must have a high school diploma or its equivalent and have a completed a state-certified paramedic training program and hold a current paramedic certificate.

All seven of Kent State's regional campuses are accessible to students who hold a high school diploma or GED. Admission decisions are based on cumulative grade point average, ACT and/or SAT scores, strength of high school college preparatory curriculum and grade trends. Check with the Regional Campus Admissions Offices to determine application requirements, as they may differ among

For more information about admission criteria for transfer, transitioning and former students, please visit the admissions website.

Graduation Requirements

Minimum 62 credit hours, Minimum 2.000 overall and major GPA.

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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
- » 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

Emergency Medical Services Technology - A.T.S. Program Requirements
Kent State University 2016 Catalog > Regional College > Undergraduate Programs > Emergency Medical Services Technology A.T.S. > Emergency Medical Services Technology - A.T.S. Program Requirements

Attribute 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.

Attribute	Course		Title.	Credits	Min. Grade
	UC	10097	Destination Kent State: First Year Experience ¹	1	
MAJOR F	ROGRAM	REQUIREN	MENTS (41 credits) Courses count in major GPA		
\ttribute	Course		Title	Credits	Min. Grade
	BMRT	11009	Introduction to Management Technology	3	a   
KBS	BSCI	10001	Human Biology (3) or	3	-
	BSCI	20021	Basic Microbiology (3) 2		
KBS	CHEM	10050	Fundamentals of Chemistry	3	
KBS	СНЕМ	10052	Introduction to Organic Chemistry	2	Bostonassassas testestinas
perilic recomment	Paramed	dic certifica	tion ³	30	
ADDITIO			JIREMENTS (20-21 credits)		
Attribute	Course		Title	Credits	Min. Grade
KAD	COMM	15000	Introduction to Human Communication	3	
KMC KMC		11009 11010	Modeling Algebra (4) or Algebra for Calculus (3)	3-4	
25224	Kent Cor	e Compos	ilion	3	
-2.50 4-2.50.000	Kent Cor	e Humanit	ies and Fine Arts	3	
aira i inquirataina	Kent Cor	3			
	General Number		elective credits required depends on meeting minimum 62 credit hours.	5	
-0-01-0-0-0110-02000	radions		MENIMUM TOTA	L: 62	

- 1. UC 10097 is not required of transfer students with 25 credits (excluding College Credit Plus) or students age 21+ at time of
- 2. Recommended for students planning to pursue the Bachelor of Science in Nursing.
- 3. Students must submit a copy of their paramedic certificate at the time of admission into the program; credit is awarded after minimum 32 hours of coursework.
- 4. PSYC 11762 is recommended for students planning to pursue the Bachelor of Science in Nursing.

DELECTION



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EPC Agenda | 20 March 2017 | Attachment 4 | Page 7

Roadmap: Emergency Medical Services Technology -Associate of Technical Study

RE-ATS-EMST Regional College 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	Course Subject and Title	Credit Hours	Min. Grade	Major GPA	Attribute	Notes
emester On	e [13 Credits]					
	irs awarded (only after the completion of program require ertificate at the time of admission into the program.	ments-32 hours	i) are on t	he basis	of students	submit a copy of their
вм	RT 11009 Introduction to Management Technology	3		ä		
СН	EM 10050 Fundamentals of Chemistry	3		-	KBS	
	TH 11009 Modeling Algebra MATH 11010 Algebra for Calculus	3-4			KMC KMC	
UC	10097 Destination Kent State: First Year Experience 1	1				
Ker	nt Core Requirement	3				
emester Tw	o [13 Credits]					
Ger	neral Electives ²	5				
СН	EM 10052 Introduction to Organic Chemistry	2		8	KBS	
co	MM 15000 Introduction to Human Communication	3			KAD	
Ken	nt Core Requirement	3				
emester Th	ree [36 Credits]					Bertola Barrela
	Cl 10001 Human Biology 3SCl 20021 Basic Microbiology ³	3		<b>E</b>	KBS	
······································	t Core Requirement	3				
Par	amedic certification ³	30		ш		

#### **Graduation Requirements Summary**

Minimum Total Hours		Minimum	-
	Major GPA	Overall GPA	
62	2.000	2.000	

- 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. Number of general elective credit hours required depends on meeting minimum 62 credit hours.
- 3. Recommended for students planning to pursue the Bachelor of Science in Nursing.
- Students must submit a copy of their paramedic certificate at the time of admission into the program; credit is awarded after minimum 32 hours of coursework.

DELETERE

University Requirements: Applied and technical associate degree-seeking students must fulfill selected Kent Core (general education requirements). For more information about this requirement, please read the following section in the University Catalog: Kent Core – <a href="https://www.kent.edu/catalog/kent-core">www.kent.edu/catalog/kent-core</a>.

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

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	Prepara	ition Date	7-Feb-17	Curriculum Bulletin
	Effective	e Date	Fall 2017	Approved by EPC
			2018	
Department	Regional College			
College	RE - Regional College			
Degree	ATS - Associate of Techni	ical Stud	ly	
Program Name	Industrial Trades Technol	ogy	Program Bann	er Code ITTN
Concentration(s)	Concentration(s	) Banner	Code(s)	
Proposal	Inactivate program			
Study (ATS) degr	e Industrial Trades Technolo ee program.			n the Associate of Technical
Does proposed rev Current total credit	vision change program's total on the hours:  Propose		rs?	⊠ No
staffing considerat None; there are n	n other programs, policies or p ions; need; audience; prerequi o full-time faculty associated of other campus programs.	sites; tea	icher educatio	n licensure):
•	her departments, programs or Faculty Council, Regional (	-	•	
	REQUI	RED EN	ORSEMENT	S
Department Chair	School Director			217 12117
Campus Dean (for	Regional Campuses proposal	s)		2,24,17
College Dean (or d	eşignee)	,		
Dean of Graduate	Studies (for graduate proposal	s)		
Senior Vice Preside	ent for Academic Affairs or Pro	vost (or	designee)	



John R. Kasich, Governor John Carey, Chancellor

## PROGRAM INACTIVATION FORM

**Date of submission:** [Date Submitted]

Name of institution: Kent State University

**Program to be inactivated:** Industrial Trades Technology major within the

Associate of Technology Study degree (type B)

Date that the inactivation received final approval from the appropriate institutional

**committee:** [Board of Trustees Date of Approval]

Primary institutional contact for the notification:

Name: Therese E. Tillett

**Title:** Executive Director, Curriculum Services

Office of the Provost

**Phone:** 330-672-8558 **E-mail:** ttillet1@kent.edu

# **Educator Preparation Programs:**

Leads to licensure: No Lead to endorsement: No

# 1. Provide the rationale for the inactivation of the program:

Kent State established the associate degree program in industrial trades technology (ATS degree–type B) in 1995 on the Geauga Campus and in 1996 on the Trumbull Campus.

The degree program was established originally to fulfill a request from the Chrysler Stamping Plant in Twinsburg to provide continuing education to its employees. The major was designed as a completer program for students who finished four years of apprenticeship/journeyman training approved by the Bureau of Apprenticeship and Training. Upon completion of required coursework, students would receive a maximum of 30 credit hours for the apprenticeship training toward the degree.

Never a large program to begin with, over the years, enrollment in the program has continually dropped, from a high of 22 students in 2000 to a low of one or two students in 2011 onward. The Chrysler Plant closed completely in 2010, prompting the inactivation of the program on the Geauga Campus in 2011.

There is no evidence today to support a need for this specialized program in the region. Kent State offers a generalized ATS degree that awards college credit for industry-recognized credentials and allows students to create an individualized plan of study. As such, faculty and administrators at the Trumbull Campus seek to inactivate this program and focus on existing programs that have demonstrated need and interest.

## 2. Indicate number of students currently enrolled in the program:

Two students were enrolled in spring 2017. One student started the program in fall 2016, and the other student will complete the program this year.

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:

Inactivation of the degree program will have no impact on the currently enrolled students. All courses in the program will continue to be offered regularly, and all student services remain in place; therefore, the students will be able to complete the degree program as planned.

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 and staff positions with the inactivation of this degree program. There are no administrators or faculty dedicated to the program, and the program does not contain courses offered solely for the program. Courses in the curriculum (e.g., writing, economics, psychology, communication, engineering technology) are offered for other degree programs and taught by faculty in their respective departments.

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 the Kent State University 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, registrar and financial aid.

6. Indicate the final date that the program will be operational:

Official inactivation is planned for fall 2017. Once approval is granted for the inactivation, no students will be able to declare the program from that point on.

Respectfully,

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

# Proposal Summary Inactivation of the Industrial Trades Technology major within the Associate of Technical Study [ATS] Degree

# Description of Action, Including Intended Effect

Inactivate the Industrial Trades Technology [ITTN] major within the Associate of Technical Study (ATS) degree. This degree was established in and is offered exclusively at the Trumbull Campus. The degree was created in order to provide students in an approved apprenticeship program with a pathway into an associate degree program. However, students from those apprenticeship programs have never enrolled in significant numbers into the program and enrollments have remained stagnant for many years. After offering the degree program for many years, there is no evidence to support a strong need for the program in the area. As such, the campus seeks to inactivate this degree and focus on existing programs that have demonstrated need and interest.

# Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

None – there are no faculty in this program and the courses are all offered as part of other programs. There is only one student currently in the program and that student will be able to finish the degree as all of the coursework is routinely available as part of other programs.

# Fiscal, Enrollment, Facilities and Staffing Considerations

None- the course changes in this proposal involves only courses that are already offered and widely available at the regional campuses. There will be no need for additional staffing or facilities.

## Evidence of Need and Sustainability if Establishing

N/A

# Provisions for Phase-Out if Inactivating

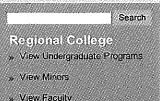
There is currently only one student in the program, but as all of the courses in the program are offered routinely as part of other programs, this student will be able to finish the program without difficulty. Regional College advisors, Admissions, and Student Financial Aid will be notified of this inactivation.

Timetable and Actions Required: a chronology of actions required to approve the proposal with an anticipated implementation date for each action

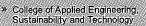
Trumbull Campus Faculty Council, Spring 2017 Regional College Curriculum Committee, Spring 2017 Educational Policies Committee, Spring 2017



# Kent State University Catalog 2016 - 2017



More Undergraduate



•

- College of Architecture and Environmental Design
- College of Arts and Sciences
- College of Business
- 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

#### Industrial Trades Technology - A.T.S.

Kent State University 2016 Catalog > Regional College > Undergraduate Programs > Industrial Trades Technology - A.T.S.



College Regional College

Campus(es) Trumbull

Department Regional College

DELETER

Resources

Roadmaps

**Program Requirements** 

Academic Policies

Description

The Associate of Technical Study in Industrial Trades Technology is a completion program for students who have finished four years of apprenticeship/journeyman training. Apprentices must have completed their training from an organization working in cooperation with the Bureau of Apprenticeship and Training in the U.S. Department of Labor. Interested students must meet with an advisor to be admitted. Students will be granted 30 credit hours on the basis of their apprenticeship training

The Trumbull Campus offers this associate degree completion program for students who have completed four years of apprenticeship/journeyman training. Apprentices must have completed their training from an organization working in cooperation with the Bureau of Apprenticeship and Training in the U.S. Department of Labor.

Career Opportunities

About 34 percent of all engineering technicians work in manufacturing. Another 25 percent work in professional, scientific, and technical service industries, mostly in engineering or business services companies that do engineering work on contract for government, manufacturing firms or other

in 2008, the Federal Government employed 35,300 engineering technicians. State governments employed 31,300, and local governments employed 25,100. Overall employment of engineering technicians is expected to grow by 5 percent between 2008 and 2018. (Source: Bureau of Labor Statistics)

Admission Requirements

All seven of Kent State's regional campuses are accessible to students who hold a high school diploma or GED. Admission decisions are based on cumulative grade point average, ACT and/or SAT scores, strength of high school college preparatory curriculum and grade trends. Check with the Regional Campus Admissions Offices to determine application requirements, as they may differ among

For more information about admission criteria for transfer, transitioning and former students, please visit the admissions website.

Graduation Requirements

Minimum 66 credit hours, Minimum 2,000 overall and major GPA.

Program Learning Outcomes

Graduates of this program will be able to:

- 1. Demonstrate entry level skills in general industry operations, trades and industrial apprenticeship
- 2. Demonstrate comprehensive skills in machine-tool operations, tool and die design, and general manufacturing processes.



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# Kent State University Catalog 2016 - 2017

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College of Applied Engineering, Sustainability and Technology

College of Architecture and Environmental Design

College of Arts and Sciences

College of Business

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

Industrial Trades Technology - A.T.S. Program Requirements

Kent State University 2016 Cetalog > Regional College > Undergraduate Programs > Industrial Trades Technology - A.T.S. > Industrial Trades Technology - A.T.S. Program Requirements



Attribute 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.

Attribute	Course		Title	Credits Min. Grad
4. L	UC	10097	Destination Kent State: First Year Experience 1	1 1
AJOR PRO	GRAM R	QUIREM	NTS (41 credits) Courses count in major GPA	
Attribute	Course		Title	Credits Min. Grad
	COMT	11000	Introduction to Computer Systems	3
	ENGT	22003	Supervision and Labor Relations	5
16200013	ENGT	22006	Economic Decision Analysis	
	Apprenti	ceship/Jo	urneyman Training ²	30
DDITIONAL	PROGR/	M REQU	REMENTS (24 credits)	
Attribute	Course		Title	Credits Min, Grad
KAD	COMM	15000	Introduction to Human Communication	3
KSS	ECON	22060	Principles of Microeconomics	3
	ENG	20002	Introduction to Technical Writing	
KSS	PSYC	11762	General Psychology	3
AVARUATION O TAMBOANA		re Compo		3 .
******************			atics and Critical Reasoning	<b>3</b>
2	Kent Co	re Fine Ar	s and Humanities	3
unchen mannet mit behand e			ciences	

- 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. 30 credit hours awarded on the basis of an apprenticeship certificate in an industrial trades program working in cooperation with the Bureau of Apprenticeship and Training in the U.S. Department of Labor





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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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# Roadmap: Industrial Trades Technology - Associate of Technical Study

RE-ATS-ITTN Regional College

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 (I) 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
re-Major						
	rs awarded (only after completion of program requiremen					
	am working in cooperation with the Bureau of Apprentices	ship and Trainii	ng in the l	J.S. Depa	artment of L	abor.
emester On	e [13 Credits]				100 CA 1600	
co	MT 11000 Introduction to Computer Systems	3		=		
PS	YC 11762 General Psychology	3			DD/KSS	
uc	10097 Destination Kent State: First Year Experience 1	1				
Ker	t Core Requirement	3				
Ker	t Core Requirement	3				
emester Tw	o [12 Credits]	SEARSON LOVE	nti (Arman Ata	Garage ett 6	State or vetas vila	Verte et else muite in 700 sterik in 1900 st
col	MM 15000 Introduction to Human Communication	3			KAD	
ECC	ON 22060 Principles of Microeconomics	3			KSS	
ENG	3 20002 Introduction to Technical Writing	3				
ENG	GT 22006 Economic Decision Analysis	3		•		, , , , , , , , , , , , , , , , , , , ,
emester Thi	ree [41 Credits]					
EN	GT 22003 Supervision and Labor Relations	5				
	t Core Requirement	3				***************************************
Ken	t Core Requirement	3				
App	renticeship/Journeyman Training ²	30		-	<del>                                     </del>	

#### **Graduation Requirements Summary**

Minimum Total Hours		Minimum
minimum Total Flours	Major GPA	Overall GPA
66	2.000	2.000

- 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. 30 credit hours awarded on the basis of apprenticeship certificate in an industrial trades program working in cooperation with the Bureau of Apprenticeship and Training in the U.S. Department of Labor. Credits are awarded after the completion of program requirements.



University Requirements: Applied and technical associate degree-seeking students must fulfill selected Kent Core (general education requirements). For more information about this requirement, please read the following section in the University Catalog: Kent Core – <a href="https://www.kent.edu/catalog/kent-core.">www.kent.edu/catalog/kent-core.</a>

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

# New Graduate Degree Program Development Plan Master of Science in Clinical Epidemiology

The Kent State University (KSU) College of Public Health (CPH) was established in 2009 and is fully accredited by the Council on Education for Public Health (CEPH). The CPH offers bachelor, master, and doctoral degrees in a wide range of disciplines. Our Bachelor of Science in Public Health (BSPH) offers nine degree concentrations, the Master of Public Health (MPH) offers five specializations, and the PhD offers three specializations. In spring 2017 the CPH includes 640 undergraduate, 215 MPH, and 45 PhD students. Our faculty and students are engaged in research designed to address some of today's most important public health issues including substance abuse, active living, chronic disease, infectious disease, clinical research, violence prevention, and management of public health organizations.

# 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 proposal is for an online Master of Science (MS) in Clinical Epidemiology in the CPH. The CPH is fully accredited by CEPH and the new MS degree does require CEPH accreditation. This degree will provide students with advanced methodological training in clinical epidemiology with a focus on the skills that are needed to conduct health research in a clinical setting. To become a Clinical Epidemiologist, students need to pursue a Master's degree. This degree is different than the existing MPH specialization in Epidemiology which is practice-based and requires broad education in all areas of public health. While the MPH does provide students the skills to conduct epidemiology research, the proposed degree requires more clinical methodology and research experience. Graduates with the MS will be more competitive in regards to obtaining clinical research jobs in hospitals or medical schools, clinical trials organizations, and pharmaceutical and insurance companies. The MS degree teaches methodological skills that are more advanced than the BSPH in Clinical Trials Research and graduates will be able to obtain entry-level or mid-level positions on research teams in clinical settings.

The focus of the MS in Clinical Epidemiology is epidemiology and biostatistical methods related to clinical trials and clinical research. Students will understand good clinical practices, clinical trials design, management, and statistical analysis, study monitoring, pharmaceutical research, and regulations related to clinical research.

Clinical epidemiology is a subfield in Epidemiology that focuses on research conducted in a clinical setting. The emphasis is on medically defined populations versus epidemiology in public health which studies disease trends in populations. The field of clinical epidemiology is growing, largely due to our aging population and advances in medical care, and well-trained graduates with a MS in Clinical Epidemiology will be able to find jobs as an Epidemiologist, Research Analyst, Clinical Research Assistant/Associate, Clinical Epidemiologist, Research Scientist, or Research Associate, among other titles. These students are highly employable upon graduation.

# 2. Description of the proposed curriculum.

The MS in Clinical Epidemiology is a 37 credit hour degree that can be taken 100% online or as a hybrid program. Admissions criteria include a 3.0 minimum undergraduate GPA and submission of

¹ http://www.careersinpublichealth.net/careers/clinical-epidemiologist

² Mosby's Medical Dictionary, 9th edition. © 2009, Elsevier

GRE scores. Students from any undergraduate degree may apply and applicants will be admitted after a comprehensive review of GPA-courses/GRE/recommendations. The coursework is designed around the eight domains of core competencies delineated by the Joint Task Force for Clinical Trial Competency. There are classes in this degree that are currently offered fully online and in the traditional format; therefore, students may choose to take classes in either format (100% online or hybrid). There are 7 required classes (22 credits) and 3 electives (9 credits). Included in the curriculum are 6 credits hours of thesis or research intensive practicum. Classes marked with ** are included in the BSPH and MS programs (40/60000 levels). Courses taken at the 60000 level require additional readings and exercises that are aimed at a higher more critical level of learning. Some exercises are semester long projects and others require synthesizing more in depth research materials such as literature on a drug or device. The courses in Table 1 are included in the curriculum:

Table 1: Cour	rses, credits, course format, and instructor			
Course #	Course Title (term)	Credits	Current course and format	Current or proposed instructor
Required Co	ourses (22 credits)			
BST 52019	Biostatistics in Public Health (fall 1)	4	Currently online and traditional	Abbey Eng, PhD (Biostatistics)
EPI 52017	Fundamentals of Public Health Epi (fall 1)	3	Currently online and traditional	Heather Beaird, PhD (Epidemiology)
BST 63014	Applied Regression Analysis (spring 1)	3	Currently taught traditional	Vinay Cheruvu, PhD/Peggy Stephens,
			format will be put online	PhD (Biostatistics/Social Behavioral Sci)
EPI 63016	Principles of Epidemiologic Research (spring 1)	3	Currently taught traditional	Madhav Bhatta, PhD (Epidemiology)
			format will be put online	
EPI 50013	Clinical Epidemiology Basics (sum1 or fall2)**	3	Currently Online	Melissa Zullo, PhD (Epidemiology)
EPI 50014	Clinical Trials Management (sum1 or fall 2)**	3	Currently Online	Jennifer Eaton, PhD (Director of
				Research at Summa Health System)
BST 63013	Experimental Designs in Public Health Res. (fall 2)	3	Currently online	Vinay Cheruvu, PhD
Electives - p	ick three (9 credits)			
EPI 50017	Pharmacoepidemiology (spring 2)**	3	Currently online	Martha Blackford, PharmD
				(Pharmacologist - Akron Children's)
EPI 50015	Scientific Writing for Clinical Research (fall 2)**	3	Currently online	Maggie Stedman-Smith, PhD (EVHS)
EPI 50018	Regulatory Affairs in Clinical Research (Spr 2)**	3	Currently online	Steve Schmidt, PhD (NEOMED)
EPI 63014	Chronic Disease Epidemiology (fall 2)	3	Currently taught traditional	Heather Beaird, PhD (Epidemiology)
			format will be put online	
EPI XX	Clinical Database Design and Management (fall 2)	3	TBD	Julie Schaefer, PhD (Research Scientist at
				Medical Mutual/Kent adjunct)
Thesis or Re	esearch-based Practicum (6 credits)			
EPI XX	Thesis (fall 2/spring 2)	6	TBD	Program Director/FTNTT hired in yr 2
EPI XX	Research-based practicum (fall 2/spring 2)	6	TBD	Program Director/FTNTT hired in yr 2

The thesis option will be a traditional student led research study with active faculty mentoring. The student will work with the faculty advisor to develop their research question and design the study. The student will carry out the study in a setting approved by the advisor. The student will identify a preceptor in the research setting in which the student will conduct the study. The student will defend the thesis upon its completion. The defense will generally take place via videoconferencing technology using Skype or Blackboard Collaborate. Local students will be encouraged to defend the thesis in person.

Students may also choose a research-based practicum rather than a thesis. These practicums must be approved by the practicum coordinator in advance of initiation. Practicum placement must be in a research intensive organization. There must be a faculty advisor and site preceptor who oversees the practicum. The student must play an active role in all aspects of a research study. This includes for example, the Institutional Review Board application, creation of study forms, consent, and data collection, management, analysis, and publication ready manuscript. The practicum will be presented to the CPH in a practicum/research presentation day in person or using videoconferencing.

³ http://www.coapcr.org/wp-content/uploads/2014/10/Powerpoint-Competencies.pdf

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

The MS in Clinical Epidemiology will be housed in the Department of Biostatistics, Environmental Health Science, and Epidemiology in the CPH. The program will have a director who is currently the director of the BSPH in Clinical Trials Research

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.

## **Student Demand**

A November 2016 survey of 225 undergraduate and graduate students who were sent a survey through the CPH listserve indicated that 70% (n=50) of responding seniors were extremely/very interested and 44% (n=16) of juniors were extremely/very interested in the MS degree. Overall, 53% of students surveyed were extremely/very interested in the MS while only 5% (n=11) were not at all interested. Of graduate students, 66% (n=56) were extremely/moderately likely to take electives.

The job titles for a graduate with a MS in Clinical Epidemiology are diverse and a job search requires entering multiple titles. These titles include: Epidemiologist, Research Scientist, Clinical Research Associate, Clinical Data Specialist, Research Assistant, and Clinical Epidemiologist, etc. The job outlook from United States Bureau of Labor Statistics for the title "Epidemiologist" with a Master's degree is a 6% increase from 2014 to 2024. Entry level jobs in the field are generally at the Bachelor's level while director and manager jobs typically require or prefer a MS or PhD. Degree requirement also depends on the type of organization. For example, data scientist jobs at insurance agencies and pharmaceutical companies typically requires an MS. The job title Clinical Research Associate (CRA), which typically is an entry level job for a BSPH student, was ranked 9th in Best Jobs in America with ten-year projected job growth of 36%. Higher level jobs in these organizations require/prefer an MS. The Bureau of Labor Statistics reports an expected rise by 22% from 325,800 positions to 396,500 between 2012 and 2022 for CRA.

#### Jobs available

Epidemiologist - 623 jobs nationally⁶; 9 in Ohio⁷

Sustainability/Job Growth Projections

Clinical Epidemiologist – 266 jobs nationally⁸, 9 in Ohio ⁹

Clinical Data Analyst – 7,614 jobs nationally, 10 185 in Ohio 11

Clinical Research Associate - 480 jobs¹² in Ohio; >16,000 nationally¹³

Health Research Scientist – 7,550 jobs nationally¹⁴; 194 in Ohio ¹⁵

http://www.bls.gov/ooh/Life-Physical-and-Social-Science/Epidemiologists.htm

⁵ http://study.com/articles/Clinical Epidemiologist Job Description Duties Outlook and Salary.html

⁶ https://www.glassdoor.com/Job/jobs.htm?suggestCount=0&suggestChosen=false&clickSource=searchBtn&typedKeyword=epidemiologist&sc.keyword=epidemiologist&locT=&locId=&jobType=

⁷https://www.glassdoor.com/Job/jobs.htm?suggestCount=0&suggestChosen=false&clickSource=searchBtn&typedKeyword=epidemiologist&sc.keyword=epidemiologist&locT=S&locId=2235&jobType=

⁸ https://www.glassdoor.com/Job/clinical-epidemiologist-jobs-SRCH_KO0,23.htm

⁹ https://www.glassdoor.com/Job/jobs.htm?suggestCount=0&suggestChosen=false&clickSource=searchBtn&typedKeyword=clinical+epidemiologist&sc.keyword=clinical+epidemiologist&locT=S&locId=2235&jobType=

¹⁰ https://www.glassdoor.com/Job/jobs.htm?suggestCount=0&suggestChosen=false&clickSource=searchBtn&typedKeyword=clinical+data+analyst&sc.keyword=clinical+data+analyst&locT=&locId=&jobType=

[&]quot;https://www.glassdoor.com/Job/jobs.htm?suggestCount=0&suggestChosen=true&clickSource=searchBtn&typedKeyword=clinical+data+&sc.keyword=clinical+data+analyst&locT=S&locId=2235&jobType=

¹² http://www.indeed.com/q-Clinical-Research-Associate-l-Ohio-jobs.html

¹³ https://www.indeed.com/jobs?q=clinical+research+associate&l=

¹⁴https://www.glassdoor.com/Job/jobs.htm?suggestCount=0&suggestChosen=false&clickSource=searchBtn&typedKeyword=health+research+scientist&sc. keyword=health+research+scientist&locT=&locId=&jobType=

Research Assistant/Associate – 376 in Ohio¹⁶

# Similar programs in the State of Ohio and region

- Case Western Reserve University offers a MS in Epidemiology (not focused on clinical research).¹⁷
   CWRU also offers a MS in Clinical Research for those with a MD, DDS, doctorate in nursing or allied sciences such as Pharmacy, or Biomedical Engineering. This program is for clinicians who want research training. CWRU offers a graduate certificate in Clinical Research with four classes.¹⁸
- The Ohio State University offers a Master of Applied Clinical and Preclinical Research in combination with the Colleges of Nursing, Pharmacy, and Medicine. The degree is 100% online. While this program is the closest to the proposed MS degree at KSU, the OSU program is practice based (requires a capstone) while the KSU program is research focused (students take methodological courses that will allow them to design and carry out research studies and requires a thesis or research intensive practicum). The OSU program is a 36 credit hour program. There are four specializations: Clinical Research Management, Regulatory Affairs, Safety Pharmacology, and Clinical Pharmacology.
- The Ohio State University College of Public Health also offers a MPH in Clinical and Translational Science which is directed as clinicians (e.g., MD, DO, DDS, DVM, PharmD) who want additional training in clinical research.
- The University of Pittsburgh offers a MS in Clinical Research that is geared towards medical students, fellows, and faculty (i.e., must have a terminal degree). This program is for clinicians who want research training.
- The University of Michigan offers a MS in Clinical Research that requires students to be currently enrolled in a professional or doctoral program in Medicine, Nursing, Pharmacy, Dentistry, or other health-related degree. ²¹ This program is for clinicians who want research training.

The CWRU, OSU (1 of 2), Pitt, and UM programs differ from the Kent State program in that they are geared towards clinicians who want additional training to conduct and lead research studies in a clinical setting. The Kent State program is geared towards students coming out of a bachelor's degree who want a graduate degree to be able to work on a team conducting clinical research.

## 5. Prospective enrollment.

Based off projections from the HPM online MPH, we anticipate a 1st year cohort of 20 students, a 2nd year cohort of 30 students, and a 3rd year cohort of 40 students, capping at 40. A student enrolling fulltime will take 7.5 classes per year.

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

It is a goal of the CPH to enroll and retain underrepresented students. This is particularly important in clinical research fields. The National Science Foundation report on Women, Minorities, and Persons

¹⁵https://www.glassdoor.com/Job/jobs.htm?suggestCount=0&suggestChosen=false&clickSource=searchBtn&typedKeyword=health+research+scientist&sc. keyword=health+research+scientist&locT=S&locId=2235&jobType=

¹⁶ https://www.indeed.com/jobs?q=health+research+coordinator&l=OH

¹⁷ http://casemed.case.edu/CRSP/eligibility.cfm

¹⁸ http://casemed.case.edu/CRSP/Certificate.cfm

¹⁹ https://macpr.osu.edu/about-degree

²⁰ https://www.icre.pitt.edu/degrees/degrees.aspx

²¹ https://www.michr.umich.edu/mscr-application-instructions

with Disabilities in Science and Engineering (2013)²²shows that in 2010 only 13% of Master's degrees were granted to underrepresented minorities in social science and engineering fields and black women made up only 2% of employees in the science and engineering fields. A major priority of Kent State is to put students first which includes the initiative of strengthening diversity and the cultural competence of students, faculty, and staff system wide. The CPH is particularly sensitive to the issue of recruitment, retention, and graduation of underrepresented student populations and now of developing clinical research professionals that are from these groups. Our graduate student body is composed of approximately 30% from underrepresented groups. The college has a comprehensive Strategic Diversity Plan. The plan includes addressing diversity through curriculum; competencies; practicums and internships that offer experiences to work with diverse individuals/groups; selfassessment of diverse experiences by students/staff/faculty; an annual diversity symposium; and recruitment of underrepresented students through targeted recruitment events. The diversity rate in the CPH is higher than that of the University. In addition, the CPH Diversity and Inclusion Committee meets every semester to review diversity measures, discuss concerns/make suggestions to the CPH for programs, policies, and procedures. The committee assures regular evaluation of diversity goals.

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

The faculty who will teach the courses and mentor students on their research are all current FTTT, FTNTT, or adjunct faculty (n=3) who teach in Epidemiology/Biostatistics or Clinical Trials Research. All faculty have a terminal degree in their specialization (PhD or PharmD) and have appointments at Kent State (see Table 1). The faculty who will teach in the program have extensive experience developing and teaching online classes. The college has extensive experience in online education with four online undergraduate degrees and one current and one new (fall 2017) online graduate degree. All online courses follow the standards set forth in the Quality MattersTM rubric. The college also employs two online educational technologists and utilizes the Office of Continuing and Distance Education which has online technologists who have worked extensively with our faculty and staff in online curricular development.

There are no new facilities requirements.

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

There are no new facilities needed as this is an online program. Current faculty levels meet the needs of the new degree for the first year. In year two we have budgeted for a FTNTT faculty.

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

Budget projections are for 20, 30, 40, and 40 students over the first 1, 2, 3, and 4 years of the program. Revenue is estimated at \$156,400 in years 3 and 4. The director of the program will teach 2 classes in the degree. The table on page 2 lists the faculty who currently teach the courses for this degree. Currently all classes except two required and two electives are offered online. This degree program is capitalizing on what is already in existence. The Dean of the CPH is committed to offering the online degree program as it meets student needs and demand as well as the needs of local and regional employers.

²² https://www.nsf.gov/statistics/wmpd/2013/pdf/nsf13304_digest.pdf



To: Educational Policies Council

**FROM:** Senior Vice President and Provost Todd A. Diacon

**SUBJECT:** Agenda for Monday, 17 April 2017

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

**DATE:** 10 April 2017 UPDATED 17 April 2017

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 14 April 2017, to ensure that the materials are available at the meeting for review.

# JOINT EDUCATIONAL POLICIES COUNCIL

## **ACTION ITEMS**

1. Minutes of meeting on 20 March 2017 Attachment 1

## College of Public Health (presented by Dean Sonia A. Alemagno)

Inactivation of all departments within the College of Public Health. The inactivated departments
are Social and Behavioral Sciences [SBS]; Health Policy and Management [HPM]; and
Biostatistics, Environmental Health and Epidemiology [BEHE].
Effective fall 2017 | Attachment 2

# **GRADUATE EDUCATIONAL POLICIES COUNCIL**

# **ACTION ITEM**

**Division of Graduate Studies** (presented by Dean Melody J. Tankersley)

1. Revision of the Enrollment–Graduate policy and the Candidacy for Doctoral Degree policy to include a statement regarding expectations for course enrollment when students are using university facilities and resources.

Effective Fall 2017 | Attachment 3

#### **GRADUATE EPC AGENDA** continued

#### LESSER ACTION ITEMS

## College of Podiatric Medicine

- Revision of American Podiatric Medical Licensing Examination policy to clarify when pathway II students begin their October clerkship rotation. Effective Fall 2017
- Revision of Attendance policy to add language explaining academic presence verifications and clarify language regarding attendance at external clinical rotations and senior experience attendance. Effective Fall 2017
- 3. Revision of MediaSite policy to rename it Boxcast (live video streaming), which is now used for lecture capture.

Effective Fall 2017

- Revision of Clerkship and Senior Medicine Rotations policy to clarify the breakdown of requirements for senior medicine, completion of clerkship and senior medicine rotations, completion of surveys and feedback and patient logs. Effective Fall 2017
- 5. Establishment of Clinical Affiliation Agreement policy to represent current procedures. The policy reinforces information about affiliation agreements with facilities where students can take clinical rotations. Students are subject to requirements listed in the agreements. Effective Fall 2017
- 6. Revision of Clinical Rotation policy to clarify language regarding attendance requirements at external facilities for clinical rotations. Revision also includes explanation of when fourth-year remedial and clinical make-up rotations are scheduled; explanation of how clinical groups are formed, and rules governing student groups; explanation of patient log requirements and deadlines; and removal of podiatric surgery from a third-year rotation in which students who are unable to pass an examination are given the opportunity for one reexamination. Effective Fall 2017
- Revision of Immunization policy to clarify language regarding recommended immunizations during students' first year.
   Effective Fall 2017
- 8. Revision of Senior Experience policy to clarify events that take place during fourth-year summer. Effective Fall 2017

### **AGENDA UPDATE**

# Update to 23 January 2017 Agenda

1. Amendment from the College of Education, Health and Human Services to revise name of the Educational Administration—K-12 Leadership [EAKL] major within the Master of Education [MED], Educational Specialist [EDS] and Doctor of Philosophy [PHD] degrees. The original name revision that was approved by EPC (January 2017), Faculty Senate (February 2017) and Board of Trustees (March 2017) was K-12 Educational Leadership [EDLE]. The college has requested to amend the name to Educational Leadership K-12 [EDLE]. Effective Fall 2017

# UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

#### **INFORMATION ITEMS**

# College of Applied Engineering, Sustainability and Technology

- Initial inquiry to establish a Mechanical Engineering Technology major within the Bachelor of Science degree. The program currently exists as a concentration within the Applied Engineering major. A full proposal will come to EPC for a vote at a later date. Attachment 4
- Initial inquiry to establish a Mechatronics Engineering Technology major within the Bachelor of Science degree. The program currently exists as a concentration within the Applied Engineering major. A full proposal will come to EPC for a vote at a later date. Attachment 5

# Regional College

3. Temporary suspension of admission to the Manufacturing Engineering Technology [MFET] major within the Associate of Applied Science [AAS] degree, offered at the Trumbull Campus. Effective Fall 2017 | Attachment 6

### LESSER ACTION ITEMS

## College of Education, Health and Human Services

 Revision of Admission to Advanced Study policy for teacher education programs. Revision includes adding a statement that all GPA minimums must be met at time of application. Effective Fall 2017

## Regional College

2. Inactivation of two concentrations in the Technical and Applied Studies [TAS] major within the Bachelor of Technical and Applied Studies [BTAS] degree. The concentrations are Industrial Security [IDSE] and Fire and Emergency Services Administration [FESA]. There are no students enrolled in the IDSE concentration, and one student in the FESA concentration (who is planning to change programs). In addition, all (13) FESA courses will be inactivated (none have been offered since they were established in 2012).
Effective Fall 2017

### AGENDA UPDATE

# Update to 23 January 2017 Agenda

 Correction from the Regional College to revise course requirements for the Radiologic Technology [RADT] major within the Associate of Applied Science [AAS] degree. Revision includes adding AHS 24010 as either/or with HED 14020; adding as required AHS 14016, AHS 24014, AHS 24028, RADT 14034, RADT 14085 and RADT 24016; and removing as required RADT 14016, RADT 14022, RADT 24006, RADT 24014 and RADT 24028. Minimum total credit hours to program completion decrease, from 73 to 66. Effective Fall 2017

# UNIVERSITY REQUIREMENTS CURRICULUM COMMITTEE

## Course Approved for Experiential Learning Requirement Effective Fall 2018

# **COURSE REVISIONS**

# Course Revisions Effective Fall 2017 Course Revisions Effective Spring 2018 EDUC 20092 Practical Experience in Education, Health and Human Services (1-12) ........... New LIS LIS PH 22001 Plagues and Pandemics: How Infection Shaped Culture and History (3)...... Establish **COURSE UPDATES** Updates to the 20 February 2017 EPC Agenda The following courses are new, not revised: The following course revisions are withdrawn: AHS 24014 Advanced Imaging (2) RADT 14075 Clinical Education IV (3) 24028 Radiologic Pathology (3) RADT 24014 Advanced Imaging (3)

RADT 14085 Clinical Education IV (2)

RADT 24016 Imaging Physics (3)

RADT 24015 Clinical Education V (3) RADT 24006 Radiologic Physics (4)

RADT 24028 Radiologic Pathology (3)

# Update to the 23 January 2017 EPC Agenda

The following new course is withdrawn:

RADT 24018 Clinical Education V (3)



# Educational Policies Council Minutes of the Meeting Monday, 20 March 2017

Ex-Officio Members present (or represented): Senior Vice President for Academic Affairs and Provost Todd Diacon; Faculty Senate Chair Deborah C. Smith; Deans Sonia A. Alemagno, James K. Bracken, Barbara A. Broome, Eboni J. Pringle, Amy L. Reynolds; Interim Deans Nathan Ritchey, Robert Sines; Associate Deans Alicia R. Crowe (representing Interim Dean Mark A. Kretovics), Janis H. Crowther, Mary Ann Haley (representing Dean James L. Blank), Stephen A. Mitchell, Cynthia Stillings (representing Dean John R. Crawford-Spinelli), Wendy A. Umberger; Interim Associate Dean Danielle S. Coombs; Assistant Dean Elizabeth Sinclair-Colando (representing Dean Deborah F. Spake): Assistant Director Susan R. Peti (representing Interim Director Jeffrey W. Fruit)

**Ex-officio Members not present (or represented):** Dean Mark S. Mistur, Melody J. Tankersley; Interim Dean Donald F. Palmer; Senior Associate Dean Vincent J. Hetherington; Associate Deans Robert D. Hisrich, I. Richmond Nettey, William T. Willoughby; Assistant Dean Kenneth J. Burhanna

**Faculty Senate-Appointed Representatives present (or represented)**: Professor Donald L. White; Assistant Professor Terrence L. Uber

**Faculty Senate-Appointed Representatives not present (or represented):** Professors Jay M. Jahangiri, Susan J. Roxburgh, Robin R. Selinger; Associate Professors Soumitra Basu, Farid S. Fouad; Assistant Professors Vinay K. Cheruvu, James E. Seelye

Council Representatives present (or represented): Associate Professors Catherine E. Goodall, Jan C. Leach, Jonathan F. Swoboda, Zhiqiang M. Wang, Melissa D. Zullo; Assistant Professors Lindsay C. Baran, Insook Kim, James D. (Derek) Kingsley, Mary A. Mooney, David B. (Blake) Stringer, Yafen Wang

Council Representatives not present (or represented): Professors Michael W. Chunn, Richard Meindle, Jonathan B. VanGeest; Associate Professors Pamela K. Evans, Richard L. Mangrum, Jayaram (Jay) Muthuswamy, Stacy R. Rose, Robert D. Sturr; Assistant Professors Jonathan P. Fleming, Debra S. Shelestak

**Observers present:** Graduate Student Senate Finance Chair Suparna M. Navale

**Observers not present:** Undergraduate Student Government Director of Academic Affairs Natalia Roman

Consultants and Guests present: Susan M. Augustine, Larry G. Froehlich, Julie Gabella, Jennifer S. Kellogg, Lindsey B. Millan, Susan R. Perry, Jennifer L. Rogers, Therese E. Tillett, Aimee VanDomelen, Catherine M. Zingrone

Senior Vice President for Academic Affairs and Provost Todd A. Diacon called the meeting to order at 3:21 p.m., on Monday, 20 March 2017, in the Governance Chambers of the Kent Student Center.

## Joint EPC Action Item 1: Approval of 20 February 2017 meeting minutes.

Assistant Professor Terrence L. Uber moved for approval of the minutes and was seconded by Dean Barbara A. Broome. No changes, corrections or clarifications were requested.

# Joint EPC Action Item 2: Establishment of a two-day break in October, and revision of Thanksgiving break to become three full days in November.

Associate Dean Alicia R. Crowe moved for approval of the item, and the motion was seconded by Dean Eboni J. Pringle. Provost Diacon presented the item on behalf of Senior Associate Provost Melody J. Tankersley to establish a fall break with a two-day class recess to be implemented on the Thursday and Friday of the eighth week of the semester, and to establish the Wednesday before Thanksgiving as a full day class break. The proposal requests that all classes be canceled during the fall break and the Wednesday before Thanksgiving, on all campuses but all offices and student support offices will be open. Students currently have nearly 11-weeks of uninterrupted classes in the fall between Labor Day and Thanksgiving. For students, this is a really long time to go without having a break, especially for new students who are adjusting to their new surroundings and distance from home.

After examining the Kent State student well-being data, the need for an intentional fall break became clear. The data showed that in late September through October, student need for medical and mental health care peaked. Data is consistent with other institutions across the country, as well as internationally. The implementation of a fall break will help to address this concern.

A committee of representatives from faculty and academic administrators from across the university collaborated to bring forth this proposal. The committee reviewed class data and timing and felt the least instructional impact would be to implement a Thursday-Friday fall break.

An EPC member asked how the shortening of the fall semester to 14 weeks of class time would not violate the state of Ohio's regulation of a 15-17 week semester. Executive Director Therese Tillett responded that with how the state calculates weeks, Kent State's fall semester will still be 16 weeks from start (first day of classes) to finish (last day of exams). The EPC member was concerned with the amount of class time that will be lost and the difference in class days between the fall and spring semester. Provost Diacon acknowledged the member's concern but stated that the way the weeks in the semester are calculated has not changed.

An EPC member asked if there was any rational or thought on shortening the spring semester to keep the semesters the same length. Executive Director Tillett stated that the committee did look at various calendar options and, since the university runs on a full calendar, the entire academic calendar would need to be changed to make the fall and spring semesters the same length, which would cause a rippling effect to a lot of areas. Faculty Senate Chair Deborah C. Smith concurred with Executive Director Tillett about the effects of changing the academic calendar and added that some changes would also extend the faculty contract period, which would lead to negotiations with AAUP.

An EPC member stated that in order for their college to be accredited they must teach a certain amount of material for the students to be prepared to take their board tests. If there is not enough class time, the students will be required to learn material on their own. Provost Diacon acknowledged that for some areas, a fall break will affect how some courses are taught.

Provost Diacon asked if there were any additional questions or discussion, and with none called for a vote. The verbal vote was not unanimous so a card vote was called for. There were 22 cards for the motion and four cards against the motion. The item was passed.

Undergraduate EPC Action Item 1: Inactivation of Allied Health Management Technology [AHMT] major within the Associate of Technical Study [ATS] degree. The degree program, offered fully online and at the Trumbull Campus, has no dedicated faculty and low enrollment and completion since it was established in 2008.

Associate Dean Cynthia R. Stillings motion for approval of the item was seconded by Interim Dean Nathan P. Ritchey. Interim Dean Ritchey asked that Associate Professor Larry G. Froehlich present the items. Associate Professor Froehlich stated that enrollment never developed as anticipated for the three programs (action items 1-3). There are a few students that will need to be notified about the inactivation of the programs, and they can easily be migrated to another, more robust program to finish their degree.

Members did not have any additional questions or discussion, and the item was passed unanimously.

Undergraduate EPC Action Item 2: Inactivation of Emergency Medical Services Technology [EMST] major within the Associate of Technical Study [ATS] degree. The degree program, offered at the Trumbull Campus, has no dedicated faulty and low enrollment over the past several years.

A motion for approval of the item by Interim Dean Robert G. Sines Jr. was seconded by Dean Amy L. Reynolds.

Members did not have any questions, and the item was passed unanimously.

Undergraduate EPC Action Item 3: Inactivation of Industrial Trades Technology [ITTN] major within the Associate of Technical Study [ATS] degree. The degree program, offered at the Trumbull Campus, has no dedicated faculty and low enrollment and completion over the past several years.

Dean Sonia A. Alemagno moved for approval of the item, and the motion was seconded by Dean Broome.

Members did not have any questions, and the item passed unanimously.

With no requests for additional discussion, Provost Diacon adjourned the meeting at 3:48 p.m.

Respectfully submitted,

Jennifer L. Rogers

Administrative Secretary, Curriculum Services

Office of the Provost

EPC Agenda | 17 April 2017 | Attachment 2 | Page 1

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

			Preparation Date	27-Mar-17	Curriculum Bulletin
			Effective Date	Fall 2017	Approved by EPC
	Department				
	College	PH - Public Health	1		
	Proposal	Revise Academic	Unit		
	Proposal Name Proposal to merge existing departments in the College of Public Health into a college of the whole structure  Description of proposal:  The Department of Biostatistics, Environmental Health and Epidemiology, The Department of Health Policy and Management, and The Department of Social and Behavioral Sciences will combine to form one administrative unit in the College of Public Health.  Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need, audience)  This is internal to the College of Public Health and will not impact other units.				
Units consulted (other departments, programs or campuses affected by this proposal): N/A					
	REQUIRED ENDORSEMENTS  Man A James Ken Jakavasa 3 27, 17  Department Chair / School Director				
	Campus Dean (for Re	lensey	roposals)		3 27/17
D	ean of Graduate Stud	dies (for graduate pr	oposals)		/
s	enior Vice President	for Academic Affairs	and Provost (or o	lesignee)	

# Proposal Summary to Establish or Revise an Academic Administrative Structure

# Proposal to merge existing departments in the College of Public Health to a college of the whole structure

The following is from 3343-2-03 University Policy Regarding the Establishment or Revision of Academic Administrative Structures.

# 1. The quality of the faculty, students and programs.

The proposed change to merge the Department of Health Policy and Management, Department of Biostatistics, Environmental Health and Epidemiology and the Department of Social and Behavioral Sciences to revise the structure of the College of Public Health to a college of the whole structure is guided by four major considerations including compliance with University Policy regarding Faculty Tenure (6-14), changes at the national level in accreditation requirements of the Council on Education for Public Health (CEPH) which include an entirely new set of requirements for accredited schools, considerations of efficiency within CPH, and revising the structure to facilitate CPH meeting the University Priorities (please see #3 below related to Comparative advantage versus other structures). The quality of faculty, students and programs in CPH is high and will continue to be so under the new structure.

Our strategic efforts in CPH to develop interdisciplinary courses, integrated core curricula for all concentrations and specializations in the BSPH and MPH, and interdisciplinary research for faculty and students will be facilitated by the college of the whole structure. This is likely to impact not only our ability to maintain accreditation, but to be amongst the accredited colleges worldwide who are moving to new models using integrated team-taught courses and case studies related to real-world public health problems. This will result in quality improvement throughout CPH.

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

Under a college of the whole, we will be able to fund, without additional resources, two additional college-wide administrators. At this time, we have the dean and an associate dean for graduate studies and research. One new administrative position will assist college-wide efforts to coordinate the 7 concentrations in the BSPH. We will also add a dedicated college-wide administrator who will have time to recruit students internationally, develop affiliation agreements with institutions worldwide, and facilitate faculty exchange programs. It is also likely that coordinating experiential learning at the college level will allow for more interdisciplinary approaches for internships and practicums that include group approaches.

# 3. Comparative advantage versus other structures.

There are five major advantages to the proposed college of the whole.

a. Moving from a hierarchical to a flatter organization

The proposed change is supported by 2/3 department FACs (total votes across FACs kk yas (total votes across FACs kk yas (total votes), supported by all three existing department chairs, and unanimously supported by the CAC. There is a majority opinion in CPH that we were better able to meet the challenges related to building an interdisciplinary, accredited college when we were able to relate directly with each other on a daily basis and our students interacted with each other more. As an example, there is a better use of faculty time to meet together in college-wide committees, rather than having three departmental committees feed into a college-wide committee (reducing meeting burden from four meetings to one meeting). CPH has a challenge to understand and meet the new CEPH accreditation for schools and we will be better prepared to use time if we can work together in interdisciplinary teams of faculty and students.

# b. Meeting new CEPH accreditation requirements

Having just recently met the requirements for full accreditation, the new guidelines will be a challenge to implement. Many requirements have changed, but the criteria related to the Foundational Public Health Knowledge are most relevant. Examining the MPH requirements below, one can see how all of the disciplines in CPH (Biostatistics, Epidemiology, Environmental Health, Health Policy and Management, Social and Behavioral Sciences) will need to work together to create integrated assignments, courses and programs.

Profession & Science of Public Health Foundational Public Health Knowledge (MPH)

- 1. Explain public health history, philosophy and values
- 2. Identify the core functions of public health and the 10 Essential Services
- 3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
- 4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
- 5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
- 6. Explain the critical importance of evidence in advancing public health knowledge Factors Related to Human Health
- 7. Explain effects of environmental factors on a population's health
- 8. Explain biological and genetic factors that affect a population's health
- 9. Explain behavioral and psychological factors that affect a population's health
- 10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
- 11. Explain how globalization affects global burdens of disease
- 12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health) <a href="https://ceph.org/assets/2016.Criteria.pdf">https://ceph.org/assets/2016.Criteria.pdf</a>

It is also important to note that there are many new data templates required for accreditation and a college of the whole structure will facilitate compliance with a centralized accreditation data coordinator.

# c. Efficiency

CPH will no longer need three department chairs. We anticipate the need for two centralized administrators that will replace the chairs. This will be a savings of 1 FTE administrator.

# d. Compliance with University Policy 6-14

For the past four years, CPH has not been able to meet the requirements for Faculty Tenure in 6-14 because we have not had four members for each of the three department tenure committees. University Policy does allow a special procedure for enlarging the committing requiring the borrowing of faculty from other units as approved by the FAC, college dean and provost. This process, however, does not provide for a consistent committee to guide junior faculty in CPH. The college of the whole structure will result in a tenure committee sufficiently large to meet university requirements under University Policy 6-14.

# e. Meeting University Priorities

The new structure will free up one of the existing department chairs to devote time to our global initiatives, including recruiting international students, implementing our online programs in international settings, facilitating agreements with international institutions, and developing student and faculty exchange programs.

The new structure will also promote college-wide implementation of the two research centers in CPH: The Center for Public Policy and Health and the Center for Public Health Preparedness. CPH recently moved these two centers from the department to the college level and the new structure will facilitate implementing interdisciplinary faculty and student research teams.

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

There are other colleges at Kent State University that thrive without a department structure, however, the most notable are those related to health professions (College of Nursing and College of Podiatric Medicine).

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

The proposed structural change will not change the increasing demand for graduates from CPH.

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

We are not proposing changes to the programs offered in CPH.

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

As described above, we do envision a greater competitiveness for research with the college of the whole structure.

# 8. Administrative reporting structure.

The major administrative change is that there will no longer be a reporting structure through department chairs. We will implement University Policy regarding Units without Departments. Faculty will report directly to the college dean.

# 9. Space and capital budget needs.

There will be no change in space and capital needs.

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

There are no additional one-time resource needs. The proposed CPH operating budget for AY 2017-2018 is attached.

# 11. Evaluation procedures including academic assessment procedures.

The assessment process in CPH is twofold: University assessment and CEPH accreditation. This will continue the same under the proposed college of the whole.

# 12. A timetable for proposal implementation.

The college of the whole structure will begin Fall, 2017.

## College of Public Health FY2018 Projected Budget with Consolidated Departments

FY18 Budget	5,127,401 4,354,768	859,929 <b>10,342,098</b>	3,920,172	5,643,868	872,639	10,436,679	(94,581)
	<b>Revnues</b> Instructional Revenue SSI Revenue	Other Revenue <b>Total Revenues</b>	<b>Expenses</b> University Overhead Expense	Salaries and Benefits	Non Salary Expenses	Total Expenses	Revenue over Expenses

College of Public Health

**CAC Meeting Minutes** 

March 25, 2017

Present: Drs. Alemagno, Smith, Jefferis, Hoornbeek

Special meeting regarding restructuring of CPH to a college of the whole

#### Dr Hoornbeek moved

"Given recent input from the Provost and the Dean, the CAC supports moving to a College of the Whole for a period of two years, after which there would be a review of the structure of the College of Public Health which would include the Provost, the Dean, and faculty representatives from the College Advisory Committee. The review would evaluate the merits of the new structure and consider alternatives going forward."

#### Dr. Jefferis second

Dean Alemagno reviewed the rationale for moving to a college of the whole including the following points:

#### Compliance

Compliance with University Policy re Faculty Tenure 6-14

#### Accreditation

Compliance with required faculty in interdisciplinary degree tracks as primary instructors

As major accredited schools move to integrated core curricula based on case studies, we will have the ability to work on integrated core curricula for BSPH and MPH with case studies and team teaching meeting the requirement for innovation in teaching

Interdisciplinary internship and practicum initiatives have less administrative obstacles

Centralized data collection, career services, practica coordination, and alumni tracking, all issues flagged by CEPH

#### Efficiency

Reduction of full time administrators 1.FTE as three department chairs become two centralized administrators

Consolidation of administration of online masters programs under one administrator = one primary contact for EverSpring programs

#### **Meeting University Priorities**

Global: Resources are freed up for assigning one centralized administrator to global education and global recruitment

Research: Department based research center now at college level can recruit faculty to interdisciplinary research with the goal of increasing proposal productivity

Vote: 3 in favor, 0 opposed, 0 abstain

Motion approved by CAC.

HPM FAC Meeting March 23, 2017 (Held virtually through the HPM listserv)

Listserv attendees: Alemagno, Brewer, Fischbein, Kenne, Hoornbeek, Lanese, Leahy, Slenkovich, Staley, VanGeest, and Zakariasen

Listserv Members Not voting: Alemagno, Slenkovich, and Zakariasen (Additionally, Fischbein had previously told me three weeks ago that she would not be attending FAC meetings anymore as she is separating from the University. This may mean that she may also not vote.)

The meeting was called to order by Chair Woolverton indicating a single business item, that of the College of Public Health structure. Discussions had taken place at previous meetings.

Member Hoornbeek moved

"Given recent input from the Provost and the Dean, the Health Policy and Management Department supports moving to a College of the Whole for a period of two years, after which there would be a review of the structure of the College of Public Health which would include the Provost, the Dean, and faculty representatives from the College Advisory Committee. The review would evaluate the merits of the new structure and consider alternatives going forward."

The motion was seconded by Peter Leahy.

No discuss was had on the motion. Hearing none, the Chair call the vote. A ballot of "support, oppose, or abstain" was used to tally the votes. An anonymous vote was taken by physical paper or email ballot to Ms. Baker, who collated the de-identified votes.

The votes were: support, 6; oppose, 1, abstain, 0.

The motion carried.

The meeting was adjourned.

Attendees FAC: Peggy Stephens, Eric Jefferis, Mary Step, Kristina Knight, Sheryl Chatfield Other attendees: Ken Zachariasen:

Others present: Jeff Hallam

The motion drafted by John Hoornbeek on March 22, 2017 (wording in italics below) to consider moving from departments to a college of the whole, was distributed by EJ, who asked whether there was a motion to consider this motion. SC motioned to consider; PS seconded. EJ asked whether there was discussion in support of the motion.

#### Hoornbeek Motion:

Given recent input from the Provost and the Dean, the SBS Department supports moving to a College of the Whole for a period of two years, after which there would be a review of the structure of the College of Public Health which would include the Provost, the Dean, and faculty representatives from the College Advisory Committee. The review would evaluate the merits of the new structure and consider alternatives going forward.

Please register your vote by placing a check mark on the space that best reflects your preference:

(the alternatives were for support, oppose, abstain)

Discussion: SC stated in support that she heard yesterday in an information session held by the Dean that the low number of tenured faculty by department limits the ability of the College to have full representation at university level on RTP committees. SC stated that the motion was crafted carefully to allow the faculty the right to reconsider structure in two years.

The FAC agreed to vote. PS counted the votes; SC concurrently counted as a double check.

The votes were 2 for supporting the motion above and 3 for opposing the motion. Motion not carried.

The FAC agreed to continue discussion about considering whether to submit an alternative proposal.

A motion was drafted by members of the SBS FAC (wording below) that proposed:

#### SBS FAC Motion:

The SBS department supports moving into a two-department college. SBS will collaborate with BEHE and HPM to craft the most beneficial structure for the college. (the alternatives were for support, oppose, abstain)

EJ made a motion to vote on this proposal; MS seconded.

The votes were 3 for supporting the motion and 2 for opposing this motion. Motion carried.

EJ will take the results of both votes to the CAC.

#### Alemagno, Sonia

From:

Alemagno, Sonia

Sent:

Monday, March 27, 2017 8:49 AM

To:

Alemagno, Sonia

Subject:

FW: Minutes BEHE--College of the Whole

From: James, Mark

Sent: Friday, March 24, 2017 11:57 AM

To: Alemagno, Sonia <salemagn@kent.edu>

Cc: 'CPH-BEHE-FACULTY@listserv.kent.edu' <CPH-BEHE-FACULTY@listserv.kent.edu>

Subject: Minutes BEHE--College of the Whole

Please find the minutes of the BEHE FAC meeting below:

The FAC of the Department of Biostatistics, Environmental Health Sciences, and Epidemiology convened to vote on the following motion to restructure the College of Public Health as a "College of the Whole".

#### Motion:

Given recent input from the Provost and the Dean, the BEHE Department supports moving to a College of the Whole for a period of two years, after which there would be a review of the structure of the College of Public Health which would include the Provost, the Dean, and faculty representatives from the College Advisory Committee. The review would evaluate the merits of the new structure and consider alternatives going forward.

The results of the election were as follows:

Approve:

3

Oppose:

1

#### FAC Compliance Addendum [03/24/17, 11:14 am]:

We realized that we were out of compliance with our department handbook for the vote that was just taken. The issue is that we were supposed to have one NTT voice/vote to represent all of the NTTs rather than what occurred. One way to address this would be to have the FAC vote that they will accept the process of having one NTT vote representing all NTTs to ratify yesterday's vote, and to bring BEHE into compliance with the handbook.

Please reply to this email: approve, oppose, abstain to the motion once it has been made and seconded.

I will make the motion to have one NTT vote represent all NTTs.

Abbey Eng

Seconded.

Tara Smith

The vote regarding the motion to have one NTT vote representing all NTTs to ratify yesterday's vote is as follows:

Approve: 9
Oppose: 0
Abstain: 2

Therefore, yesterday's vote has been ratified and stands as final:

Approve: 3 Oppose: 1

Minutes respectfully submitted,

Mark James

Mark A. James, Ph.D.
Professor and Chair
Department of Biostatistics, Environmental Health Sciences, and Epidemiology
College of Public Health
Kent State University
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Email: mjames22@kent.edu

## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Dat	e 22-Mar-17	Curriculum Bulletin
		Effective Date	Fall 2017	Approved by EPC
Department	Graduate Studie	9 <b>\$</b>		
College	PR - Provost			
Proposal	Revise Policy			
Proposal Name	Registration Ex	pectations for Gra	iduate Studer	nts
Description of pro	posal:			
and resources are indicating that st statement to the in the term in wh regarding studen	e being used. We udents must enroll Candidacy for Docich the cadidacy ex	propose adding a each semester in toral Degree polic cam is taken. The he use of univers	statement to which they a y indicating t se actions wi	tion when university facilities the Enrollment-Graduate police the Enrollment Graduate police are engaged in study, and a hat students must be registere li make our expectations clear to students, and will alig
staffing considerat Academic progra requirements are	ions; need, audience ims that do not cur	e) rently require reg nake that expecta	istration will r	ation issues; enrollment and need to decide what their students. There will be no ents in place.
The Graduate Stu	ther departments, pr idies Administrativ he policy revisions	e Advisory Comm		this proposal);  i) was consulted during the
			e e e e e e e e e e e e e e e e e e e	
		REQUIRED EN	DORSEMENT	5
Department Chair	/ School Director			
·				
Campus Dean (for	Regional Campuses	s proposals)		
College Dean (or d	lesignee)			
Muly Vin	kurry			03/22/2017
Dean of Graduate	Studies (for graduate	e proposals)		
Canlar Vian Dan 12	ant for Angelouin Aff	also and Decree /		
Senior vice Preside	ent for Academic Aff	airs and Provost (d	r designee)	

## Proposal Summary for a Policy [Registration Expectations for Graduate Students]

#### Subject Specification:

The purpose of this proposal is to propose revisions to the Enrollment – Graduate policy and the Candidacy for Doctoral Degree policy to include language regarding expectations for registration.

#### **Background Information:**

It has been assumed that students must be registered in order to use university resources, particularly faculty time, because there is a cost associated with this use. There is, however, no written policy regarding this expectation. The Graduate Studies Administrative Advisory Committee (GSAAC) was consulted specifically about student registration during comprehensive exams, which involves a considerable amount of faculty time. It was discovered that the majority, but not all, of academic units require students to register for something during comprehensive exams. Registration requirements ranged from one credit hour to full-time enrollment.

We reviewed the policies at 10 aspirant and peer universities, as identified by President Warren. Eight of the 10 universities have a written policy about registration: Clemson University; Temple University; University of South Florida; Virginia Commonwealth University; Georgia State University; Ohio University; University of Houston; and Utah State University. See Table 1 for relevant language from these policies.

Of the eight universities with written policies about registration, four universities have continuous enrollment policies. Utah State University and Temple University require continuous enrollment each semester until degree completion. University of South Florida and Georgia State University have continuous enrollment policies defined as enrollment in a minimum credit hours over multiple semesters. University of South Florida has additional requirements regarding registration during comprehensive exams, while Georgia State University does not. The other four universities have policies explicitly stating that students must be registered to use university resources (Clemson University, Virginia Commonwealth University, Ohio University and University of Houston).

Following consultation with GSAAC and the review of policies from peer and aspirant institutions, we propose adding language to both the Enrollment – Graduate policy and the Candidacy for Doctoral Degree policy to clarify expectations for registration when university facilities and resources are being used. Specifically, we propose:

Adding the following statement to the Enrollment-Graduate policy:

Students must enroll each semester in which they are engaged in any form of study that involves use of university facilities or resources, including human resources.

Adding the following statement to the Candidacy for Doctoral Degree policy:

Students must be registered for graduate credit in the term in which the examination is taken, including Summer. The course enrollment and number of credits required are determined by the program.

#### Alternatives and Consequences:

The alternative is to not have a written policy. The consequence of this is that some students will utilize resources without being registered.

#### Specific Recommendation and Justification:

The specific recommendation is to add language to the Enrollment – Graduate policy and the Candidacy for Doctoral Degree policy to clarify expectations for registration when university facilities and resources are being used. These actions will make our expectations regarding student registration and the use of university resources clear to students, and will align our practices with peer and aspirant institutions.

#### Timetable and Actions Required:

EPC approval: April 2017

Faculty Senate approval: May 2017 Implementation: 2017-18 Catalog

Table 1: Policies from Peer and Aspirant Universities Regarding Registration

) N	In other than the many of		
Aspirant	Clemson University	http://www.clemson.edu/graduate/files/pdfs/GS Policy Handbook May	Only students who are enrolled are eligible to use University facilities and human resources and/or receive any form of financial aid. Graduate students are expected to pursue their degrees with a minimum of interruption. Students who do not remain continuously enrolled (summers excluded) are subject to the requirements in effect at the time of return. Students who have completed all required work and who find it necessary to be enrolled during a given semester in order to use facilities or human resources may enroll in GS799 for a minimum of one and a maximum of nine credit hours.
Aspirant	Temple University	http://www.temple.edu/grad/policie s/gradpolicies.htm#GCSS24	To remain in Academic Good Standing, a graduate student must maintain continuous enrollment (i.e., 1 or more s.h. each Fall and Spring; also in the Summer for those students graduating in Summer) from the term of matriculation through the term of graduation. Doctoral Examinations/Culminating Experiences require a minimum of 6 s.h., with at least 2 s.h. of the 6 s.h. required to be in course number 9999. A doctoral student who has completed all coursework for the degree, but has not passed the preliminary examination, must register each Fall and Spring term for 1 s.h. of course number 9994, "Preliminary Examination Preparation." The student must be registered for 9994 in the term in which the examination is taken, including Summer.
Aspirant	University of South Florida	http://www.grad.usf.edu/inc/linked- files/Catalog%20and%20Policies/201 5-2016/Section 7 Policies.pdf	All graduate degree-seeking students must be continuously enrolled. Continuous enrollment is defined as completing, with grades assigned, a minimum of 6 hours of graduate credit every three continuous semesters. During the term in which students take the comprehensive exams, students must be enrolled for a minimum of 2 hours of graduate credit. If the exam is taken between semesters, the student must enroll for a minimum of 2 hours of graduate credit in the semester before or following the exam. Students must also be enrolled for a minimum of 2 hours of graduate work in the semester of admission to doctoral candidacy.  Students working on a dissertation must enroll for a minimum of 2 hours of dissertation every semester, starting with the semester following Admission to Doctoral Candidacy, up to and including the semester the dissertation is submitted to and approved by the Office of Graduate Studies. Students must be enrolled for a minimum of 2 thesis hours during the semester that the thesis is submitted and approved by the Office of Graduate Studies,

# Proposal Summary for a Policy

usually the semester of graduation. Students must be enrolled for a

			minimum of two 2 graduate hours during the semester of graduation.
Aspirant	Virginia Commonwealth University	http://bulletin.vcu.edu/graduate/stu dy/general-academic-regulations- graduate-students/university-rules- procedures/	Any person engaged in graduate study at VCU must enroll each semester in which he/she is engaged in any form of study at VCU that involves use of university facilities, laboratories/studios and/or libraries, or who is supervised by or consults with a faculty member concerning graduate work on a project, work of art, thesis or dissertation. Once admitted to a degree program, a graduate student is expected to comply with minimum enrollment of one course per 12-month period from the beginning of his/her program. A graduate student who has completed course requirements for a degree must register for at least one credit at VCU each fall and spring semester until the degree is awarded. Students must be enrolled during their graduation semesters.
Peer	Georgia State University	https://catalog.gsu.edu/graduate201 62017/university-academic- regulations/	Students in all graduate programs must maintain enrollment totaling 6 hours (or more) over all consecutive three semester periods (including summers). In order to graduate, students must be actively enrolled in the program of study during the semester in which they finish degree requirements for graduation.
Peer	Ohio University	http://www.catalogs.ohio.edu/conte nt.php?catoid=47&navoid=3295#enr oll-info	You must be registered for a minimum of one graduate credit in any semester in which you receive any service from the University, use its facilities, or graduate. Individual degree programs may set higher minimum registration thresholds for certain services or uses.
Peer	University of Houston	http://catalog.uh.edu/content.php?c atoid=22&navoid=6361#admission & registration	In general, graduate students are expected to be enrolled in consecutive long semesters (i.e., Fall and Spring semesters) until the degree program is completed and the degree is awarded. A graduate student who is not enrolled should not expect to be able to use the facilities of the University of Houston campus.
Peer	University of North Texas	http://catalog.unt.edu/index.php	N/A
Peer	Utah State University	http://catalog.usu.edu/content.php? catoid=3&navoid=254#Graduate Ge neral Regulations	Graduate students using University facilities or faculty time must be registered for a minimum of 3 graduate credits every semester until completion of all degree requirements, except, in some cases, the semester of final thesis or dissertation approval (see below). A graduate student who is not using University facilities or faculty time may meet the continuous registration requirement by paying the Continuous Registration Fee of \$100 per semester (not necessary for summer semester). The semester a student defends (or redefends) a thesis, Plan B paper, or dissertation or takes final oral examinations, he or she must be registered for at least 3 credits.

# Proposal Summary for a Policy

N/A	http://catalog.wmich.edu/index.php	Western Michigan University	Peer
required.			
or dissertation to the assistant dean, registration for 3 or more credits is			
If working with faculty involves more than routine submission of the thesis			
\$100 Late Completion Fee for each semester following the grace semester.			
requirements by the end of the grace semester, the student must pay a			
degree requirements. If a student has not completed all degree			
until the last day of the next semester after coursework completion to finish			
the defense to finish degree requirements, and Plan C students will be given			
the last day of the next semester (known as a "grace" semester) following			
Doctoral and master's Plan A, Plan B, and Plan C students will be given until			

#### **Proposed Policy Changes**

#### **Enrollment – Graduate Policy**

Graduate students shall enroll for at least one term each year (three consecutive terms, including summer as one term) to maintain status as a degree-seeking student. Meeting this minimum enrollment requirement does not guarantee the student will meet the minimum requirements of other programs, offices or agencies. Students must enroll each semester in which they are engaged in any form of study that involves use of university facilities or resources, including human resources.

Students not meeting the minimum enrollment requirement for maintaining status as a degree-seeking graduate student will be considered as having voluntarily withdrawn from the university. After three consecutive terms of non-enrollment, students will be inactivated as a degree-seeking student. Students who withdrew and wish to have their graduate standing re-instated must follow the same admission procedures as those required of new applicants, including submission of a non-refundable application fee and application materials. Acceptance back into a graduate program is not guaranteed even if the student departed in good standing. Students who apply and are admitted will be re-instated under the catalog-in-force at the time of admission. The program determines how much of the previously completed work may be applied toward the graduate degree program. Students on an approved leave of absence may return to their program of study by completing the Application for Graduate Re-Enrollment form.

#### **Candidacy for Doctoral Degree Policy**

To become a candidate for the doctorate, a student must pass a candidacy (comprehensive) examination in the field of the major subject. This examination will be taken when departmental requirements have been met, but it should not be taken later than nine months before the student expects to receive the degree. Students must be registered for graduate credit in the term in which the examination is taken, including Summer. The course enrollment and number of credits required are determined by the program.

The content and scope of the examination are determined by the department concerned. The examination may be either written or oral or both. The student is not permitted to continue with the dissertation unless this requirement is satisfied. Failure on the candidacy examination and a subsequent prescription and reexamination are subject to departmental policy. When opportunities for such reexamination are exhausted without success, the student will be dismissed from graduate study.

For candidacy of the Doctor of Podiatric Medicine degree, refer to the college policies in the College of Podiatric Medicine section of the University Catalog.



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:	Mechanical Engineering Technology major within the Bachelor of Science degree
New licensure/endors	ement area (educator preparation)
Delivery options (check	all that apply):
Campus-based	
Online/hybrid delivery Flexible or accelerated	
	at a new offsite location
	at an existing offsite location
	campus experiences (e.g., internship, clinical, practicum, student teaching)
The institution will be s  ☐ No ☐ Yes	eeking specialized accreditation for the program:
If "yes," provide the name	e of the accrediting agency:
•	seek accreditation for the degree program from the Engineering
<b>.</b>	Commission of the Accreditation Board for Engineering and Technology
(ABET). ABET accredits	more than 3,100 programs at more than 600 colleges and universities

worldwide, including Kent State's associate degree programs in mechanical engineering technology

and electrical/electronic engineering technology.

#### Provide a brief description of the request.

Kent State University proposes to offer a Mechanical Engineering Technology major within the Bachelor of Science degree, to be administered by the university's College of Applied Engineering, Sustainability and Technology on the Kent Campus.

This program is existing as a concentration within the college's Applied Engineering major. The goal is to elevate the concentration to a separate degree program (major) and align the curriculum more fully with ABET accreditation standards.

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

The Mechanical Engineering Technology is one of four concentrations in the Applied Engineering major. ¹ The program has existed for more than 27 years as a concentration (previously names: manufacturing systems and manufacturing engineering technology). Since 2013, under the name mechanical engineering technology, the program has seen great advancement in terms of enrollment.

#### Fall Semester Student Enrollment (15th Day Census) Mechanical Engineering Technology Concentration

2009	2010	2011	2012	2013	2014	2015	2016
20	16	14	21	37	73	112	123

Due to the gradual development of the concentrations in the Applied Engineering major to meet their respective market needs, the percentage of major courses for each of the concentrations has reduced to be 10 percent of the entire curriculum. Since the Ohio Department of Higher Education requires concentrations to comprise a minimum 50 percent of the major curriculum, this program is not in compliance.

Furthermore, the Applied Engineering major is accredited by the Association of Technology, Management and Applied Engineering (ATMAE). The college will seek to have its mechanical engineering technology program accredited, instead, by ABET. With different curriculum, learning outcomes and accreditation standards, the Applied Engineering and Mechanical Engineering Technology programs have gone down separate paths and now need to be made separate degree programs.

There are two public universities in Northeast Ohio offering an ABET-accredited bachelor's degree in mechanical engineering technology: University of Akron and Youngstown State University. Even with those programs offered in the same region, Kent State has clearly demonstrated growth in this area.

In addition to Kent State University, there are six public universities and colleges in Northeast Ohio offering an ABET-accredited associate degree in mechanical engineering technology: Stark State College, University of Akron, Youngstown State University, Lakeland Community College, Cuyahoga Community College and Lorain County Community College.

Graduates of a bachelor's degree in an engineering technology field are typically called technologists; whereas, graduates of an associate degree are called technicians.

¹ The remaining three Applied Engineering concentrations are mechatronics, computer engineering technology and applied engineering and technology management.

The U.S. Department of Labor has designated mechanical engineering technologists as a bright outlook occupation,² specifically, as a new and emerging occupation in a high growth industry.

Comparison between the two levels:

#### Bachelor's Degree Mechanical Engineering Technologist³

## Sample of job titles:

CAD Designer, Engineer Technical Staff, Engineering Technologist, Mechanical Designer, Mechanical Designer/Wind-Chill Administrator, Senior Designer, Senior Process Analyst, Technical Staff Engineer, Tooling Engineering Technologist

## Sample of job tasks:

- Interpret engineering sketches, specifications, or drawings.
- Assist engineers to design, develop, test, or manufacture industrial machinery, consumer products, or other equipment.
- Design specialized or customized equipment, machines, or structures.
- Prepare specifications, designs, or sketches for machines, components, or systems related to the generation, transmission, or use of mechanical or fluid energy.
- Provide technical support to other employees regarding mechanical design, fabrication, testing, or documentation.
- Inspect and test mechanical equipment. Conduct failure analyses, document results, and recommend corrective actions. Assemble or disassemble complex mechanical systems.

#### Associate Degree Mechanical Engineering Technician⁴

Design Engineer, Designer, Engineering Lab Technician, Engineering Technical Analyst, Engineering Technician, Equipment Engineer, Lab Technician, Mechanical Designer, Process Technician, Research and Development Technician

- Read dials and meters to determine amperage, voltage, electrical output and input at specific operating temperature to analyze parts performance.
- Analyze test results in relation to design or rated specifications and test objectives, and modify or adjust equipment to meet specifications.
- Evaluate tool drawing designs by measuring drawing dimensions and comparing with original specifications for form and function using engineering skills.
- Devise, fabricate, and assemble new or modified mechanical components for products such as industrial machinery or equipment, and measuring instruments.
- Discuss changes in design, method of manufacture and assembly, and drafting techniques and procedures with staff and coordinate corrections.

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

As the program is existing, faculty and staffing are sufficient. The college will determine if additional faculty will be needed based on enrollment projections each year in the proposed program.

² National Center for O*NET Development. Bright Outlook Occupations. O*NET OnLine. Retrieved from www.onetonline.org/help/bright.

³ National Center for O*NET Development. 17-3029.07. O*NET OnLine. Retrieved from www.onetonline.org/link/summary/17-3029.07.

⁴ National Center for O*NET Development. 17-3027.00. *O*NET OnLine*. Retrieved from www.onetonline.org/link/summary/17-3027.00.



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	ontact 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:	Bachelor of Science degree in Mechatronics Engineering Technology
New technical certific	an existing degree (e.g., major, minor, concentration)
<b>Delivery options (check</b> ☑ Campus-based	c all that apply):
Online/hybrid deliver	
Flexible or accelerated	•
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	seeking specialized accreditation for the program:
If "yes," provide the nam	ne of the accrediting agency:
Technology Accreditation	l seek accreditation for the degree program from the Engineering n Commission of the Accreditation Board for Engineering and Technology more than 3,100 programs at more than 600 colleges and universities

#### Provide a brief description of the request.

and electrical/electronic engineering technology.

Kent State University proposes to offer a Bachelor of Science degree in Mechatronics Engineering Technology, to be administered by the university's College of Applied Engineering, Sustainability and Technology on the Kent Campus.

worldwide, including Kent State's associate degree programs in mechanical engineering technology

This program is existing as a concentration within the college's Applied Engineering major. The goal is to elevate the concentration to a separate degree program (major) and align the curriculum more fully with ABET accreditation standards.

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

Mechatronics is an emerging field, revolving around the design, construction and operation of automated systems, robots and intelligent products. Mechatronic devices can be found in agriculture, hospitals, buildings, homes, automobiles, manufacturing plants, toy and entertainment industry and in aids for the elderly and disabled.

The U.S. Department of Labor has classified both robotics engineers and robotics technicians as "bright outlook" occupations. With increasing demand in the robotics industry, there will be more demand for employees, see table 1.

#### Table 1: Robotic Industry Data

Robots Ordered by North American Companies in 2015 31,464² Predicted Growth of Industrial Robotics Market by 2020 \$41.17 billion³ New Robotics-Related Jobs by 2020 500,000+⁴

Kent State's mechatronics program was established in fall 2013 as one of four concentration within the Applied Engineering major. The mechatronics program started with three enrolled students and has since then grown quickly, see table 2.

Table 2: Student Enrollment (15th Day Census) in Mechatronics Concentration

Fall 2013	Fall 2014	Fall 2015	Fall 2016
3	12	26	36

Revisions are planned for the curriculum, but the base infrastructure for the proposed Mechatronics Engineering Technology major is already in place. Due to the gradual development of the concentrations in the Applied Engineering major to meet their respective market needs, the percentage of major courses for each of the concentrations has reduced to be 10 percent of the entire curriculum. Since the Ohio Department of Higher Education requires concentrations to comprise a minimum 50 percent of the major curriculum, this program is not in compliance.

¹ Bright Outlook Occupations 2014-2024. Occupational Information Network (O*NET), U.S. Department of Labor. Retrieved from <a href="https://www.onetonline.org/help/bright">www.onetonline.org/help/bright</a>.

² Robotic Industries Association (February 10, 2016). North American Robotics Market Sets New Records in 2015. Retrieved from <a href="www.robotics.org/content-detail.cfm/Industrial-Robotics-News/North-American-Robotics-Market-Sets-New-Records-in-2015/content-id/5951">www.robotics.org/content-detail.cfm/Industrial-Robotics-News/North-American-Robotics-Market-Sets-New-Records-in-2015/content-id/5951</a>.

³ Allied Market Research (May 2014). Industrial Robotics Market is Expected to Reach \$41.17 Billion, Globally, by 2020. Retrieved from <a href="https://www.alliedmarketresearch.com/press-release/industrial-robotics-market-is-expected-to-reach-41-17-billion-globally-by-2020.html">www.alliedmarketresearch.com/press-release/industrial-robotics-market-is-expected-to-reach-41-17-billion-globally-by-2020.html</a>.

⁴ Williams, T. (October 23, 2015). Breakout Career: Robotics Will Create Over 500,000 New Jobs by 2020. GoodCall. Retrieved by <a href="https://www.goodcall.com/news/breakout-career-robotics-will-create-over-500000-new-jobs-by-2020-02211">www.goodcall.com/news/breakout-career-robotics-will-create-over-500000-new-jobs-by-2020-02211</a>.

⁵ The remaining three Applied Engineering concentrations are computer engineering technology, mechanical engineering technology and applied engineering and technology management.

Furthermore, the Applied Engineering major is accredited by the Association of Technology, Management and Applied Engineering (ATMAE). The college will seek to have its mechanical engineering technology program accredited, instead, by ABET. With different curriculum, learning outcomes and accreditation standards, the Applied Engineering and Mechatronics programs have gone down separate paths and now need to be made separate degree programs.

The college has also proposed establishing a Mechatronics Engineering major, which will dovetail well with the Mechatronics Engineering Technology major, giving students options from which to pursue based on their interests and skill level.

Engineering and engineering technology are separate, but related, fields, with different ABET accrediting commissions and separate accreditation criteria. Curriculum and career opportunities are different too, see table 3.

Table 3: Comparison Between Engineering and Engineering Technology

#### Engineering (Bachelor's)

- **Curriculum** Focus on theory and conceptual design
  - Require mathematics that are high level and theoretical (e.g., calculus, calculus-based science)

**Career** • Mechanical engineers investigate complex electrical/mechanical problems and develop engineering methods to address them.

#### Engineering Technology (Bachelor's)

- Focus on application and implementation
- Require mathematics that are more practical (algebra, trigonometry, applied calculus) and hands-on laboratories
- Mechanical engineering technologists manage and support the design, operation and analysis of mechanical devices connected with automated systems, robots and computerintegrated manufacturing.

There are no similar baccalaureate programs offered by public universities in Northeast Ohio. The closest is Bowling Green State University, which offers a Mechatronics Engineering Technology major within its Bachelor of Science in Technology degree. Purdue University Calumet is the only university in the country with an ABET-accredited Bachelor of Science degree in Mechatronics Engineering Technology.

Several public colleges in the state offer associate degree programs in robotics, mechatronics or automation engineering technology, including Stark State College, University of Rio Grande, North Central State College, James A Rhodes State College, Terra State Community College and Lorain County Community College.

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

It is anticipated that the college will hire one additional full-time tenure-track faculty member with a doctorate in mechatronics engineering, electrical engineering or related field. This faculty member will support the current Mechatronics concentration and proposed Mechatronics Engineering Technology major. Later, the faculty member will transition to the proposed Mechatronics Engineering major. The college will determine if additional faculty will be needed based on enrollment projections each year in the proposed program.

## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	Preparation	Date 1-Apr-17	Curriculum Bulletin
	Effective Da	ate Fall 2017	Approved by EPC
Department			
College	RE - Regional College		
Degree	AAS - Associate of Applied So	cience	
Program Name	Manufacturing Engineering To	echnology Progr	am Banner Code MFET
Concentration(s)	Concentration(s) Ba		
Proposal	Temporarily suspend admissi	ions	
	end admission to the Manufactur s. A teach-out plan will be put in		Technology major at the ly enrolled students, after which
Does proposed rev Current total credit	vision change program's total credi hours: Proposed to	it hours?  □ Yes tal credit hours	⊠ No
one course that vinactivation. Another two course Units consulted (ot	n other programs, policies or procetions; need; audience; prerequisites will no longer be offered is requisited ther course no longer to be offers, no impact on other programs. Therefore, programs or came, Regional College Curriculum Constructions.	s; teacher education red in another properties an elective . No faculty are at an appuses affected by	on licensure): ogram, which is also slated for in another program. Other than itached to this major.  this proposal):
	REQUIRED	ENDORSEMENT	s
Department Chair /	School Director	(2)	
Campus Dean (for College Dean (or d	Regional Campuses proposals) esignee)		4,11,17
Dean of Graduate	Studies (for graduate proposals)		/
Senior Vice Preside	ent for Academic Affairs and Provo	ost (or designee)	

### TEMPORARY SUSPENSION OF ADMISSION AAS Degree in Manufacturing Engineering Technology

1. Provide a rationale for the suspension of admission of the program.

The AAS degree in Manufacturing Engineering Technology was established on the Trumbull Campus in 2006 due to projected manufacturing job opportunities in the region (the program had previously been offered on the Salem Campus).

However, local industry need for graduates in the manufacturing area never developed as anticipated. As a result, the program has received low interest, averaging five enrolled students each semester. Only three students, total, have graduated from the program at Trumbull, with the last one graduating in spring 2012.

The Regional College plans to inactivate the program in the near future. The suspension time will allow the college time to phase out the program and work with current students while not enrolling new students.

2. Indicate number of students currently enrolled in the program and describe how the suspension of admission will affect them. Explain plans for notifying current students and assisting them in the completion of their program.

Six students were enrolled in the major in spring 2017 (15th day census). Of the six, two are also declared in the bachelor's degree in applied engineering. All six students are being notified of the program's suspension and given the option to complete the major or change to another, similar, major (e.g., associate degree in mechanical engineering technology, which is also offered at the Trumbull Campus).

Those who choose to complete the Manufacturing Engineering Technology major will work closely with an advisor to plan a course of study for graduation with approved substitutions for manufacturing courses no longer offered.

3. Describe whether there will be a loss of faculty or staff positions due to the suspension.

No loss will occur. There are no faculty supporting the degree program.

4. Indicate if any of the program's courses that will not be offered due to the suspension are used by other units for their programs (either as required or elective). Provide evidence that those units have been consulted regarding the offerings.

Nine courses will no longer be offered. Of the nine, one course (EERT 22000) is required in the Engineering of Information Technology associate degree program, which has one student enrolled. An appropriate course substitution will be communicated to that student. Engineering technology faculty have discussed inactivating this major in the near future as well.

One course (EERT 22002) is an elective in the Electrical/Electronic Engineering Technology associate degree program. Students in that major have four other course choices from which to complete the requirement for graduation.

5. Describe the plan for communicating the suspension of admissions.

Admission counselors will be notified of the suspension, and the program will be removed from admission applications. Current and new students will be able to declare the program. The University Catalog will continue to list the program with a notation that admission is suspended until further notice.



To: Educational Policies Council

FROM: Senior Vice President and Provost Todd A. Diacon

**SUBJECT:** Agenda for Monday, 15 May 2017

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

**DATE:** 9 May 2017

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 12 May 2017, to ensure that the materials are available at the meeting for review.

#### JOINT EDUCATIONAL POLICIES COUNCIL

#### **ACTION ITEM**

1. Minutes of meeting on 17 April 2017 Attachment 1

#### INFORMATION ITEM

#### Office of the Provost

Schedule and deadlines for the Educational Policies Council for academic year 2017-2018.
 Effective Fall 2017 | Attachment 2

#### UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

#### **ACTION ITEMS**

#### College of the Arts

#### School of Theatre and Dance

- 1. Establishment of a Musical Theatre [MUT] major within the Bachelor of Fine Arts [BFA] degree. The program currently exists as a concentration within the Theatre Studies major. With the major's establishment, the Theatre Studies major within this degree will be inactivated; however the Theatre Studies major within the Bachelor of Arts degree will continue to be offered. Effective Fall 2018 pending final approval | Attachment 3
- 2. Establishment of a Theatre Design, Technology and Production [TDTP] major within the Bachelor of Fine Arts [BFA] degree. The program currently exists as the Design/Technology concentration within the Theatre Studies major. With the major's establishment, the Theatre Studies major within this degree will be inactivated; however, the Theatre Studies major within the Bachelor of Arts degree will continue to be offered.

  Effective Fall 2018 pending final approval | Attachment 4

#### UNDERGRADUATE EPC continued

#### **ACTION ITEMS continued**

#### College of Communication and Information

#### School of Visual Communication Design

3. Revision of name for the Photo Illustration [PHOI] major within the Bachelor of Fine Arts [BFA] degree. The name changes to Photography [PHOT]. Effective Fall 2018 | Attachment 5

#### **INFORMATION ITEMS**

#### College of Applied Engineering, Sustainability and Technology

1. Initial inquiry to establish a Computer Engineering Technology major within the Bachelor of Science degree. The program currently exists as a concentration within the Applied Engineering major. A full proposal will come to EPC for a vote at a later date.

Attachment 6

#### Regional College

2. Initial inquiry to establish an Information Technology major within a Bachelor of Science in Information Technology degree. The program currently exists as Computer Technology concentrations within the Technical and Applied Studies major. A full proposal will come to EPC for a vote at a later date.

Attachment 7

#### LESSER ACTION ITEMS

#### College of Communication and Information

#### School of Visual Communication Design

1. Revision of name for the Photo Illustration [PHOI] minor. Name changes to Photography [PHOT]. Effective Fall 2018

#### Regional College

2. Inactivation of the Computer Application Support [C147] post-secondary certificate, offered at the Tuscarawas Campus. The certificate was to support employee training for a planned IT company relocation to the region that never materialized; only one student has enrolled since the certificate's inception in 2013.

#### Effective Fall 2017

#### AGENDA UPDATE

#### Update to 21 November 2017 Agenda

Amendment from the College of Applied Engineering, Sustainability and Technology to append
to the proposal to inactivate the Liquid Crystal Display Engineering concentration in the
Applied Engineering major, to also include inactivation of the Liquid Crystal Display
Engineering [LCDE] minor.
Effective Fall 2017

#### GRADUATE EDUCATIONAL POLICIES COUNCIL

#### INFORMATION ITEMS

#### College of Arts and Sciences

#### Department of Modern and Classical Language Studies

- Revision of instructional delivery for the Latin [LAT] major within the Master of Arts [MA] degree. The Literature [LIT] concentration will be offered online only, and the Applied Linguistics and Pedagogy [APLP] concentration will be offered hybrid online/on-ground. Admission, course and graduation requirements are unchanged.
   Effective Fall 2017 | Attachment 8
- Revision of instructional delivery for the Translation [TRNS] major within the Master of Arts [MA] degree. The full program will be offered 100 percent online in addition to on-ground. Admission, course and graduation requirements are unchanged. Effective Fall 2018 | Attachment 9

#### LESSER ACTION ITEMS

College of Applied Engineering, Sustainability and Technology; College of Architecture and Environmental Design; College of the Arts; 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

 Declaration of English proficiency requirement for international admission for all graduate programs (master's, post-master's and doctoral levels) in all academic colleges. Effective Spring 2018 | Attachment 10

#### College of Arts and Sciences

#### Department of Computer Science

2. Establishment of additional optional concentrations and revision of admission requirements for the Computer Science [CS] major within the Master of Science [MS] degree. The new concentrations are Computer Security [CSEC], Computer Engineering [CENG] and Computational Data Science [CDSC]. The new concentrations include nine new courses. Revision to admission requirements includes changing completion of undergraduate courses in computer science from required to strongly recommended, and noting that highly qualified students lacking preparation in certain standard areas may be admitted. Effective Fall 2017

#### College of Podiatric Medicine

3. Revision of admission requirement to the College of Podiatric Medicine [PM]. Revision includes removing the snapshot of what a traditional student would bring in terms of academic credentials. Effective Fall 2018

#### **COURSE REVISIONS**

		Course Revisions Effective Fall 2017	
CS	43305	Advanced Digital Design (3)	. New
CS	47206	Data Security and Privacy (3)	. New
CS	47207	Digital Forensics (3)	. New
CS	53305	Advanced Digital Design (3)	. New
CS	57206	Data Security and Privacy (3)	. New
CS	57207	Digital Forensics (3)	. New
CS	63018	Probabilistic Data Management (3)	. New
CS	63101	Computational Health Informatics (3)	. New
CS	64402	Multimedia Systems and Biometrics (3)	. New
CS	73018	Probabilistic Data Management (3)	. New
CS	73101	Computational Health Informatics (3)	. New
CS	74402	Multimedia Systems and Biometrics (3)	. New
		Course Revisions Effective Spring 2018	
AERN	35400	System Dynamics and Control (3)	. Revise
AERN	35600	High-Speed Aerodynamics (3)	. Revise
ARAB	67098	Research (1-15)	. New
ARTS	24040	Printmaking I (3)	. Revise
ARTS	25300	Textile Arts: Pattern (3)	. Revise
ARTS	25400	Ceramics I (3)	. Revise
ARTS	25600	Introduction to Glass Working (3)	. Revise
ARTS	25700	Introduction to Jewelry Metals I (3)	. Revise
ARTS	44042	Lithography II (3)	. Reactive
CLI	80340	Cardiopulmonary Resuscitation/Advanced Cardiopulmonary Resuscitation (1)	. Inactive
ENGT	33095	Special Topics in Engineering Technology (1-4)	. New
HIST	62345	Images and Identities in U.S. Foreign Relations (3)	. New
HIST	82345	Images and Identities in U.S. Foreign Relations (3)	. New
PADM	160200	Nonprofit Advocacy (3)	. New
PADM	<b>I</b> 60 <b>3</b> 10	Leadership in the Nonprofit and Public Sector (3)	. New
PMD	80134	Radiation Safety (1)	Inactive

#### Course Revisions Effective Fall 2018

AHS	12010	Professionalism in Healthcare (1)
EVHS	20092	Environmental Technology Internship I (3)
OCAT	12000	Occupational Therapy Licensure Preparation (1)
THEA	13092	Bachelor of Fine Arts Freshman Practicum: Design and Technology (3) to (1)
THEA	23092	Bachelor of Fine Arts Sophomore Practicum: Design and Technology (3) to (1)
THEA	33092	Bachelor of Fine Arts Junior Practicum: Design and Technology (3) to (2) Revise
THEA	43092	Bachelor of Fine Arts Senior Practicum: Design and Technology (3) to: (2) Revise
VCD	40192	Internship II - Graphic Design/Illustration/Photo-Illustration (1-6) to: (1-3) Revise
		Update to 20 March 2017 EPC Agenda
ILS BSCI course re	40242	Integrated Life Sciences Seminar III (2) to: Seminar on Medical Practice for Underserved Populations
		Seminar on Medical Practice for Underserved Populations (2)

Agenda prepared by the Office of Curriculum Services



#### Educational Policies Council Minutes of the Meeting Monday, 17 April 2017

Ex-Officio Members present (or represented): Senior Vice President for Academic Affairs and Provost Todd A. Diacon; Faculty Senate Chair Deborah C. Smith; Deans Sonia A. Alemagno, James L. Blank, James K. Bracken, John R. Crawford-Spinelli, Mark S. Mistur, Eboni J. Pringle, Deborah F. Spake, Melody J. Tankersley; Interim Deans Mark A. Kretovics, Donald F. Palmer, Nathan Ritchey, Robert Sines; Senior Associate Dean Vincent J. Hetherington; Associate Deans Janis H. Crowther, Stephen A. Mitchell, I. Richmond Nettey, Cynthia Stillings, William T. Willoughby; Assistant Dean Matthew M. Rollyson (representing Dean Amy L. Reynolds); Interim Director Jeffrey W. Fruit; Assistant Director Susan R. Peti

**Ex-officio Members not present (or represented):** Dean Barbara A. Broome; Associate Deans Alicia R. Crowe, Robert D. Hisrich, Wendy A. Umberger; Interium Associate Dean Danielle S. Coombs; Assistant Dean Kenneth J. Burhanna

Faculty Senate-Appointed Representatives present (or represented): Professors Susan J. Roxburgh, Robin R. Selinger, Donald L. White; Associate Professor Farid S. Fouad

**Faculty Senate-Appointed Representatives not present (or represented):** Professor Jay M. Jahangiri; Associate Professor Soumitra Basu; Assistant Professors Vinay K. Cheruvu, James E. Seelye, Terrence L. Uber

Council Representatives present (or represented): Associate Professors Pamela K. Evans, Catherine E. Goodall, Jan C. Leach, Robert D. Sturr, Jonathan F. Swoboda, Zhiqiang M. Wang; Assistant Professors Insook Kim, James D. (Derek) Kingsley, Mary A. Mooney, Yafen Wang

Council Representatives not present (or represented): Professors Michael W. Chunn, Richard Meindle, Jonathan B. VanGeest; Associate Professors Richard L. Mangrum, Jayaram (Jay) Muthuswamy, Stacy R. Rose, Melissa D. Zullo; Assistant Professors Lindsay C. Baran, Jonathan P. Fleming, Debra S. Shelestak, David B. (Blake) Stringer

**Observers present:** Graduate Student Senate Finance Chair Suparna M. Navale; Undergraduate Student Government Director of Academic Affairs Natalia Roman

Consultants and Guests present: Susan M. Augustine, Larry G. Froehlich, Mary Ann Haley, Jennifer S. Kellogg, Susan R. Perry, Jennifer L. Rogers, Kathleen J. Spicer, Linnea A. Stafford, Therese E. Tillett, Aimee VanDomelen, Catherine M. Zingrone

Senior Vice President for Academic Affairs and Provost Todd A. Diacon called the meeting to order at 3:20 p.m., on Monday, 17 April 2017, in the Governance Chambers of the Kent Student Center.

#### Joint EPC Action Item 1: Approval of 20 March 2017 meeting minutes.

Interim Dean Donald F. Palmer moved for approval of the minutes and was seconded by Interim Dean Mark A. Kretovics. No changes, corrections or clarifications were requested, and the item passed unanimously.

Joint EPC Action Item 2: Inactivation of all departments within the College of Public Health. The inactivated departments are Social and Behavioral Sciences [SBS]; Health Policy and Management [HPM]; and Biostatistics, Environmental Health and Epidemiology [BEHE].

Dean James L. Blank moved for approval of the item, and the motion was seconded by Senior Associate Dean Vincent J. Hetherington. Dean Sonia A. Alemagno discussed the reasoning behind the inactivation of the departments, stating that it was driven by new accreditation guidelines as well as not being compliant with an internal policy for having the necessary amount of tenured faculty. The decision was made to take the existing three department structure and put them together to create one administrative unit.

An EPC member asked if it was known, the level of faculty who voted against the item. Dean Alemagno replied that the voting was done by secret ballot so that information was not known.

Members did not have any additional questions or discussion, and the item was passed unanimously.

Graduate EPC Action Item 1: Revision of the Enrollment-Graduate policy and the Candidacy for Doctoral Degree policy to include a statement regarding expectations for course enrollment when students are using university facilities and resources.

Associate Dean I. Richmond Nettey motion for approval of the item was seconded by Associate Dean William T. Willoughby. Dean Tankersley stated that the policy revision is to clarify the process for students to be continuously enrolled and the expectations for graduate students as they finish their course work. Most colleges and departments currently do this and have some language built in, but the policy does not clearly state the expectation that when a student is involved in academic work, they should be registered at the university. The policy revision will recognize the work students are doing, as well as the work the faculty are doing with students during this time.

An EPC member asked what problem is being solved with this policy and how does it benefit the students. Dean Tankersley responded that the problem that is being solved is about benefits to the students. Students are in need of resources, and when they are not currently registered as a student, they do not have access to those resources. Registration will allow the university to account for students and where they are, which is currently a problem as there is no account for students who are actively engaged.

The EPC member stated that within the member's college, approximately 60 percent of students take a semester off between finishing their coursework and taking the comprehensive exams. These students use that time to study at work and typically do not use any university resources with the exception of the library. Provost Diacon asked if during this time, students consult or work with faculty. From the member's experience, "not really." Dean Tankersley responded that her experience has been very different. She also stated that students are not registering for when they are taking their comprehensive exams, which gives them no protection as a student if something would go wrong during that process. She emphasized that most colleges and departments do have a policy that states students need to be continuously enrolled in the university.

In reference to the supporting documentation, Provost Diacon stated that in looking at the policies from peer and aspirant universities, all other universities require continuous enrollment with the exception of one, which charges a fee. An EPC member responded in regards to the definition of continuous enrollment, which is being enrolled in one out of three consecutive semesters, which is the current policy. Dean Tankersley stated that this is the current policy for the university. There are examples of students taking comprehensive exams without being enrolled. Provost Diacon stated that he does not know how this would be allowed to happen because during comprehensive exams there is a lot of work put on the professor during that time. He had concerns about the legal implications, that if a student is not enrolled at the time of taking these exams that they could be deemed not valid because the student was not technically a student.

Faculty Senate Chair Deborah C. Smith agreed with the statement that a student should be enrolled when he or she is taking exams, but also agreed with the EPC member that a student does not need to be enrolled while preparing for exams. Dean Tankersley replied that under the current policy, a student can take a semester off to prepare and then would enroll when taking exams.

An EPC member asked for clarification of what would be considered "university resources" in the proposed statement to be added to the policy. The statement in question is:

Students must enroll each semester in which they are engaged in any form of study that involves the use of university facilities or resources, including human resources.

The member questioned if the use of the library, which is a public space, would be considered a university resource. Dean Tankersley responded that it would determine on what students want to use in the library. For example, if they want to borrow a laptop, they would not be able to unless they were a registered student, but they could still use the library as a place of study and to meet with people.

Chair Smith added that she had a concern about the "human resources" portion of the statement. She has students who contact her during the summer for direction on various things but they are not registered during the summer. According to the proposed statement, they would not be allowed to contact her. To clarify, Provost Diacon stated that the current continuous enrollment policy states that a student must be enrolled in one out of three consecutive terms, and that the proposed addition seems to be causing trouble that states "students must enroll in each semester in which they are engaged in any form of study." Chair Smith stated that the wording of "including human resources" is problematic. She understands that a student cannot use a lab or other university resource but should be able to speak with a faculty member. Dean Tankersley asked if she was proposing to strike "including human resources" from the statement, and Chair Smith agreed with that.

Dean Alemagno moved to amend the first proposed statement by removing the wording "including human resources." The motion was seconded by Assistant Professor Marry A. Mooney. Members did not have any additional questions or comments about this motion, and the item passed unanimously.

An EPC member suggested adding a sentence prior to the amended sentence to clarify that the continuous enrollment would be while a student is working on dissertation, thesis, comprehensive exams, etc. Dean Tankersley responded that the policy goes beyond students who are enrolled in comprehensive exams or dissertations. The policy is for all students, and the language is broad intentionally.

Chair Smith posed a question regarding the calculation of consecutive terms in the current policy and suggested since the policy is being revised, that the entire policy be reviewed at this time. Provost Diacon responded that could be revisited at another time and the process now is to focus on the two proposed sentence changes. He clarified that the first item being proposed is designed so that a student who is using university resources (library, lab, meeting with an advisor, etc.), should be enrolled.

An EPC member inquired if a student must be enrolled if the student calls the faculty member for a weekly meeting. Chair Smith replied that since "human resources" was being struck from the proposed item, the student would not need to be enrolled. Provost Diacon replied that, technically, under the amendment, the student would not have to be enrolled, but he disagreed with that. He stated that the university should be tracking who is being taught and directing students is teaching. If students do not register, the university loses the ability to track that.

An EPC member asked what would these students enroll in. A minimum of one credit hour is needed in order to be enrolled, which would be an equivalent of 15 contact hours [NOTE: 12.5 hours total for a 15-week semester.], but if a student does not have 15 contact hours during the semester, how can his be justified? An EPC member suggested the possibility of a flat fee for a student to pay so the student could be tracked but the issue of contact hours would not be in question.

Chair Smith mentioned the option of sending the proposal back to committee. Associate Dean Stephen A. Mitchell moved to send the policy revision back to committee, and Professor Robin L. Selinger seconded the motion. Dean Tankersley asked for clarification on what was being sent back to committee. Chair Smith said that the policy as a whole was being sent back with concerns about the first sentence of the policy and the implication for students on whether they would have to pay full tuition or have an option for a continuous registration fee. She requested that the committee come back with a revised policy to reflect these concerns. Provost Diacon stated even if the proposal is sent back to committee, he feels it is his duty to consult with university legal council to discuss if the university can legally be giving comprehensive exams, grading them and recording them as an official act of the university for students who are not enrolled in the university. He would like a legal opinion on it now that he is aware of it.

Members had no further questions or discussion and passed the item unanimously to move the proposal back to the Graduate Studies Administrative Advisory Committee (GSAAC).

With no requests for additional discussion, Provost Diacon adjourned the meeting at 4:01 p.m.

Respectfully submitted,

Jennifer L. Rogers

Gennifer L. Ragers

Administrative Secretary, 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 2017–2018

**DATE:** 9 May 2017

Typically, meetings are held on the third **Monday** of each the month (exception is 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
21 August 2017	31 July 2017
18 September 2017	28 August 2017
16 October 2017	25 September 2017
20 November 2017	30 October 2017
22 January 2018	3 January 2018
	January is the final meeting for approving course and program proposals for fall 2018 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 progress in or graduate with a degree, minor or certificate. Deadlines for admission revisions on next page.
19 February 2018	29 January 2018
19 March 2018	26 February 2018
16 April 2018	26 March 2018  April is the final meeting for university and college policy proposals for fall 2018 implementation.  April is the final meeting for proposals for new courses for spring 2019 implementation.
21 May 2018	30 April 2018

^{*}Exceptions to this deadline are proposals to establish or inactivate a degree or major, or to offer a major fully online, in an accelerated delivery or at another campus or location, all of which require additional (external) steps for approvals. Please work with the Office of Curriculum Services to determine a timeline for implementation for this types of proposals.

#### Implementation of Revisions to Program Admission Criteria

Because the admission window for a semester opens so far in advance of the start of that semester, the implementation date for revisions to a program's admission criteria cannot follow the same deadlines as other program revisions.

#### Therefore,

- 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 2019, admission criteria will be the following...*).

#### Reference:

#### Admissions Opens Admitted Semester

July 2017 .....Fall 2018 April 2018 .....Spring 2019

EPC Approval of Admission Revision	College May Request Effective Term	First Noted in Catalog
August 2017	Spring 2019 or Fall 2019	Fall 2018
September 2017	Spring 2019 or Fall 2019	Fall 2018
October 2017	Spring 2019 or Fall 2019	Fall 2018
November 2017	Spring 2019 or Fall 2019	Fall 2018
January 2018	Spring 2019 or Fall 2019	Fall 2018
February 2018	Spring 2019 or Fall 2019	Fall 2018
March 2018	Spring 2019 or Fall 2019	Fall 2018
April 2018	Fall 2019 or Spring 2020	Fall 2018
May 2018	Fall 2019 or Spring 2020	Fall 2019



Request for Approval

Submitted by Kent State University

## Establishment of a Bachelor of Fine Arts Degree in Musical Theatre

Date of Submission (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:** Bachelor of Fine Arts degree in Musical Theatre

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

**Delivery sites:** Kent Campus

Date that the request was approved by the institution's governing board:

Approved by the Kent State University Faculty Senate on

[date] and the Board of Trustees on [date]

**Proposed start date:** Fall 2018

**Institution's programs:** Degree programs at the associate, bachelor's, master's,

post-master's, doctoral levels; undergraduate and

graduate certificates

**Educator Preparation Programs:** 

Indicate the program request leads to educator preparation licenses or endorsements.

Licensure: No Endorsement: No

#### **SECTION 1: INTRODUCTION**

#### 1.1 Summary of the request

Kent State University proposes establishing a Musical Theatre major within the Bachelor of Fine Arts (BFA) degree, to be offered on the Kent Campus. The program has existed since 1981 as one of two concentrations within the BFA degree in Theatre Studies. A separate proposal will be submitted to also elevate the second concentration, Design/Technology, to a major.

With the elevation of the two concentrations into separate degree programs, the BFA degree in Theatre Studies major will be inactivated. The existing BA degree in Theatre Studies will continue to be offered.

#### Present

- * BA Theatre Studies major
- BFA Theatre Studies major Musical Theatre concentration Design/Technology concentration

#### Proposed

- * BA Theatre Studies major
- * BFA Musical Theatre major
- *BFA Theatre Design, Technology and Production major

Through the years, the dissimilar nature between the Musical Theatre and Design/Technology programs has become visibly apparent. The two concentrations do not share admission criteria, curricular requirements, learning outcomes or career objectives. Elevating the two concentrations into defined majors will allow students to find their desired program more easily on the university's website and on the admission application. Separate majors will differentiate the highly specialized BFA degree from the more generalized BA degree in Theatre Studies.

## **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 North Central Association Higher Learning Commission on 26-27 January 2015.¹

# 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 the notification as an appendix item.

Kent State will seek approval from the Higher Learning Commission after the Ohio Department of Higher Education has approved the program.

The National Association of Schools of Theatre accredits Kent State's School of Theatre and Dance and its programs, and the school will notify the accreditor after the Ohio Department of Higher Education has approved the program.

#### **SECTION 3: LEADERSHIP—INSTITUTION**

#### 3.1 Mission statement

Kent State University Mission Statement: "We transform lives and communities through the power of discovery, learning and creative expression in an inclusive environment."

# 3.2 Organizational structure

The Kent State academic organizational structure and administrative leadership and division organizational structure can be found at <a href="https://www.kent.edu/president/organizational-charts">www.kent.edu/president/organizational-charts</a>.

¹ Retrieved from

## 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 School of Theatre and Dance in the College of the Arts (as is currently done with the existing concentration). Performance faculty report to the school director who, in turn, reports to the dean of the college. The dean reports to the senior vice president for academic affairs and provost.

Dance and music faculty (the latter from the School of Music in the College of the Arts) contribute to the administration of the program with the guidance of the performance faculty.

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.

Professor Therese J. Kent, MFA, is the program coordinator as well as the director of the School of Theatre and Dance's mainstage productions. Her administrative duties include overseeing and coordinating program recruitment and admissions, advising students, maintaining records and reviewing and initiating changes to the curriculum. Please see Appendix A for her 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.

Within the School of Theatre and Dance, several committees support the development and maintenance of the existing concentration and the proposed major. They are the Faculty Advisory Committee, Design/Technology Committee, Dance Division Area Faculty, History/Literature/Criticism Area Faculty, Curriculum Committee, Production Committee and Strategic Planning for Recruitment Committee.

Each of these standing committees is chaired by a full-time faculty member of the school. The school director determines the selection of committee chairs. Each committee meets regularly, a minimum of three times per semester.

## 4.2 Program development

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

Musical Theatre fosters a strong commitment to research and creative activity, which creates and maintains an intellectual environment, allowing the advancement of knowledge and continued service commensurate with the goals and mission of Kent State University. The program provides a high level of experiential learning, preparing students for an increasingly competitive discipline and profession.

Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings. If completed, submit the full analysis as an appendix item.

The School of Theatre and Dance did not undertake a needs assessment as the musical theatre program has existed for nearly 40 years. The program has experienced growth in the past several years, see table below. There have been 110 graduates in the past eight years.

Table: Fall Semester Student Enrollment (15th Day Census) Theatre Studies Major, Musical Theatre Concentration

2009	2010	2011	2012	2013	2014	2015	2016
47	60	72	81	88	88	77	67

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.

Other than aligning with the standards of the National Association of Schools of Theatre, the School of Theatre and Dance has not undertaken any other consultation regarding program development.

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 School of Theatre and Dance has been accredited by the National Association of Schools of Theatre (NAST) Commission on Accreditation since 2003. The last reaffirmation of accreditation occurred 2009; the next review will be in 2018-2019.

#### 4.3 Collaboration with other Ohio institutions

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

The University of Akron (16 miles from the Kent Campus) offers a BA degree in Theatre Arts. Akron's program focuses on the study of the history of theatre and dramatic literature in a social context – rather than the practical training and creative experiences in the musical theatre field.

In Northeast Ohio, Cleveland State University (38 miles) offers a bachelor's degree in theatre, but not with a musical theatre focus. Youngstown State University (42 miles) offers a BFA degree in Musical Theater.

Kent State and Youngstown State are the only NAST-accredited institutions in Northeast Ohio. There are five NAST-accredited institutions in the state with a designated baccalaureate program (either major or concentration) in musical theatre: Kent State, Otterbein University, University of Cincinnati, Bowling Green University and Youngstown State University.

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

The School of Theatre and Dance did not develop the proposed program in collaboration with another 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.

Admission to the musical theatre program is highly selective, above the minimum admission criteria for the Kent Campus. Applicants must pass an audition in each of the three performance areas—dance, singing and acting—to be admitted to the program. Students who pass the audition will be admitted directly into the program at the beginning of their freshman year. In exceptional cases, students may be admitted to the program in the second semester of their freshman year.

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.

#### 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.

Student administrative services available at Kent State University adequately support the current concentration and will be able to support the proposed major.

#### 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.

As the program has been existing for nearly four decades, student academic services are sufficient to support the proposed major.

## **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 Fine Arts degree in Musical Theatre degree prepares students for life as working artists in the musical theatre field. Practical training and creative experiences are coupled with an interdisciplinary liberal arts curriculum and a foundation in theatre history, analysis and criticism. Students in their senior year may be selected to participate in the annual New York City Musical Theatre Showcase, which enables students to perform for prospective casting directors, talent managers and theatrical and commercial agents.

# 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.

In order to continue and graduate with the BFA degree in Musical Theatre, students must achieve the following:

- 1. Demonstrate proficiencies that are equal to entry-level positions in the profession or as expected for admission into Master of Fine Arts programs as a singer/actor/dancer, as evidenced in auditions conducted by faculty and guest professionals, as well as course and production work.
- 2. Demonstrate and articulate proficiency and understanding in and of music performance and theory, basic dance performance and technique and acting and acting theory/systems.
- 3. Demonstrate understanding of how acting and storytelling are the foundation of all three interrelated areas of performance (acting, singing and dance).
- 4. Demonstrate correct and aesthetically pleasing technique in movement and dance.
- 5. Demonstrate and articulate correct and aesthetically pleasing technique in the execution of vocal performance, sight-singing, musicianship and music theory.
- 6. Demonstrate and articulate correct and aesthetically pleasing technique in acting and acting theory/systems.
- 7. Perform in workshops and full productions of musical theatre in a variety of formal and informal settings.
- 8. Perform a significant role in at least one full production prior to graduation.
- 9. Develop substantial and appropriate audition repertoire.

- 10. Demonstrate proficiency in audition technique.
- 11. Demonstrate professional behavior in respect for the craft.

# 6.3 Course offerings/descriptions

The curriculum for the proposed major is identical to the current concentration with the exception of two minor revisions:

- Dance electives (8 credit hours) are given more specifications as to which courses may be applied toward this requirement.
- THEA 41305 Professional Aspects: Performance is added to guided electives.

# Complete the following table to indicate the courses that comprise the program. Please list courses in groups by type and indicate if they are new or existing courses.

Course	Cr	OTM	New/
(number/name)	hrs		Existing
MAJOR REQUIREMENTS (courses count in major GPA)	83		
MUS 17111 Piano Class	1		Existing
MUS 17112 Piano Class	1		Existing
MUS 36311 Applied Music-Voice taken four times	8		Existing
THEA 11100 Making Theatre: Culture and Practice	2		Existing
THEA 11722 Fundamentals of Production I: Scenery, Stagecraft and Sound	2	TAG	Existing
THEA 11723 Fundamentals of Production Laboratory I: Scenery	1	TAG	Existing
or THEA 11724 Fundamentals of Production Lab II: Props and Scenic Art		TAG	Existing
THEA 11732 Fundamentals of Production II: Costumes, Lighting and Projections	2		Existing
THEA 11733 Fundamentals of Production Laboratory III: Costumes	1		Existing
or THEA 11734 Fundamentals of Production Laboratory IV: Lighting, Sound			Existing
and Projections			
THEA 20202 Music Theory for Musical Theatre I	3		Existing
THEA 20203 Music Theory for Musical Theatre II	3		Existing
THEA 21111 Script Analysis	3		Existing
THEA 21303 Acting Process	3		Existing
THEA 21306 Musical Theatre Performance I taken twice	6		Existing
THEA 22092 Practicum: Design and Technology (ELR)	3		Existing
THEA 31110 History of Theatre and Drama I	3		Existing
THEA 31111 History of Theatre and Drama II	3		Existing
THEA 31303 Character and Scene Study I	3		Existing
THEA 31304 Character and Scene Study II	3		Existing
THEA 41307 Musical Theatre Performance II taken twice	6		Existing
THEA 42192 Practicum II: Performance (ELR)	3		Existing
Theatre History or Playwriting Elective, choose from the following: 1	3		
DAN 47163 Dance History II (WIC)			Existing
THEA 41026 Playwriting (WIC)			Existing
THEA 41140 American Musical Theatre History (WIC)			Existing
THEA 41620 History of Period Styles(WIC)			Existing
Dance Electives, choose from the following: ²	8		
DAN 17010 Studio Ballet I			Existing
DAN 17011 Studio Ballet II			Existing
DAN 17052 Ballet I-A			Existing
DAN 17152 Ballet I-B			Existing
DAN 27070 Jazz Styles I			Existing
DAN 27072 Ballet II-A			Existing
DAN 27170 Jazz Styles II			Existing

Course	Cr		New/
(number/name)	hrs	TAG	Existing
MAJOR REQUIREMENTS (courses count in major GPA)	83		
DAN 27172 Ballet II-B			Existing
DAN 37067 Ballet III-A			Existing
DAN 37167 Ballet III-B			Existing
DAN 47055 Ballet IV-A			Existing
DAN 47070 Jazz Styles III			Existing
DAN 47095 Special Topics in Dance			Existing
DAN 47155 Ballet IV-B			Existing
DAN 47170 Jazz Styles IV			Existing
THEA 41702 Movement and Dance for Actors			Existing
Guided Electives, choose from the following: minimum 8 credit hours upper division	12		
MUS 36311 Applied Music-Voice			Existing
MUS 45131 Opera: Singer-Actor Techniques			Existing
MUS 47311 Voice Class for the Instrumentalist			Existing
THEA 21016 Makeup for Stage and Screen			Existing
THEA 21700 Movement I			Existing
THEA 21800 Voice I			Existing
THEA 31701 Movement II			Existing
THEA 31801 Voice II			Existing
THEA 41095 Special Topics in Theatre			Existing
THEA 41301 Acting for the Camera I			Existing
THEA 41302 Acting for the Camera II			Existing
THEA 41305 Professional Aspects: Performance			Existing
THEA 41308 Musical Theatre Audition			Existing
THEA 41499 Musical Theatre Showcase (ELR)			Existing
THEA 41702 Movement and Dance for Actors			Existing
THEA 41802 Ensemble Singing for Musical Theatre			Existing
THEA 42192 Practicum II: Performance			Existing
Dance (DAN) Courses			Existing
ADDITIONAL REQUIREMENTS (courses do not count in major GPA)	37		
UC 10097 Destination Kent State: First Year Experience	1		Existing
Kent Core Composition	6	OTM	Existing
Kent Core Mathematics and Critical Reasoning	3	OTM	Existing
Kent Core Humanities and Fine Arts minimum one course from each	9	OTM	Existing
Kent Core Social Sciences from two curricular areas	6	OTM	Existing
Kent Core Basic Sciences must include a lab	6-7		Existing
Kent Core Additional	6	OTM	Existing

- 1. A minimum C grade must be earned in one course to fulfill writing-intensive requirement.
- 2. Enrollment in many of the dance courses are by audition only.

Provide number, name and description of each course in the proposed program as it would appear in the course catalog. Submit syllabi for new courses as appendix items.

All courses are existing

#### DAN 17010 Studio Ballet I

Introduction to the foundations of ballet placement, vocabulary and movement for the beginner. Open to all university students. Prerequisite: None.

#### DAN 17011 Studio Ballet II

Continuation of ballet technique foundations with emphasis on more advanced dance combinations. Open to all university students. Prerequisite: DAN 17010.

## DAN 17052 Ballet I-A

(Repeatable for credit) Ballet techniques: pre-barre; beginning barre and beginning center work. Prerequisite: Dance major and special approval.

#### DAN 17152 Ballet I-B

(Repeatable for a maximum of 8 credit hours) Continuation of ballet techniques studied in DAN 17052. Prerequisite: Dance major and DAN 17052 and special approval.

#### DAN 27070 Jazz Styles I

Development of basic jazz dance skills for dance majors and minors. Prerequisite: special approval.

#### DAN 27072 Ballet II-A

(Repeatable for a maximum of 8 credit hours) Intermediate ballet technique. Prerequisite: Dance major; DAN 17152 and special approval.

#### DAN 27170 Jazz Styles II

Continued development of basic jazz dance skills. Prerequisite: DAN 27070 and special approval.

#### DAN 27172 Ballet II-B

(Repeatable for a maximum of 8 credit hours) Continuation of intermediate ballet technique. Prerequisite: DAN 27072 and special approval.

#### DAN 37067 Ballet III-A

(Repeatable for a maximum of 8 credit hours) Advanced ballet technique. Prerequisite: DAN 27172 and special approval.

#### DAN 37167 Ballet III-B

(Repeatable for credit) Continuation of advanced ballet technique. Prerequisite: DAN 37067 and special approval.

# DAN 47055 Ballet IV-A

(Repeatable for credit) A continuation of DAN 37167 with increasing clarity and control of movements. Prerequisite: DAN 37167.

## DAN 47070 Jazz Styles III

(Repeatable for credit) Jazz style for students with advanced dance technique. Prerequisite: DAN 27170 and special approval.

## DAN 47095 Special Topics in Dance

(repeatable for a total of 24 hours) offered when resources permit a topic different from existing courses. Topic to be announced when scheduled. Prerequisite: none.

# DAN 47155 Ballet IV-B

(Repeatable for credit) A continuation of DAN 47055 with increasing clarity and dynamic expression. Prerequisite: DAN 47055 and special approval.

# DAN 47163 Dance History II

History of the development of concert and theatrical dance forms from 1900 to present day. Prerequisite: DAN 47063 and special approval.

## DAN 47170 Jazz Styles IV

(Repeatable for credit) Continuation of DAN 47070. Prerequisite: DAN 47070 and special approval.

#### **MUS 17111 Piano Class**

Preparatory piano. Piano literature and functional elements of sight-reading, transposition, harmonization, and improvisation. Prerequisite: Special approval.

#### MUS 17112 Piano Class

Preparatory piano. Piano literature and functional elements of sight-reading, transposition, harmonization, and improvisation. Prerequisite: MUS 17111 with a grade of C (2.000) or better; and special approval.

#### MUS 36311 Applied Music-Voice

(Repeatable for credit) A comprehensive study of performance, technique and repertoire appropriate to music majors and minors. Individual study. Students must audition to be accepted into this course. Prerequisite: Music (MUS), music technology (MUST) or music education (MUED) major.

#### **MUS 36311 Applied Music-Voice**

(Repeatable for credit) A comprehensive study of performance, technique and repertoire appropriate to music majors and minors. Individual study. Students must audition to be accepted into this course. Prerequisite: Music (MUS), music technology (MUST) or music education (MUED) major.

## MUS 45131 Opera: Singer-Actor Techniques

(Repeatable for credit) Training in methods and skills necessary to the art of the singer-actor. Opera performed and prepared via study observation and rehearsal. Prerequisite: Audition.

#### MUS 47311 Voice Class for the Instrumentalist

Class instruction in the fundamentals of correct breathing, tone production and diction.

Prerequisite: Music (MUS) or Music Education (MUED) major.

# THEA 11100 Making Theatre: Culture and Practice

Overview of theatre practices through creative experiential learning. The focus and course content combines practical and cultural experiences and culminates with a performance event that provides a solid foundation in the artistic process and an identity for the first-year theatre student. Prerequisite: special approval.

# THEA 11722 Fundamentals of Production I: Scenery, Stagecraft and Sound

An introduction to professional theatre production principles and practices in the areas of scenery, stagecraft and sound. Prerequisite: special approval.

# THEA 11723 Fundamentals of Production Laboratory I: Scenery

Practice in theatre production techniques in the area of scenery. Prerequisite: special approval.

# THEA 11724 Fundamentals of Production Laboratory II: Props and Scenic Art

Practice in theatre production techniques in the area of properties and scenic art. Prerequisite: special approval.

# THEA 11732 Fundamentals of Production II: Costumes, Lighting and Projections

An introduction to professional theatre production principles and practices in the areas of costumes, lighting and projections. Prerequisite: special approval.

# THEA 11733 Fundamentals of Production Laboratory III: Costumes

Practice in theatre production techniques in the area of costumes. Prerequisite: special approval. Corequisite: THEA 11732.

## THEA 21016 Makeup for Stage and Screen

Study of stage, TV and photographic makeup techniques and materials. Four lecture demonstration laboratory hours per week; special projects as assigned. Prerequisite: Special approval.

## **THEA 21111 Script Analysis**

Principles, theories and techniques of play script analysis for theatrical production. Prerequisite: special approval; and THEA 11100.

#### **THEA 21303 Acting Process**

Fundamentals of naturalistic acting and interaction; development of spontaneity, believability and a sense of truth; game playing and basic stage technique. Prerequisite: special approval.

#### THEA 21306 Musical Theatre Performance I

(Repeatable for a maximum of 1) Performanceoriented class that will focus on techniques and styles of performance in musical theatre and cabaret from Gilbert and Sullivan to present. Prerequisite: Musical Theatre major.

# THEA 21700 Movement I

Beginning exploration of technical skills emphasizing the physical components of expressive action through integration of breath, text and body conditioning. Prerequisite: special approval.

## THEA 21800 Voice I

Breathing, physical alignment, sound and text explorations designed to develop relaxed, free and fully connected voice production for the actor. Proper use and care of the voice. Prerequisite: special approval.

# THEA 22092 Practicum: Design and Technology

(Repeatable for credit) Practical experience in theatr production under faculty supervision. Available for lower-division students only. Required of all theatre majors. Prerequisite: special approval.

## THEA 31110 History of Theatre and Drama I

Theatre history and drama in Europe from antiquity through the renaissance. Prerequisites: special approval; and junior standing; and THEA 21111

## THEA 31111 History of Theatre and Drama II

Theatre history and drama in Europe and the United States from 1700 to the present. Prerequisites: special approval; and junior standing; and THEA 21111.

## THEA 31303 Character and Scene Study I

The development of character in the realistic scene. Prerequisite: THEA 21303 and special approval.

## THEA 31304 Character and Scene Study II

Further character and scene exploration; spontaneity and creative choice making. Prerequisite: THEA 31303 and special approval.

#### THEA 31701 Movement II

Development of movement exploration and improvisation skills which focus on physical relationships in performance and utilize the components of energy, space and time. Prerequisite: THEA 11303 or 21306; and special approval.

## THEA 31801 Voice II

Continuation of Voice I. Explorations involve various texts and incorporation of voice principles a a more detailed level. Prerequisite: THEA 21301 and THEA 21800 and special approval.

#### **THEA 41026 Playwriting**

(Repeatable for a total of 6 credit hours) Principles underlying playwriting for the contemporary theatre; analysis of short play form. Prerequisite: special approval.

# THEA 41095 Special Topics in Theatre

(Repeatable for credit) Course offered irregularly when unusual resources permit a topic different from existing courses. Topic will be announced when scheduled. Prerequisite: Special approval.

# THEA 41140 American Musical Theatre History

Comprehensively examines the history of American musical theater and incorporates the exploration of musical literature in production and performance. Prerequisite: junior standing; and theatre major.

## THEA 41301 Acting for the Camera I

Introduction to the specific techniques used in film acting, the course provides students with the necessary tools to make the transition from stage acting to camera acting. Prerequisite: special approval.

# THEA 41302 Acting for the Camera II

Further development on the specific techniques used in film acting, the course continues to assist students in making the transition from stage acting to camera acting. Prerequisite: special approval.

# THEA 41305 Professional Aspects: Performance

A study of the practical demands and requirements of a professional acting career with particular emphasis on audition skills. Also covered: pictures and resumes, making rounds, professional unions, casting directors, agents and managers, the job market and career prospects. Prerequisite: Junior standing.

# THEA 41307 Musical Theatre Performance II

Advanced work in musical theatre performance techniques for junior- and senior-level students. Course content includes selecting appropriate musical theatre audition material and developing contrasting selections from the musical theatre repertory. Preparation for musical theatre auditions is included. Prerequisite: THEA 21306 and special approval.

## **THEA 41308 Musical Theatre Audition**

(Repeatable for a maximum of 4 credit hours) Explore the various genres and styles of American musical theatre songs with specific emphasis on finding practical audition repertoire for each student. Performance and research will be the primary activities in the class. Prerequisite: special approval.

#### **THEA 41499 Musical Theatre Showcase**

(Repeatable for credit) (Slashed with THEA 51499) Development, promotion, and presentation of a Musical Theatre showcase for industry casting personnel in New York City. Audition required prio to registration for this course. Prerequisite: senior standing and special approval.

# THEA 41620 History Of Period Styles for Theatre Designers

Students explore the way in which theatre designers approach period style in their own creative work. Prerequisite: theatre (THEA) major with junior standing; and special approval.

#### THEA 41702 Movement and Dance for Actors

(Repeatable for a maximum of 6 credit hours) Designed to acquaint actors with theatre dance techniques and choreographic styles by concentrating on vernacular dances used throughout musical theatre. Course combines basic ballet, jazz and tap terminology. Prerequisite: special approval.

# THEA 41802 Ensemble Singing for Musical Theatre

(Repeatable for a maximum of 6 credit hours) the study and performance of diverse styles specific to the musical theatre canon for mixed voices. Prerequisite: special approval.

## THEA 42192 Practicum II: Performance

(Repeatable for credit)Advanced practical experience in theatre performance under faculty supervision. Available for upper division students only. Prerequisite: Junior or senior standing and special approval.

## THEA 42192 Practicum II: Performance

(Repeatable for credit) Advanced practical experience in theatre performance under faculty supervision. Available for upper division students only. Prerequisite: Junior or senior standing and special approval.

# 6.4 Program sequence

# Provide the intended/ideal sequence to complete the program in the table below.

First Year Fall	Hours	Spring	Hours
THEA 11100 Making Theatre: Culture	2	THEA 20202 Music Theory for Musical	
and Practice	2	Theatre I	3
THEA 21306 Musical Theatre	3	THEA 21303 Acting Process	3
Performance I	J	Fundamentals of Production	2
MUS 36311 Applied Music- Voice	2	Fundamentals of Production Laboratory	
UC 10097 Destination Kent State: First	1	Dance Elective	1-2
Year Experience	_	Kent Core Requirement	3
Fundamentals of Production	2	Kent Core Requirement	3
Fundamentals of Production Laboratory	1	1	16
Dance Elective	1-2		
Kent Core Requirement	3		
1	15		
Second Year			
Fall	Hours	Spring	Hours
THEA 20203 Music Theory for Musical	3	MUS 17111 Piano Class	1
Theatre II		THEA 31303 Character and Scene	3
THEA 21111 Script Analysis	3	Study I	
THEA 21306 Musical Theatre	3	Dance Elective	2
Performance I		Guided Elective	3
MUS 36311 Applied Music- Voice	2	Kent Core Requirement	3
Kent Core Requirement	3	Kent Core Requirement	3
Kent Core Requirement	3	•	15
•	17		
Third Year			
Fall	Hours	Spring	Hours
MUS 17112 Piano Class	1	MUS 36311 Applied Music- Voice	2
THEA 31110 History of Theatre and	3	THEA 22092 Practicum I:Design	3
Drama I		Technology	
THEA 31304 Character and Scene	3	THEA 31111 History of Theatre and	3
Study II		Drama II	
THEA 41307 Musical Theatre	3	Kent Core Requirement	3
Performance II		Kent Core Requirement	3
Dance Elective	2		14
Kent Core Requirement	3		
	15		
Fourth Year			
Fall	Hours	Spring	Hours
THEA 42192 Practicum Performance	3	MUS 36311 Applied Music- Voice	2
THEA 41307 Musical Theatre	3	Dance Elective	1-2
Performance II	_	Guided Elective	3
Kent Core Requirement	3	Theatre History or Playwriting Elective	3
Dance Elective	1-2	Kent Core Requirement	3
Guided Electives	6		12
	16		

**Total Hours: 120** 

# 6.5 Alternative delivery options

The proposed program will not be offered hybrid or fully online or in an accelerated delivery.

# 6.6 Off-site program components

The proposed program does not contain any off-site components, as students will be able to study, perform and produce theatrical pieces through hands-on practice for the school's theatrical and dance productions. Kent State's Center for the Performing Arts houses three theatres, performance and rehearsal space, costume shop and laboratories for costumes, drafting, lighting and scenery. In addition, the School of Theatre and Dance oversees the outdoor venue, Porthouse Theatre, in Cuyahoga Falls.

#### **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.

Faculty for each academic program at Kent State are expected to develop and use a plan of assessment, which includes identifying student learning outcomes and the ways in which these outcomes will be measured. This assessment is to also identify the issues that are most relevant and of interest to the program. Annually, faculty are to collect and use data to identify trends, strengths and weaknesses and for follow-up in action planning for future program improvement.

Faculty then submit an annual report of these processes to Kent State's Office of Accreditation, Assessment and Learning. Every seven years, the school undergoes a program review, during which external reviewers from peer universities visit campus to evaluate and provide feedback on the school's programs.

In addition to self-assessments for Kent State, the School of Theatre and Dance must participate in annual reporting to the National Association of Schools of Theatre (NAST) to maintain its school accreditation. Included in the reporting are confirmation that curriculum meets NAST standards and statistical information regarding operations and achievements. Every 10 years, the school prepares a comprehensive review for NAST evaluation for reaccreditation. The next comprehensive review will be in 2018-19.

There are six full-time faculty members responsible for the curriculum, course rotation and recruitment for undergraduate students in the BFA Musical Theatre Program. (five are tenured/tenure-track, and one is non-tenure track).

Program faculty meet regularly in weekly division meetings to evaluate program. Data is collected via survey, student evaluations, polling and external recognition of the program. The Performance Faculty (six faculty) holds weekly meetings to discuss students in the BFA Musical Theatre program.

# 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.

Students enrolled in the program are required to complete annual performance reviews and audition for each mainstage production and accept roles as cast. Student performance work is critiqued and assessed during regularly scheduled post-production review.

The musical theatre program offers yearly screening auditions to guide students to external industry unified auditions. All students are expected to attend at least one unified audition annually. Senior students receive feedback from performance industry members through the annual Musical Theatre Showcase.

Student data is collected upon graduation via electronic media and group message boards. This information is shared with several school committees, including the Curriculum Committee, Graduate Studies Committee, Production Committee and Strategic Planning for Recruitment.

#### **SECTION 8: FACULTY**

# 8.1 Faculty appointment policies

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

Full-time faculty designations for the program are the following: full professor, associate professor and assistant professor. In addition, some courses are taught by graduate assistants and adjunct faculty members who are also full-time administrative staff for the school.

- Professor: Promotion to this rank requires credentials and achievements beyond those required
  for promotion to associate professor. This rank is reserved for senior faculty members who have
  made sustained and significant impact and achieved significant recognition in their discipline.
- Associate Professor: Hire to or promotion to this rank presumes prior service as an assistant professor, significant academic achievements, and possession of the terminal degree or equivalent professional experience in an appropriate discipline.
- Assistant Professor: This rank is normally the entry-level rank for tenure-track faculty holding the terminal degree or equivalent professional experience in an appropriate discipline.
- Adjunct Faculty Appointments: When the school cannot meet its teaching needs from the ranks of its full-time tenured, tenure-track and non-tenure track faculty and graduate students, then part-time faculty appointments will be made from an established pool of qualified applicants not currently on regular appointment at the university. Adjunct faculty appointments are made by the school director in consultation with the Faculty Advisory Committee. Adjunct faculty members do not vote on school committees and do not participate in school governance.

Describe the credentialing requirements for faculty who will be teaching in the program (e.g., degree requirements, special certifications or licenses, experience).

All full-time faculty in the program hold the terminal degree in the area of expertise and have significant creative scholarship and/or professional experience.

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

Per Kent State University policy, contractual load requirement is 24 credit hours annually for all tenured/tenure-track faculty, and 30 credit hours for all non-tenure-track faculty.

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

The curriculum can be offered with existing resources as current faculty teach the courses offered currently. Additional faculty will be added only if enrollment increases significantly.

# 8.2 Program faculty

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

Full-time: 21 Less than full-time: 3

Provide an estimate of the number of <u>faculty members to be added</u> during the first two years of program operation.

Full-time: 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 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.

All faculty members administering the musical theatre program are expected to be working artists in the field of their expertise – actor, singer, dancer, director, choreographer, music director, musician, etc.

Tenure-Track Faculty: General expectations for professional development/scholarship activities are continuous. The overall evaluation of a tenure-track candidate for reappointment must include consideration of the faculty member's personal integrity and professional behavior as recognized by the university community. A sound ethical approach to all aspects of teaching, research, creative activity, publication and the academic profession is expected of all who seek reappointment in the School of Theatre and Dance. A candidate who fails to demonstrate likely success in the tenure process will be notified promptly that she/he will not be reappointed.

Non-Tenure Track Faculty: General expectations for professional development/scholarship activities are recognized for promotion and are meritorious. Non-tenure track faculty members usually make their primary contribution in undergraduate teaching or emphasize contributions to the co-curricular production program. In each specialization, a high quality of teaching is expected. Therefore, greater weight will be given to these areas. Collegial behavior should be reflected in the record of each faculty member.

Please see the Faculty Handbook in Appendix B.

# 8.4 Faculty matrix

Complete a faculty matrix for the proposed program. A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below). A copy of each faculty member's CV must be included as an appendix item.

See Appendix C for each faculty member's curriculum vita.

* Number of courses taught by the faculty member each year at all campuses

# Theatre Faculty

Name of	Title	Full/	Degree, discipline,	Years	Course faculty	Load
instructor	1 itie	part	institution, year	teach	will teach	*
Maryann	Assistant	FT	MFA, Theatre Studies,	3	DAN 17010; DAN 17011	12
Black	Professor		Kent State University, 2007		DAN 17052; DAN 47095	
					THEA 41702	
Courtney	Assistant	FT	MFA, Acting, University of	3	THEA 21303; THEA 21306	18
Brown	Professor		Southern Mississippi, 2008		THEA 21700; THEA 21800	
					THEA 31303; THEA 31304	
					THEA 31701; THEA 31801	
					THEA 41095	
Sharon	Associate	FT	MFA, Theatre Design and	19	THEA 11722; THEA 11723	6
(Suzy)	Professor		Technology, Ohio State		THEA 11724; THEA 11732	
Campbell			University, 1982		THEA 11733; THEA 11734	
•					THEA 21016; THEA 22092	
Nicholas	Assistant	FT	MFA, Sound Design,	2	THEA 11100	
Drashner	Professor		University of California-			
			San Diego, 2013			
Amy	Assistant	FT	MFA, Acting, San Diego	5	THEA 21303; THEA 21306	18
Fritsche	Professor		State University, 2010		THEA 21700; THEA 31303	
					THEA 31304; THEA 31701	
					THEA 41095; THEA 41307	
					THEA 42192	
Tamara	Assistant	FT	MFA, Scenic Design,	1	THEA 11722; THEA 11723	6
Honesty	Professor		West Virginia University,		THEA 11724; THEA 11732	
			1996		THEA 11733; THEA 11734	
					THEA 22092; THEA 41620	
Therese	Professor	FT	MFA, Acting, Michigan	29	THEA 21306; THEA 41095	11
Kent			State University, 1987		THEA 41307;THEA 41499	
			-		THEA 42192	
Jennifer	Assistant	FT	MM, Music Education,	4	THEA 21306; THEA 41307	12
Korecki	Professor		Kent State University, 1996		THEA 41308; THEA 41802	

Name of	Title	Full/	Degree, discipline,	Years	Course faculty	Load *
instructor		part	institution, year	teach	will teach	•
Daniel	Professor	FT	PhD, Theatre, University	20	THEA 21111; THEA 31110	9
Nadon			of Colorado-Boulder, 1993		THEA 31111; THEA 41026	
Steven	Associate	FT	MFA, Theatre Studies,	4	THEA 11722; THEA 11723	6
Pauna	Professor		Kent State University, 2000		THEA 11724; THEA 11732	
					THEA 11733; THEA 11734	
Fabio	Associate	FT	MFA, Acting, Case	3	THEA 21303; THEA 21306	18
Polanco	Professor		Western Reserve		THEA 31303; THEA 31304	
			University, 1997		THEA 41305; THEA 41307	
					THEA 42192	
Jakyung	Associate	FT	MFA Lighting Design,	8	THEA 11722; THEA 11723	6
Seo	Professor		University of Illinois		THEA 11724; THEA 11732	
			Urbana Champaign, 2004		THEA 11733; THEA 11734	
			1 0 ,		THEA 22092	
Jonathan	Associate	FT	MM, Performance,	9	THEA 20202; THEA 20203	22
Swoboda	Professor		University of Nebraska,		THEA 21306; THEA 41140	
			1997		THEA 41307; THEA 41499	
Rohn	Adjunct	PT	MFA, Acting, Indiana	15	THEA 41301; THEA 41302	6
Thomas	,		University Bloomington,			
			1980*			

# **Dance Faculty**

Name of	Title	Full/	Degree, discipline,	Years	Course faculty	Load
instructor		part	institution, year	teach	will teach	*
Kimberly	Associate	FT	MA, Dance and Dance	15	DAN 27070; DAN 47070	
Karpanty	Professor		Education (Higher Education		DAN 47170	
			and Administration), New			
			York University, 1987			
Jeffrey	Associate	FT	MFA, Dance, University of	2	DAN 27072; DAN 17172	
Rockland,	Professor		California-Irvine, 1992		DAN 37067: DAN 37167	
					DAN 47055; DAN 47155	
Joan	Assistant	FT	MFA, Dance, Case Western	12	DAN 47163	
Meggitt	Professor		Reserve University, 1999			
Beverly	Instructor	PT	MEd, Rehabilitation	35	DAN 17152	
Petersen-			Counseling, Kent State			
Fitts			University, 1982*			
Erin	Instructor	PT	MFA, Choreography,	23	DAN 27072; DAN 17172	
Smith			University of North Carolina		DAN 37167; DAN 47070	
			at Greensboro, 1996*		DAN 47170; DAN 47155	

# Music Faculty

Name of	Title	Full/	Degree, discipline,	Years	Course faculty	Load
instructor	Title	part	institution, year	teach	will teach	*
Marla	Assistant	FT	MM, Music, Cleveland	3	MUS 36311; MUS 45131	4
Berg	Professor		Institute of Music, 1997*			
Dana	Associate	FT	MM, Music, State University,	17	MUS 17111; MUS 17112	2
Brown	Professor		1986			
Timothy	Associate	FT	MM, Performance, Kent State	10	MUS 36311	4
Culver	Professor		University, 2002			
Jane	Professor	FT	PhD, 1989, University of	15	MUS 36311; MUS 47311	4
Dressler			North Carolina-Greensboro,			
			1989			

Name of instructor	Title	Full/ part	Degree, discipline, institution, year	Years teach	Course faculty will teach	Load *
Jay White	Associate Professor	FT	MM, Music, University of Maryland, 2001*	5	MUS 36311	4

^{*} Credential not verified by Kent State University's Office of Academic Personnel

# **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).

Performing arts librarians built the current collection through the existing University Libraries collection-development budgets, along with strong relationships and collaboration with School of Theatre and Dance faculty. This collaboration has allowed the library to shape the collection by filling it with resources that directly support faculty instruction and student needs. This approach to collection development resulted in a strong and relevant collection, and performing arts librarians will continue to use this strategy in the future.

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

The library collection includes hundreds of vocal scores, song anthologies, librettos, recordings, and videos of musical theatre repertoire, as well as biographical, historical, and bibliographical print and electronic reference resources relating to musical theatre topics.

Also, as an institutional member of the OhioLINK and SearchOhio consortia, students at Kent State University may request items from other universities and public libraries around Ohio. They may have the items delivered to campus within about a week, effectively expanding the Kent State musical theatre collection by thousands of items. In addition, students may request items not available through these consortia via Interlibrary Loan, free of charge. The Performing Arts Library does not have plans to acquire specific resources in the near future. However, librarians will continue to purchase items for the collection as new show scores, recordings, librettos, and videos are published and as requests for purchasing specific items or resources are submitted by faculty from the School of Theatre and Dance.

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 Performing Arts Library does not have plans to acquire specific resources in the near future. However, librarians will continue to purchase items for the collection as new show scores, recordings, librettos, and videos are published and as requests for purchasing specific items or resources are submitted by faculty from the School of Theatre and Dance.

# 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.

Librarians in the Performing Arts Library currently offer orientation and information literacy instruction to students entering the School of Theatre and Dance as part of the First Year Experience (UC 10097) course in the students' first semester at Kent State. Librarians then continue to provide instruction throughout the year at the request of individual faculty.

Performing arts librarians have also offered, and will continue to offer, a personal librarian program. This rebranding of reference and instruction services focus on encouraging students to come to the library and seek individualized assistance. The personal librarian program helps librarians build connections and relationships with students by appearing more approachable and relevant, as well as to help support student success and retention.

# 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.

No additional resources are needed to support the proposed program. The curriculum can be offered with existing resources. Additional faculty will be added only if enrollment increases.

## 10.2 Budget/financial planning

Complete the table on the following page to describe the financial plan/budget for the first four 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	64	64	66	66
Headcount part time	-	-	-	-
Full-time equivalent (FTE) enrollment	64	64	66	66
II. Projected Program Income				
Tuition (paid by student or sponsor)	\$585,780	\$585,780	\$594,660	\$595,800
Expected state subsidy	\$383,600	\$383,600	\$407,150	\$407,150
Externally funded stipends, as applicable	-	-	-	-
Other income	\$15,600	\$15,600	\$16,400	\$16,400
Total Projected Program Revenue	\$984,980	\$984,980	\$1,018,120	\$1,019,350
III. Program Expenses	"		"	"
New personnel				
Instruction				
Full time: 0	-	-	-	-
Part time: 0	-	-	-	-
Non-instruction				
Full time: 0	-	-	-	-
Part time: 0	-	-	-	-
Current personnel				
Instruction				
Full time: 21 (percentage for program)	\$593,225	\$605,089	\$617,190	\$618,353
Part time: 3	\$13,000	13,000	13,000	\$13,000
Non-instruction				
Full time: 4 (percentage for program)	\$123,008	\$125,548	\$126,803	\$128,071
Part time: 0	-	-	-	-
New facilities/building/space renovation	-	-	-	-
Benefits for all personnel	\$277,709	\$283,245	\$288,387	\$289,323
Scholarship/stipend support	-	-	-	-
Additional library resources	-	-	-	-
Additional technology or equipment needs	-	-	-	-
Other expenses	-	-	-	-
Total Projected Expenses	\$1,006,942	\$1,026,882	\$1,045,380	\$1,035,760
Projected Program Net	- \$21,962	- \$41,902	- \$27,260	- \$16,410
1 Tojected 1 Togram 1 vet	ΨΞ1,702	Ψ 11,702	Ψ=1,=00	Ψ10, 110

# **Budget Narrative:**

- The proposed degree program is fully funded in the current budget and will remain budget neutral.
- Other income reflects program/course fees.
- Non-instructional personnel are office staff (senior secretary, clerical specialist, administrative clerk, administrative assistant) who register students, schedule classrooms, order supplies, among other responsibilities.

# **APPENDICES**

# Appendix Description

- A Program Coordinator Therese Kent Curriculum Vitae
- B School of Theatre and Dance Faculty Handbook
- C Program Faculty Curriculum Vitae

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

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

Respectfully,

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



John R. Kasich, Governor John Carey, Chancellor

Request for Approval

Submitted by Kent State University

Establishment of a
Bachelor of Fine Arts Degree in
Theatre Design, Technology
and Production

Date of Submission (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:** Bachelor of Fine Arts degree in

Theatre Design, Technology and Production

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

**Delivery sites:** Kent Campus

Date that the request was approved by the institution's governing board:

Approved by the Kent State University Faculty Senate on

[date] and the Board of Trustees on [date]

Proposed start date: Fall 2018

**Institution's programs:** Degree programs at the associate, bachelor's, master's,

post-master's, doctoral levels; undergraduate and

graduate certificates

**Educator Preparation Programs:** 

Indicate the program request leads to educator preparation licenses or endorsements.

Licensure: No Endorsement: No

## **SECTION 1: INTRODUCTION**

# 1.1 Summary of the request

Provide a brief summary of the request to serve as an introduction for the reviewers.

Kent State University proposes establishing a Theatre Design, Technology and Production major within the Bachelor of Fine Arts (BFA) degree, to be offered on the Kent Campus.

The program has existed at Kent State since 1989 as one of two concentrations—titled Design/Technology—within the BFA degree in Theatre Studies. A separate proposal will be submitted to also elevate the second concentration, Musical Theatre, to a major.

With the elevation of the two concentrations into separate degree programs, the BFA degree in Theatre Studies major will be inactivated. The existing BA degree in Theatre Studies will continue to be offered.

#### Present

- * BA Theatre Studies major
- BFA Theatre Studies major
   Musical Theatre concentration
   Design/Technology concentration

#### Proposed

- * BA Theatre Studies major
- * BFA Musical Theatre major
- *BFA Theatre Design, Technology and Production major

Through the years, the dissimilar nature between the Musical Theatre and Design/Technology programs has become visibly apparent. The two concentrations do not share admission criteria, curricular requirements, learning outcomes or career objectives. Elevating the two concentrations into defined majors will allow students to find their desired program more easily on the university's website and on the admission application. Separate majors will differentiate the highly specialized BFA degree from the more generalized BA degree in Theatre Studies.

## **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 North Central Association Higher Learning Commission on 26-27 January 2015.¹

# 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 the notification as an appendix item.

Kent State will seek approval from the Higher Learning Commission after the Ohio Department of Higher Education has approved the program.

The National Association of Schools of Theatre accredits Kent State's School of Theatre and Dance and its programs, and the school will notify the accreditor after the Ohio Department of Higher Education has approved the program.

## **SECTION 3: LEADERSHIP—INSTITUTION**

#### 3.1 Mission statement

Kent State University Mission Statement: "We transform lives and communities through the power of discovery, learning and creative expression in an inclusive environment."

¹ Retrieved from

# 3.2 Organizational structure

The Kent State academic organizational structure and administrative leadership and division organizational structure can be found at <a href="https://www.kent.edu/president/organizational-charts">www.kent.edu/president/organizational-charts</a>.

# 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 School of Theatre and Dance in the College of the Arts (as is currently done with the existing Design/Technology concentration). Program faculty and staff report to the school director who, in turn, reports to the dean of the college. The dean reports to the senior vice president for academic affairs and provost.

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

Associate Professor Jakyung Seo, MFA, is the program coordinator. Her administrative duties include overseeing and coordinating program recruitment and admissions, advising students, maintaining records and reviewing and initiating changes to the curriculum. Please see Appendix A for her 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.

Within the School of Theatre and Dance, several committees support the development and maintenance of the existing concentration and the proposed major. They are the Faculty Advisory Committee, Design/Technology Committee, Curriculum Committee, Production Committee and Strategic Planning for Recruitment Committee.

Each of these standing committees is chaired by a full-time faculty member of the school. The school director determines the selection of committee chairs. Each committee meets regularly, a minimum of three times per semester.

## 4.2 Program development

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

Theatre Design, Technology and Production highlights the ways in which creative expression plays an important role in transforming the lives of students. The program provides a high level of experiential learning, preparing students for increasingly competitive disciplines in theatre.

In addition, the program fosters a strong commitment to research and creative activity, which allows the advancement of knowledge and continued service commensurate with the university's mission.

Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings. If completed, submit the full analysis as an appendix item.

The School of Theatre and Dance did not undertake a needs assessment as the program has been existing for nearly 30 years. Program enrollment has historically been small, but consistent, and has seen growth in the past five years, see table below.

Table: Fall Semester Student Enrollment (15th Day Census) Theatre Studies Major, Design and Technology Concentration

2012	2013	2014	2015	2016
24	31	34	49	48

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.

Other than aligning with the standards of the National Association of Schools of Theatre, the School of Theatre and Dance has not undertaken any other consultation regarding the program development.

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 School of Theatre and Dance has been accredited by the National Association of Schools of Theatre (NAST) Commission on Accreditation since 2003. The last reaffirmation of accreditation occurred 2009; the next review will be in 2018-2019.

## 4.3 Collaboration with other Ohio institutions

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

The University of Akron (16 miles from the Kent Campus) offers a BA degree in Theatre Arts. Akron's program focuses on the study of the history of theatre and dramatic literature in a social context – rather than the applied and technical aspects of designing and producing theatrical productions as is the focus of Kent State's proposed major.

Two other state institutions in Northeast Ohio offer a bachelor's degree in theatre – Cleveland State University (38 miles) and Youngstown State University (42 miles). Neither offer a separate degree program focusing on theatre design/technology.

Kent State and Youngstown State are the only NAST-accredited institutions in Northeast Ohio. There are five NAST-accredited institutions in the state with a designated baccalaureate program (either major or concentration) in theatre design/technology: Kent State, Ohio University, Otterbein University, University of Cincinnati and Bowling Green University.

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

The School of Theatre and Dance did not develop the proposed program in collaboration with another 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.

Admission to the proposed degree program is the same as for any non-selective bachelor's degree program at the Kent Campus. 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 Admissions Office at the Kent Campus may defer the admission of students who do not meet admissions criteria but who demonstrate areas of promise for successful college study. Deferred applicants may begin their college coursework at one of seven Regional Campuses of Kent State University. For more information on admissions, including additional requirements for some academic programs, visit the <u>admissions website for new freshmen</u>.

Describe the transfer credit policies for the proposed program, including the use of credit transfer review committees and the maximum number of hours that can be transferred into the program. In your response, specifically address the credit that may be transferred according to the Board of Regents' Transfer Assurance Guide (TAG) and Career Technical Credit Transfer ( $CT^2$ ) initiatives; and other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio).

Kent State's Transfer Center reviews and applies transfer coursework where appropriate as determined by state policies and faculty review. Kent State's residence policy requires that transfer students complete a minimum 30 semester hours (including 9 semester hours of upper-division coursework in the major) at Kent State to be awarded a Kent State bachelor's degree.

The majority of courses in the Kent Core (general education requirements) are approved as Ohio Transfer Module courses. Credit earned through military service, Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP) and Kent State's Credit-by-Exam, 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.

Student administrative services available at Kent State University adequately support the current concentration and will be able to support the proposed major.

#### 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.

As the program has been existing for nearly three decades, student academic services are sufficient to support the proposed major.

#### **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 Fine Arts degree in Theatre Design, Technology and Production fosters the artistic development of theatre designers, technicians and artisans. Students study both traditional theatre practices and new methods, materials and technologies. Students must demonstrate continued progress through annual portfolio reviews, course work and production responsibilities. In addition, students are expected to complete a significant production assignment each semester. The program prepares students for M.F.A. study as well as such occupations as scenic designer, costume designer, lighting designer, sound/projection designer, prop master, scenic artist, stage manager, production manager, wardrobe supervisor, technical director and stage technicians.

## 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.

Students of the program will be able to:

- 1. Demonstrate ability to conceptualize and realize a design aesthetic consistent with the overall artistic concepts of a production.
- 2. Demonstrate ability to understand and articulate the elements and principles of design theory.
- 3. Demonstrate ability to understand and articulate basic elements and principles of composition related to line, shape, color texture and sound.
- 4. Demonstrate an understanding of the aesthetic use of color.

- 5. Demonstrate understanding of aesthetic use of sound.
- 6. Demonstrate ability to communicate design ideas and realities to other personnel involved in the production, including directors, other designers, stage managers and actors.
- 7. Demonstrate ability to provide formalized, accurate production models and drawings by hand and/or through the use of current industry standard software programs.
- 8. Demonstrate fundamental knowledge of the total design process, including the progression of raw materials through multiple design "shops" and the roles that various craftspeople play in the creation of a finished product.
- 9. Acquire knowledge of federal, state and local health and safety codes, best practices and industry standards as they relate to theatrical venues and production elements.
- 10. Acquire experiences in the design/technology aspects of theatre in a variety of formal and informal settings.
- 11. Prepare and present a professional résumé and hard copy and digital portfolios that demonstrate one's abilities, strengths, processes and experiences.

# 6.3 Course offerings/descriptions

With the elevation of the concentration to separate degree program, the curriculum for the Theatre Design, Technology and Production major is being revised. Revisions are the following:

- A 1-credit hour capstone project (THEA 41900) is added as required.
- Practicum is required every semester, instead of once a year. Credit hours are reduced: freshman and sophomore practicums (THEA 13092, THEA 23092), from 3 to 1 credit hours each; and junior and senior practicums (THEA 33092, THEA 43092), from 3 to 2 credit hours each. Students are required to complete each practicum twice.
- Requirement THEA 11303 The Art of Acting is removed.
- Requirement THEA 21521 Theatrical Drafting becomes an either/or with added course THEA 21526 Basic Costume Construction.
- THEA 41734 Costume Production Management is added as either/or option with THEA 31401 Directing and THEA 41736 Production and Stage Management.
- Requirement THEA 41620 History of Period Styles for Theatre Designers becomes an either/or with added course THEA 41140 American Musical Theatre History.
- Two design elective groups (6 and 9 credit hours) are enlarged with more course options.
- A technology elective group is enlarged with more course options and split into 6-credit hour upper-division group and 9-credit hour lower-/upper-division group.
- General electives (4 credit hours) are removed to keep the program at 120 credit hours.

# Complete the following table to indicate the courses that comprise the program. Please list courses in groups by type and indicate if they are new or existing courses.

				New/
Course	Title	Hrs	TAG	Existing
MAJOR RE	QUIREMENTS (courses count in major GPA)	89		_
ARTH 22006	Art History: Ancient and Medieval Art (KFA)	3	OTM	Existing
			TAG	
ARTH 22007	Art History: Renaissance to Modern Art (KFA)	3	OTM	Existing
			TAG	_

Course Title MAJOR REQUIREMENTS (courses count in major GPA) 899 THEA 11100 Making Theatre: Culture and Practice 2 Existing THEA 11521 Graphics for the Theatre THEA 11522 Fundamentals of Production Exenery, Stagecraft and Sound 2 TAG Existing THEA 11723 Fundamentals of Production Laboratory Exenery 1 TAG Existing THEA 11724 Fundamentals of Production Laboratory Exenery 1 TAG Existing THEA 11735 Fundamentals of Production Laboratory II: Props and Scenic Art 1 TAG Existing THEA 11735 Fundamentals of Production Laboratory III: Costumes 1 TAG Existing THEA 11735 Fundamentals of Production Laboratory III: Costumes 1 TAG Existing THEA 11735 Fundamentals of Production Laboratory III: Costumes 2 Existing THEA 11736 Fundamentals of Production Laboratory III: Costumes 3 TAG Existing THEA 11736 Fundamentals of Production Laboratory III: Costumes 4 Tagental Projections 4 Existing THEA 11736 Fundamentals of Production Laboratory III: Costumes 3 TAG Existing THEA 21111 Script Analysis THEA 21111 Script Analysis THEA 21111 Script Analysis THEA 21510 Sophomore Portfolio Review THEA 21121 Script Analysis THEA 21250 Basic Costume Construction THEA 21250 Basic Costume Construction THEA 21250 Basic Costume Construction THEA 21250 Basic Costume Production Management THEA 31110 History of Theatre and Drama I THEA 31310 Directing Or THEA 41736 Production and Stage Management THEA 31370 Production and Stage Management THEA 31301 Junior Portfolio Review THEA 31301 Junior Portfolio Review THEA 31301 Junior Portfolio Review THEA 31301 Profus Theatre Medical Theatre History (WIC) 2 THEA 31301 Senior Practicum: Design and Technology (ELR) taken twice THEA 4160 Professional Aspects: Design and Technology THEA 4160 Professional Aspects: Design and Technology THEA 4160 Professional Aspects: Design and Technology THEA 31301 Senior Practicum: Design and Technology THEA 41602 Design Studio Costume THEA 31702 Senior Practicum: Design and Technology THEA 41602 Design Studio Costume THEA 41624 Design Studio Costume THEA 41624 Design Studio Costume		Cr	OTM	New/
MAJOR REQUIREMENTS (courses count in major GPA)  THEA 11100 Making Theatre: Culture and Practice  12 Existing THEA 11521 Graphics for the Theatre  THEA 11722 Fundamentals of Production Is Seenery, Stagecraft and Sound 1 2 TAG Existing THEA 11723 Pundamentals of Production Laboratory Is Seenery 1 1 TAG Existing THEA 11723 Fundamentals of Production Insportatory Is Seenery 1 1 TAG Existing THEA 11723 Fundamentals of Production Insportatory Is Peops and Seenic Art 1 1 TAG Existing THEA 11723 Fundamentals of Production Insportatory III: Peops and Seenic Art 1 1 TAG Existing THEA 11733 Fundamentals of Production Insportatory III: Costumes 1 1 Existing THEA 11733 Fundamentals of Production Insportatory III: Costumes 1 1 Existing Projections 2 1 Existing Projections 3 Existing Prince 2 1 The Existing Prince 2 1 Existing Prince 2 1 Existing Prince 2 1 Existing 1 Existing 1 Existing 2 1 Existing 1 Existing 1 Existing 2 1 Existing 1 Existing 1 Existing 2 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existing 1 Existi	Course Title			•
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Theatre Design Upper-Division Electives, choose from the following:  THEA 41522 Design Studio: Lighting THEA 41524 Design Studio Costume THEA 41622 Design Studio: Scenery THEA 41624 History of Costume and Textiles for Theatre THEA 41726 Theatre Management Theatre Technology Electives, choose from the following: THEA 21016 Makeup For Stage and Screen THEA 21523 Costume Technology THEA 21621 Scene Painting  9 Existing Existing Existing Existing Existing Existing Existing Existing Existing	THEA 41624 History of Costume and Textiles for Theatre			Existing
THEA 41522 Design Studio: Lighting THEA 41524 Design Studio Costume THEA 41622 Design Studio: Scenery THEA 41624 History of Costume and Textiles for Theatre THEA 41726 Theatre Management Theatre Technology Electives, choose from the following: THEA 21016 Makeup For Stage and Screen THEA 21523 Costume Technology THEA 21621 Scene Painting  Existing Existing Existing Existing Existing Existing Existing Existing Existing Existing	THEA 41726 Theatre Management			Existing
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THEA 41622 Design Studio: Scenery THEA 41624 History of Costume and Textiles for Theatre THEA 41726 Theatre Management  Theatre Technology Electives, choose from the following: THEA 21016 Makeup For Stage and Screen THEA 21523 Costume Technology THEA 21621 Scene Painting  Existing Existing Existing Existing Existing Existing	THEA 41522 Design Studio: Lighting			Existing
THEA 41624 History of Costume and Textiles for Theatre THEA 41726 Theatre Management  Theatre Technology Electives, choose from the following: THEA 21016 Makeup For Stage and Screen THEA 21523 Costume Technology THEA 21621 Scene Painting  Existing Existing Existing Existing	THEA 41524 Design Studio Costume			Existing
THEA 41726 Theatre Management  Theatre Technology Electives, choose from the following:  THEA 21016 Makeup For Stage and Screen  THEA 21523 Costume Technology  THEA 21621 Scene Painting  Existing  Existing  Existing	THEA 41622 Design Studio: Scenery			Existing
Theatre Technology Electives, choose from the following:  THEA 21016 Makeup For Stage and Screen  THEA 21523 Costume Technology  THEA 21621 Scene Painting  Existing  Existing				Existing
Theatre Technology Electives, choose from the following:  THEA 21016 Makeup For Stage and Screen  THEA 21523 Costume Technology  THEA 21621 Scene Painting  Existing  Existing				Existing
THEA 21016 Makeup For Stage and Screen  THEA 21523 Costume Technology THEA 21621 Scene Painting  Existing Existing	Theatre Technology Electives, choose from the following:	9		
THEA 21523 Costume Technology THEA 21621 Scene Painting Existing	THEA 21016 Makeup For Stage and Screen			Existing
THEA 21621 Scene Painting Existing				_
				Existing
	THEA 31526 Flat Patterning for the Theatre			Existing

	Cr	OTM	New/
Course Title	Hrs	TAG	Existing
MAJOR REQUIREMENTS (courses count in major GPA)	89		_
THEA 41420 Theatrical Drafting II			Existing
THEA 41430 Advanced Construction Theory			Existing
THEA 41440 Shop Management			Existing
THEA 41521 Advanced Lighting Technology I			Existing
THEA 41523 Sound Design and Technology I			Existing
THEA 41525 Props and Crafts			Existing
THEA 41526 Advanced Lighting Technology II			Existing
THEA 41527 Sound Design and Technology II			Existing
THEA 41528 Theatre Sound Reinforcement			Existing
THEA 41529 Advanced Wig and Makeup Techniques-Stage and Screen			Existing
THEA 41531 Theatrical Rigging			Existing
THEA 41540 Draping for the Theatre I			Existing
THEA 41560 Theatre Fabrication Technology			Existing
Theatre Technology Upper-Division Electives, choose from the following:	6		_
THEA 31526 Flat Patterning for the Theatre			Existing
THEA 41420 Theatrical Drafting II			Existing
THEA 41430 Advanced Construction Theory			Existing
THEA 41440 Shop Management			Existing
THEA 41521 Advanced Lighting Technology I			Existing
THEA 41523 Sound Design and Technology I			Existing
THEA 41525 Props and Crafts			Existing
THEA 41526 Advanced Lighting Technology II			Existing
THEA 41527 Sound Design and Technology II			Existing
THEA 41528 Theatre Sound Reinforcement			Existing
THEA 41529 Advanced Wig and Makeup Techniques-Stage and Screen			Existing
THEA 41531 Theatrical Rigging			Existing
THEA 41540 Draping for the Theatre I			Existing
THEA 41560 Theatre Fabrication Technology			Existing
ADDITIONAL REQUIREMENTS (courses do not count in major GPA)	31		
UC 10097 Destination Kent State: First Year Experience	1		Existing
Kent Core Composition		OTM	Existing
Kent Core Mathematics and Critical Reasoning		OTM	Existing
Kent Core Humanities			Existing
Kent Core Social Sciences (must be from two disciplines)			Existing
Kent Core Basic Sciences (must include one laboratory)		OTM	
Kent Core Additional	6	OTM	Existing
Minimum Total Credit Hours	120		

- 1. The following courses must be taken together: THEA 11722 must be taken with THEA 11723 and THEA 11724. THEA 11732 must be taken with THEA 11733 and THEA 11734.
- 2. A minimum C grade must be earned fulfill the writing-intensive requirement.

# Progression Requirements

- Students on academic probation may not participate in any School of Theatre and Dance productions.
- Students may be immediately dismissed from the program for failure to maintain a 2.500 major GPA (B.F.A. students should strive to maintain a 3.000 overall GPA).
- Students must pass yearly portfolio reviews and are expected to participate in at least one mainstage production per semester (this may be in addition to any production design assignment).

# Graduation Requirements

- Minimum Major GPA: 2.500
- Minimum Overall GPA: 2.000

Provide number, name and description of each course in the proposed program as it would appear in the course catalog. Submit syllabi for new courses as appendix items.

# ARTH 22006 Art History: Ancient and Medieval Art

Examination and interpretation of the major monuments of Western art and architecture from Paleolithic art to late Gothic art. The impact of non-Western traditions will be included as appropriate. Prerequisite: None.

# ARTH 22007 Art History: Renaissance to Modern Art

Major movements and artists in painting, sculpture and allied arts of Europe and America from early Renaissance in Italy until the present day. The impact of non-Western traditions will be included as appropriate. Prerequisite: None.

# THEA 11100 Making Theatre: Culture and Practice

Overview of theatre practices through creative experiential learning. The focus and course content combines practical and cultural experiences and culminates with a performance event that provides a solid foundation in the artistic process and an identity for the first-year theatre student. Prerequisite: special approval.

# **THEA 11521 Graphics for the Theatre**

An introduction to computer software currently used Theatre Studies (THEA) major with a by professional theatre designers and technicians. These applications include image processing software, computer-aided design software and 3D visualization software. Prerequisite: special approval.

# THEA 11722 Fundamentals of Production I: Scenery, Stagecraft and Sound

An introduction to professional theatre production principles and practices in the areas of scenery, stagecraft and sound. Prerequisite: special approval.

# THEA 11723 Fundamentals of Production Laboratory I: Scenery

Practice in theatre production techniques in the area of scenery. Prerequisite: special approval.

# THEA 11724 Fundamentals of Production Laboratory II: Props and Scenic Art

Practice in theatre production techniques in the area of properties and scenic art. Prerequisite: special approval.

All courses are existing.

# THEA 11732 Fundamentals of Production II: Costumes, Lighting and Projections

An introduction to professional theatre production principles and practices in the areas of costumes, lighting and projections. Prerequisite: special approval.

# THEA 11733 Fundamentals of Production Laboratory III: Costumes

Practice in theatre production techniques in the area of costumes. Prerequisite: special approval. Corequisite: THEA 11732.

# THEA 11734 Fundamentals of Production Laboratory IV: Lighting, Sound and **Projections**

Practice in theatre production techniques in the area of lighting, sound and projections. Prerequisite: special approval.

# THEA 13092 Bachelor of Fine Arts Freshman Practicum: Design and Technology

Practical experience at the freshman level in theatre and dance production. S/U Grading. Prerequisites: special approval; and Bachelor of Fine Arts in concentration in Design and Technology (DT).

## THEA 21016 Makeup for Stage and Screen

Study of stage, TV and photographic makeup techniques and materials. Four lecture demonstration laboratory hours per week; special projects as assigned. Prerequisite: Special approval.

#### **THEA 21111 Script Analysis**

Principles, theories and techniques of play script analysis for theatrical production. Prerequisite: special approval; and THEA 11100.

# THEA 21501 Sophomore Portfolio Review

Preparation and review of a portfolio of work, judged by the design technology faculty at the beginning of the spring semester. Student must pass to remain in the BFA design technology program. Prerequisite: special approval.

#### **THEA 21521 Theatrical Drafting**

Drafting techniques for all design and technology students. Includes plans, elevations, sections, detailed drawings light plots. Prerequisite: special approval; and THEA 11521, THEA 11722, and THEA 11723.

# THEA 21522 Lighting Design

Exploration of the tools of the lighting designer applied to design choices; frequent paper design projects. Prerequisite: special approval; and THEA 11732 and THEA 11734.

# **THEA 21523 Costume Technology**

Study of the basics of costume construction, pattern drafting, tailoring and millinery for costumes in the performing arts. A variety of historical periods and styles will be covered. Students will create portfolio-quality projects. Prerequisite: special approval; and THEA 11732.

## THEA 21524 Costume Design

Theory and practice of costume design. Emphasis on play text analysis, formation of concepts, use of design elements and principles, period styles. Prerequisites: special approval; and THEA 11732

#### **THEA 21526 Basic Costume Construction**

The course is designed to provide the student with a more advanced set of sewing skills in preparation for stitcher positions in the entertainment field. This class is also preparatory for more advanced costume technology courses. Prerequisite: THEA 11732; and special approval.

# THEA 21528 Sound and Projection Design and Technology

Studies in sound design and projection design with emphasis on practical application and specific processes related to designing for theatre and dance. Prerequisite: THEA 11521; and special approval.

#### **THEA 21621 Scene Painting**

Techniques of scene painting; emphasis on a variety of techniques through practical projects. Prerequisite: THEA 11722 and THEA 11724; and special approval.

#### THEA 21622 Scene Design

Theory and practice of scene design; emphasis on script analysis, formation of concepts, use of design elements and principles in period styles and genres. Prerequisite: THEA 11722 and THEA 11723; and special approval.

#### THEA 21736 Stage Management

Introduction to the skills and techniques necessary to stage manage a theatrical production. Focus on the production process, preparing for and running rehearsals and performances, paperwork and communication skills. Prerequisite: special approval.

# THEA 23092 Bachelor of Fine Arts Sophomore Practicum: Design and Technology

(Repeatable for credit) Practical experience at the sophomore level in theatre and dance production. SU Grading. Prerequisite: special approval; and Bachelor of Fine Arts in Theatre Studies (THEA) major with a concentration in Design and Technology (DT).

# THEA 31110 History of Theatre and Drama I

Theatre history and drama in Europe from antiquit through the renaissance. Prerequisites: special approval; and junior standing; and THEA 21111

#### THEA 31111 History of Theatre and Drama II

Theatre history and drama in Europe and the United States from 1700 to the present. Prerequisites: special approval; and junior standing; and THEA 21111.

## **THEA 31401 Directing**

Theoretical and practical work in the process of play direction; the director's mission; play analysis and design collaboration; the rehearsal process. Prerequisite: special approval.

# THEA 31501 Junior Portfolio Review

Review of a portfolio of theatre and related work, and a review of the student's academic progress and coursework judged by the design/technology faculty at the beginning of the spring semester. Student must pass to remain in the BFA Design Technology program. Prerequisite: Junior standing and BFA design/technology student and special approval.

# **THEA 31526 Flat Pattering for Theatre**

The course is designed to provide the student with a basic set of skills in flat patterning techniques, using the sloper (a basic fitted pattern from which patterns for different styles can be developed) and individualizing patterns to meet the actors costume needs. This class is also preparatory for more advanced costume technology courses. Prerequisite: THEA 21526.

# THEA 33092 Bachelor of Fine Arts Junior Practicum: Design and Technology

Practical experience at the junior level in theatre and dance production. S/U Grading. Prerequisite: special approval; and Bachelor of Fine Arts in Theatre Studies (THEA) major with a concentration in Design and Technology (DT).

# THEA 41306 Professional Aspects: Design and Technology

A study of the practical demands and requirements of a professional career in design and technology, including portfolio development, resumes, unions, job market, financial matters and career prospects. Use of computers as a resource and tool emphasized. Prerequisite: Junior standing.

# THEA 41420 Theatrical Drafting II

(Slashed with THEA 41420) Advanced 2D and 3D drafting techniques for technical directors and theatre designers. Representation of scenery through drafting using current AutoCAD software. Prerequisite: THEA 21521.

## **THEA 41430 Advanced Construction Theory**

(Slashed with THEA 51430) The theory and practice of structural and mechanical design for theatre production. Related issues in resource management for the professional shop, including reliably predicting the performance of untraditional, unusual or unfamiliar structures and use of mathematical models, formulas, and representative diagrams. Prerequisite: THEA 11722 and THEA 415600; and special approval.

## **THEA 41440 Shop Management**

(Slashed with THEA 51440) Study of resource management, both human and non-human, for professional and academic shops. Topics include scheduling, budgeting, health and safety, interactions with other theatre workers and leadership development. Prerequisite: THEA 11722; and special approval.

#### THEA 41501 Senior Portfolio Review

Review of a portfolio of theatre and related work, and a review of the student's academic progress coursework and professional potential judged by the design technology faculty at the end of the fall semester. Student must pass to remain eligible for the BFA design technology degree. Prerequisite: Senior standing and BFA Design Technology student and special approval.

# THEA 41521 Advanced Lighting Technology I

Advanced study of the technologies used in lighting design; conventional and intelligent fixtures, electricity, projection techniques and special effects. Prerequisites: special approval; and THEA 11732 and THEA 11734.

# THEA 41522 Design Studio: Lighting

Advanced study of lighting design, emphasizing artistic style and concept through a variety of design problems. Prerequisite: THEA 21522 and special approval.

# THEA 41523 Sound Design and Technology I

Sound design for the theatre, sound production and sound reinforcement techniques. Introduction to electronic equipment mixing consoles amplifiers speakers. Prerequisite: special approval.

# THEA 41524 Design Studio: Costume

Advanced study in costume design. Genres styles in the context of performance spaces with an emphas on research, practical considerations of costume production and communication between designer shop/personnel and designer director. Prerequisite: THEA 21524 and special approval.

#### **THEA 41525 Props and Crafts**

Examination of the processes related to the creation and procurement of scenic and costume props. Prerequisite: THEA 11722 and THEA 11732; and special approval.

# THEA 41526 Advanced Lighting Technology II

This class will focus on the practice of intelligent lighting programming and the technology of intelligent lighting fixtures. Prerequisite: special approval.

# THEA 41527 Sound Design and Technology II

Studies in sound design, sound production and reinforcement for live performance. Advanced software applications will be explored. Prerequisite: THEA 41523 and special approval.

#### **THEA 41528 Theatre Sound Reinforcement**

Studies in the theories and practice of audio mixing in support of live vocal and musical performance. Topics include wired and wireless microphones and real time digital processing of audio. Prerequisite: THEA 41523 and special approval.

# THEA 41529 Advanced Wig and Makeup Techniques-Stage and Screen

Advanced study of the process of designing and executing wigs and makeup with an emphasis on standards in the profession. Some prosthetic work required. Prerequisite: Junior standing and special approval.

# **THEA 41531 Theatrical Rigging**

(Slashed with THEA 51531) Theatrical Rigging is designed to teach students the principles of stage rigging; knot tying and counterweight rigging systems used in theatrical and other live entertainment situations. Content will examine the process involved in overhead applications for the theatre industry. Through the explanation of tools, equipment, hardware and safety practices, the student will learn the proper method to design and rig in theatrical environments. Prerequisite: special approval.

# THEA 41540 Draping tor the Theatre I

(Slashed with THEA 51540) The course is designed to provide an introduction to the basics of draping and building flat patterning techniques from this knowledge as they apply to theatre. Prerequisite: THEA 31526; and special approval.

## THEA 41560 Theatre Fabrication Technology

History of technical production practice, materials theory and application in scenic construction technology. Prerequisite: THEA 11622 and THEA 21521 and special approval.

# THEA 41620 History of Period Styles for Theatre Designers

Students explore the way in which theatre designers approach period style in their own creative work. Prerequisites: theatre (THEA) major with junior standing; and special approval.

#### THEA 41621 Presentation Media

Advanced process techniques in rendering, model building and design presentation for the scenic costume and lighting designer in traditional and new media. Prerequisites: THEA 11722, THEA 11732 and THEA 21521; and special approval.

# THEA 41622 Design Studio: Scenery

Advanced study in scenic design. Explores genres styles performance spaces including practical considerations. Prerequisite: THEA 21622 and special approval.

# THEA 41624 History of Costume and Textiles for Theatre

(Slashed with THEA 51624) Overview of the history of period costume and textiles in Western civilization from 1700 to 1970, a span of time commonly regarded as "popular time periods" in the practice and cannon of Western drama and the history of costume. Emphasis will be placed on how theatre practitioners recreate the silhouettes of these periods in ways that make sense to a contemporary audience while using textiles available today. The course will examine the social and cultural influences of clothing, recognition of historic silhouette, and parallels in the artwork, literature, politics, economy, and craft movements of each era of study. Prerequisite: special approval.

# THEA 41726 Theatre Management

Principles and practices of managing theatricalproducing organizations. Problems of finance, personnel, policy, program building and public relations. Production participation as assigned. Prerequisite: Junior standing and special approval.

# **THEA 41734 Costume Production Management**

(Slashed with THEA 51734) The course is designed to provide an introduction to managerial processes as they apply to costume production; the role of a shop manager, the roles of a wardrobe supervisor and wardrobe crew, and the running of a smooth technical rehearsal and production. Prerequisite: special approval.

#### THEA 41736 Production and Stage Management

Advanced investigation of the methodology used in stage managing professional theatrical productions and production management processes. Focus on production processes for various theatre, dance, opera and entertainment genres. Prerequisite: special approval.

## **THEA 41900 Capstone Project**

The capstone project represents a culminating event for the student. Capstone projects can be undertaken in the junior or senior year and are identified in consultation with a faculty advisor. Honor Students may combine the capstone project with an Honors thesis. Prerequisite: Junior standing and special approval.

# THEA 43092 Bachelor of Fine Arts Senior Practicum: Design and Technology

(Repeatable for credit) Practical experience at the junior level in theatre and dance production. Prerequisite: special approval. Cor: THEA 41900.

# 6.4 P

Program sequence			
First Year			
Fall	Hours	Spring	Hours
THEA 11100 Making Theatre: Culture and Practice	2	ARTH 22007 Art History: Renaissance to Modern Art	3
THEA 11521 Graphics for the Theatre	3	THEA 13092 BFA Freshman Practicum	1
THEA 13092 BFA Freshman Practicum	: 1	Design and Technology	
Design and Technology		THEA 21521 Theatrical Drafting	3
US 10097 Destination Kent State:	1	or THEA 21526 Basic Costume	9
First Year Experience		Construction	
Fundamentals of Production Course	2	Fundamentals of Production Course	2
Fundamentals of Production Laboratories		Fundamentals of Production Laboratories	
Kent Core Requirement	3	Kent Core Requirement	3
Tank sore nequirement	14	Kent Core Requirement	3
	-	I	17
Second Year	T.T.	0 .	**
Fall	Hours	Spring	Hours
THEA 21111 Script Analysis	3	ARTH 22006 Art History: Ancient and	3
THEA 23092 BFA Sophomore	1	Medieval Art	1
Practicum: Design and Technology	2	THEA 23092 BFA Sophomore	1
Design Elective	3	Practicum: Design and Technology	1
Theatre Technology Elective	3	THEA 21501 Sophomore Portfolio	1
Kent Core Requirement	3	Review	_
Kent Core Requirement	<del>16</del>	Theatre Technology Electives	6
	10	Kent Core Requirement	$\frac{3}{14}$
Third Year			14
Fall	Hours	Spring	Hours
THEA 31110 History of Theatre and Drama I	3	THEA 31111 History of Theatre and Drama II	3
THEA 33092 BFA Junior Practicum:	2	THEA 31501 Junior Portfolio Review	1
Design and Technology		THEA 33092 BFA Junior Practicum:	2
THEA 41621 Presentation Media	3	Design and Technology	
Theatre Technology Upper-Division	6	THEA 41306 Professional Aspects:	3
Electives		Design and Technology	
Kent Core Requirement	3	THEA 41140 American Musical Theatre	3
•	17	History	
		or THEA 41620 History of Period	
		Styles for Theatre Designers	
		Kent Core Requirement	3
			15
Fourth Year Fall	Hours	Spring	Hours
THEA 31401 Directing	3	THEA 41501 Senior Portfolio Review	1
or THEA 41734 Costume	5	THEA 41900 Capstone Project	1
Production Management		THEA 43092 BFA Senior Practicum:	2
or THEA 41736 Production and		Design and Technology	_
Stage Management		Theatre Design Electives or	6
THEA 43092 BFA Senior Practicum:	2	Upper-Division Elective	J
Design and Technology	_	Kent Core Requirement	3
Theatre Design Upper-Division Electives	6	Time Core requirement	13
Kent Core Requirement	3		10
	14	Total Credit Hours: 120	)
		2000 010010 120010 120	•

#### 6.5 Alternative delivery options

The proposed program will not be offered hybrid or fully online or in an accelerated delivery.

#### 6.6 Off-site program components

The proposed program does not contain any off-site components, as students will be able to apply design and technology concepts through hands-on practica for the school's theatrical and dance performances. Kent State's Center for the Performing Arts houses three theatres, costume shop and laboratories for costumes, drafting, lighting and scenery. In addition, the School of Theatre and Dance oversees the outdoor venue, Porthouse Theatre, in Cuyahoga Falls.

#### **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.

Faculty for each academic program at Kent State are expected to develop and use a plan of assessment, which includes identifying student learning outcomes and the ways in which these outcomes will be measured. This assessment is to also identify the issues that are most relevant and of interest to the program. Annually, faculty are to collect and use data to identify trends, strengths and weaknesses and for follow-up in action planning for future program improvement.

Faculty then submit an annual report of these processes to Kent State's Office of Accreditation, Assessment and Learning. Every seven years, the school undergoes a program review, during which external reviewers from peer universities visit campus to evaluate and provide feedback on the school's programs.

In addition to self-assessments for Kent State, the School of Theatre and Dance must participate in annual reporting to the National Association of Schools of Theatre (NAST) to maintain its school accreditation. Included in the reporting are confirmation that curriculum meets NAST standards and statistical information regarding operations and achievements. Every 10 years, the school prepares a comprehensive review for NAST evaluation for reaccreditation. The next comprehensive review will be in 2018-19.

There are five full-time faculty members responsible for the curriculum, course rotation and recruitment for undergraduate and graduate students for the program (four are tenured/tenure-track, and one is non-tenure track).

Program faculty meet regularly in weekly division meetings to evaluate program. Data is collected via survey, student evaluations, polling and external recognition of the program. The Design Technology Committee (six faculty and five staff) holds weekly meetings to discuss students and support productions and events.

#### 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.

Students in the program are required to undertake a practicum each year and are assigned design and/or production duties each semester. Assignments are determined by the faculty. Students' production work is critiqued and assessed during regularly scheduled post-production reviews.

As part of the curriculum, students submit sophomore, junior and senior portfolio reviews, which are evaluated by the design/technology faculty. Students must pass these reviews to stay in the program.

Student data is collected upon graduation via electronic media and group message boards. This information is shared with several school committees, including the Curriculum Committee, Graduate Studies Committee, Production Committee and Strategic Planning for Recruitment.

#### **SECTION 8: FACULTY**

#### 8.1 Faculty appointment policies

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

Full-time faculty designations for the program are the following: full professor, associate professor and assistant professor. In addition, some courses are taught by graduate assistants and adjunct faculty members who are also full-time administrative staff for the school.

- Professor: Promotion to this rank requires credentials and achievements beyond those required
  for promotion to associate professor. This rank is reserved for senior faculty members who have
  made sustained and significant impact and achieved significant recognition in their discipline.
- Associate Professor: Hire to or promotion to this rank presumes prior service as an assistant
  professor, significant academic achievements, and possession of the terminal degree or
  equivalent professional experience in an appropriate discipline.
- Assistant Professor: This rank is normally the entry-level rank for tenure-track faculty holding the terminal degree or equivalent professional experience in an appropriate discipline.
- Adjunct Faculty Appointments: When the school cannot meet its teaching needs from the ranks of its full-time tenured, tenure-track and non-tenure track faculty and graduate students, then part-time faculty appointments will be made from an established pool of qualified applicants not currently on regular appointment at the university. Adjunct faculty appointments are made by the school director in consultation with the Faculty Advisory Committee. Adjunct faculty members do not vote on school committees and do not participate in school governance.

Describe the credentialing requirements for faculty who will be teaching in the program (e.g., degree requirements, special certifications or licenses, experience).

All full-time faculty in the program hold the terminal degree in theatre, MFA, and have significant professional experience in the specific areas of design and technology.

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

Per Kent State University policy, contractual load requirement is 24 credit hours annually for all tenured/tenure-track faculty, and 30 credit hours for all non-tenure-track faculty.

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

The curriculum can be offered with existing resources, as current faculty (including graduate teaching assistants) teach the courses offered. Additional faculty will be added only if enrollment increases significantly.

#### 8.2 Program faculty

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

Full time: 8 Less than full time: 7

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.

Tenure-Track Faculty: General expectations for professional development/scholarship activities are continuous. The overall evaluation of a tenure-track candidate for reappointment must include consideration of the faculty member's personal integrity and professional behavior as recognized by the university community. A sound ethical approach to all aspects of teaching, research, creative activity, publication and the academic profession is expected of all who seek reappointment in the School of Theatre and Dance. A candidate who fails to demonstrate likely success in the tenure process will be notified promptly that she/he will not be reappointed.

Non-Tenure Track Faculty: General expectations for professional development/scholarship activities are recognized for promotion and are meritorious. Non-tenure track faculty members usually make their primary contribution in undergraduate teaching or emphasize contributions to the co-curricular production program. In each specialization, a high quality of teaching is expected. Therefore, greater weight will be given to these areas. Collegial behavior should be reflected in the record of each faculty member.

Please see the Faculty Handbook in Appendix B.

#### 8.4 Faculty matrix

Complete a faculty matrix for the proposed program. A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below). A copy of each faculty member's CV must be included as an appendix item.

Faculty listed below teach the theatre (THEA) requirements in the program. Art history (ARTH) courses are taught by faculty in the School of Art as general education courses for the university. See Appendix C for each faculty member's curriculum vita.

* Number of courses taught by the faculty member each year at all can	amouse	at all	vear a	each	v member	faculty	the	t by	taught	courses	mber of	*N
-----------------------------------------------------------------------	--------	--------	--------	------	----------	---------	-----	------	--------	---------	---------	----

Name of	Rank	Full/	Degree, discipline,	Years	Course faculty	Load
instructor	or title	part	institution, year	teach	will teach	*
Kerry Jo	Assistant	FT	MFA, Ohio University,	2	THEA 21523; THEA 21526	12
Bauer	Professor		1995		THEA 31526; THEA 41525	
					THEA 41540	
Sharon (Suzy)	Associate	FT	MFA, Theatre Design and	29	THEA 11732; THEA 13092	18
Campbell	Professor		Technology, Ohio State		THEA 21016; THEA 21501	
			University, 1982		THEA 21524; THEA 23092	
					THEA 31501; THEA 33092	
					THEA 41501; THEA 41524	
					THEA 41529; THEA 41621	
					THEA 43092	
Nicholas	Assistant	FT	MFA, Sound Design,	2	THEA 11100; THEA 11521	18
Drashner	Professor		University of California-		THEA 21528; THEA 23092	
			San Diego, 2013		THEA 31501; THEA 41501	
					THEA 41523; THEA 41527	
					THEA 41528	
Tamara	Assistant	FT	MFA, Scenic Design,	1	THEA 13092; THEA 21501	18
Honesty	Professor		West Virginia University,		THEA 21521; THEA 21621	
			1996		THEA 21622; THEA 21736	
					THEA 23092; THEA 31501	
					THEA 33092; THEA 41501	
					THEA 41620; THEA 41622	
					THEA 41736; THEA 43092	
Daniel	Professor	FT	PhD, Theatre, University	20	THEA 21111; THEA 31110	6
Nadon			of Colorado-Boulder, 1993		THEA 31111	
Steven	Associate	FT	MFA, Theatre Studies,	8	THEA 11722; THEA 21521	24
Pauna	Professor		Kent State University, 2000		THEA 41420; THEA 41440	
					THEA 41531; THEA 41560	

Name of	Rank	Full/	Degree, discipline,	Years	Course faculty	Load
instructor	or title	part	institution, year	teach	will teach	*
Fabio	Associate	FT	MFA, Acting, Case	3	THEA 31401	3
Polanco	Professor		Western Reserve			
			University, 1997			
Jakyung	Associate	FT	MFA, Lighting Design,	8	THEA 11732; THEA 13092	18
Seo	Professor		University of Illinois-		THEA 21501; THEA 21522	
			Urbana-Champaign, 2004		THEA 23092; THEA 31501	
					THEA 33092; THEA 41306	
					THEA 41501; THEA 41521	
					THEA 41522; THEA 41526	
					THEA 41726; THEA 43092	
Graduate	Adjunct	PT	Candidate for graduate		THEA 11723; THEA 11724	3
Assistants (7)	,		degree in theatre		THEA 11733; THEA 11734	

#### **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).

Performing arts librarians built the current collection through the existing University Libraries collection-development budgets, along with strong relationships and collaboration with School of Theatre and Dance faculty. This collaboration has allowed the library to shape the collection by filling it with resources that directly support faculty instruction and student needs. This approach to collection development resulted in a strong and relevant collection, and performing arts librarians will continue to use this strategy in the future.

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

The library collection includes hundreds of vocal scores, song anthologies, librettos, recordings, and videos of musical theatre repertoire, as well as biographical, historical, and bibliographical print and electronic reference resources relating to musical theatre topics.

Also, as an institutional member of the OhioLINK and SearchOhio consortia, students at Kent State University may request items from other universities and public libraries around Ohio. They may have the items delivered to campus within about a week, effectively expanding the Kent State musical theatre collection by thousands of items. In addition, students may request items not available through these consortia via Interlibrary Loan, free of charge.

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 Performing Arts Library does not have plans to acquire specific resources in the near future. However, librarians will continue to purchase items for the collection as new show scores, recordings, librettos, and videos are published and as requests for purchasing specific items or resources are submitted by faculty from the School of Theatre and Dance.

#### 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.

Librarians in the Performing Arts Library currently offer orientation and information literacy instruction to students entering the School of Theatre and Dance as part of the First Year Experience (UC 10097) course in the students' first semester at Kent State. Librarians then continue to provide instruction throughout the year at the request of individual faculty.

Performing arts librarians have also offered, and will continue to offer, a personal librarian program. This rebranding of reference and instruction services focus on encouraging students to come to the library and seek individualized assistance. The personal librarian program helps librarians build connections and relationships with students by appearing more approachable and relevant, as well as to help support student success and retention.

#### SECTION 10: BUDGET, RESOURCES and FACILITIES

#### 10.1 Resources and facilities

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

No additional resources are needed to support the proposed program. The curriculum can be offered with existing resources. Additional faculty will be added only if enrollment increases.

#### 10.2 Budget/financial planning

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

#### Fiscal Impact Statement for New Degree Programs

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment	37	40	42	45
Headcount full time	27	28	30	30
Headcount part time	10	12	13	15
Full-time equivalent (FTE) enrollment	29	30	33	35
II. Projected Program Income				
Tuition (paid by student or sponsor)	\$156,774	\$162,180	\$178,398	\$189,210
Expected state subsidy	\$193,662	\$200,340	\$220,374	\$233,730
Externally funded stipends, as applicable	-	-	-	-
Other income	\$12,464	\$13,180	\$15,528	\$15,710
Total Projected Program Revenue	\$362,900	\$375,700	\$414,300	\$438,650
III. Program Expenses		·		
New personnel				
Instruction				
Full time: 0	-	-	-	-
Part time: 0	-	-	-	-
Non-instruction				
Full time: 0	-	-	-	-
Part time: 0	-	-	-	-
Current personnel				
Instruction				
Full time: 8 (percentage for program)	\$230,168	\$234,671	\$239,466	\$240,665
Part time: 7	\$48,000	\$48,000	\$50,000	\$51,000
Non-instruction				
Full time: 2 (percentage for program)	\$76,722	\$78,366	\$79,821	\$80,221
Part time: 0				
New facilities/building/space renovation	-	-	-	-
Benefits for all personnel	\$126,197	\$128,199	\$130,925	\$130,701
Scholarship/stipend support	-	-	-	-
Additional library resources	-	-	-	-
Additional technology or equipment needs	-	-	-	-
Other expenses	-	-	-	-
Total Projected Expenses	\$481,087	\$489,226	\$500,212	\$502,587
Projected Program Net	- \$118,187	- \$113,526	- \$85,912	- \$63,937

## **Budget Narrative:**

- The proposed degree program is fully funded in the current budget and will remain budget neutral.
- Other income reflects program/course fees.
- Library resources are portion of school budget
- Non-instructional personnel are office staff who register students, schedule classrooms, order supplies, among other responsibilities.
- Equipment updates, software updates and licensing are already part of current budget.

#### **APPENDICES**

#### Appendix Description

- A Program Coordinator Jakyung Seo Curriculum Vitae
- B School of Theatre and Dance Faculty Handbook
- C Program Faculty Curriculum Vitae

Kent State University is committed to continual support of the delivery of the Bachelor of Fine Arts degree in Theatre Design, Technology and Production. If Kent State decides in the future to close the program, the university will provide the necessary resources and means for matriculated students in the program to complete their degree.

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

Respectfully,

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

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 5-Apr-17 Curriculum Bulletin

		Effective Date	Fall 2018	Approved by EPC _	
Donortmont	Cabaal af Visual		D !		
Department		Communication	•		
College		ion and Informati	on		
Degree	BFA - Bachelor o				
Program Name	Photo Illustration		ram Banner C	ode PHOI	
Concentration(s)	Conce	entration(s) Banner	Code(s)		
Proposal	Revise program				
Description of prope	and:				
Description of propo Revise the name o		lustration major (	to the RFA-PI	notography major	
				lotography major.	
Does proposed revi					
Current total credit h	nours: 120	Proposed total c	redit hours 12	0	
Describe impact on staffing consideration	other programs, pons; need; audience	licies or procedure ; prereguisites; tea	es (e.g., duplic acher education	ation issues; enrollment in licensure):	and
The name change	would more closel	y align the progr	am with how	it is referred in the field	d. It
would also assist s	students (prospect	tive and current)	with identifyi	ng the program more e ave a positive effect or	asily.
enrollment. The na	ime change would	also allow for co	llaboration a	cross several program	s. There
have been several	conversations wit	h the College of t	he Arts and t	he School of Art specif	fically as
				the program's name an garding the program n	
revision.		. The state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the		J	
Units consulted (other	er departments, pro	grams or campuse	es affected by	this proposal):	
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Communication an					•
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	1	REQUIRED END	ORSEMENT	S	
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Department Chair / S	School Director			4/11/1	
Department Chair / C	CHOOLDHECTOL				
				//	
Campus Dean (for R	egional Campuses	proposals)			
Climit	2			4,24,	17
College Dean (or des	ignee)				
				1 1	
Dean of Graduate Stu	udies (for graduate	proposals)	-		_
				T T	
Senior Vice Presiden	for Academic Affai	rs and Provost (or	designee)		

#### TRANSMITTAL MEMO

## COLLEGE OF COMMUNICATION AND INFORMATION

# Kent State University

TO:

Therese E. Tillett, Executive Director, Curriculum Services

Jennifer Kellogg, Academic Program Coordinator, Curriculum Services

FROM:

Cathy Zingrone, CCI Curriculum Services Directo

SUBJECT:

**Curriculum Proposals** 

DATE:

April 21, 2017

I am forwarding to you for inclusion on the May 15, 2017 EPC agenda supporting materials for the following CCI curriculum proposals:

#### **CCPs**

VCD - revise the name of PHOI major to Photography major

VCD - revise the name of PHOI minor to Photography minor

#### CCU

The following CCUs have been submitted via the CCU workflow:

#### VCD

VCD 40192 Internship II-Graphic Design/Illustration/Photography – Revision

Thank you!

Office of the Dean

# **Proposal Summary** Revise the name of BFA-Photo Illustration to BFA-Photography major

#### Description of Action, Including Intended Effect

Requesting to revise the name of the BFA-Photo Illustration major to the BFA-Photography major.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues) The name change would more closely align the program with how it is referred in the field. It would also assist students (prospective and current) with identifying the program more easily. The name revision would not affect staffing and would hopefully have a positive effect on enrollment. The name change would also allow for collaboration across several programs. There have been several conversations with the College of the Arts and the School of Art specifically as well as the School of Journalism and Mass Communication about the program's name and collaboration among the programs. All parties are in agreement regarding the program name revision.

#### Fiscal, Enrollment, Facilities and Staffing Considerations

There are no implications in terms of facilities or staffing and no fiscal implications since the program is currently established and has classrooms and faculty already assigned. The change is in name only. In terms of enrollment, the assumption is that by changing the name of the program to Photography this will actually help with enrollment since students will be able to identify the major more easily.

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 by VCD Curriculum Committee: 2/26/16

Approval by ODHE: Summer 2017

#### ZINGRONE, CATHERINE

Subject:

FW: BFA name change to photography

From: Reynolds, Amy

Sent: Wednesday, April 19, 2017 11:57 AM

To: ZINGRONE, CATHERINE <czingron@kent.edu>
Subject: Re: BFA name change to photography

Thanks! Below is my statement of support from CCI. If I missed something or need to change anything, just let me know. Amy

CCI supports the name change in the Photo Illustration major and minor to photography. This change is important for several reasons.

Photo Illustration is an outdated term. When I meet with prospective students they have no idea what photo illustration is. They want to major in photography and they don't understand why the major isn't called photography when, essentially, it is a photography degree. Additionally, alumni and those in the profession who hire our students tell me that it's odd to use the term photo illustration when really this is a photography degree. Previously, we were unable to use the term photography for the photo illustration degrees in VCD because programs outside of VCD objected.

In December 2016, Dean Crawford-Spinelli and I met with our photography faculty and school directors (from VCD, JMC and the School of Art) to discuss possible collaborations between the photojournalism, photo illustration and photography programs across our two colleges. We collectively agreed that it is in the best interest of all Kent State students to allow both VCD and the School of Art to use the general term photography when describing courses and programs. We also agreed that to engage in verbal gymnastics simply to avoid allowing our various programs to use the general term photography is not at all helpful to students. It causes them confusion and it devalues their degrees because the professions that hire them consider them all photographers.

Further, we have committed to work together to develop communication and marketing materials that support student recruiting efforts for all of our programs across the three schools. We're excited about the possibility of expanded future photography collaborations between JMC, VCD and the School of Art moving forward.

#### ZINGRONE, CATHERINE

From:

Reynolds, Amy

Sent:

Wednesday, April 19, 2017 11:32 AM

To:

ZINGRONE, CATHERINE

Subject:

FW: BFA name change to photography

From: "Crawford-Spinelli, John" < jcrawfo1@kent.edu>

Date: Wednesday, April 19, 2017 at 10:47 AM

To: "LODERSTEDT, MICHAEL" <mloderst@kent.edu>, "Reynolds, Amy" <areyno24@kent.edu>

Subject: Re: BFA name change to photography

Thanks, Michael.

Hi, Amy – I also continue to be supportive of our shared use of the term "photography." Collaborations among our respective units would be wonderful.

Best,

John

Dr. John R. Crawford-Spinelli Dean & Professor College of the Arts Kent State University www.kent.edu/artscollege

Immediate Past President, International Council of Fine Arts Deans

"Transforming Lives Through The Arts"



From: "LODERSTEDT, MICHAEL" < mloderst@kent.edu>>>

**Date:** Wednesday, April 19, 2017 at 10:43 AM **To:** "Reynolds, Amy" <areyno24@kent.edu> **Cc:** John Crawford-Spinelli <jcrawfo1@kent.edu> **Subject:** Re: BFA name change to photography

Hello Amy,

I think as we left it previously, that we would be glad to share the term of photography. As a clarification to our students, all of our courses are titled with Fine Art Photography in their listing. We're happy to keep discussing possible collaborative programming as your area develops.

Best, Michael

Michael Loderstedt Interim Director, School of Art Kent State University (330) 672-2460

From: Reynolds, Amy

Sent: Wednesday, April 19, 2017 10:25 AM

To: Crawford-Spinelli, John; LODERSTEDT, MICHAEL

Cc: ZINGRONE, CATHERINE

Subject: BFA name change to photography

Hi John and Michael,

I'm writing to follow up on our conversation in December about our collective willingness to share general terms such as photography across our related programs. We are in the process of requesting a change to the name of the Photo Illustration major and minor to photography. Could you reply to this email confirming that you're comfortable with our request, per our meeting and discussion last semester?

If you have questions or concerns, please let me know. We would need a reply by no later than Monday so we can get the paperwork to EPC on time.

Also, as we discussed last semester, I would welcome the opportunity to work with you both and/or the appropriate people in your college and in CCI to develop communication and marketing materials that can help us collaboratively promote all of our photography programs moving forward. Just let me know the best person to contact for this and I will get the ball rolling.

I hope all is well.

Best, Amy



John R. Kasich, Governor John Carey, Chancellor

#### **CHANGE REQUEST: NAME CHANGE**

**Date of submission:** date of submission to ODHE

Name of institution: Kent State University

**Previously approved title:** Photo Illustration major within the Bachelor of Fine Arts degree

**Proposed new title:** Photography major within the Bachelor of Fine Arts degree

Proposed implementation date of the request: Fall 2018

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

Leads to teacher education licensure or endorsement: No

#### Explain the rationale for name change.

The faculty within the School of Visual Communication Design, College of Communication and Information, request to revise the name of its major Photo Illustration, to Photography.

The Photo Illustration major is a long-standing program at Kent State, established in 1969 in the School of Journalism and Mass Communication. In 2002, the program moved to the School of Visual Communication Design and, in 2016, changed its degree designation, from a BS to a BFA.

Revision of the name is a further evolution for the program. Photo Illustration is an outdated term, not used by professionals in the field today. Students who desire to study in this field are looking for a photography program, and employers seeking these graduates expect them to have a photography degree. Revising the name will assist prospect students in finding the program more easily and enhance Kent State's marketing and recruitment efforts.

A simple Internet search of the words "photo illustration" brings back definitions that limit its focus to photo manipulation. Whereas, the most replicated definition of photography (courtesy of Oxford Dictionary) is "The art or practice of taking and processing photographs." That definition has a much broader scope and more accurately defines the program and showcases its dynamic and complex nature.

In addition, in some circles, the term "photo illustration" has a negative connotation. ¹

Most important, revising the name will keep Kent State competitive among its peer universities offering this program. A review of top-ranked photography degree programs showed that most of the program names tend to be one of the following three: (1) photography, (2) photography and media or (3) photography and film. It is rare to find any program—other than Kent State's—called "photo illustration."

Below is a sampling of institutions and their high-ranked program offerings. All are accredited by the National Association of Schools of Arts and Design (NASAD), which also accredits Kent State's School of Visual Communication Design.

Institution	Degree	Name of Major (Concentration)
California Institute of the Arts	BFA	Photography and Media
Columbia College Chicago	BA	Photography (Commercial)
Maryland Institute College of Art	BFA	Photography
Massachusetts College of Art and Design	BFA	Photography
Rochester Institute of Technology	BFA	Photographic and Imaging Arts
		(Advertising Photography)
University of Arizona	BFA	Studio Art (Photography)
Virginia Commonwealth University	BFA	Photography and Film (Photography)

#### Describe how the name change will affect students in the current program.

There will be no impact on current students as the curriculum and any other graduation requirements are not being revised. Current students may take the opportunity to change their program to the revised major name, but are not obligated to do so.

# Describe any administrative, curricular, faculty or support service changes occurring along with the name change.

The only revision is to the name of the major; therefore, no changes to administrative, curricular, faculty or support services will need to occur.

# Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

School faculty will notify NASAD of the name change after approval by the Ohio Department of Higher Education. The last NASAD comprehensive review was in 2016; the next review will occur in 2024-2025.

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

¹ Baradell, S. (June 22, 2008). "Why Is 'Photo Illustration' a Dirty Word in Journalism?" Black Star Rising Publishing Co.. Retrieved from <u>rising.blackstar.com/why-is-photo-illustration-a-dirty-word-in-journalism.html</u>.

Photo-Illustration - B.F.A. - DRAFT COPY

# PHOTOGRAPHY-B.F.A.

College of Communication and Information School of Visual Communication Design 231 Art Building Kent Campus 330-672-7856 vcd@kent.edu www.kent.edu/vcd

# Description

The Bachelor of Fine Arts degree in Photography provides the student with a comprehensive program of study balancing a liberal arts education with studio offerings in digital photography. Grounded in formal, technical and conceptual skills building, the Photography program focuses on the profession of photography as it relates to commerce. The School of Visual Communication Design's B.F.A. degree program builds a photography professional through experiential learning opportunities, as well as through required courses in graphic design and multimedia.

There are many study abroad/away opportunities. For more information contact the Office of Global Education or CCI's Coordinator of International Programs.

#### **Fully Offered At:**

· Kent Campus

### Accreditation

National Association of Schools of Art and Design

# **Admission Requirements**

Admission to this major is selective the School of Visual Communication Design recognizes that competence in visual design as well as intellectual capacity are necessary qualities in students who plan to prepare for a career in visual communication design. Therefore, the right is reserved to require evidence of achievement in design and related areas from all students aspiring to enroll for the first time as majors in the school. Early admission is recommended.

The director of the School of Visual Communication Design may impose additional requirements considered reasonable and necessary. Each transfer student will be evaluated individually in terms of his or her ability to perform within the program. A transfer applicant's strengths and deficiencies will be considered and his or her transfer credits will reflect that consideration.

For more information on admissions, visit the admission website.

English Language Proficiency Requirements for International Students: All international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning a minimum 525 TOEFL score (71 on the Internet-based version), minimum 75 MELAB score, minimum 6.0 IELTS score or minimum 48 PTE Academic score, or by completing the ELS level 112 Intensive Program. For more information on international admission, visit the Office of Global Education's admission website.

### **Program Learning Outcomes**

Graduates of this program will be able to:

- Demonstrate an understanding of the ethics (and legal issues) closely associated with fields of visual communication.
- Demonstrate an understanding of traditional hands-on skills relative to craftsmanship. Students will demonstrate an understanding of the basic use of digital technologies as they relate to their areas of study.
- Demonstrate an ability to create visual response to communication problems, including understanding of hierarchy, typography, aesthetics, composition and construction of meaningful images.

# **University Requirements**

All students in a bachelor's degree program at Kent State University must complete the following university requirements for graduation.

NOTE: University requirements may be fulfilled in this program by specific course requirements, please see Program Requirements for details.

Requirement	Credits/
	Courses
Destination Kent State: First Year Experience	1
Course is not required for students with 25 transfer credits, excluding College Credit Plus, or age 21+ at time of admission.	
Diversity Domestic/Global (DIVD/DIVG)	Two
	Courses
Students must successfully complete one domestic and one global course, of which one must be from the Kent Core.	
Experiental Learning Requirement (ELR)	Varies
Students must successfully complete one course or approved experience.	
Kent Core (see table below)	36-37
Writing-Intensive Course (WIC)	One course
Students must earn a minimum C grade in the course	
Upper-Division Requirement	39 (or 42)
Student must successfully complete 39 upper-division (numbered 30000 to 49999) credit hours to graduate. Students in a B.A. and B.S. degree in the College of Arts and Sciences must complete 42 upper-division credit hours.	,
Total Credit Hour Requirement	120
Students must earn 120 credit hours to graduate. Some bachelor's degrees require students to complete more than 120 credit hours.	

# **Kent Core Requirements**

Code	Title	Credit Hours
Kent Core	Composition (KCMP)	6
Kent Core	Mathematics and Critical Reasoning (KMCR)	3
Kent Core	Humanities and Fine Arts (KHU/KFA) (min. one cou	rse each) 9
Kent Core	Social Sciences (KSS) (must be from two discipline	s) 6
Kent Core	Basic Sciences (KBS/KLAB) (must include one labo	ratory) 6-7
Kent Core	Additional (KADL)	6
Minimum 7	Total Credit Hours.	36-37

## **Program Requirements Major Requirements**

[CI-BFA-PHOI]

[OFBI ATTI	oi)				
Major Requir	ements (courses count in major GPA)				
VCD 13000	INTRODUCTION TO VISUAL COMMUNICATION DESIGN	3			
VCD 13001	INTRODUCTION TO VISUAL COMMUNICATION DESIGN STUDIO (min B- grade)	3			
VCD 18000	PHOTOGRAPHY	3			
VCD 18002	PHOTOGRAPHY II	3			
VCD 20096	PHOTOGRAPHY SOPHOMORE PORTFOLIO REVIEW (min S grade) 1	1			
VCD 23001	INTRODUCTION TO TYPOGRAPHY	3			
VCD 28001	ADVANCED PHOTOGRAPHY	3			
VCD 28003	PHOTO TECHNOLOGY	3			
VCD 28004	PHOTOGRAPHIC PERSPECTIVES	3			
VCD 28005	COLOR PHOTOGRAPHY	3			
VCD 28007	ADVANCED DIGITAL IMAGING	3			
VCD 34004	VISUAL ETHICS	3			
VCD 34006	MOTION DESIGN	3			
VCD 37000	VISUAL DESIGN FOR MEDIA: ADVANCED	3			
VCD 38001	PHOTOGRAPHICS	3			
VCD 38007	PHOTO-ILLUSTRATION TECHNIQUES	3			
VCD 38009	INTERNSHIP SEMINAR - PHOTOGRAPHY	2			
VCD 38011	EDITORIAL PHOTOGRAPHY	3			
VCD 40192	INTERNSHIP IIGRAPHIC DESIGN/ILLUSTRATION/	3			
	PHOTOGRAPHY (ELR)				
VCD 45000	GRAPHIC DESIGN PERSPECTIVES (WIC) 2	3			
VCD 48001	PHOTOGRAPHIC PROJECT	3			
VCD 48002	ADVANCED PHOTOGRAPHIC PROJECT	3			
VCD 48003	PROFESSIONAL PORTFOLIO-PHOTOGRAPHY	2			
VCD 48009	FASHION PHOTOGRAPHY	3			
Additional Req	uirements (courses do not count in major GPA)				
ARTH 22006	ART HISTORY: ANCIENT AND MEDIEVAL ART (KFA)	3			
ARTH 22007	ART HISTORY: RENAISSANCE TO MODERN ART (KFA)	3			
Art History Upp	er-Division Elective (ARTH 30000 or 40000 level)	3			
COMM 15000	INTRODUCTION TO HUMAN COMMUNICATION (KADL)	3			
ENTR 27056	INTRODUCTION TO ENTREPRENEURSHIP	3			
JMC 20001	MEDIA, POWER AND CULTURE (DIVD) (KSS)	3			
LIS 30010	INFORMATION FLUENCY IN THE WORKPLACE AND BEYOND	3			
UC 10097	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1			
Entrepreneurshi	ip (ENTR) Elective	3			
Kent Core Comp	position	6			
Kent Core Math	ematics and Critical Reasoning	3			
Kent Core Humanities					
Kent Core Social Sciences					
Kent Core Basic Sciences (must include one laboratory)					
Kent Core Additional					
	s (total credit hours depends on earning 120 credit 39 upper-division credit hours)	3			
	- 11				

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 a committee. Students who successfully pass the review may continue in the B.F.A. degree program in PHOTOGRAPHY. Students who do not successfully pass will be provided academic advice for additional coursework and resubmission of portfolio for review.

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

#### **Progression Requirements**

120

- Students must receive a minimum B- in VCD 13001 before enrolling in VCD 23001. VCD 13001 may be taken a maximum three times until a minimum B- grade is achieved.
- · Students must maintain a 2.500 major GPA in order to continue taking VCD courses. Failure to do so at the end of one semester will result in a written warning with the option of repeating certain VCD courses in order to meet minimum grade and GPA requirements to continue. Failure to do so at the end of two consecutive semesters will result in not being permitted to enroll in VCD courses, Students in this situation will be contacted by an academic advisor to create an alternative plan of study with a new major.

#### **Graduation Requirements**

Minimum Major GPA	Minimum Overall GPA
2.750	2.500

- · Any VCD course taken is calculated in the major GPA.
- · A minimum B- grade may be required in some courses,

# Roadmap

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

Critical	Course	Title	Credit Hours				
Critical	Semester One						
ŧ	VCD 13000	INTRODUCTION TO VISUAL COMMUNICATION DESIGN	3				
!	VCD 13001	INTRODUCTION TO VISUAL COMMUNICATION DESIGN STUDIO	3				
!	VCD 18000	PHOTOGRAPHY	3				
	UC 10097	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1				
	Kent Core Requ	Core Requirement					
	Kent Core Requ	irement	3				
		Credit Hours	16				
Critical	Semester Two						
	COMM 15000	INTRODUCTION TO HUMAN COMMUNICATION (KADL)	3				
!	VCD 18002	PHOTOGRAPHY II	3				
!	VCD 23001	INTRODUCTION TO TYPOGRAPHY	3				
	VCD 37000	VISUAL DESIGN FOR MEDIA: ADVANCED	3				
	Kent Core Requirement						
		Credit Hours	15				

Minimum Total Credit Hours:

#### Photo-Illustration - B.F.A. - DRAFT COPY

Crr	tical Semester Ti	hree	
	AFTH 2200	6 ART HISTORY ANCIENT AND MEDIEVAL ART (KFA)	
	! VCD 28001	ADVANCED PHOTOGRAPHY	
	VCD 28003	PHOTO TECHNOLOGY	
	VCD 28004	PHOTOGRAPHIC PERSPECTIVES	
	Kent Core R	equirement	
		Credit Hours	1
Crit	ical Semester Fo	pur	
	ARTH 22007	ART HISTORY RENAISSANCE TO MODERN ART (KFA)	
	JMC 20001	MEDIA, POWER AND CULTURE (DIVD) (KSS)	
1	VCD 20096	PHOTO-ILLUSTRATION SOPTIOMORE PORTFOLIO REVIEW	
į	VCD 28005	COLOR PHOTOGRAPHY	
1	VCD 28007	ADVANCED DIGITAL IMAGING	:
	Kent Core Re	quirement	
		Credit Hours	16
Critic	cal Semester Fiv	e	
!	VCD 38001	PHOTOGRAPHICS	3
	VCD 38007	PHOTO-ILLUSTRATION TECHNIQUES	3
!	VCD 38009	INTERNSHIP SEMINAR - PHOTO-IL LUSTRATION	2
	VCD 34004	VISUAL ETHICS Phy tography	3
	Kent Core Rec		3
		Credit Hours	14
Critic	al Semester Six		
	ENTR 27056	INTRODUCTION TO ENTREPRENEURSHIP	3
!	VCD 38011	EDITORIAL PHOTOGRAPHY	3
	Art History Up	per-Division Elective (ARTH 30000 or 40000 level)	3
	Kent Core Req	uirement	3
	Kent Core Req	uirement	3
		Credit Hours	15
Critica	al Third Summer	Term	
!	VCD 40192	INTERNSHIP II-GRAPHIC DESIGN/ ILLUSTRATION/PHOTO-ILLUSTRATION (ELR)	3
		Credit Hours 1 het graphy	3
	l Semester Seve	en /	
!	VCD 48001	PHOTOGRAPHIC PROJECT	3
i	VCD 48009	FASHION PHOTOGRAPHY	3
	VCD 34006	MOTION DESIGN	3
	VCD 45000	GRAPHIC DESIGN PERSPECTIVES (WIC)	3
0.14		Credit Hours	12
Critica	Semester Eight		
	LIS 30010	INFORMATION FLUENCY IN THE WORKPLACE AND BEYOND	3
!	VCD 48002	ADVANCED PHOTOGRAPHIC PROJECT	3
į	VCD 48003	PROFESSIONAL PORTFOLIO - PHOTO- HLLUSTRATION FACTOR APPLY	2
		p (ENTR) Elective	3
	General Elective		3
		Credit Hours	14
		Minimum Total Credit Hours	120



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	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:	Computer Engineering Technology major
	within the Bachelor of Science degree
New technical certifica New licensure/endors  Delivery options (check Campus-based Online/hybrid delivery Flexible or accelerated Offering the program Offering the program	n existing degree (e.g., major, minor, concentration) ate program ement area (educator preparation)  all that apply):
The institution will be s  No Yes	eeking specialized accreditation for the program:
If "yes," provide the name	e of the accrediting agency:
Technology, Management	seek accreditation for the degree program from the Association of and Applied Engineering (ATMAE), which accredits Kent State's as in applied engineering and construction management (the latter

A future goal will be to seek accreditation from the Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).

#### Provide a brief description of the request.

Kent State University proposes to offer a Computer Engineering Technology major within the Bachelor of Science degree, to be administered by the university's College of Applied Engineering, Sustainability and Technology as both an online and ground program on the Kent Campus.

This program is existing as a concentration within the college's Applied Engineering major. Proposed is to elevate the concentration to a separate degree program (major) to allow this area of study to further distinguish itself into a focused program that is relevant and responsive to industry needs.

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

Computer Engineering Technology, currently, is one of four concentrations in the Applied Engineering major, and is accredited as part of this major by ATMAE.¹ The concentration was established in fall 2012 to meet industry needs and programmatic interests of students by focusing on computer and networking systems. The main objective with its establishment was to offer a program with a strong hands-on, applied technology emphasis on the design, development, evaluation, installation, configuration, troubleshooting, maintenance and repair of personal computer systems, computer network systems and their supporting components.

Due to the gradual development of the concentrations in the Applied Engineering major to meet their respective market needs, the percentage of major courses for each of the concentrations has reduced to be 10 percent of the entire curriculum. Since the Ohio Department of Higher Education requires concentrations to comprise a minimum 50 percent of the major curriculum, this program is not in compliance.

The noncompliance primarily is due to the program's incremental development to keep up with the perpetually developing nature of technology. For this field of study to remain relevant to students and employers, it must continue to develop and diverge from its fellow concentrations of study. The college will align this curriculum along ATMAE accrediting criteria to ensure the highest quality of instruction and value to students and employers. Thus, the concentration must evolve to become its own major to remain an asset to the state and its population.

This area of study continues to remain relevant to the economic future of Ohio. Industry relies heavily on information technology systems to deliver better service and cost savings to operational bottom lines. The Bureau of Labor Statistics analysis for the decade between 2014 and 2024 proves this by indicating a continued growth of between eight percent (as fast as average) and 27 percent (much faster than average) for various labor markets in IT employment, including those for web developers², computer systems analysts³, computer network architects⁴, information security

¹ The remaining three Applied Engineering concentrations are mechatronics, mechanical engineering technology and applied engineering and technology management. Proposals have been submitted to establish separate degree programs for mechatronics and mechanical engineering technology.

² Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Web Developers. Retrieved from <a href="https://www.bls.gov/ooh/computer-and-information-technology/web-developers.htm">www.bls.gov/ooh/computer-and-information-technology/web-developers.htm</a>.

³ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Computer Systems Analysts. Retrieved from <a href="https://www.bls.gov/ooh/computer-and-information-technology/computer-systems-analysts.htm">www.bls.gov/ooh/computer-and-information-technology/computer-systems-analysts.htm</a>.

analysts⁵ and network and computer systems administrators⁶. This range of growth, at its minimum, is on par or with that of other healthy labor markets and, at its maximum, far exceeds the average growth for the labor market in general.

In addition, Ohio is ranked fifth in the nation with the highest employment for computer systems analysts and ninth overall with the highest concentration of jobs in this occupation⁷

These trends and data have not been ignored by other college and universities in Ohio. Every major state institution in Ohio offers an array of computer science, computer engineering, computer information systems and similar programs of study. However, few of these institutions offer a program that merges the core concepts of engineering design and computer technology as defined by industry. Students also have noticed the relevance of this field of study. The appeal of the existing concentration has been reflected in a threefold increase in enrollment from fall 2012 to fall 2016.

### Fall Semester Student Enrollment (15th Day Census) Computer Engineering Technology Concentration

2012	2013	2014	2015	2016
28	43	61	57	65

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

As the program is existing, current faculty and staff satisfy the academic and administrative needs for the proposed change to a separate degree program. Approximately eight full-time and 13 part-time faculty teach the major courses in the program.

⁴ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Computer Network Architects. Retrieved from <a href="https://www.bls.gov/ooh/computer-and-information-technology/computer-network-architects.htm">www.bls.gov/ooh/computer-and-information-technology/computer-network-architects.htm</a>.

⁵ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, 2016-17 Edition, Information Security Analysts. Retrieved from <a href="https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm">www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm</a>.

⁶ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, 2016-17 Edition, Network and Computer Systems Administrators. Retrieved from <a href="https://www.bls.gov/ooh/computer-and-information-technology/network-and-computer-systems-administrators.htm">www.bls.gov/ooh/computer-and-information-technology/network-and-computer-systems-administrators.htm</a>.

⁷ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Employment Statistics, May 2016*, Computer Systems Analysts. Retrieved from <a href="https://www.bls.gov/oes/current/oes151121.htm#st">www.bls.gov/oes/current/oes151121.htm#st</a>.



Date of submission:

John R. Kasich, Governor John Carey, Chancellor

Date to come

# INITIAL INQUIRY REQUEST TO OFFER A NEW PROGRAM

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:	Information Technology major within the
• 0	Bachelor of Science in Information Technology degree
<ul> <li>New technical certification</li> <li>New licensure/endors</li> <li>Delivery options (check</li> <li>✓ Campus-based</li> <li>✓ Online/hybrid delivery</li> <li>☐ Flexible or accelerated</li> <li>☐ Offering the program</li> <li>☐ Offering the program</li> </ul>	ement area (educator preparation)  all that apply):
The institution will be s  ☑ No ☐ Yes	eeking specialized accreditation for the program:
Provide a brief descripti	on of the request.
(BSIT) degree, to be offer	poses establishing a Bachelor of Science in Information Technology ed fully online, in addition to hybrid online/on-ground at all Kent State's —Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull and

Presently, Kent State offers this program as concentrations within the Technical and Applied Studies major in the Bachelor of Technical and Applied Studies (BTAS) degree. This proposal elevates the concentrations to a stand-alone degree program.

Tuscarawas—and at the university's Regional Academic Center in Twinsburg. The fully online

program will be administered by the Trumbull Campus.

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

The existing Computer Technology concentrations within the BTAS degree have seen strong enrollment growth since their inception in fall 2011:

# Fall Semester Enrollment in the BTAS Degree Computer Technology Concentrations (15th Day Census)

2011	2012	2013	2014	2015	2016
55	158	239	253	284	294

Enrollment numbers demonstrate its feasibility. However, marketing efforts for the program prove challenging as computer technology is not readily visible as concentrations within the Technical and Applied Studies major; prospective students cannot find the program easily on the university's website or on the admission application. These students are seeking an information technology program, not a technical and applied studies one.

As concentrations, the computer technology program is also limited in curriculum advancement as it must share a full major core with other concentrations within the Technical and Applied Studies major. Per the Ohio Department of Higher Education, concentrations must include a minimum of 50 percent of the curriculum within the major. Presently, the concentrations do not comply with that mandate, and one goal with the proposed degree is to create a new core curriculum to bring more depth and breadth in the information technology field.

In addition to providing better marketing and product differentiation, revising the name of the program, from computer technology to information technology, will align the proposed degree program with similar programs at other institutions in the state and nationwide. Information technology is a recognized sub-discipline of computing that prepares graduates as IT support for a variety of workplace settings, including schools, businesses, healthcare and any other organizations that require technical support for computer systems and computer-related problems.

What differentiates information technology from other fields, such as computer science or computer engineering, is the applied approach with a focus on supporting end users in a variety of workplace settings utilizing a range of computing technologies. The program provides graduates with the background to support computing infrastructures and the needs of individuals and organizations, write programs necessary to help them render their tasks more efficiently on their desktop or mobile devices, utilize databases and write the web-based interfaces to pull the data, and code and deploy applications across the cloud. Graduates are qualified to work primarily in small to mid-size installations with local area networks and are employed in all types of organizations using computing systems, working in such positions as network technicians, technical support specialist, help desk manager, LAN manager, project manager and database administrator.

The proposed Information Technology major will comprise the following optional concentrations:

- Application Development (existing)
- Applied Computer Security and Forensics (existing)
- Health Information Technology Support (new)
- Internet/Multimedia (existing)
- Networking (existing)

Students may also select the major without choosing a concentration.

In addition to the option of completing the entire program at Kent State University, the proposed BSIT degree will serve as a completer pathway for students who hold an associate degree or have completed some college-level coursework in information technology or related technical fields. Kent State's Associate of Applied Business degree in Computer Technology will articulate fully into the proposed degree. The courses offered in the proposed degree at the baccalaureate level offer advanced, in-depth topics and integrate the technical and/or applied skills developed within applied associate degree programs with the professional skills in a bachelor's degree program.

Elevation from concentrations to major and revision of the name will resolve the lack of visibility for prospective students, provide more clarity to graduates and employers on the program's objectives and outcomes in terms of marketing and product differentiation and be in compliance with the Ohio Department of Higher Education mandate. The changes also will provide an environment to allow the program area to continue to grow with applied technical options targeting contemporary information technology needs in a variety of organizations.

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

It is anticipated that additional faculty will be not be required at this time. Approximately 14 full-time and 22 part-time faculty teach in the existing computer technology programs (AAB and BTAS degrees) on all seven regional campuses.

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date 3-May-17	Curriculum Bulletin
		Effective Date Fall 2017	Approved by EPC
Department	Modern and Cla	ssical Language Studies	
College	AS - Arts and So		
Degree	MA - M	aster of Arts	
Program Name	Latin Progr	am Banner Code AS-MA-LA	т
Concentration(s) APLP	Literature, Appl	ied Linguistics and Pedagog	Concentration(s) Banner Code(s):
Proposal	Offer program for	ully online	
offered online. T program. This is program from a h	urrently being offe he purpose of this not a new progran ybrid online/on-gro	n. We are proposing only a cound to fully online. Becaus	m with some courses being rature concentration a fully online change in the way we offer the se the CLAS and LAT courses will and Pedagogy concentration a
Does proposed rev Current total credit		am's total credit hours? ☐ Y Proposed total credit hours	
There will be no in that we hope to g ground program, program would be attractive to profe to upgrade their current, on-groun Units consulted (ot	ons; need; audience mpact on other pro row by changing to the audience would available to a much ssionals (especial redentials. Coursed program.	e; prerequisites; teacher educa ograms, policies or procedur o an online-only delivery. As d be people with a significar ch wider range of prospective	res. This is an existing program is is the case with the current, onto background in Latin. The online we student and would be especially gh school level) who are looking remain the same as with the
None			
		REQUIRED ENDORSEMEN	NTS
Department Chair /	School Director	riginal signed 2/	8/17
Campus Dean (for	Regional Campuses	s proposals)	
May (In College Pean (or do	esignee) on the	sely signed 2/17/1	51517
	Studies (for graduate		

	EPC Agen	da   15 May 2	2017   Attachn	negtê beage 2
		1	1	
Senior Vice President for Academic Affairs or Provost (or designee)	)			



To: Mary Ann Haley, Associate Dean, Curriculum Services

From: Brian K. Harvey, Associate Professor of Classics

CC: Keiran Dunne, MCLS Chair

Date: May 3, 2017

Re: Change Request: Online Delivery for the MA in Latin

MCLS would like to change the delivery method of its MA in Latin:

These are not new programs; they are existing programs for which we are proposing to change the method of delivery.

- 1. Latin MA, Literature Concentration: would become a fully online program
- 2. Applied Linguistics and Pedagogy Concentration: would become a hybrid program

### **Proposal Summary**

### Change Request: Online Delivery for the MA in Latin

#### Description of Action, Including Intended Effect

The Classics unit of the Modern and Classical Languages Department is proposing to officially change the delivery method of its master's degree in Latin.

The Master of Arts (M.A.) in Latin, Literature Concentration would become fully online The Master of Arts (M.A.) in Latin, Applied Linguistics and Pedagogy Concentration would become a hybrid program

The Classics unit is seeking to expand the audience for its MA program in Latin by offering it as a fully online program. In conjunction with the Office of Continuing and Distance Education, the Classics faculty has developed a course shell using the Kent State University online learning template that can be used to convert the existing on-ground courses to a fully asynchronous format.

Because the Latin courses would be offered online only, the Applied Linguistics and Pedagogy Concentration would also need to be changed from a fully on-ground program to a hybrid program.

No curriculum changes are being proposed, and the online Literature Concentration and Hybrid Applied Linguistics and Pedagogy Concentration would be identical to the exisint on-ground program with the exception of the delivery methods.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues) This proposal introduces no duplication issues.

The Pedagogy unit of MCLS has been consulted regarding the Applied Linguistics and Pedagogy Concentration

#### Fiscal, Enrollment, Facilities and Staffing Considerations

The proposed change to the delivery method does not affect staffing or facilities. Course offerings and rotations would be identical those currently in use for the on-ground programs.

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

MCLS CC: Fall 2016 A&S CCC: Spring 2017 EPC: Spring 2017



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/hybrid delivery model. The 50 percent marker excludes internships, clinical practicum, field experiences and student teaching.

Date of submission:

May 3, 2017

Name of institution:

Kent State University

Degree/degree program to be offered using online or blended/hybrid delivery:

Master of Arts (M.A.) in Latin, Literature Concentration (fully online)
Master of Arts (M.A.) in Latin, Applied Linguistics and Pedagogy Concentration (hybrid)

#### Primary institutional contact for the request

Name:

Melody J. Tankersley

Title:

Dean of Graduate Studies and Senior Associate Provost

Phone:

330-672-8613

E-mail:

mtankers@kent.edu

Proposed start date:

Fall, 2017

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

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 primarily delivered orally or in writing. For this document, on-ground courses include those that are web-facilitated.

#### 1. INSTITUTIONAL SUPPORT

1.1 Describe the learning management system (LMS) that the institution will be using for its online or blended/hybrid course offerings.

The LMS, BlackBoard Learn (Bb Learn), will be used for the delivery of these online courses. Bb Learn is used throughout the university and has a technology support service known as the "Helpdesk" to support students and faculty.

1.2 Describe the institution's options and processes for students and faculty in need of ADA accommodations for online teaching and learning.

Student Accessibility Services provides assistance to students and faculty with varying degrees and types of disabilities in order to maximize educational opportunity and academic potential. Kent State provides a wide variety of assistance from templates to captioning and training for faculty to help prepare accessible courses.

1.3 Describe the technical and help desk support services available to students and faculty (hardware and software systems).

The portal to all technical support services at Kent State for faculty and students is: Kent State University Helpdesk at 330.672.HELP (4357), or <a href="http://support.kent.edu">http://support.kent.edu</a>.

Other support services for Kent State University faculty, including Blackboard Learn tutorials; online tutoring through the Academic Success Center; online resources in Career Services Center; Online Academic Advising; Student Accessibility Services; Writing Commons; and other services for online students can be accessed from: <a href="https://onlinedegrees.kent.edu/support/student-services/">https://onlinedegrees.kent.edu/support/student-services/</a>.

Other support services for Kent State University faculty may be found at: <a href="http://www.kent.edu/onlineteaching/support/">http://www.kent.edu/onlineteaching/support/</a>.

1.4 Explain the institution's policies and procedures related to ensuring the integrity of student work in online programs (e.g., for establishing student identity, for controlling the conditions of examinations, etc.).

The Blackboard Learn platform has a single-sign-in process which consists of entering a user name and password. The login page can be found at: <a href="https://learn.kent.edu/">https://learn.kent.edu/</a>. If necessary, Kent State also provides proctored testing either onsite, approved off-campus sites or through a software service, Proctor U.

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.

While Kent State has an agreement with a third party provider, it will not be utilized for this program.

Kent State University | Proposal for Online Delivery of Master of Arts (M.A.) in Laun, Literature Concentration | Page 2

#### 1.6 Have the appropriate accreditation agencies been informed of the proposed change?

No additional accreditation is necessary to offer our Latin M.A. degree in a fully online format.

#### 2. ADMINISTRATIVE AND STUDENT SUPPORT SERVICES

- 2.1 Describe how students in the online program will have access to the following services. Indicate how the services available to the online students are comparable to those available to students in the on-ground program:
  - Administrative services (admissions, financial aid, registration, student records)

All administrative services will remain the same.

• Advising regarding program planning and progress

Currently, one of the tenure track faculty acts as graduate advisor. We plan to keep the same model unless there is a tremendous increase in enrollment that necessitates a dedicated advisor.

Library resources

Online access to electronic editions of journals via the Kent State University Library and JSTOR is the same for online students as it is for on-ground students. Action to increase access for online students is not needed. Some resources, including certain library databases and collections, require authentication for off-campus access. This library also offers a book delivery system for distance learners.

Psycho-social counseling

Local residents and all registered students at Kent State University students have access to Psychological Services, a University Health Services department within the Division of Enrollment Management and Student Affairs at Kent State University. Staffed by licensed psychologists, Psychological Services provide high quality, personalized care to all KSU students. Students contact Psychological Services for a variety of reasons, but typical concerns include: academic difficulties, stress, anxiety, depression, questions regarding sexuality, feelings of loneliness, lack of self-confidence, interpersonal difficulties, and eating disorders. Faculty at Kent State are aware of how to make referrals to Psychological Services, and will encourage those exhibiting symptoms of concern to seek local assistance if they are not near Kent State.

Career advising and Placement services

The Career Exploration and Development office of Kent State University assists all students in career planning and assessment, and provides career counseling and resources. In addition to in-person personalized career assistance, Career Exploration and Development provides many online resources, including resume and job search assistance. Career Exploration and Development is found at <a href="http://www.kent.edu/career/">http://www.kent.edu/career/</a>.

2.2 Describe the admission requirements for the online or blended/hybrid program. If these are different from those for the on-ground program, discuss the rationale for the differing requirements.

Admission criteria and requirements for the online M.A. will be the same as those of the current on-ground program. Students submit to the Graduate Admissions Office an application, a statement of purpose, three letters of reference, and a writing sample. Once verified as "complete," the application is sent to the faculty of the Classics unit within the Department of Modern and Classical Language Studies. The faculty then recommend whether to accept the applicant. The criteria and requirements will remain the same as the current on-ground program.

The online program will be the same as the current on-ground program. As with the current on-ground program, we will use a rolling application deadline, but admitted students will begin their coursework in the Fall semester following their acceptance. This will allow all of the new students to take the Research and Writing course (offered every Fall semester) during their first semester. We will also continue with our current course rotation. If the program grows large enough and there is sufficient student demand, we will consider admitting students who will begin in the Spring or Summer semesters. We will also consider offering courses during the summer if potential enrollment warrants it.

#### 3. CURRICULUM

3.1 Will the online or blended/hybrid program be offered <u>instead of</u> or <u>in addition to</u> the onsite program?

The Online M.A. in Latin (Literature concentration) will be offered instead of the current onground program. The on-ground program for this concentration will no longer exist. Because the Latin (LAT) and Classics (CLAS) courses will be offered online, the Applied Linguistics and Pedagogy concentration of the Latin M.A. will become a hybrid program.

The M.A. in Latin is not a new program; it is an existing program for which we are proposing to change the delivery method from on-ground to fully 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.

Both the Literature and Applied Linguistics and Pedagogy concentrations of the online M.A. in Latin will be equivalent to the current on-ground program. Expected outcomes, number of credits, and course availability will all remain the same.

3.3 Describe how interaction (synchronous or asynchronous) between the instructor and the students and among the students is reflected in the design of the program and its courses.

Online courses will be designed according to the Kent State "Design to Teach" framework and Quality Matters standards. This design encourages a three-pronged approach to interaction:

Kent State University | Proposal for Online Delivery of Master of Arts (M.A.) in Latin, Literature Concentration | Page 4

student-to-content; student-to-instructor; and student-to-student. Interaction between student and instructor is a fundamental concept of the design of all courses. Instructors provide continuous feedback and guidance using tools such as: discussion boards, announcements, screen capture with audio narration, email and phone calls.

3.4 Explain how students are supported and counseled to ensure that they have the skills and competencies to successfully complete the curriculum in an online learning environment.

Students are given introductory information through an orientation website: <a href="https://www.kent.edu/onlinelearning/students-getting-started-your-online-course/">https://www.kent.edu/onlinelearning/students-getting-started-your-online-course/</a>. This website also provides links to student services available to the online student.

Courses have been designed with guidance from the Quality Matters rubric and offer consistent navigation and provide clear instructions and expectations with respect to participation to foster student success in the online classroom.

The most important aspect of our online courses is that they are designed to promote learning and interaction with the instructor. Interactions and feedback from the instructor are the foundations of the learning experience in our online courses, just as in our classroom-based courses.

3.5 Describe the evaluation systems used to measure the quality and effectiveness of the program delivered in an online or blended/hybrid format.

We are developing an assessment program to measure the success of students as they move through the program. Data from the assignments used in this program will be collected to allow us to evaluate our program. A specially-created assignment will be given at the end of the first year (as a part of the student's third Latin literature course) to assess progress toward the program outcomes. We will also assess the student's final research project according to a rubric designed to measure the student's research and writing abilities. We will track data on the placements of program graduates.

For the course design and interface, we are using Kent State's "Design to Teach" framework built around the Quality Matters standards. The Office of Continuing and Distance Education are constantly evaluating and revising this framework. All of our new courses are built using this framework and older courses will be updated using it as time permits.

Kent State University | Proposal for Online Delivery of Master of Arts (M.A.) in Latin, Literature Concentration | Page 5

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)
CLAS 51006 Roman History				Yes	
CLAS 51402 Roman				V	
Archaeology and Art	-			Yes	8
CLAS 61404 Ancient				X7 1	
Christianities				Yes ¹	
LAT 51304 Roman Historians				Yes ³	
LAT 51306 Latin Epic				Yes ³	
LAT 51307 Lyric and Elegiac				X7. 2	7 - 10 - 1
Poetry				Yes ³	
LAT 61001 Research and				37	
Writing				Yes	
LAT 61214 Latin Epigraphy				Yes ¹	
LAT 61305 Roman Comedy				X7 2	
and Satire				Yes ³	
LAT 61308 Oratory and Letters				Yes ³	
LAT 66199 Thesis I				Yes ²	
LAT 66211 Advanced Prose				3.7	
Composition		The state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the s		Yes	
LAT 66391 Seminar in Classical	_			77 1	
Literature				Yes	
LAT 66398 Research				Yes ¹²	
MCLS 60622 Teaching		_		37 1	
Literature and Culture		-		Yes ⁺	
MCLS 60661 Theories in				Yes+	10000
Second Language Acquisition		-		i es -	
MCLS 60663 Second Language				Yes ⁺	22.97
Curriculum and Testing		_		168	
MCLS 60698 Second Language				Yes ⁴	
Research Methods				165	
MCLS 50654 Computers in				Yes ⁵	
Second Language Teaching				168"	
MCLS 50660 Methods of				Yes ⁵	
Teaching Foreign Languages				1 65	
MCLS 60601 Linguistics for the				Yes ⁵	
Language Professions				105	
MCLS 60621 The Pragmatics of				Yes ⁵	
Conversation		_		1 00	
MCLS 60623 Sociocultural					
Theory and Foreign and Second		1		Yes ⁵	
Language Acquisition					

All courses are currently in the university catalog and are offered in a set rotation in the on-ground program.

- ¹ Students in the Literature concentration are required to take 2 courses (6 credit hours) in the Elective category
- ² Students in the Literature concentration must complete either a thesis or a research project (6 hours total). Students opting to write a thesis will be required to have an in-person defense.
- ³ Students in the Literature concentration must complete 4 courses (12 hours) of LAT language courses (beyond the required LAT 66211, Advanced Prose Composition)
- ⁺ Students in the Applied Linguistics and Pedagogy concentration must complete 4 courses (MCLS 60622, 60661, 60663, 60698)
- ⁵ Students in the Applied Linguistics and Pedagogy concentration are required to take 2 courses (6 credit hours) in the Elective category

#### Summary of concentration requirements

Latin M.A. Program Requirements (12 hours)
CLAS 51006 Roman History
CLAS 51402 Roman Arch and Art
LAT 61001 Research and Writing
LAT 66211 Advanced Prose Composition
Latin M.A. Program Electives (6 hours)
CLAS 61404 Ancient Christianities
LAT 61214 Latin Epigraphy
LAT 66391 Seminar in Classical Literature
LAT 66398 Research

Literature Concentration Proposed Fully Online Program	Applied Linguistics and Pedagogy Concentration Proposed Hybrid Program
Requirements (6 hours)	Requirements (12 hours)
LAT 66199 Thesis I or	MCLS 60622 Teaching Literature and Culture
LAT 66398 Research	MCLS 60661 Theories in Second Language Acquisition
	MCLS 60663 Second Language Curriculum and Testing
	MCLS 60698 Second Language Research Methods
Electives (12 hours)	Electives (6 hours)
LAT 51304 Roman Historians	MCLS 50654 Computers in Second Language Teaching
LAT 51306 Latin Epic	MCLS 50660 Methods of Teaching Foreign Languages
LAT 51307 Lyric and Elegiac Poetry	MCLS 60601 Linguistics for the Language Professions
LAT 61305 Roman Comedy and Satire	MCLS 60621 the Pragmatics of Conversation
LAT 61308 Oratory and Letters	MCLS 60623 Sociocultural Theory

All CLAS and LAT courses would be online. MCLS courses would be on-ground.

#### 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.

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Literature Concentration | Page 7

Jennifer Larson will serve as program coordinator for the online M.A. program. She will work in consultation with the other members of the Classics unit to develop curriculum, program evaluation and review, academic scheduling, and marketing. The coordinator will also oversee admissions contacts and advising of students on their schedules and deadlines.

4.2 Describe faculty members' responsibilities to the online or blended/hybrid program. In your response, indicate how faculty members' responsibilities to the online or blended/hybrid program affect their responsibilities to the on-ground program, including teaching load, advising, research/scholarship, and participation in faculty committees/governance. Are additional faculty members going to be hired to implement the online or blended/hybrid program? Will these faculty members participate in only the online or blended/hybrid program or will they participate in the on-ground program as well.

There are four full-time faculty members in Classics who will teach courses in the fully online Literature concentration of the Latin M.A.. Three tenured professors teach graduate level courses and the fourth non-tenure track professor teaches the Roman Art and Archaeology course at the graduate level. Because the proposed change is only to change the way in which the program is offered (from on-ground to online), and the online program will be equivalent to the current on-ground program, no changes to teaching load, research expectations, service commitments, or advising will be necessary. All four faculty members teach on-ground and online courses in both our undergraduate Classics BA and Latin M.A.. The CLAS and LAT course rotation in the online Literature concentration, however, will be identical to the rotation of the current on-ground program, so no staffing changes will be required. Our current graduate level courses in Latin have small enrollments and can grow before the work involved in teaching and grading them would necessitate hiring additional faculty. Enrollment is expected to increase following the change to an online-only program because the pool of potential students will be greatly expanded. The program would provide access to graduate education to a nationwide pool of Latin teachers who wish to enhance their skills and credentials. The University of Florida currently is the only other online Latin M.A. program, and that program is not fully online as it requires all enrolled students to attend an on-site Summer Latin Institute before they graduate. The Classics faculty will promote the program to current and prospective Latin teachers and other professionals who use Latin by contacting Classical associations focusing on secondary teachers (for example, the American Classical League) and universities with Classics undergraduate programs.

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 four faculty members have extensive experience teaching in an online environment and have been teaching the courses that are part of the Latin M.A. program either online or on-ground for a number of years. All four have also been involved in developing online courses. The Kent State Office of Continuing and Distance Education offers continuing support to faculty who teach online courses. There are also two dedicated educational technology designers in the College of Arts and Sciences who have helped us develop and support our online courses. The "Helpdesk", *i.e.* the Kent State online Technology Help Center (including a local support staff for Blackboard Learn) also offers technical support to faculty.

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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)
Jennifer Larson	Professor	FT	PhD, Classics, University of Wisconsin (Madison), 1992	CLAS 61404 Ancient Christianities  LAT 51306 Latin Epic  LAT 51307 Lyric and Elegiac Poetry  LAT 61001 Research and Writing  LAT 66391 Seminar (as needed)  LAT 66398 Research (as needed)	Developed the first DL course in Classics at Kent State (CLAS 21201 English Words from Classical Elements, 2003); co-developed a large-enrollment Core course for DL (CLAS 21404 The Greek Achievement). Developed CLAS 61404 Ancient Christianities for DL and am currently teaching it for the third time.	5
Radd Ehrman	Professor	FT	Ph.D., Classical Philology, University of Illinois, 1982	LAT 61305 Roman Comedy and Satire  LAT 66211 Advanced Prose Composition  LAT 66391 Seminar (as needed)  LAT 66398 Research (as needed)	Has been teaching and developing online courses since 2011, although many previous courses had an online component as part of the instruction provided.	7

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Brian Harvey	Associate Professor	FT	PhD, Classics, University of Michigan, 1998	CLAS 51006 Roman History  LAT 51304 Roman Historians  LAT 61214 Latin Epigraphy  LAT 61308 Oratory and Letters  LAT 66391 Seminar (as needed)  LAT 66398 Research (as needed)	Fifteen years of experience developing computer-assisted technology software and websites; five years of experience teaching fully-online courses at Kent State	5
Sarah Harvey	Professor	FT	Ph.D., Classical Art & Archaeology, University of Michigan, 1999	CLAS 51402 Roman Arch and Art LAT 66391 Seminar (as needed) LAT 66398 Research (as needed)	Has been developing and teaching fully online courses since 2010 and inverted (flipped) courses since 2013; has received development grants, participated in a workshop and conference and published a journal article on teaching with online technology.	8-9

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Rebecca Chism	Associate Professor of Foreign Language Pedagogy	FT	Ph.D. French and Second Language Acquisition, Florida State University, 2000	MCLS 60622 Teaching Literature and Culture  MCLS 60623 Sociocultural Theory  MCLS 60663 Second Language Curriculum and Testing  MCLS 50660 Methods of Teaching Foreign Languages	Developed and teach MCLS 60623 Sociocultural Theory as a DL course	4
Ryan Miller	Assistant Professor	FT	Ph.D., Second Language Acquisition, Carnegie Mellon University, 2013	MCLS 60661 Theories in Second Language Acquisition  MCLS 60698 Second Language Research Methods	No experience with DL	1
Theresa Minick	Emerita	РТ	M.A., Miami University, 1987	MCLS 50654 Computers in Second Language Teaching	Taught SPAN 18201, 18202, 28202, MCLS 50093 as DL	2
Sarah Rilling	Associate Professor	FT	PhD, Applied Linguistics, Northern Arizona University, 1998	MCLS 60601 Linguistics for the Language Professions	Taught ENG 63001 Methodology of TESL fully online twice and ENG 41001 Sociolinguistics in schooling	0-1

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Philip Hamrick	Assistant Professor	F.I.	PhID, Linguistics, 2013, Georgetown University	MCLS 60661 Theories in Second Language Acquisition  MCLS 60698 Second Language Research Methods	Have taught DL courses over 4 years	2
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#### **APPENDICES**

#### Appendix Description

- A CV: Brian Harvey
- B CV: Jennifer Larson
- C CV: Radd Ehrman
- D CV: Sarah Harvey
- E CV: Rebecca Chism
- F CV: Ryan Miller
- G CV: Theresa Minick
- H CV: Sarah Rilling
- I CV: Philip Hamrick
- J Market Analysis: M.A. in Latin Literature

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

## Change Request: Online Delivery Kent State University Master of Arts (M.A.) in Latin

#### Appendix J: Market Analysis

#### I. Introduction

The goal of delivering Kent State University's existing M.A. curriculum in Latin Literature in fully online format is to increase enrollments.

Offering the existing M.A. in Latin Literature online would greatly increase the potential pool of students regardless of home location and employment.

Currently, there is no fully-online M.A. program in Latin in the United States. The University of Florida offers an M.A. in Latin that is advertised as an online program, but since students are required take two summer seminars on campus, it would be more accurate to describe the University of Florida Latin M.A. as a hybrid program than a fully online program.

#### II. Budgetary Impact

This proposal entails only limited indirect investment.

- The M.A. in Latin Literature is an existing program.
- Changing the modality of delivery will require no changes to course offerings and no additional faculty or support staff.
- Development of new courses will require little or no institutional investment in
  instructional design. Courses that are not yet offered online will be built using an
  existing template and course shell. Faculty will only need to add relevant content to the
  shell for each new course.

#### III. Target Market

The principal target audiences for the M.A. in Latin Literature at Kent State University are as follows:

- Secondary teachers in Ohio, which has numerous Latin programs and incentives for teacher professional development;
- Secondary teachers nationally who wish to upgrade their credentials;
- Aspiring teachers in Ohio and nationally who have completed the equivalent of Kent State's Latin undergraduate major;
- Students with a Classics B.A. who wish to continue their graduate studies in preparation for the Ph.D. in Classics or other programs (e.g., Museum Studies, etc.).

Although Latin may not figure as prominently as other languages in the public and mass media discourse on education, Latin is thriving at the K-12 level:

- A 2011 national survey of school district supervisors by the American Council on the Teaching of Foreign Languages found that Latin is the fourth most commonly-offered language, taught in 63% of respondents' districts, after Spanish (98%), French (95%) and German (73%). 1
- A recent article on stateuniversity.com states that the United States is facing a shortage of Latin teachers as schools seek to hire new teachers or replace teachers who have retired.²
- A 2015 study by the Society for Classical Studies also identified a shortage of certified Latin teachers.³
- In 2012-2013 and 2013-2014, the United States Department of Education's Office of Postsecondary Education specifically named Latin as a language with a teacher shortage.⁴
- As of April 27, 2017, the Placement Service of the American Classical League listed 123 job openings in 34 states for Latin teachers to start in fall, 2017. Nearly all these positions are in secondary schools where an M.A. is typically required or highly desirable. This statistic underscores the demand for Latin teachers over a broad geographical area, and the number of openings is likely to rise, since some schools do not advertise positions until late spring.
- In Nov. 2016, the employment website Indeed.com listed 149 open full-time Latin teacher positions nationally. 6
- A search for full-time Latin Teacher jobs on Glassdoor.com listed in the past month returns 577 positions as of April 25, 2017. (By way of comparison, a search for full-time French Teacher jobs listed in the past month returns 625 positions and a search for full-time German Teacher jobs listed in the past month returns 478 positions.)

Current and prospective K-12 Latin teachers may seek a master's degree in the subject area to pursue their professional development and to be able to teach A.P. and college-level courses.

• Kent State's online M.A. in Latin is targeted to current and prospective Latin teachers across the nation who wish to acquire the skills needed to teach AP Latin. In 2010, 6,523 students took the AP exams in Latin. The number experienced a slight incremental increase in 2014 (to 6,542) and again in 2015 (to 6,571).

https://www.actfl.org/sites/default/files/pdfs/StandardsImpactSurvey_FINAL.pdf

² http://education.stateuniversity.com/pages/2160/Latin-in-Schools-Teaching.html

³ https://classicalstudies.org/amphora/there-shortage-certified-latin-teachers-please-spread-word-0

⁴ http://tinyurl.com/mwgdr9j

⁵ https://www.aclclassics.org/jobs

⁶ http://www.indeed.com/jobs?q=Latin+Teacher&jt=fulltime

https://secure-media.collegeboard.org/digitalServices/pdf/research/2015/Program-Summary-Report-2015.pdf

- The American Classical League lists Professional Development as one of their three standards for Teacher Preparation.
- Ohio's College Credit Plus program requires that teachers of college credit courses offered in high schools hold an M.A. in the subject area or an M.A. in another subject area with 18 hours in their subject area.

#### IV. Competition

While a number of schools across the country offer M.A. programs in Latin, currently only the University of Florida advertises an online M.A. program in Latin. However, as noted above, Florida requires that Latin M.A. students attend two on-site summer seminars, so it would be more accurate to describe Florida's Latin M.A. as a hybrid program.

The following table presents a side-by-side comparison of the current University of Florida program and the proposed Kent State M.A. program.

Category	University of Florida M.L (Master of Latin) ¹⁰	Proposed M.A. in Latin Literature at Kent State
Prior Latin Study Requirements	2-3 years of undergraduate coursework Latin at an accredited college/university	3 years or more of undergraduate coursework in Latin
Tuition	\$544.56/CH (slightly more than the in-state tuition)	\$517.00/CH for OH residents; \$527.00/CH for non-residents
Coursework	30 credit hours	36 credit hours
Employment status requirement	Current employment as a teacher	None
On-site attendance requirement	Two Summer Latin Institutes	None
Outcomes assessment	Comprehensive Latin reading exam and Comprehensive written and oral exam in Latin Literature and Culture at end of coursework (on site at UFL or proctored at a testing center)	Final research project (or a thesis defended on-site if the student chooses)

⁸ https://www.aclclassics.org/uploads/assets/files/LatTeachPrep2010Stand.pdf

⁹ https://classics.ufl.edu/programs/distance-learning/

The M.A. in Latin requires a thesis, which the M.L. does not. Students in the M.L. program can petition to switch from the M.L. to the M.A. at the end of their first year.

Estimated time to complete the degree	2½ to 3 years (including the two on-site summer seminars)	2 years (full time; 3 courses per semester) ¹¹
# current students	11	3
Number of incoming students per year	5–6	0–2
Courses offered per semester	2 (about half are Latin courses)	1–2 Latin courses plus 1–3 civilization and culture courses (taught in English)
Course and curriculum rotation	None (no course has been offered a second time since the creation of the online program in 2012)	All courses are offered on a two- year rotation

#### V. Tentative Marketing Plan

Our advertising plan focuses on the professional organizations in Classics:

- The Society for Classical Studies (SCS);
- The Classical Association of the Midwest and South (CAMWS)
- The American Classical League (ACL)
- The Ohio Classical Conference (OCC)

We also plan to contact local and regional high schools with Latin programs. We already do this to attract potential undergraduate majors and master's students, but we intend to cast our net wider with the greater accessibility of the online graduate program for teachers.

¹¹ Full-time enrollment may not be possible for many teachers. Courses are offered on a two-year rotation so that they come up regularly even for part-time students.

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	e 14-Apr-17	Curriculum Bulletin
		Effective Date		Approved by EPC
Department	MCLE		Fall	
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College	AS - Arts and So			
Degree		aster of Arts		
Program Name	Translations	Progr	am Banner Cod	de TRNS
Concentration(s)	Conce	entration(s) Banner	Code(s)	
Proposal	Offer program for	ally online		
Description of proposed fully online in addi	from the universit tion to the on-gro	und program.		ne existing MA in Translation  ⊠ No
Current total credit h		Proposed total cre		
Describe impact on staffing consideratio None	other programs, po ns; need; audience	licies or procedures; prerequisites; tead	s (e.g., duplication l	on issues; enrollment and icensure):
Units consulted (other	∍r departments, pro	ograms or campuse	s affected by th	is proposal):
11(1)		REQUIRED END	ORSEMENTS	
Department Chair / S	school Director			4,14,17
Compus Door (for D				/
Campus Dean (for Re	egional Campuses	proposals)		
College Dean (or des	Haler (gnee)	<del>}</del>		412/117
Dean of Graduate Stu	Idies (for graduate	proposals)		5/04/2007
Senior Vice President	for Academic Affai	rs or Provest (or de	signoo)	



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: [DATE]

Name of institution: Kent State University

Degree/degree program to be offered using online or blended/hybrid delivery:

[Translation] major within the Masters of Arts degree

Primary institutional contact for the request

Name: Therese E. Tillett

Title: Director, Curriculum Services, Office of the Provost

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Proposed start date: [Fall] [2018]

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

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:

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.

#### 1. INSTITUTIONAL SUPPORT

1.1 Describe the learning management system (LMS) that the institution will be using for its online or blended/hybrid course offerings.

Blackboard Learn

1.2 Describe the institution's options and processes for students and faculty in need of ADA accommodations for online teaching and learning.

Students and faculty members have access to resources via SAS, the Student Accessibility Services office. This includes student registration for services, information, and tools for various disabilities that may affect teaching or learning (e.g., software and hardware for vision impairment and assistive technology such as narration and captioning services). This information is shared with students and faculty (see, http://www.kent.edu/sas).

1.3 Describe the technical and help desk support services available to students and faculty (hardware and software systems).

Students and faculty members have 24/7 technical help via live chat, phone (Technology help line, 330-672-HELP), and the Online Technology Help Center, found here: https://support.kent.edu/sims/helpcenter/common/layout/SelfHelpHome.seam?inst_nam e=kent_student

This includes support for Blackboard Learn (https://www.kent.edu/blackboard), the online learning platform (tutorials). The Course site also has links to Blackboard support. The main links for Blackboard Tools for Faculty and Blackboard Tools for Students are:

https://www.kent.edu/blackboard/tools-faculty https://www.kent.edu/blackboard/tools-students

These secondary links can be easily reached via the main Blackboard link.

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 provides proctored testing either onsite, approved off-campus sites, or through the Proctor U software service. In addition, students taking tests online must log into a secure web site to complete assessments, and are given a set amount of time to complete exams. Students are informed of official student conduct rules related to cheating and plagiarism in the course syllabi, including links to sources that help students understand, identify, and avoid academic dishonesty. KSU also has an official policy prohibiting students from sharing their Flashline credentials with others.

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.

Kent State University will develop content and deliver courses. The content, pedagogy, and curriculum are controlled by the Department of Modern and Classical Language Studies and the Institute for Applied Linguistics. Everspring, a third party vendor, is used for marketing purposes and for facilitating admissions and retention. A copy of the agreement is provided as Appendix 2.

1.6 Have the appropriate accreditation agencies been informed of the proposed change?

N/A

#### 2. ADMINISTRATIVE AND STUDENT SUPPORT SERVICES

- 2.1 Describe how students in the online program will have access to the following services. Indicate how the services available to the online students are comparable to those available to students in the on-ground program:
  - Administrative services (admissions, financial aid, registration, student records)
  - Advising regarding program planning and progress
  - Library resources
  - Psycho-social counseling
  - Career advising and
  - Placement services
    - Potential students can apply for admission online 24/7 (https://www.kent.edu/ admissions/apply/graduate). Students are provided detailed information on administrative services via the Registrar's web site here: www.kent.edu/registrar and will use the KSU Flashline internet portal to (e.g.) register for classes, see their record, and check email. Flashline also provides student account information with respect to financial aid. All administrative offices have email contacts as well.
    - Advising will be delivered by the program manager (and on the course level, by the individual teaching faculty), and information will be available through online materials. Students can access their program progress (course schedule and transcript) via Flashline.
    - Library resources are available electronically (via the internet). The KSU Library has created a special 'one-stop' resource page for online (DL) students, found here: http://libguides.library.kent.edu/dl.
    - Psychological services are available to students through the University Health Center during the day (and some evening hours). 24 hour help is provided to students from the following organizations: Kent State University Police Services, the University Health Services Nurse Line, Coleman Access Services, the Townhall II Helpline, The National Suicide Prevention Lifeline, and the Trevor Lifeline: Preventing Suicide Among LGBTQ Youth. Faculty can alert university officials to help students with psychological issues via the Early Alert warning system or the CARE team (and University Ombuds).
    - Complaint resolution resources are available to students through the Student Ombuds (http://www.kent.edu/studentaffairs/student-ombuds).
    - The Career Exploration and Development Office provides a variety of resources on its website, including 'print' and video resources (more than 60 available, at http://www.kent.edu/career/). The program coordinator will also provide information regarding careers and placement as needed. Textbooks and computer

hardware and software can be purchased online through the University Bookstore or other sources.

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 requirements are the same as for the existing onsite program

#### 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?

It will be offered in addition to the onsite program.

3.2 Indicate whether the online or blended/hybrid program is equivalent to the on-ground program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain.

It is equivalent to the existing on-ground program. The objectives, outcomes, number of credits, and course availability are the same.

3.3 Describe how interaction (synchronous or asynchronous) between the instructor and the students and among the students is reflected in the design of the program and its courses.

Online courses will be designed according to the Kent State University "Design to Teach" framework and Quality Matters standards. This design encourages a three-pronged approach to interaction: student-to-content; student-to-instructor; and student-to-student. Interaction between student and instructor is a fundamental concept of the design of all courses. The Blackboard Learn platform allows for real-time as well as asynchronous participation, although this MA online program will likely emphasize an asynchronous approach. Blackboard provides multiple communication tools. Instructors provide continuous feedback and guidance using tools such as: discussion boards, announcements, video chat tools, podcasts, screen capture with audio narration, blogs, email and phone calls.

The student learning outcomes are clearly specified for the program as well as for each course, and the learning activities provide opportunities for interaction that support active learning (Quality Matters, 2011). The requirements for student interaction are clearly specified, and instruction on communication (with faculty) is provided. Students can access the course site 24/7 to participate in discussions, view course materials (course content), take and submit assessments, view instructor feedback, and check class performance. (The courses in the program reflect the aforementioned elements.) Faculty can post announcements and use other Blackboard tools such as calendaring and email to keep students informed and connected. In addition, Blackboard provides an online collaboration platform that allows web conferencing, virtual meeting rooms, mobile collaboration, instant messaging, blogging, and voice authoring capabilities.

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 program will follow best practices in online learning (Sloan Consortium, Quality Matters Standards). Students will be provided a user's guide website that will prepare them for their online learning experience. The site contains information about: preparing your computer for online courses; information about needed computer skills; expected work load and study strategies; and links to KSU support services (Blackboard Learn support, Library Resources, Online Academic Advising, Student Accessibility Services, Student Ombuds, and the Writing Commons online support).

In addition, the course web Blackboard classroom site will provide information on how to be a successful online student. Materials available to each student will include a student expectations document and a resource guide. Instructors will be available through virtual office hours and will communicate with students individually as well as in groups. The program coordinator will also communicate with students before they start the program and on a regular basis during the course.

3.5 Describe the evaluation systems used to measure the quality and effectiveness of the program delivered in an online or blended/hybrid format.

Students will complete SSI's for the courses as well as exit surveys upon completion of the program. In addition, students will be asked for feedback at mid-point during the course to ensure that their learning in the course is as optimal as possible. As mentioned above, the department will monitor student data (admissions, retention, SSI's) and conduct periodic internal reviews using the graduate faculty in the department.

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)
TRST 60001 Graduate Research				Yes	
and Writing in Translation Studies	-	_		1 es	
TRST 60009 Documents in		_		37	1
Multilingual Contexts				Yes	
TRST 60010 Theory of Translation		_		* 7	
and Interpreting				Yes	
ARAB 67010 The Practice of				X 7	
Arabic Translation	-	-		Yes	
FR 63010 The Practice of French	_	_		7.7	
Translation				Yes	
GER 61010 The Practice of	_	_		X 7	
German Translation				Yes	
JAPN 65010 The Practice of				X7	
Japanese Translation				Yes	
RUSS 62010 The Practice of				Yes	

D	
Russian Translation	
SPAN 68010 The Practice of	■ Yes
Spanish Translation	100
TRST 60011 Terminology &	
Computer Applications in	Yes
Translation	
TRST 60012 Software Localization	Yes
ARAB 67250 Commercial, Legal	Yes
and Diplomatic Translation	1 es
FR 63250 Commercial, Legal and	V
Diplomatic Translation	Yes
GER 61250 Commercial, Legal	77
and Diplomatic Translation	Yes
JAPN 65250 Commercial, Legal	
and Diplomatic Translation	Yes
RUSS 62250 Commercial, Legal	
and Diplomatic Translation	Yes
SPAN 68250 Commercial, Legal	
and Diplomatic Translation	Yes
ARAB 67251 Scientific Technical	
and Medical Translation	Yes
FR 63251 Scientific, Technical and	
Medical Translation	Yes
GER 61251 Scientific, Technical	
and Medical Translation	Yes
JAPN 65251 Scientific, Technical	
and Medical Translation	Yes
RUSS 62251 Scientific, Technical	
and Medical Translation	Yes
SPAN 68251 Scientific, Technical	
and Medical Translation	Yes
ARAB 67240 Literary and Cultural	
Translation	Yes
FR 63240 Literary and Cultural	
Translation	Yes
GER 61240 Literary and Cultural	
Translation	Yes
JAPN 65240 Literary and Cultural	
Translation	Yes
RUSS 62240 Literary and Cultural	
Translation	Yes
SPAN 68240 Literary and Cultural	
Translation	Yes
TRST 50031 Professional Editing	
for Translators [elective]	Yes ¹
TRST 60013 Language Project	
Management [elective]	Yes ¹
SPAN 68231 Translation into	
Spanish [elective]	Yes ¹
TRST 60095 Special Topics in	
Translation Studies [elective]	Yes ¹
TRST 60298 Applied Translation Research [elective]	Yes ¹
ARAB 67979 Case Study in	Vac
AMAND 07979 Case study III	Yes

Translation				
FR 63979 Case Study in		_	77	
Translation		-	Yes	
GER 61979 Case Study in	_		77	
Translation		-	Yes	
JAPN 65979 Case Study in		_	77	
Translation	-		Yes	
RUSS 62979 Case Study in			77	
Translation		-	Yes	
SPAN 68979 Case Study in		_	77	
Translation		-	Yes	

Note: None of these courses are new.

#### 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. Keiran Dunne, chair of the Department of Modern and Classical Language Studies (MCLS) and Dr. Françoise Massardier-Kenney, Director of the Institute for Applied Linguistics, will have the responsibility for planning and administering the online delivery of the program. Dr. Dunne has extensive knowledge of instructional and translation technologies, as well as five years' experience as chair of MCLS, a large and complex department that includes more than 100 people (three dozen full-time faculty members; several dozen part-time faculty members; approximately 30 M.A. teaching assistants; approximately a dozen doctoral teaching fellows; and five-full-time staff members). Dr. Massardier-Kenney has designed a successful large online course (Global Literacy and Cultural Awareness) on the Blackboard platform. The course enrolls several hundred students every year and retention rates are as good as that of on-ground courses. In addition, she has managed the instructors for the multiple sections. Dr. Dunne and Dr. Massardier-Kenney have been authorized to hire two full-time faculty who have experience in designing, instructing, and coordinating online programs. With the newly hired online coordinator, Dr. Massardier-Kenney's role will include hiring, oversight of the online courses, communication of best practices to instructors, and monitoring student progress.

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.

The courses in the program are designed to meet the learning objectives of the program and the particular course. The faculty who are teaching these courses will work with educational technologists to ensure that the materials presented represent "best practice" for online learning. The online format is in addition to the on-ground format currently in place. Two additional full-time tenure-track members will be hired to lead the online program. Faculty

¹ Elective Option

members teaching in the program are tenure-track, non-tenure-track full time, or part-time faculty members depending on enrollments. Teaching load is determined by the university's collective bargaining agreement(s). Each online course will be counted as one course within their assigned contractual workload. Instructors are able to balance their other duties with teaching in the program. Faculty currently in the program will have the option of teaching in the online program. There will not be any implications of teaching an online course on their other duties related to scholarship and service. We do not envision any full-time faculty member's teaching workload to be entirely online but a new hire will be in charge of the coordination and advising in the online program. For other instructors, we expect there to be a mix of both online and in classroom teaching assignments.

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 teaching online courses within the program will meet criteria for an appointment to the graduate faculty as is currently the case for faculty teaching in the onsite M.A. program. In addition, they will attend a teaching workshop, following the Quality Matters guidelines. Faculty will also be encouraged to become certified by Quality- Matters with respect to online instruction. Numerous other pedagogical and technical resources exist (e.g., workshops, videos, guides) to support instructors who use Blackboard Learn. The university has a well-organized set of Educational Technology Designers and Instructional Designers within the Office of Continuing and Distance Education who will work with the online coordinator and each faculty member to design their courses. They will also provide support for managing, updating, and (re-)designing 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. 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)
Open position	New authorized position: Assistant Professor and Distance Learning Coordinator	FT	Ph.D. in Translation Studies		Experience teaching online courses; completed Quality Matters Peer Reviewer Certification	4
Open Position	New Authorized Position:	FT	Ph.D. Arabic Translation	ARAB 67010 The Practice of Arabic	Will be required to complete Quality Matters	4



	T 4 ·				T	
	Assistant			Translation;	Peer Reviewer	
	Professor	1		ARAB 67250	Certification	
				Commercial,		
				Legal and		
				Diplomatic		
				Translation		
Brian Baer	Professor		Ph.D.,	RUSS 62240		
			Comparative	Literary and		
			Literature, Yale	Cultural		
			University, 1996	Translation;		
	1		Chiversity, 1770	RUSS 62250		
		FT		Commercial,		5
1				Legal and		
1				Diplomatic		
				Translation;		
				RUSS 62979		
				Case Study in		
				Translation		
Tatyana	Assistant		Ph.D.	RUSS 62010		
Bystrova	Professor		Translation	The Practice of		
			Studies, Kent	Russian		
			State University,	Translation;		
	1		2012	RUSS 62251		
				Scientific,		
		FT		Technical and		7
				Medical		
				1		
				Translation;		
				RUSS 62979		
				Case Study in		
		-		Translation		
Keiran Dunne	Professor		Ph.D., French	TRST 60013		
			Civilization, The	Language		
		FT	Pennsylvania	Project		1
			State University,	Management		4222
			2000	[elective]		
Cindy Hazelton	Assistant		J.D., University	FR 63250		
	Professor		of Akron, 1984	Commercial,		
			,	Legal and		
				Diplomatic		
				Translation;		
		PT		TRST 50031		2
			l II			
				Professional		
				Editing for		
				Translators		
0 66 ***	D 6			[elective]		
Geoffrey Koby	Professor		Ph.D., German,	GER 61010		
			The University	The Practice of		
			of Wisconsin-	German		
			Madison, 1992	Translation;		
		FT		GER 61240		5
				Literary and		
				Cultural		
				Translation;		
				GER 61250		
				OER 01230		

				T	
				Commercial,	
				Legal and	
				Diplomatic	
	+			Translation;	
ľ				GER 61979	
		İ		Case Study in	
				Translation;	
Isabel Lacruz	Assistant		Ph.D.,	SPAN 68010	
	Professor		Experimental	The Practice of	
			Psychology,	Spanish	
			Kent State	Translation;	
1			University, 2005	SPAN 68251	
				Scientific,	
				Technical and	
				Medical	
		FT		Translation;	5
				SPAN 68231	
				Translation	
				The control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the co	
				into Spanish	
	1			[elective];	
				SPAN 68979	
				Case Study in	
	P 6			Translation	
Françoise	Professor		Ph.D., English,	FR 63010 The	
Massardier-			Kent State	Practice of	
Kenney			University, 1986	French	
				Translation;	
				FR 63240	
				Literary and	
				Cultural	
		FT		Translation;	
		11		FR 63251	4
				Scientific,	
				Technical and	
				Medical	
				Translation;	
	į.			FR 63979 Case	
				Study in	
			2000 0000	Translation	
Said Shiyab	Professor		Ph.D. Linguistics	ARAB 67240	
-			and Translation,	Literary and	
			Heriot-Watt	Cultural	
			University (U.K.)	Translation;	
			, , ,	ARAB 67251	
				Scientific,	
				Technical and	
		****		Medical	
		FT		Translation;	6
				ARAB 67979	
				Case Study in	
				Translation;	
				TRST 60298	
				Applied	
				Translation	
				Research	
				ICOCALCII	

	1					
				[elective]; TRST 60095 Special Topics in Translation Studies [elective]		
Gregory Shreve	Professor Emeritus	P.I.	Ph.D., Anthropology, Ohio State University, 1975	TRST 60010 Theory of Translation and Interpreting	Adjunct Professor of Translation in New York University's online Translation program, 2011 - present	2
Joanna Trzeciak Huss	Associate Professor	FT	Ph.D., Slavic Languages and Literatures, 2005	RUSS 62240 Literary and Cultural Translation; RUSS 62979 Case Study in Translation; TRST 60001 Graduate Research and Writing in Translation Studies		5
Judy Wakabayashi	Professor	FT	Ph.D., Japanese Studies, The University of Queensland (Australia), 1993	JAPN 65010 The Practice of Japanese Translation; JAPN 65240 Literary and Cultural Translation; JAPN 65250 Commercial, Legal and Diplomatic Translation; JAPN 65251 Scientific, Technical and Medical Translation; JAPN 65979 Case Study in Translation		5
R. Kelly Washbourne	Professor	FT	Ph.D., Hispanic Literature and Linguistics, The University of Massachussets at Amherst, 2002	SPAN 68240 Literary and Cultural Translation; SPAN 68250 Commercial,		5

				Legal and Diplomatic Translation; SPAN 68979 Case Study in Translation	
Sue Ellen Wright	Professor	FT	Ph.D., German, Washington University in Saint Louis, 1971	GER 61240 Literary and Cultural Translation; GER 61251 Scientific, Technical and Medical Translation; GER 61979 Case Study in Translation; TRST 60009 Documents in Multilingual Contexts; TRST 60011 Terminology & Computer Applications in Translation	5
New hire	Lecturer or Assistant Professor	PΤ	M.A. in Translation and 3 or more years of relevant industry experience	TRST 60012 Software Localization	1-2

#### **APPENDICES**

pe	ndix	Description							
1	A	Curriculum Vitae: Brian Baer							
	В	Curriculum Vitae: Tatyana Bystrova							
	С	Curriculum Vitae: Keiran Dunne							
	D	Curriculum Vitae: Cindy Hazelton							
	E Curriculum Vitae: Geoffrey Koby								
	F	Curriculum Vitae: Isabel Lacruz							
	G	Curriculum Vitae: Françoise Massardier-Kenney							
	Н	Curriculum Vitae: Said Shiyab							
	I	Curriculum Vitae: Gregory Shreve							
	J	Curriculum Vitae: Joanna Trzeciak Huss							
2100	K	Curriculum Vitae: Judy Wakabayashi							
	L	Curriculum Vitae: R. Kelly Washbourne							
	M	Curriculum Vitae: Sue Ellen Wright							
2		Everspring-Kent State Services Agreement							

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

College Code	Dept Code	Degree Code	Major Code	Major Name	Current Scores	Proposed Scores	Did Scores Change
AE	ARCH	MArc	ARCH	Architecture	TOEFL IBT 80 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 54 Conditional Admit: No	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: No	Yes
AE	ARCH	MS	AED	Architecture and Environmental Design	TOEFL IBT 80 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 54 Conditional Admit: No	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: No	Yes
AE	ARCH	MHCD	HCDE	Health Care Design	TOEFL IBT 80 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 54 Conditional Admit: No	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: No	Yes
AE	ARCH	MLA1 MLA2	LARC	Landscape Architecture	TOEFL IBT 80 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 54 Conditional Admit: No	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: No	Yes
AE	ARCH	MUD	URDS	Urban Design	TOEFL IBT 80 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 54 Conditional Admit: No	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: No	Yes
AS	ANTH	MA	ANTH	Anthropology	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 74 PTE 50 Conditional Admit: Yes	Yes
AS	GEOL	PhD	APGL	Applied Geology	TOEFL IBT 80 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 54 Conditional Admit: Yes	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
AS	MATH	MA, MS, PhD	AMTH	Applied Mathematics	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 74 PTE 50 Conditional Admit: Yes	Yes

College Code	Dept Code	Degree Code	Major Code	Major Name	Current Scores	Proposed Scores	Did Scores Change
AS	BSCI	MS, PhD	ВВОТ	Biological Sciences - Botany admission suspended	TOEFL IBT 94 TOEFL PBT 587 IELTS 7.0 MELAB 82 PTE 62 Conditional Admit: Yes	TOEFL IBT 94 TOEFL PBT 587 IELTS 7.0 MELAB 82 PTE 65 Conditional Admit: No	Yes
AS	BSCI	MS, PhD	CELL	Biological Sciences - Cell Biology	TOEFL IBT 94 TOEFL PBT 587 IELTS 7.0 MELAB 82 PTE 62 Conditional Admit: Yes	TOEFL IBT 94 TOEFL PBT 587 IELTS 7.0 MELAB 82 PTE 65 Conditional Admit: No	Yes
AS	BSCI	MS, PhD	ECOL	Biological Sciences - Ecology	TOEFL IBT 94 TOEFL PBT 587 IELTS 7.0 MELAB 82 PTE 62 Conditional Admit: Yes	TOEFL IBT 94 TOEFL PBT 587 IELTS 7.0 MELAB 82 PTE 65 Conditional Admit: No	Yes
AS	BSCI	MS, PhD	PSIO	Biological Sciences - Physiology	TOEFL IBT 94 TOEFL PBT 587 IELTS 7.0 MELAB 82 PTE 62 Conditional Admit: Yes	TOEFL IBT 94 TOEFL PBT 587 IELTS 7.0 MELAB 82 PTE 65 Conditional Admit: No	Yes
AS	BSCI	MA, MS	BSCI	Biology MA admission suspended	TOEFL IBT 94 TOEFL PBT 587 IELTS 7.0 MELAB 82 PTE 62 Conditional Admit: Yes	TOEFL IBT 94 TOEFL PBT 587 IELTS 7.0 MELAB 82 PTE 65 Conditional Admit: No	Yes
AS	BMS	PhD	BANT	Biomedical Sciences - Biological Anthropology	TOEFL IBT 100 TOEFL PBT 600 IELTS 7.0 MELAB 85 PTE 68 Conditional Admit: Yes	TOEFL IBT 100 TOEFL PBT 600 IELTS 7.0 MELAB 85 PTE 68 Conditional Admit: Yes	No
AS	BMS	MS, PhD	ВМТН	Biomedical Sciences - Biomedical Mathematics admission suspended	TOEFL IBT 100 TOEFL PBT 600 IELTS 7.0 MELAB 85 PTE 68 Conditional Admit: Yes	TOEFL IBT 100 TOEFL PBT 600 IELTS 7.0 MELAB 85 PTE 68 Conditional Admit: Yes	No
AS	BMS	MS, PhD	СМВІ	Biomedical Sciences - Cellular and Molecular Biology	TOEFL IBT 100 TOEFL PBT 600 IELTS 7.0 MELAB 85 PTE 68 Conditional Admit: Yes	TOEFL IBT 100 TOEFL PBT 600 IELTS 7.0 MELAB 85 PTE 68 Conditional Admit: Yes	No

College Code	Dept Code	Degree Code	Major Code	Major Name	Current Scores	Proposed Scores	Did Scores Change
AS	BMS	MS, PhD	NEUR	Biomedical Sciences - Neurosciences	TOEFL IBT 100 TOEFL PBT 600 IELTS 7.0 MELAB 85 PTE 68 Conditional Admit: Yes	TOEFL IBT 100 TOEFL PBT 600 IELTS 7.0 MELAB 85 PTE 68 Conditional Admit: Yes	No
AS	BMS	MS, PhD	PHRM	Biomedical Sciences - Pharmacology	TOEFL IBT 100 TOEFL PBT 600 IELTS 7.0 MELAB 85 PTE 68 Conditional Admit: Yes	TOEFL IBT 100 TOEFL PBT 600 IELTS 7.0 MELAB 85 PTE 68 Conditional Admit: Yes	No
AS	BMS	MS, PhD	PSII	Biomedical Sciences - Physiology (Interdisciplinary)	TOEFL IBT 100 TOEFL PBT 600 IELTS 7.0 MELAB 85 PTE 68 Conditional Admit: Yes	TOEFL IBT 100 TOEFL PBT 600 IELTS 7.0 MELAB 85 PTE 68 Conditional Admit: Yes	No
AS	AS	MS, PhD	СРНҮ	Chemical Physics	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 74 PTE 50 Conditional Admit: Yes	Yes
AS	СНМВ	MA, MS, PhD	CHEM	Chemistry	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 74 PTE 50 Conditional Admit: No	Yes
AS	PSYS	PhD	CPYC	Clinical Psychology	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 94 TOEFL PBT 587 IELTS 7.0 MELAB 82 PTE 65 Conditional Admit: Yes	Yes
AS	CS	MA, MS, PhD	CS	Computer Science	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 74 PTE 50 Conditional Admit: Yes	Yes
AS	ENG	MFA	CRWG	Creative Writing	TOEFL IBT 100 TOEFL PBT 600 IELTS 7.0 MELAB 85 PTE 68 Conditional Admit: Yes	TOEFL IBT 94 TOEFL PBT 587 IELTS 7.0 MELAB 82 PTE 65 Conditional Admit: Yes	Yes

College Code	Dept Code	Degree Code	Major Code	Major Name	Current Scores	Proposed Scores	Did Scores Change
AS	SOC	MA	CRCJ	Criminology and Criminal Justice	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 94 TOEFL PBT 587 IELTS 7.0 MELAB 82 PTE 65 Conditional Admit: No	Yes
AS	ENG	MA, PhD	ENG	English	TOEFL IBT 100 TOEFL PBT 600 IELTS 7.0 MELAB 85 PTE 68 Conditional Admit: Yes	TOEFL IBT 94 TOEFL PBT 587 IELTS 7.0 MELAB 82 PTE 65 Conditional Admit: Yes	Yes
AS	ENG	PhD	ENGR	English	TOEFL IBT 100 TOEFL PBT 600 IELTS 7.0 MELAB 85 PTE 68 Conditional Admit: Yes	TOEFL IBT 102 TOEFL PBT 610 IELTS 7.5 MELAB 86 PTE 73 Conditional Admit: Yes	Yes
AS	MCLS	MA	FR	French	TOEFL IBT 80 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 54 Conditional Admit: Yes	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
AS	GEOG	MGISc	GIS	Geographic Information Science	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: No	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: No	Yes
AS	GEOG	MA, PhD	GEOG	Geography	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: No	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: No	Yes
AS	GEOL	MS	GEOL	Geology	TOEFL IBT 80 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 54 Conditional Admit: Yes	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
AS	MCLS	MA	GER	German	TOEFL IBT 80 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 54 Conditional Admit: Yes	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes

College Code	Dept Code	Degree Code	Major Code	Major Name	Current Scores	Proposed Scores	Did Scores Change
AS	HIST	MA, PhD	HIST	History	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: No	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
AS	MCLS	MA	LAT	Latin	TOEFL IBT 80 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 54 Conditional Admit: Yes	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
AS	CCIP	LSM	LSTU	Liberal Studies	TOEFL IBT 100 TOEFL PBT 600 IELTS 7.0 MELAB 85 PTE 68 Conditional Admit: No	TOEFL IBT 102 TOEFL PBT 610 IELTS 7.5 MELAB 86 PTE 73 Conditional Admit: No	Yes
AS	MATH	MA	MTHT	Mathematics for Secondary Teachers	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 74 PTE 50 Conditional Admit: Yes	Yes
AS	PHIL	MA	PHIL	Philosophy	TOEFL IBT 100 TOEFL PBT 600 IELTS 7.0 MELAB 85 PTE 68 Conditional Admit: Yes	TOEFL IBT 94 TOEFL PBT 587 IELTS 7.0 MELAB 82 PTE 65 Conditional Admit: Yes	Yes
AS	PHY	MA, MS, PhD	PHY	Physics	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
AS	POL	MA	POL	Political Science	TOEFL IBT 81 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 54 Conditional Admit: Yes	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
AS	POL	PhD	POL	Political Science	TOEFL IBT 81 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 54 Conditional Admit: No	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: No	Yes

College Code	Dept Code	Degree Code	Major Code	Major Name	Current Scores	Proposed Scores	Did Scores Change
AS	PSYS	MA, PhD	PYSC	Psychological Science	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 94 TOEFL PBT 587 IELTS 7.0 MELAB 82 PTE 65 Conditional Admit: Yes	Yes
AS	POL	MPA	PADM	Public Administration	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 54 Conditional Admit: Yes	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
AS	MATH	MA, MS, PhD	PMTH	Pure Mathematics	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 74 PTE 50 Conditional Admit: Yes	Yes
AS	SOC	MA, PhD	SOC	Sociology	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 94 TOEFL PBT 587 IELTS 7.0 MELAB 82 PTE 65 Conditional Admit: No	Yes
AS	MCLS	MA	SPAN	Spanish	TOEFL IBT 80 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 54 Conditional Admit: Yes	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
AS	ENG	MA	TESL	Teaching English as a Second Language	TOEFL IBT 89 TOEFL PBT 575 IELTS 7.0 MELAB 80 PTE 61 Conditional Admit: Yes	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
AS	MCLS	MA	TRNS	Translation	TOEFL IBT 80 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 54 Conditional Admit: Yes	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
AS	MCLS	PhD	TRST	Translation Studies	TOEFL IBT 100 TOEFL PBT 600 IELTS 7.0 MELAB 85 PTE 68 Conditional Admit: Yes	TOEFL IBT 102 TOEFL PBT 610 IELTS 7.5 MELAB 86 PTE 73 Conditional Admit: Yes	Yes

College Code	Dept Code	Degree Code	Major Code	Major Name	Current Scores	Proposed Scores	Did Scores Change
AT	AEST	MTec	TECH	Technology	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: No	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
BU	ACCT	MSA	ACCT	Accounting	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 54 Conditional Admit: No	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: No	Yes
BU	MIS	MBA	BAD	Business Administration	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 54 Conditional Admit: No	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: No	Yes
BU	MIS	PhD	BAD	Business Administration	TOEFL IBT 100 TOEFL PBT 600 IELTS 7.0 MELAB 85 PTE 68 Conditional Admit: No	TOEFL IBT 100 TOEFL PBT 600 IELTS 7.0 MELAB 85 PTE 68 Conditional Admit: No	No
BU	MIS	MS	ВА	Business Analytics	TOEFL IBT 80 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 54 Conditional Admit: No	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: No	Yes
BU	ECON	MAE	ECON	Economics	TOEFL IBT 80 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 54 Conditional Admit: No	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: No	Yes
BU	MIS	MBA	EMBA	Executive Master of Business Administration	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: No	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: No	Yes
CA	ART	MA	ARTE	Art Education	TOEFL IBT 90 TOEFL PBT 575 IELTS 7.0 MELAB 85 PTE 68 Conditional Admit: No	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: No	Yes

College Code	Dept Code	Degree Code	Major Code	Major Name	Current Scores	Proposed Scores	Did Scores Change
CA	ART	MA	ARTH	Art History	TOEFL IBT 90 TOEFL PBT 575 IELTS 7.0 MELAB 85 PTE 68 Conditional Admit: No	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: No	Yes
CA	MUS	ММ	COND	Conducting	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 74 PTE 50 Conditional Admit: Yes	Yes
CA	ART	MA	CRFT	Crafts	TOEFL IBT 90 TOEFL PBT 575 IELTS 7.0 MELAB 85 PTE 68 Conditional Admit: No	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: No	Yes
CA	MUS	MA	ETMU	Ethnomusicology	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 74 PTE 50 Conditional Admit: Yes	Yes
CA	ART	MA	ARTS	Fine Arts	TOEFL IBT 90 TOEFL PBT 575 IELTS 7.0 MELAB 85 PTE 68 Conditional Admit: No	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: No	Yes
CA	MUS	MA	MCMP	Music Composition	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 74 PTE 50 Conditional Admit: Yes	Yes
CA	MUS	MM, PhD	MUED	Music Education	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 74 PTE 50 Conditional Admit: Yes	Yes
CA	MUS	MA	MTHY	Music Theory	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 74 PTE 50 Conditional Admit: Yes	Yes

College Code	Dept Code	Degree Code	Major Code	Major Name	Current Scores	Proposed Scores	Did Scores Change
CA	MUS	PhD	MTCP	Music Theory - Composition	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 74 PTE 50 Conditional Admit: Yes	Yes
CA	MUS	ММ	PERF	Performance	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 74 PTE 50 Conditional Admit: Yes	Yes
CA	ART	MFA	SART	Studio Arts	TOEFL IBT 90 TOEFL PBT 575 IELTS 7.0 MELAB 85 PTE 68 Conditional Admit: No	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: No	Yes
CA	ART	MFA	SART	Studio Arts	TOEFL IBT 90 TOEFL PBT 575 IELTS 7.0 MELAB 85 PTE 68 Conditional Admit: No	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: No	Yes
CA	THDN	MFA	THEA	Theatre Studies	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 74 PTE 50 Conditional Admit: Yes	Yes
CI	CCI	PhD	CCI	Communication and Information	TOEFL IBT 96 TOEFL PBT 590 IELTS 6.5 MELAB 82 PTE 63 Conditional Admit: Yes	TOEFL IBT 94 TOEFL PBT 587 IELTS 7.0 MELAB 82 PTE 65 Conditional Admit: Yes	Yes
CI	СОММ	MA	СОММ	Communication Studies	TOEFL IBT 92 TOEFL PBT 580 IELTS 6.5 MELAB 81 PTE 62 Conditional Admit: Yes	TOEFL IBT 94 TOEFL PBT 587 IELTS 7.0 MELAB 82 PTE 65 Conditional Admit: Yes	Yes
CI	DSCI	MDS	DS	Digital Sciences	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: No	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: No	Yes

College Code	Dept Code	Degree Code	Major Code	Major Name	Current Scores	Proposed Scores	Did Scores Change
CI	LIS	MS	HI	Health Informatics	TOEFL IBT 100 TOEFL PBT 600 IELTS 7.0 MELAB 85 PTE 68 Conditional Admit: Yes	TOEFL IBT 94 TOEFL PBT 587 IELTS 7.0 MELAB 82 PTE 65 Conditional Admit: Yes	Yes
CI	JMC	MA	JMC	Journalism and Mass Communication	TOEFL IBT 100 TOEFL PBT 600 IELTS 7.0 MELAB 85 PTE 68 Conditional Admit: Yes	TOEFL IBT 94 TOEFL PBT 587 IELTS 7.0 MELAB 82 PTE 65 Conditional Admit: Yes	Yes
CI	LIS	MS	KM	Knowledge Management	TOEFL IBT 100 TOEFL PBT 600 IELTS 7.0 MELAB 85 PTE 68 Conditional Admit: Yes	TOEFL IBT 94 TOEFL PBT 587 IELTS 7.0 MELAB 82 PTE 65 Conditional Admit: Yes	Yes
CI	LIS	MLIS	LIS	Library and Information Science	TOEFL IBT 100 TOEFL PBT 600 IELTS 7.0 MELAB 85 PTE 68 Conditional Admit: Yes	TOEFL IBT 94 TOEFL PBT 587 IELTS 7.0 MELAB 82 PTE 65 Conditional Admit: Yes	Yes
CI	LIS	MS	UXD	User Experience Design	TOEFL IBT 100 TOEFL PBT 600 IELTS 7.0 MELAB 85 PTE 68 Conditional Admit: Yes	TOEFL IBT 94 TOEFL PBT 587 IELTS 7.0 MELAB 82 PTE 65 Conditional Admit: Yes	Yes
CI	VCD	MA, MFA	VCD	Visual Communication Design	TOEFL IBT 100 TOEFL PBT 600 IELTS 7.0 MELAB 85 PTE 68 Conditional Admit: Yes	TOEFL IBT 94 TOEFL PBT 587 IELTS 7.0 MELAB 82 PTE 65 Conditional Admit: Yes	Yes
EH	HS	MA	AUD	Audiology	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 94 TOEFL PBT 587 IELTS 7.0 MELAB 82 PTE 65 Conditional Admit: No	Yes
EH	HS	PhD, AuD	AUD	Audiology	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: No	TOEFL IBT 94 TOEFL PBT 587 IELTS 7.0 MELAB 82 PTE 65 Conditional Admit: No	Yes

College Code	Dept Code	Degree Code	Major Code	Major Name	Current Scores	Proposed Scores	Did Scores Change
EH	TLC	MEd	СТТЕ	Career-Technical Teacher Education	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
EH	LDES	MEd	СМНС	Clinical Mental Health Counseling	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
EH	LDES	EdS	COUN	Counseling	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
EH	LDES	PhD	CES	Counselor Education and Supervision	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: No	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
EH	FLA	MA, MEd	CULT	Cultural Foundations	TOEFL IBT 80 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 54 Conditional Admit: Yes	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
EH	FLA	PhD	CULT	Cultural Foundations	TOEFL IBT 80 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 54 Conditional Admit: No	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
EH	TLC	MEd, EdS	CI	Curriculum and Instruction	TOEFL IBT 80 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 54 Conditional Admit: Yes	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
EH	TLC	PhD	CI	Curriculum and Instruction	TOEFL IBT 80 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 54 Conditional Admit: No	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes

College Code	Dept Code	Degree Code	Major Code	Major Name	Current Scores	Proposed Scores	Did Scores Change
EH	TLC	MAT, MEd	ECDE	Early Childhood Education	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
EH	FLA	EdS	EDHE	Educational Administration - Higher Education	TOEFL IBT 80 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 54 Conditional Admit: Yes	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
EH	FLA	PhD	EDHE	Educational Administration - Higher Education	TOEFL IBT 80 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 54 Conditional Admit: No	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
EH	FLA	PhD	EAKL	Educational Administration - K- 12 Leadership	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: No	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
EH	LDES	MA, MEd	EPSY	Educational Psychology	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
EH	LDES	PhD	EPSY	Educational Psychology	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: No	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
EH	FLA	MEd	EVAL	Evaluation and Measurement	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
EH	FLA	PhD	EVAL	Evaluation and Measurement	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: No	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes

College Code	Dept Code	Degree Code	Major Code	Major Name	Current Scores	Proposed Scores	Did Scores Change
EH	HS	MS	EXPH	Exercise Physiology	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
EH	HS	PhD	EXPH	Exercise Physiology	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: No	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
EH	HS	MEd	HEDP	Health Education and Promotion	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
EH	HS	PhD	HEDP	Health Education and Promotion	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: No	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
EH	FLA	MEd	EAHE	Higher Education and Student Personnel	TOEFL IBT 80 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 54 Conditional Admit: Yes	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
EH	FLA	MS	НТМ	Hospitality and Tourism Management	TOEFL IBT 80 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 54 Conditional Admit: Yes	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
EH	LDES	MA	HDFS	Human Development and Family Studies	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
EH	LDES	MEd	ITEC	Instructional Technology	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes

College Code	Dept Code	Degree Code	Major Code	Major Name	Current Scores	Proposed Scores	Did Scores Change
EH	FLA	MEd, EdS	EDLE	K-12 Educational Leadership	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
EH	HS	MS	NUTR	Nutrition	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
EH	TLC	MA, MEd	READ	Reading Specialization	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
EH	LDES	MEd	RHAB	Rehabilitation Counseling	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
EH	LDES	MEd	SCON	School Counseling	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 74 PTE 50 Conditional Admit: Yes	Yes
EH	LDES	MEd, EdS	SPSY	School Psychology	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
EH	LDES	PhD	SPSY	School Psychology	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: No	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
EH	TLC	MAT	SEED	Secondary Education	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes

College Code	Dept Code	Degree Code	Major Code	Major Name	Current Scores	Proposed Scores	Did Scores Change
EH	LDES	MEd, EdS	SPED	Special Education	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
EH	LDES	PhD	SPED	Special Education	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: No	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
EH	HS	MA	SLP	Speech Language Pathology	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: Yes	TOEFL IBT 94 TOEFL PBT 587 IELTS 7.0 MELAB 82 PTE 65 Conditional Admit: No	Yes
EH	HS	PhD	SLP	Speech Language Pathology	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: No	TOEFL IBT 94 TOEFL PBT 587 IELTS 7.0 MELAB 82 PTE 65 Conditional Admit: No	Yes
EH	FLA	MA	SRCM	Sport and Recreation Management	TOEFL IBT 80 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 54 Conditional Admit: Yes	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: Yes	Yes
NU	NURS	DNP	NURS	Nursing	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 54 Conditional Admit: Yes	TOEFL IBT 83 TOEFL PBT 560 IELTS 6.5 MELAB 78 PTE 55 Conditional Admit: Yes	Yes
NU	NURS	MSN	NURS	Nursing	TOEFL IBT 83 TOEFL PBT 560 IELTS 6.5 MELAB 78 PTE 55 Conditional Admit: No	TOEFL IBT 83 TOEFL PBT 560 IELTS 6.5 MELAB 78 PTE 55 Conditional Admit: Yes	No conditional admit changed
NU	NURS	PhD	NURS	Nursing	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 54 Conditional Admit: Yes	TOEFL IBT 83 TOEFL PBT 560 IELTS 6.5 MELAB 78 PTE 55 Conditional Admit: Yes	Yes

College Code	Dept Code	Degree Code	Major Code	Major Name	Current Scores	Proposed Scores	Did Scores Change
PH	PH	MPH	PH	Public Health	TOEFL IBT 80 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 54 Conditional Admit: No	TOEFL IBT 79 TOEFL PBT 550 IELTS 6.5 MELAB 77 PTE 58 Conditional Admit: No	Yes
PH	PH	PhD	PH	Public Health	TOEFL IBT 100 TOEFL PBT 600 IELTS 7.0 MELAB 85 PTE 68 Conditional Admit: No	TOEFL IBT 94 TOEFL PBT 587 IELTS 7.0 MELAB 82 PTE 65 Conditional Admit: No	Yes
PM	PMD	DPM	PM	Podiatric Medicine	TOEFL IBT 71 TOEFL PBT 525 IELTS 6.0 MELAB 75 PTE 48 Conditional Admit: No	TOEFL IBT 94 TOEFL PBT 587 IELTS 7.0 MELAB 82 PTE 65 Conditional Admit: No	Yes