


KENT STATE
UNIVERSITY
FACULTY SENATE

TO: Members of the Faculty Senate & Guests **DATE:** February 4, 2013
FROM: Paul Farrell, Chair of Faculty Senate
SUBJECT: Agenda and Materials for the February 11, 2013 Faculty Senate Meeting

Attached you will find the agenda and the materials for the February 11th Faculty Senate meeting. As always, we will meet in the Governance Chambers at 3:20 p.m. Please join us, if you can, for a few minutes of informal conversation prior to the meeting.

1. Call to Order
2. Roll Call
3. Approval of the December 10, 2012 Faculty Senate Meeting Minutes
4. Provost's Remarks
5. Chair's Remarks
6. EPC Action Items:
 - a. University Requirements Curriculum Committee
Removal of requirement within the Kent Core Additional category that courses must be from two categories. Effective Fall 2013. (Attachment 2)
 - b. College of the Arts - School of Theatre and Dance
Establishment of Dance Studies [DNST] major within the Bachelor of Arts [BA] degree. Dance Studies will complement the existing Dance major within the Bachelor of Fine Arts degree. Three courses are established for the new major. Minimum total credit hours to program completion are 121. Effective Fall 2013. (Attachment 8)
 - c. College of the Arts - School of Fashion Design and Merchandising
Establishment of Fashion [FASH] major in the Master of a Fashion [MFASH] degree. Included in the proposal is the establishment of 11 courses. Minimum total credit hours to program completion are 30. Effective Fall 2013. (Attachment 24)
 - d. College of Arts & Sciences - Department of Psychology
Establishment of Psychology [PSYC] major within the Bachelor of Science [BS] degree. Program will complement the existing Psychology major within the Bachelor of Arts degree. One course is established for the program. Minimum total credit hours to program completion are 121. Effective Fall 2013. (Attachment 11)
 - e. College of Education, Health & Human Services - Foundations, Leadership & Admin.
Revision of degree designation for the Educational Studies [EDST] major. Degree changes from Bachelor of Science in Education [BSE] to Bachelor of Science [BS]. Also included in proposal is adding writing-intensive and practicum requirements. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2013. (Attachment 12)

- f. College of Nursing
Establishment of fully online delivery, in addition to on-ground delivery, for the Nursing [NURS] major within the Doctor of Philosophy [PHD] degree. Admission, course and graduation requirements for the program are unchanged. Effective Fall 2013. (Attachment 27)
- g. College of Applied Engineering, Sustainability & Technology
Establishment of Aircraft Dispatch [ACD] minor. Minimum total credit hours to program completion are 25. Effective Fall 2013. (Attachment 3)
- h. College of Applied Engineering, Sustainability & Technology
Establishment of Liquid Crystal and Display Engineering [LCDE] minor. Minimum total credit hours to program completion are 23. Effective Fall 2013. (Attachment 5)
- i. College of Applied Engineering, Sustainability & Technology
Establishment of Sustainability [SUST] minor. Minimum total credit hours to program completion are 19. Effective Fall 2013. (Attachment 6)
- j. College of Applied Engineering, Sustainability & Technology
Establishment of Unmanned Aircraft Systems [UAS] minor. Minimum total credit hours to program completion are 16. Effective Fall 2013. (Attachment 7)
- k. College of Applied Engineering, Sustainability & Technology
Establishment of Computer Engineering Technology [CET] minor. Minimum total credit hours to program completion are 24. Effective Fall 2013. (Attachment 29)
- l. Regional College
Establishment of Help Desk Support [HDKS] minor. Minimum total credit hours to program completion are 19. Effective Fall 2013. (Attachment 15)
- m. Regional College
Establishment of CAD for Manufacturing [C148] post-secondary certificate. Minimum total credit hours to program completion are 17. Effective Fall 2013. (Attachment 17)

EPC Information Items:

- n. Office of the Provost
Revision of the credit-hour definition for applied music lessons courses in the Instructional Delivery and Credit-to-Contact Hours policy as published in the Curriculum Guidelines. Effective Fall 2012. (Attachment 18)
- o. Office of the Provost
Revision of the Student Responsibilities policy as published in the University Catalog. Effective Fall 2013. (Attachment 19)

- 7. New Business (Discussion Item): University Policy on Distinguished Ranks
- 8. Announcements / Statements for the Record
- 9. Faculty Senate Meeting Adjournment



FACULTY SENATE
Minutes of the Meeting
December 10, 2012

Senators present: Patti Baller, Madhav Bhatta, David Dees, Vanessa Earp, Jean Engohang-Ndong, Paul Farrell, Rick Feinberg, Kimberly Garchar, George Garrison, Mack Hassler, Min He, Susan Iverson, Ann Jacobson, Thomas Janson, Robert Kairis, Stephen Minnick, Stephen Paschen, Daniel Roland, Susan Roxburgh, Jonathan Selinger, Deborah Smith, John Stoker, Jarrod Tudor, James Tyner, Roberto Uribe-Rendon, Robin Vande Zande, Will Ward, Christopher Was, Susan Weaver, Donald White, Linda Williams, Kim Winebrenner

Senators not present: Ann Abraham, Brian Baer, Mary Ferranto, Steve Fountain, Lee Fox-Cardamone, Barb Hipsman, Deborah Knapp, Tracy Laux, Ralph Lindeman, Richard Mangrum, David Riccio, Vilma Seeberg, Fred Smith, Terry Uber

Ex-Officio Members present: President Lester Lefton; Provost & Senior V.P. for Academic Affairs Todd Diacon; Vice Presidents: Alfreda Brown, Greg Jarvie; Executive Director Deborah Huntsman; Deans: James Bracken, Tim Chandler, John Crawford, Laura Dzurec, Wanda Thomas, Kathryn Wilson; Director Robert Walker

Observers present: Michael Allen (GSS), Larry Osher (Podiatric Medicine), Myra West (Emeritus Professor),

Observers not present: Breanne Yonkof (USS)

Guests present: Sue Averill, Kaylan Baxter, Lisa Delaney, Mary Ann Haley, Mia Iverson, Tess Kail, Karen Keenan, Ralph Lorenz, Eric Mansfield, David Ochmann, Amy Quillin, Rick Rubin, Jennifer Sandoval, Denise Seachrist, Melody Tankersley, Lowell Zurbuch

1. Call to Order

Chair Farrell called the meeting to order at 3:20 p.m. in the Governance Chambers, second floor, Kent Student Center.

2. Roll Call

Secretary Earp called the roll.

3. Approval of the Faculty Senate Meeting Minutes of November 5, 2012

Chair Farrell called for corrections to the minutes of the Faculty Senate general meeting of November 5, 2012.

The minutes of the November 5, 2012 meeting were approved unanimously (Williams/Dees).

4. Provost's Remarks

Provost Diacon is meeting with faculty members across campus. He has been having lunch with new faculty members, groups of 6-10, to find out what is on their minds and what their experiences have been to date at Kent State. He has held 8 meetings so far. They have been able to find out some of the issues the new faculty are having, such as computer troubles and setting up voicemail, and address them. One issue that has come up numerous times is that new faculty at

the regional campuses feel they do not have enough contact with their departmental colleagues at the Kent Campus. Provost Diacon believes the Provost's Office could do a better job at compiling information on the area, such as areas to live and school districts, for newly hired faculty to make their transition easier. The Provost thanked Jeffrey Pellegrino for the New Faculty Orientation; the new faculty had very positive comments about the orientation. He has given the dates of the upcoming orientations to the deans and chairs to avoid scheduling conflicts because he would like all new faculty to be able to attend the orientation.

The Provost is meeting with academic departments. So far he has met with seven. He does not set an agenda for these meetings because he wants to hear from the units. In some of the meetings it has been more of an introduction to the unit while in others it was a question and answer session. One common topic that has arisen is Infosilum, faculty have a lot of questions about the scheduling system. Provost Diacon responded that this is a project Dr. Melody Tankersley, the Provost's Fellow, is leading this year. Dr. Tankersley will deliver a report at a spring Faculty Senate meeting. Other common themes that emerged in the meetings were RCM and various state initiatives such as three-year degree plans.

The Provost stated that he has encountered a bit of faculty fatigue that he feels goes beyond issues at Kent State. Some of the decisions faculty members may be unhappy about are due to the Great Recession and not necessarily the fault of the administration. The biggest issue is the change in the state subsidy of higher education; this has caused the administration to make difficult decisions that may not have been popular. Provost Diacon noted that when he was considering coming to Kent State, he noticed that the state of Ohio seemed to be on a roller coaster with all of the different initiatives in higher education. Sometimes the initiatives under the various Chancellors seemed to contradict each other and that can cause confusion.

Provost Diacon concluded his remarks by discussing the Complete College Ohio Act. The Provost compared the plan to a tripod that rests on three legs. The first leg of the plan is to move towards a performance-funding model for the state subsidy. The second leg will address remedial education and hopefully make it easier for students to graduate. The final leg deals with implementing best practices for student success. Each university has been asked to come up with their own plan for improving student success. If this plan is implemented in its current form over the next two years there is the possibility of serious negative financial consequences to Kent State's state funding.

Questions:

Senator White asked specifically about the remediation portion of the Complete College Ohio Act. He stated it will have a large impact on the math department, yet there has not been much consultation with the math department. The Provost responded that there has not been any consultation at this point because the plan was still in the infancy stage; however there will be consultation with the math department very soon.

Senator Selinger asked if there was anything in these changes that would affect the way we think about education and research within Kent State. President Lefton replied that there was a change in the funding that would impact research. According to the current proposal graduate students from out-of-state will receive full funding while undergraduate out-of-state students will not. This means that universities with larger graduate populations will end up getting larger subsidies. Senator Selinger then asked if the current funding formula was still going to include federal research funding as an element of calculating the state subsidy. President Lefton responded that at this time that had not been altered.

Senator Dees asked President Lefton and Provost Diacon what their main concern was with the plan. Provost Diacon responded that his biggest concern was how quickly this plan was going to be

implemented and that it seems to redistribute the majority of state subsidy to only three institutions. President Lefton replied that he was also concerned about the pace of the implementation. He has argued that the funding model for the second year should not be set in stone yet, there needs to be more consultation.

Senator Garchar asked what challenges this plan poses for the regional campuses, specifically the Stark Campus. President Lefton responded that he was not sure what impact this would have. The major difference is that in terms of the state subsidy the regional campuses would be treated no differently than the Kent Campus. Currently the subsidy for regional campuses is separate from the Kent Campus, under this plan the subsidies for all the campuses would be combined. This will have a negative impact because it does not take into account the varied missions, such as the East Liverpool and Salem campuses access mission, of the regional campuses.

5. Chair's Remarks [attached]

Chair Farrell read his remarks.

6. Presentation: ADA Advisory Committee (Dean Laura Dzurec)

Dean Dzurec and Dr. Amy Quillin gave the presentation. They stated that the committee was formed in 1992 under President Cartwright. In 2011 Vice Presidents Brown, Floyd, Jarvie and Finn asked the committee to look at issues beyond the letter of the law and deal with the spirit of the law. They are trying to go beyond the minimal federal regulations. They have created two subcommittees to look at specific issues (physical/structural and curricular/instructional). This coming year they are going to be looking closely at online education and the challenges it poses.

The committee has made recommendations for the university to investigate. The first is to hire a university accessibility liaison. Currently the Student Accessibility Services office only works with students, this new position would interact with the entire university community (faculty, staff, and visitors). They would also like the university to perform an IT accessibility audit for all community groups. Another recommendation is to investigate how accessible campus signage and university entrances are. They would like to discuss the possibility of having comprehensive ADA training.

Senator Baller asked whose responsibility it was to notify faculty members if a student in a class needed an accommodation. Dr. Quillin responded that her office would do that and went into detail about the process students go through to register with Student Accessibility Services.

Senator Williams thanked the office of Student Accessibility Services for always being very helpful.

7. Old Business:

**a. University Policy Regarding Administration of Student Conduct
(Vice President Greg Jarvie)**

Vice President Jarvie went through the policy and pointed out the changes that had been made based on feedback from the September Faculty Senate meeting.

Senator Vande Zande asked why students would be assessed a \$30 fee if found responsible. Vice President Jarvie responded that this helps to fund the office, although Kent State's fees for student conduct are the lowest in the state.

Senator Uribe-Rendon inquired why the policy also covers students who have applied for admission. Vice President Jarvie responded that sometimes student falsify their applications.

b. Change to Faculty Senate Bylaws to Permit On-Line Voting

Chair Farrell presented the proposed language to allow on-line voting:

Ballots shall be sent directly to each member of the electorate no later than Wednesday of the third week of the spring term either by physical mail or using electronic means that guarantee the same level of security and anonymity. Each voter shall receive one ballot for election of at-large representatives and, if appropriate, one ballot for election of academic unit representatives. In the case of ballots mailed physically, ballots shall be returned to the faculty senate office in a signed and sealed envelope no later than Monday of the fifth week of the spring term. In the case of electronic ballots, they will be returned by electronic means to a designated web site no later than Monday of the fifth week of the spring term.

A motion was made to approve the change to the bylaw language to allow electronic voting (Deborah Smith/ Feinberg).

Senator Stoker asked how security for the on-line voting would be handled; he was concerned about voter fraud. Chair Farrell replied that many of the votes that are not counted are because faculty members did not sign their envelopes or did not follow directions on how to fill out the ballot. The service we would use would be similar to what AAUP and other national groups use, which sends out an individual link and tracks individuals' votes.

Chair Farrell called for a vote. The amendment to the Faculty Senate Bylaws to allow On-line voting passed unanimously.

8. Announcements / Statements for the Record

Senator Janson inquired what benefits the university received this year when they awarded Pepsi the beverage contract over Coke. One of the rationales for the decision previously given by President Lefton to the Faculty Senate Executive Committee was that this would help pay for an official Faculty Club space. Chair Farrell responded that he did not know but would ask about it at the next Executive Committee meeting.

Provost Diacon and the Faculty Senate wished Dr. Timothy Chandler well on his new position.

9. Adjournment

Chair Farrell adjourned the meeting at 4:45 p.m.

Respectfully Submitted,
Vanessa J. Earp, Secretary Faculty Senate

attachment

Faculty Senate Meeting of December 10, 2012

Chair Farrell's Remarks

Welcome to the December meeting of Faculty Senate. On behalf of the Faculty Senate Executive, I would like to wish season's greetings to those of you whether you celebrate Hanukkah, Christmas, Kwanzaa or the Winter Solstice. Assuming that the world does not in fact end on the winter solstice, December 21, 2012, as some have suggested due to the end of a version of the Mayan calendar, I encourage you all to take some time to relax, reflect and regroup to prepare for the coming semester.

Assuming that we are still here on December 22, in the spirit of my comments last meeting on long term thinking, one hopes that Washington manages to avoid the fiscal cliff not least because one of the automatic cuts that would go into effect would be cuts in Pell grants, which would, as the Provost pointed out in his presentation on "Who We Are" would have a large effect on our student body. Just as I believe investing in infrastructure is important to creating a sustainable nation, investing in people is even more important. One of the major strengths of American society is its belief in equality of opportunity. This is particularly important in the case of education not just for the individual but for society as a whole.

Activities of the Executive during the past month include soliciting nominations for, and making nominations to a number of committees.

These include nominating faculty to the proposed ad-hoc committee of EPC to review Kent State's academic policies and how they align with student success, which was approved by Senate in October.

As is the normal practice, the petitions for the Senate elections of 2013 were sent out recently by email. I will also notify those Senators whose terms are expiring to remind them to complete a petition, if they wish to stand for re-election for the 2013-2016 term.

Paper ballots for all units of the Faculty Ethics Committee will be mailed at the beginning of next semester. I would ask you to encourage all faculty in your units to vote in the election.

I would like to encourage you again, and indeed all faculty, who have not done so already, to participate actively in the academic affairs strategic planning process by using the Civic Commons link on the University home page.

I would also like to remind you of the Flashes Forever! event organized by the Kent State University Alumni Association to celebrate our December graduates, on Friday, December 14, 2012, 7:00 - 9:00 pm at Field House at Dix Stadium.

Looking forward to the spring semester, I expect to have the Professional Standards Committee present a policy on Distinguished Ranks at the February meeting. We are also beginning planning for the Spring Faculty Senate forum. Topics the executive are considering include "RCM and its impact on academic quality" or "The effects of central scheduling at the Kent Campus". If you have opinions on these or other potential topics, please let me and Tess Kail know as soon as possible.

There being no motions from EPC, our agenda today includes:

6. **Presentation: ADA Advisory Committee (Dean Laura Dzurec)**
7. **Old Business (Action Items):**
 - a. **University Policy Regarding Administration of Student Conduct (Vice President Greg Jarvie)**
 - b. **Change to Faculty Senate Bylaws to Permit On-Line Voting**

University Policy Regarding Administration of Student Conduct

I would like to thank Vice President Jarvie for bringing forward to Faculty Senate a revised draft, which addresses all the issues raised at the September meeting of Senate. This is an example of fruitful input and effective collaboration between Senate and the administration leading to the creation of a better policy.

Change of Faculty Senate bylaws to permit electronic voting

The Executive believes that this will increase participation in the election and result in less spoiled votes. Since this would need to be approved by the Board of Trustees, and a system would need to be implemented, the first use of such a system would likely be in the 2014 election. Naturally, if instead we saw a significant decrease in turnout after introducing electronic balloting, I would expect that we would revert to paper ballots.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **15-Nov-12** Curriculum Bulletin _____Effective Date **Fall 2013** Approved by EPC _____Department **University Requirements Curriculum Committee (URCC)**

College _____

Proposal **Revise Policy**Proposal Name **Revise the requirements for the Kent Core "additional" category****Description of proposal:**

Proposal eliminates the restriction that prevents students from selecting two courses from a Kent Core category to satisfy the Kent Core "additional" category. Consequently, students will be given greater freedom to choose courses from the Kent Core.

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

Removing the restriction will alleviate additional advising, lessen student confusion about what they can and cannot take, and may decrease total hours for a degree program or allow for more general electives.

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

Consulted were Senior Vice President and Provost Diacon, members of the Academic Advising Administrators' Council (AAAC) and the Office of Curriculum Services.

Approved by the members of the University Requirements Curriculum Committee (URCC) on 9 November 2012.

REQUIRED ENDORSEMENTS

 Department Chair / School Director

_____/_____/_____

 Campus Dean (for Regional Campuses proposals)

_____/_____/_____

 College Dean (or designee)

_____/_____/_____

 Dean of Graduate Studies (for graduate proposals)

_____/_____/_____

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

_____/_____/_____

Proposal Summary

Revision of the Requirements for the Kent Core “Additional” Category

Subject Specification

This proposal seeks to eliminate the restriction that prevents students from selecting more than one course from the same Kent Core category to satisfy the Kent Core “additional” category.

Background Information

The “additional” category was created by the 2006 revision of the Liberal Education Requirements (now called the Kent Core), which sought to align more closely with the Ohio Transfer Module.

The Ohio Transfer Module, established in 1990 by the Ohio Board of Regents, is a subset or a complete set of a public institution’s general education requirement that represents a common body of knowledge and academic skills. The Ohio Transfer Module comprises 36-40 semester hours of courses in the following fields: English composition and oral communication; mathematics, statistics and formal/symbolic logic; arts and humanities; social and behavioral sciences; and natural sciences. Additional elective hours from among the five areas make up the total hours for a completed Ohio Transfer Module. At Kent State, those additional elective hours became the “additional” category of the Liberal Education Requirements and, now, the Kent Core, see below.

VI. ADDITIONAL COURSES (6 credit hours)

Select courses from above (no more than one course per category).

One or both of the following courses may also be selected:

Communication Studies (COMM)

TM 15000 Introduction to Human Communication (3)

Philosophy (PHIL)

11009 Principles of Thinking (3)

The intention of the distribution among Kent Core categories is to give students breadth of study in the liberal arts. Therefore, there are minimum credit hours for each category and some requirements within the categories (e.g., students must choose from two curricular areas in the “social sciences” category). To satisfy the “additional” category, students must limit selection to two courses from different categories. Therefore, for example, students cannot satisfy the “additional” category with two courses from the “social sciences,” a broad category that contains disciplines ranging from anthropology to microeconomics, from gerontology to political science. Another broad category is “fine arts or humanities,” which includes such diverse courses as Introduction to Shakespeare, the Black Experience, Survey of Architectural History and Music as a World Phenomenon.

Consequently, students may have taken the required number of Kent Core courses, but still not satisfy the Kent Core “additional” category because of this restriction of “no more than one course per category.” There arises the issue of Kent Core courses not counting toward the Kent Core.

Students meet breadth of liberal arts study through the five Kent Core categories. The sixth, “additional,” category should allow students to explore, take more courses in a field of interest or have more program requirements count as Kent Core to allow for less overall credits to graduation or for more general electives.

Alternatives and Consequences

If the requirement is retained, there are no alternates except the expectation that colleges will submit more exceptions for students' GPS degree audit to clear. Consequences are continued limit of options for students and inclusion on list of obstacles to graduation.

Specific Recommendation and Justification

It is recommended that the restriction "no more than one course per category" be removed from the Kent Core "additional" category. Removal of the restriction will give greater freedom for students to choose courses from the Kent Core without adding hurdles to satisfying the Kent Core and/or the overall degree program.

VI. ADDITIONAL COURSES (6 credit hours)

Select courses from above ~~(no more than one course per category)~~.

One or both of the following courses may also be selected:

Communication Studies (COMM)

TM 15000 Introduction to Human Communication (3)

Philosophy (PHIL)

11009 Principles of Thinking (3)

Timetable and Actions Required

University Requirements Curriculum Committee..... approved 9 November 2012

Educational Policies Council..... approval sought 28 January 2013

Faculty Senate..... approval sought 11 February 2013

Implementation in University Catalog..... fall 2013

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **8-Nov-12**

Curriculum Bulletin _____

Effective Date **Fall 2013**

Approved by EPC _____

Department **Theatre and Dance**
 College **CA - The Arts**
 Degree **BA - Bachelor of Arts**
 Program Name **Dance Studies** Program Banner Code **DSTU**
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Establish program**

Description of proposal:

The School of Theatre and Dance seeks to create a Bachelor of Arts degree in Dance Studies in order to offer students with more diverse interests to incorporate one or more additional areas of study while continuing professional level dance training in college.

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

Current total credit hours: _____ Proposed total credit hours **120**

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

The current BFA in Dance is heavily focused on career preparation in either performance and choreography or dance education. While this is an attractive option for some students, there is an increasingly large population of well-trained dancers who desire a credential or minor in another area in order to expand their career options. Since the degree requirements for the BA are based within those already offered in the BFA, current staffing is adequate for the need. There are no duplication issues to address.

As with the BFA an audition is required for admission to the BA program.

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

NA

REQUIRED ENDORSEMENTS


 Department Chair / School Director

11.9.12

 Campus Dean (for Regional Campuses proposals)

1.1


 College Dean (or designee)

12.19.12

 Dean of Graduate Studies (for graduate proposals)

1.1

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

1.1

**PROPOSAL SUMMARY
TO ESTABLISH THE BACHELOR OF ARTS DEGREE
IN
DANCE STUDIES
Fall 2012**

1. SUBJECT SPECIFICATION:

The School of Theatre and Dance seeks to establish a Bachelor of Arts Degree major in Dance Studies in addition to the existing and approved Dance major in the Bachelor of Fine Arts Degree.

Major Code: DAN

Proposed designation: DSTU

2. SPECIFIC RECOMMENDATION AND JUSTIFICATION

Approval of a Bachelor of Arts in Dance Studies is requested in order to allow students with more diverse interests to incorporate one or more additional areas of study while continuing professional-level dance training.

The field of dance continues to broaden and diversify in areas such as world dance fusion forms, aerial dance, community dance, dance for the camera, dance for special populations, dance in health (fitness, mental health, medicine, aging and spirituality), etc. All of these require knowledge and information in areas outside the usual purview of dance. The specific focus of the BFA dance programs provides only limited opportunity for investigation into other disciplines and a BA degree would attract a growing population of students who have multiple interest areas.

4. PURPOSE AND BACKGROUND INFORMATION

Dance classes at Kent State University were originally offered in the Women's Physical Education Department, which eventually became the School of Physical Education, Recreation and Dance. This history ("Natural Dancing" classes) in part accounts for the unit's modern dance focus, which continues to this day.

The dance minor, then the Bachelor of Science degree in Dance was established by the early 1980's.

In 1994, dance merged academically to become the School of Theatre and Dance, and began to offer the Bachelor of Fine Arts Degree in Dance with concentrations in Performance and in Dance Education (PK-12 licensure preparation). This was a more appropriate degree within the College of Fine and Professional Arts (now College of the Arts) and for the professional nature of the program.

In 2002, Dance was approved for membership by the National Association of Schools of Dance and full membership accreditation was conferred in 2007.

In 2010, dance physically relocated to the Music and Speech Center (now the Center for the Performing Arts).

The Dance program continues to offer the BFA, the dance minor, the Kent Core Arts requirement offering Dance as an Art Form and also teaches beginning through intermediate dance classes in modern, ballet, tap, jazz and other dance styles to interested KSU students from across disciplines.

5. CONFORMITY WITH MISSION

The establishment of a Bachelor of Arts degree in Dance Studies is consistent with and supports the unit's mission "to develop technically sound, intellectually diverse and creatively expressive dance artists and educators who can contribute significantly to the art form and society in general."

6. RATIONALE FOR ACTION

Over the years, Dance has a successful track record of producing professional dancers in modern and jazz, and educators at every level from pre-school to high schools, colleges and universities and private studios.

However, the unit has also had a large number of students who have graduated with double majors or multiple minors, in addition to BFA alumni who have found employment in other dance/arts related areas.

The unit also offers a somewhat unique dance minor; prospective minors must audition for admission and must meet the same entrance standards as the BFA majors. These are students who have danced since childhood and who wish to continue doing so at a challenging level; however, they also seek the stimulation of other areas which offer greater career opportunities.

The BA degree option might be most attractive to these individuals.

This degree will also facilitate matriculation in four years and possibly less if students enter the program with a large number of Core requirements having already been met.

5. EFFECTS ON CURRENT PROGRAMS

The course requirements for the Bachelor of Arts degree are derived from those in the existing BFA program. While the addition of BA students would increase class sizes to some degree, no additional faculty or staff would be needed to implement the program.

6. ALTERNATIVES AND CONSEQUENCES

The Bachelor of Arts degree in Dance Studies addresses many current needs and provides an attractive option:

- A. For students with a great deal of dance training but an interest in another area or seeking to increase employment potential;
- B. For less experienced dancers who found the art form later in their school career or who come from families who could not provide private instruction but who demonstrate career potential through audition or non-major classes;
- C. For students in the Post-Secondary Education Option Program or those who complete college requirements while in high school, this can facilitate graduation in less than four years.
- D. The breadth and flexibility of the BA program option more strongly supports the demands of expanding career options in the field of dance.

Failure to approve the Bachelor of Arts Degree in Dance Studies makes Kent State University a less attractive option for students interested in this type of degree.

7. SPECIFIC RECOMMENDATION AND JUSTIFICATION

Approval of the Bachelor of Arts in Dance Studies by Fall of 2013 is recommended.

School of Theatre and Dance: October 2012

College of the Arts College Curriculum Committee: November 16, 2012

EPC: January 28, 2013

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **5-Dec-13** Curriculum Bulletin _____
 Effective Date **Fall 2013** Approved by EPC _____

Department **Fashion Design and Merchandising**
 College **CA - The Arts**
 Proposal **select one Establish Program**
 Proposal Name **Graduate Proposal - Master of Fashion (MFASH)**

Major - Fashion (FASH)
Degree - Master of Fashion (MFASH)

Description of proposal:

The Shannon Rodgers and Jerry Silverman School of Fashion Design and Merchandising (The Fashion School), a program within the College of the Arts (COTA), seeks to establish the Master of Fashion (MFASH). The MFASH is a 30-credit, professional practice degree, for the academic advancement of students who want to a) engage in advanced-practitioner research in fashion, b) expand their own knowledge base and expertise in a specific topic area, c) advance their professional career, d) expand their entrepreneurial opportunities, or e) pursue the initial stages in academia.

Credit hours to degree completion - 30

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

The proposed MFASH will help give strength to the course offerings already provided by the Fashion School to support the Fashion Concentration in the College of Business Administration's MBA program. The courses offered for the MBA Fashion Concentration will also be core options for the MFASH students, allowing for stronger enrollment numbers and more diverse critical discourse on the subjects.

Units consulted (other departments, programs or campuses affected by this proposal):
Master's of Business Administration

REQUIRED ENDORSEMENTS

Digitally signed by J.R. Campbell
 Date: 2013.01.08 09:28:29 -05'00'

01 / 07 / 2013

Department Chair / School Director

Campus Dean (for Regional Campuses proposals)

College Dean (or designee)

Dean of Graduate Studies (for graduate proposals)

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



Board of Regents

University System of Ohio

**REQUEST FOR APPROVAL
SUBMITTED BY:**

KENT STATE UNIVERSITY

**ESTABLISHMENT OF A
MASTER OF FASHION (MFASH)
DEGREE PROGRAM
IN THE SCHOOL OF FASHION DESIGN AND MERCHANDISING
AT KENT STATE UNIVERSITY**

JANUARY 2013



TABLE OF CONTENTS

Section 1: Introduction

Brief Summary

Background Information of the Fashion School

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Board of Regents

John R. Kasich, Governor
Jim Petro, Chancellor

University System of Ohio

REQUEST FOR APPROVAL
SUBMITTED BY:

KENT STATE UNIVERSITY

ESTABLISHMENT OF A
BACHELOR OF SCIENCE DEGREE IN
PSYCHOLOGY

MARCH 2013



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

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REQUEST

Date of submission: March 2013

Name of institution: Kent State University

Degree/degree program title: Bachelor of Science degree in Psychology

Primary institutional contact for the request

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

Delivery sites: Kent Campus

Date request was approved by the governing board: Approved by the Kent State University Board of Trustees on 13 March 2013 (anticipated approval date)

Proposed start date: Fall 2013

Date Institution established: 1910

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

Educator Preparation Programs:

Program leads to licensure: No
Program leads to endorsement: No

SECTION 1: INTRODUCTION

1.1 Brief summary of the request

Kent State University is proposing to re-establish the Bachelor of Science degree in Psychology to complement the existing Bachelor of Arts degree in the same discipline. Kent State has offered the BA degree in Psychology since the 1940s; the university offered a BS degree in Psychology until 1959.

SECTION 2: ACCREDITATION

2.1 Regional accreditation

Original date of accreditation: 1915
Date of last review: 2007 - 2008
Date of next review: 2014 - 2015

2.2 Results of the last accreditation review

Kent State University was reaccredited by the North Central Association Higher Learning Commission on 28 February 2008.

(www.kent.edu/aqip/upload/reaffirmation-of-accreditation-2008.pdf)

2.3 Notification of appropriate agencies (if applicable)

Not applicable as the undergraduate psychology degree program is not accredited by a state agency or specialized accreditor.

SECTION 3: LEADERSHIP—INSTITUTION

3.1 Mission statement

The mission of Kent State University is to discover, create, apply and share knowledge, as well as to foster ethical and humanitarian values in the service of Ohio and the global community. As an eight-campus educational system, Kent State offers a broad array of academic programs to engage students in diverse learning environments that educate them to think critically and to expand their intellectual horizons while attaining the knowledge and skills necessary for responsible citizenship and productive careers.

(www.kent.edu/president/mission-statement.cfm)

3.2 Organizational structure

The academic leadership for Kent State University can be found at www.kent.edu/provost/administration/upload/academic-affairs-org-chart.pdf.

The administrative leadership and organizational structure for Kent State University can be found at www.kent.edu/president/upload/org-chart-provost-office_2012_sept.pdf.

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure

Describe the organizational structure of the proposed program. In your response, indicate the unit that the program will be housed within and how that unit fits within the context of the overall institutional structure. Further, describe the reporting hierarchy of the administration, faculty, and staff for the proposed program.

The proposed BS degree in Psychology will be administered by the Department of Psychology, which is housed within Kent State University's College of Arts and Sciences. In addition to offering the BA degree in Psychology, the department offers the MA and PhD degrees in Clinical Psychology and Experimental Psychology, and an undergraduate minor.

The department's undergraduate coordinator, in collaboration with the Undergraduate Coordinating Committee, will oversee the proposed degree program, which will include evaluating and proposing curriculum and planning program assessments, among other duties. The undergraduate coordinator reports directly to the chair of the Department of Psychology, who has ultimate responsibility for all department matters. The chair reports to the dean of the College of Arts and Sciences who, in turn, reports to Kent State's provost and senior vice president for academic affairs.

Some faculty will be involved with program planning and oversight as members of the Undergraduate Coordinating Committee (committee membership rotates over time). Any curricular changes to the program must be approved by the full psychology faculty at the Kent Campus. All department faculty members will be involved in teaching courses for the BS degree program (see section 8 for more detail).

4.2 Program development

The goal of expanding the degree offerings within the psychology major to include a Bachelor of Science degree option is to better prepare students who wish to pursue careers in research and technology, medicine, and careers requiring doctoral study—areas such as clinical psychology, health psychology, medicine and the behavioral or cognitive neurosciences. Students who choose the BS degree will take coursework designed to provide more in-depth preparation for advanced study in these areas, and for careers in research and technology, than the typical coursework for graduates who earn the BA degree. This aligns well with Kent State's mission "... to discover, create, apply and share knowledge..." and fits with the university's description as an institution that "...offers a broad array of academic programs to engage students in diverse learning environments that educate them to think critically and to expand their intellectual horizons while attaining the knowledge and skills necessary for responsible citizenship and productive careers."

Nationwide, many universities offer the Bachelor of Science degree in Psychology; currently, no public university in Northeast Ohio offers this option to students. The students who choose this option will have additional coursework in the natural sciences, mathematics and quantitative methods in psychology, among others. Thus, graduates who earn a BS degree in Psychology will be well prepared for careers requiring strong quantitative and research skills and a variety of STEM fields that require knowledge of the behavioral and natural sciences.

According to the Bureau of Labor Statistics¹, overall employment for psychologists is expected to grow 22 percent from 2010 to 2020, faster than the average for all occupations. Growth will vary by specialty. Employment demand is expected to be particularly strong for those with specialties in clinical psychology and health psychology. Ohio is the sixth largest state in the nation with the highest employment in these occupations². The Ohio Department of Job and Family Services lists clinical, counseling and school psychologists as occupations with high employment prospects in Ohio with a 4.9 percent employment increase between 2008 and 2018³. During that same time, the occupation of psychiatrist is expected to grow 15.2 percent⁴.

¹ Bureau of Labor Statistics, U. S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*. Psychologists. Retrieved from www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm.

² Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Employment and Wages, May 2011*. Clinical, Counseling and School Psychologists. Retrieved from www.bls.gov/oes/current/oes193031.htm.

³ Ohio Department of Job and Family Services, Bureau of Labor Market Information, November 2010. Retrieved from <http://ohiolmi.com/proj/projections/ohio/HighOccupationProspects.pdf>.

⁴ Ohio Department of Job and Family Services, Bureau of Labor Market Information, *2018 Ohio Job Outlook Employment Projections*. Retrieved from <http://ohiolmi.com/proj/Projections/Ohio/OhioJobOutlook.pdf>.

The Bureau of Labor statistics also predicts that employment growth for physicians will be growing at a rate faster than average for all other occupations. Given that the Institute of Medicine has recently called for enhancing behavioral and social science content in pre-medical school curricula⁵, the BS degree in psychology, paired with additional pre-medical coursework, would be beneficial to students interested in careers in medicine.

The Department of Psychology at Kent State University is thriving, with a strong and productive faculty who are active researchers, currently providing approximately 200 undergraduate students a year opportunities to work as research assistants in faculty laboratories. Further, the Kent State University Coordinating Center for Quantitative Methodology, which brings together faculty from across campus with expertise and interest in quantitative methodology and sponsors workshops in quantitative methods, is housed in the Applied Psychology Center within the Department of Psychology. Finally, an exciting recent development is a coordinated hiring initiative with the Department of Biological Sciences, which is a collaborative effort by both departments to develop interdisciplinary degree programs and promote interdisciplinary research efforts in the area of brain, behavior and health. The strengths of the Department of Psychology in research and quantitative methodology, and its many strong links to related departments, make it well-suited to offer the BS degree in Psychology.

SECTION 6: CURRICULUM

6.1 Introduction

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

The **Bachelor of Science** in Psychology is designed to prepare students for graduate study in psychology and related fields. Topics include stress and trauma, neural basis of learning and memory, social and biological influences on mental and physical health, growth and development of children, and diagnosis and treatment of psychological disorders. Students evaluate and interpret data and gain hands-on experience conducting research. Elective courses may be used to specialize in a number of areas of psychology and related fields such as neuroscience. The degree prepares students for graduate study and employment in a range of fields, including clinical psychology, research and experimental areas of psychology such as cognitive science and behavioral neuroscience, and related fields such as medicine and neuroscience.

The paragraph on the next page will be the description for the BA degree that will appear alongside the BS degree in the 2013 Kent State University Catalog. The current program may be viewed in fall 2012 University Catalog (www.kent.edu/catalog/2012/as/ug/psyc).

⁵ Committee on Behavioral and Social Sciences in Medical School Curricula. *Improving Medical Education: Enhancing the Behavioral and Social Science Content of Medical School Curricula*. Washington, DC: The National Academies Press, 2004. Retrieved from www.nap.edu/openbook/030909142X/html/1.html.

Students in the **Bachelor of Arts in Psychology** apply the science of understanding and explaining thoughts, emotions and behavior to solving real-world problems. Topics include stress, biological influences on behavior, growth and development of children and diagnosis and treatment of psychological disorders. Elective courses may be used to specialize in a number of areas of psychology and to gain hands-on experience in research labs. The degree prepares students for graduate school and employment in a range of fields, including clinical, applied and experimental areas of psychology and related fields such as education, law, human resources and health care.

6.2 Program goals and objectives

Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.

Graduates with a bachelor's degree in psychology are expected to have mastered the following learning outcomes:

1. Describe the basic theoretical perspectives, principles, concepts, empirical findings and historical trends in psychology;
2. Apply basic research methods in psychology and evaluate the adequacy of research designs;
3. Use fundamental data analysis techniques;
4. Write effectively in the discipline; and
5. Recognize, understand and respect the complexity of sociocultural and international diversity.

These are operationalized in the curriculum in the following way:

1. Students take a core set of courses that will expose them to the breadth of the field of psychology as well as basing theories and concepts in the field.
2. Students will be required to take a research methods course in the major and will be required to take at least one course involved with the application of these methods.
3. Students will be required to take at least two courses devoted to the use of fundamental data analysis techniques (PSYC 21621 Quantitative Methods in Psychology I and PSYC 31684 Quantitative Methods in Psychology II).
4. Students will be required to take at least one writing-intensive course in the major.
5. Five courses in the department are designated as diversity, in which students learn about the complexity of sociocultural and international diversity. Students are required to take at least one of these courses (PSYC 11762 General Psychology), but likely will take additional courses.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **16-Aug-12** Curriculum Bulletin _____Effective Date **Fall 2013** Approved by EPC _____

Department **FLA**
 College **EH - Education, Health and Human Services**
 Degree **BSE - Bachelor of Science in Education**
 Program Name **Educational Studies** Program Code **EDST**
 Concentration(s) _____ Concentration(s) Code(s) _____
 Proposal **Revise program**

Description of proposal:

This proposal is to update the degree name from Bachelor of Science in Education to Bachelor of Science for the Educational Studies major. This reflects the College's recent reorganization. It will also revise program requirements to reflect course revisions.

Does proposed revision change program's total credit hours? ☐ Yes ☒ NoCurrent total credit hours: **121** Proposed total credit hours **121**

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

None

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

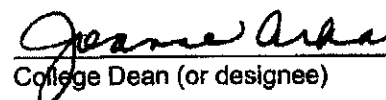
None

REQUIRED ENDORSEMENTS


 Department Chair / School Director

9/19/12

Campus Dean (for Regional Campuses proposals)


 College Dean (or designee)

1/1/1211/20/12

Dean of Graduate Studies (for graduate proposals)

1/1/12

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

1/1/12

Transmittal Memo

Date: November 2, 2012

To: Joanne Arhar, Associate Dean for Student Services, Undergraduate Education

From: Laura Buckeye, EDST Program Coordinator

Re: Revision of BSE Educational Studies major

This action revises the degree, establishes coursework, and revises/establishes courses for the EDST program. The courses in the workflow are: EDST 40096, EDST 44003, EDST 44004 (WIC), and EDST 44092

Included are: ccp form, proposal summary, OBR Change Request form with catalog requirements, WIC information form, approval memos, and FLA SCC minutes.

Curricular/consultative bodies that have approved this action:

Lifespan Development and Educational Sciences (CHDS/HDFS): September 11, 2012

EDST: September 9, 2012

FLA SCC: September 17, 2012

Presented to EHHS Curriculum Committee: November 16, 2012

Presented to EPC: January 28, 2013

Proposal Summary

A. Title: Revisions to the Bachelor of Science in Education Degree in Educational Studies.

B. Subject Specification:

This proposal is to revise the Bachelor of Science in Education degree in Educational Studies [BSE EDST] by revising the degree and program requirements.

C. Background Information:

The School of Foundations, Leadership and Administration (FLA) offers a Bachelor of Science in Education (B.S.E.) degree in Educational Studies (EDST) that was established in ~1979. The last major curriculum change occurred in 1999. Since that time, the College of Education has now become the College of Education, Health and Human Services (EHHS). Traditionally, the EDST program had been a degree completion program for students in teacher education. With the College restructuring in recent years, Educational Studies is now for students within the College of EHHS. The EDST program intent is still the same; the changes being requested are to update the degree and program requirements.

The Educational Studies major is a completer degree program for students in the College of Education, Health and Human Services. Students, in consultation with the Educational Studies program coordinator, choose electives that are supportive of their particular career emphasis and goals, selected from offerings in the College of Education, Health and Human Services.

Students in the major are required to meet all university requirements, including residence, Kent Core, upper-division coursework, diversity and writing-intensive requirements and the experiential learning requirement. In addition, students must have a minimum 2.500 cumulative GPA to be admitted into and to graduate with the BS EDST degree.

D. Alternative and Consequences:

The alternative is to not update the curriculum based on college changes. The consequences of not updating the curriculum are the major will not be reflective of the College of Education, Health and Human Services.

E. Specific Recommendations:

1. Revision of the degree: Revise the degree from Bachelor of Science in Education (B.S.E.) to Bachelor of Science degree (B.S.).

Rationale: The degree change is a result of the college changes (College of Education changed to College of Education, Health, and Human Services).

2. Revision of the EDST Requirements: Until now, there has been no official EDST program of study on file with Curriculum Services. With the addition of courses specific to EDST, this proposal will establish the following coursework (121 credits):

- a. Required major courses (4-15 hours):
 - EDST 44004 *Research and Writings in Educational Studies* (3 cr); Rationale: currently, there is no writing intensive course for EDST majors.
 - EDST 44092 *Practicum in Educational Studies* (1-12 cr)/ Rationale: to revise course to be specific to EDST major
- b. Applied coursework and general electives, approved by advisor (69-80 cr): to allow for associate degrees, minors, certificates, military coursework or other applicable coursework to count towards degree requirements
- c. Kent Core requirements (36 cr), and US 10097 *Destination Kent State: First Year Experience* (1 cr)

3 Revision/establishment of the following courses through the Workflow:

- a. CHDS 41892 *Internship in Educational Studies and Helping Profession* to EDST 44092 *Practicum in Educational Studies*; requirement
- b. EDST 44004 *Research and Writings in Educational Studies* (3 cr); requirement
- c. EDST 40095 *Special Topics in Educational Studies* (1-3 cr); elective
- d. EDST 40096 *Individual Investigation in Educational Studies* (1-3 cr); elective

F. Timetable and Actions Required:

The proposal will go through the required curriculum approval process for changes to take effect in fall 2013. The following is the anticipated schedule:

Approved by EDST program area: September 9, 2012

Approved by FLA Curriculum Committee: September 17, 2012

Presented to EHHS Curriculum Committee: November 16, 2012

Presented to EPC: January 28, 2013

GPS KEYWORDS:

Education, Health, Human Services, General, Degree Completion, 2+2 Program, online, web, evening, weekend, military experience, work experience, accelerated

For Proposal Questions contact: Laura Buckeye, lbuckeye@kent.edu

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **27-Nov-12** Curriculum Bulletin _____Effective Date **Fall 2013** Approved by EPC _____

Department **Nursing**
 College **NU - Nursing**
 Degree **PHD - Doctor of Philosophy**
 Program Name **Nursing** Program Code **NURS**
 Concentration(s) _____ Concentration(s) Code(s) _____
 Proposal **Offer program fully online**

Description of proposal:

This proposal is written to describe transition of PhD coursework in nursing to a synchronous, real-time, online format.

Does proposed revision change program's total credit hours? ☐ Yes ☒ NoCurrent total credit hours: **72**Proposed total credit hours **72**

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

We will offer the PhD in nursing synchronously, online. No other programs, policies, or procedures will be affected by the proposed online delivery. Faculty numbers are adequate for teaching; enrollment has increased, which makes the courses more resource neutral, as a function of increased revenues accruing. Staffing currently is adequate to manage academic and professional advising. The hiring plan for the College of Nursing (CON) incorporates 3-4 faculty hires and 1-2 staff hires (as needed), annually, to accommodate increased demands that will arise from dissertation requirements. The RCM budgeting model helps to ensure adequacy of funding to make the required hires.

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

At Kent State, Dean of the Graduate School; at the University of Akron, nursing program faculty and administrators (program is offered jointly with University of Akron).

REQUIRED ENDORSEMENTS

 Department Chair / School Director

____/____/____

 Campus Dean (for Regional Campuses proposals)

____/____/____

 College Dean (or designee)

____/____/____

 Dean of Graduate Studies (for graduate proposals)

____/____/____

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

____/____/____

PhD in Nursing at Kent State University
MEMO
November 2012

The Kent State University/University of Akron (KSU/U of A) Doctor of Philosophy (PhD) PhD in Nursing program—ranked 127 of 442 nationally-ranked doctoral programs in nursing—is designed to prepare scholars for research, strengthening the quality of their individual and collective contributions to nursing science. The purpose of this proposal is to further strengthen our impact by creating an online instructional format for the PhD in Nursing degree. Because we have built high quality graduate programming, we know that we can deliver online doctoral programming with the same excellence as demonstrated through our online masters programming and our core of exemplary doctoral courses.

Nurses practice in a wide diversity of practice areas with differing scopes of practice and levels of authority. Collectively, however, nurses subscribe to a metaparadigm that involves assisting people to interact with the environment in a way that strengthens and supports their health. The science undergirding nursing practice has evolved relatively recently, and involves in-depth, conceptual/theoretical/philosophical systems of knowledge. Nursing science and nursing knowledge affect quality of life for people everywhere, and it is at the PhD level that nursing knowledge and its undergirding science are established, tested, and expanded. Because the PhD in nursing is about science in a variety of contexts, scientific learning involves a range of possible settings and research foci—hospitals, home care, research laboratories, clinics, and schools, for example, where patients, clients, and practitioners are involved. Nursing's complex 'laboratory' and research foci make online instruction an appropriate way to provide mentored research experiences.

We are in the midst of a redesign in American healthcare, led, in large part, by a well-educated nursing workforce. The need for expansion of nursing science is increasingly apparent as technology expands and healthcare becomes increasingly more complex. In their 2010 report—The Future of Nursing: Leading Change, Advancing Health—the Institute of Medicine called for an improved information infrastructure in healthcare, with nurses partnering fully with physicians and other healthcare professionals to strengthen the quality of healthcare throughout the US. More specifically, **the 2010 Institute of Medicine report called for doubled numbers of doctorally-prepared nurses by 2020, increasing the number of nurse scientists prepared in education and research** (<http://www.iom.edu/~/media/Files/Report%20Files/2010/The-Future-of-Nursing/Future%20of%20Nursing%202010%20Recommendations.pdf>).

Nursing PhD graduates from the KSU/U of A program conduct and disseminate critical research that informs healthcare agendas regionally, nationally, and internationally. By offering the program in a synchronous, online format, KSU and U of A will make our high quality coursework available to students nationally, expanding the pool of highly qualified nurse scientist scholars. Moreover, the synchronous online format ensures that every student opting to enroll will have ready, local access to coursework exactly as it is offered in a traditional, face-to-face format. Synchronous online coursework makes optimal use of available technology—in the case of our program, use of the Elluminate platform—to allow students to access coursework, instruction, and mentorship from their chosen locations, in real time. Students actually see the faculty member and other students in the class session or small group discussion or mentor meeting, for examples, as it takes place. Students have access to course materials online or through library reserves, they can ask questions and will receive responses in real time. Because they access the class online, however, there is no need for them to relocate to pursue the degree; rather, the classroom is brought to them.

Our efforts to pursue online doctoral coursework in nursing are not unique. The following universities (all ranked by U.S. News and World Report, as noted) also offer doctoral programs online:

University with Online PhD In Nursing	U.S. News and World Report Ranking
Vanderbilt	15
University of Texas—Houston	21
University of Texas—San Antonio	36
Medical College of South Carolina	50
University of Texas at Arlington	64
University of Texas at Galveston	64
Texas Women’s University	64
University of Hawaii	99
University of North Dakota	127
New Mexico State University	193

Although our online PhD program in nursing will be trailblazing for Ohio, there is clear precedent among strong nursing doctoral programs nationally for online doctoral nursing education. For example, the Vanderbilt University School of Nursing offers the PhD for Nursing Science through course work delivered using Internet supported technology with limited on-campus visits. Courses are taught using a combination of:

- Concentrated blocks of time on campus (i.e., intensives). Blocks are approximately 20 days per academic year spread out among three campus visits.
- Synchronous and asynchronous delivery methods. Synchronous classes (i.e., required same time sessions) are held weekly.

Similarly, the University of North Dakota College of Nursing offers the PhD in Nursing and utilizes online instruction (e.g., live web classes, recorded lectures) with face-to-face intensives (e.g., held yearly on campus or at regional nursing conferences). The University of Hawai’i and New Mexico State University’s School of Nursing’s online PhD program also require one week campus visit per year, meeting at a research conference once per year, and all other courses and assignments (including comprehensive oral and written examinations, and the dissertation) through online instruction. East Tennessee State University requires their online PhD Nursing students to attend an on-campus session at the beginning of each semester, and the University of Tennessee’s online DNP requires candidates to be on campus either twice during their programming (Knoxville campus) or four times yearly (Memphis campus). All other instructional delivery and mentorship is through online methods. The University of Missouri requires students in their Nursing PhD program to attend two summer research institutes but all coursework is provided online. Moreover, the Medical University of South Carolina, Texas Woman’s University, University of Texas, offer 100% online PhD programs in Nursing through the use of synchronous and asynchronous technology.

Our plan for enhancing socialization of our students as research scientists is included herein and in the documents accompanying this memo.

Across the US, PhD level faculty shortages limit capacity for undergraduate and master’s nursing student enrollment, even as the need for nurses prepared at advanced practice levels across education, research, and practice arenas continues to grow. Nationally, budget constraints, increasing average

faculty age, and demand for nurses' expanded clinical roles (encouraged in the 2010 Institutes of Medicine) increase competition for nurses' interest in academic and advanced practice roles. The nursing shortage will significantly affect the quality of health care in America; that shortage is attributable, in large part, to a significant shortage of PhD level nursing faculty recognized since at least 2007 (Association of Academic Health Centers).

To enhance available numbers of well-prepared nursing faculty, the American Association of Colleges of Nursing (AACN) and its accrediting arm, The Commission on Collegiate Nursing Education (CCNE), have been active in leveraging resources to secure federal funding for faculty development programs; to collect extensive data regarding faculty vacancy rates; to identify strategies to address the shortage; and to focus media attention on the faculty shortage. Our choice to offer our doctoral programming online contributes directly to AACN's efforts and is intended, as well, to contribute actively to helping to stem the shortage of highly qualified nursing faculty.

AACN's 2011-2012 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing report indicated that nursing programs in the US turned away 75,587 qualified baccalaureate and graduate nursing program applicants in 2011, as a consequence of a combination of factors. An insufficient number of faculty exacerbated the limitations imposed by scarce clinical sites and classroom space, unavailable clinical preceptors, and budget constraints in restricting programs' options for admitting students. Almost two-thirds of the nursing program administrators responding to the survey pointed to PhD level faculty shortages as a reason for not accepting all qualified applicants into entry-level baccalaureate programs.

In northeast Ohio, we are privileged to be part of one of the most robust healthcare environments in the country, and probably in the world. Given our overall access to clinical sites and interested preceptors, and establishment of and responsibility center approach to budget management, PhD level faculty shortage becomes the primary factor restricting our capacity to enroll nursing students.

The critical need for PhD level faculty is not unique to northeast Ohio. AACN's Special Survey on Vacant Faculty Positions (September 2011) indicated that 1,088 faculty vacancies were identified by 603 participating undergraduate and/or graduate nursing program administrators (88.6% response rate). Respondents identified needs for an additional 104 faculty positions to accommodate student demand. Survey data showed a nursing faculty vacancy rate of 7.7%, nationally, with most (91.4%) requiring or preferring a doctoral degree as the criterion of choice for faculty. The predominant reason identified by administrators having difficulty securing faculty was the limited pool of doctorally-prepared faculty (31.3%). Salaries deemed noncompetitive, compared to positions in the practice arena were identified by 26.72% of respondents.

Our effort to provide coursework online facilitates working nurses' access to education that will promote their strengthened contributions to nursing research as well as to nursing education. Strengthening nursing science through expansion of a doctorally-prepared nursing workforce is essential to quality healthcare, especially in light of expectations regarding nurses' expanding roles. Through our online programming, coupled with our planned, on-campus, intensive sessions to foster socialization and options for face-to-face coursework as desired, our proposed online program, already clearly successful in its intent, will make direct and significant contributions to stemming the nursing faculty shortage. Specific actions we will take to support students' socialization as research scientists are articulated in the 'Change Request' document accompanying this introductory memo.

Even as preparation of this document was initiated in August, 2012, National Public Radio broadcast a segment regarding the urgency of addressing the shortage of US nursing faculty (<http://www.npr.org/blogs/health/2012/08/03/156213925/nursing-schools-brace-for-faculty-shortage>). With the gradual initiation of online courses available for our PhD students enrollments in the PhD program have trended, upwards, as follows: 2005-2008: 20 doctoral admissions; 2009-2012: 42 doctoral admissions.

Integrity and program quality will not be affected by the transition to a synchronous, online offering, as offerings the success of courses and experiences available online to this point have demonstrated. Moreover, by offering our PhD program in a real-time, synchronous, online format we will contribute actively to a national effort to recruit highly-qualified, doctorally-prepared nursing faculty and researchers.

Nursing faculty and administration at Kent State University and the University of Akron are pleased to submit the attached documents in support of our goal to offer the PhD in nursing in a synchronous, online format.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **10-Dec-12** Curriculum Bulletin _____
 Effective Date **Fall 2013** Approved by EPC _____

Department _____

College **AT - Applied Engineering...Technology**

Degree ~~BS - Bachelor of Science~~ **Minor**

Program Name **Assessments** Program Banner Code ~~ACRN-~~

Concentration(s) **Aircraft Dispatcher** Concentration(s) Banner Code(s) ~~SET~~ **ACD**

Proposal **Establish program**

Description of proposal:

This proposal recommends establishment of a minor in Aircraft Dispatch.

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

Current total credit hours: 0 Proposed total credit hours 25

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

None

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

None

REQUIRED ENDORSEMENTS



Department Chair / School Director

12/21/12

Campus Dean (for Regional Campuses proposals)


College Dean (or designee)

Dean of Graduate Studies (for graduate proposals)

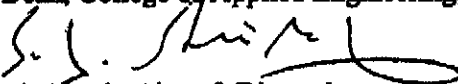
Provost and Senior Vice President for Academic Affairs (or designee)



College of Applied Engineering, Sustainability and Technology

Transmittal Memo

To: Therese E. Tillet, Director of Curriculum Services

From: Dr. Simon Song, Dean, College of Applied Engineering, Sustainability and Technology 

Subject: Establishment of a Minor in Aircraft Dispatch

Date: December 10, 2012

Summary statement describing the proposed action:

This proposal recommends establishment of a minor in Aircraft Dispatch.

Curricular Bodies That Have Reviewed and Approved This Action

College of Applied Engineering, Sustainability and Technology, Aeronautics Program Area

College of Applied Engineering, Sustainability and Technology, College Curriculum Committee



College of Applied Engineering, Sustainability and Technology

Proposal Summary

Title:

Establishment of a Minor in Aircraft Dispatch

Subject Specification:

This proposal recommends establishment of a minor in Aircraft Dispatch. This minor will be mainly composed of existing courses from the College of Applied Engineering, Sustainability and Technology. Due to Federal Aviation Administration Requirements, two new courses will be developed and added to the curriculum.

Background Information:

Description of action, including its intended effect – Creation of a minor in Aircraft Dispatch will provide an opportunity for students within the existing Aeronautics Flight Technology and Air Traffic Control areas of concentration to make maximum use of their existing curriculum while obtaining a Federal Aviation Administration (FAA) certification. The addition of this minor will also provide support for continued growth opportunities with the Civil Aviation Flight University of China (CAFUC), with whom CAEST recently signed an agreement.

The majority of the minor consists of existing Aeronautics courses. The minor will include:

<u>Course Title</u>	<u>Credit Hours</u>
AERN 15740 Elements of Flight Theory	5
AERN 25250 Elements of Aviation Weather	3
AERN 25350/1 Fundamentals of Air Traffic Control and Lab	3
AERN 25252 Thunderstorms and Severe Weather	3
AERN 35644 Instrument Flight Theory	3
AERN 35746 Commercial Pilot Theory	2
NEW AERN 45010 Aircraft Dispatcher I	3
NEW AERN 45020 Aircraft Dispatcher II	3
Total Credit	25

Conformity of action with mission of sponsoring unit – The program conforms well to the mission of the College of Applied Engineering, Sustainability and Technology and the University as a whole.

Rationale for action – The addition of an FAA Aircraft Dispatcher certificate provides increased flexibility and job potential for flight technology and air traffic control (ATC) students in particular. Due to federal hiring practices and recent changes to airline hiring requirements, these students may have to wait up to a year after graduation before being hired. Additionally, both of these careers fields are dependent upon the student passing, and continuing to pass, an annual FAA medical exam. This certificate will provide graduates employment opportunities in the event that he or she loses their medical qualification.

In the fall of 2012, Kent State signed an articulation agreement with the Civil Aviation Flight University of China (CAFUC) in the field of air traffic control. CAFUC also offers its students an Aircraft Dispatchers degree; the addition of this minor in Aeronautics pairs well with the Aeronautical Studies area of concentration, providing additional opportunities for international student growth.

Effect on current programs, offerings, students, staff – Both ATC and Flight Technology students are already required to take at least 50% of the proposed minor. Recent changes to Aeronautics curriculum give both areas of concentration the flexibility to add the minor with moderate effect on the overall curriculum. Another course in this minor is also part of the Aviation Weather minor, which provides students yet another level of flexibility. With respect to staff, the FAA requires that applied aircraft dispatch courses be taught by a certified Aircraft Dispatcher. Aeronautics personnel will be required to obtain this certification. This has been discussed with the Dean of CAEST who has given his support.

Scope of action – Complete the minor program approval process while applying to the FAA for approval as an authorized aircraft dispatcher program; advertise the minor in catalogs and web pages.

Fiscal and staffing impact of action – The FAA requires that applied aircraft dispatch courses be taught by a certified Aircraft Dispatcher. Aeronautics personnel will be required to obtain this certification. This has been discussed with the Dean of CAEST who has given his support.

Evidence of need and sustainability – According to the Bureau of Labor and Statistics (2012), the demand for airline and commercial pilots is expected to grow 11 percent from 2010 to 2020. This coincides with an increase in fleet size, which leads to an increased market for aircraft dispatchers. The expected growth in the job market is also supported by the Aircraft Dispatchers Federation.

Alternatives and consequences:

Approval of this minor would make Kent State the only University-level program in the state (there are two others – one near Dayton at Sinclair Community College and one in Cincinnati at

a flight training academy). Failure to approve means loss of potential in international student growth and failure to provide expanded opportunities for student learning.

Specific recommendation and justification:

Approve the minor as proposed.

Timetable and actions required:

Approval by Aeronautics Program Area – December 6, 2012

Approval by College of Applied Engineering and Technology CCC – December 13, 2012

Approval by Kent State University EPC – January 24, 2013

Effective – Fall 2013

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **November 14, 2012**
Curriculum Bulletin

Effective Date **Fall 2013** Approved by EPC

Department

College **AT - Applied Engineering...Technology**

Degree **Minor (non degree)**

Program Name **Liquid Crystal and Display Engineering** Program Banner Code **LCDE**

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

Proposal **Establish program**

Description of proposal:

We propose to establish a minor in Liquid Crystal and Display Engineering

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

Current total credit hours: Proposed total credit hours **23-24**

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

None

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

Physics, Chemistry, Chemical Physics Interdisciplinary Program

REQUIRED ENDORSEMENTS

 1/4/2013
Department Chair / School Director

Campus Dean (for Regional Campuses proposals)

 1/4/13
College Dean (or designee)

Dean of Graduate Studies (for graduate proposals)

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

Proposal Summary

Establishment of a Minor in CAEST in the area of Liquid Crystal and Display Engineering

Description of Action, Including Intended

Optical displays are integral to many devices, and liquid crystal displays are a dominant device family within the industry. Recent data indicates that over 1.2 billion devices that have displays such as mobile phones, computers and notebooks were sold in 2011. There are also a large number of appliances and other devices that use optical displays. Thus, the manufacturing of displays is very big business. The manufacturing of optical displays is related to the already existing Engineering and Technology Management and Manufacturing Systems concentrations of the Applied Engineering Bachelor of Science major. Creation of a Liquid Crystal and Display Engineering minor will complement these existing programs, and provide well educated graduates to a still rapidly growing industry.

Conformity of action with mission of sponsoring unit – The program conforms well to the mission of the College of Applied Engineering, Sustainability, and Technology and the University as a whole which is to enhance technological literacy, education and training essential to the knowledge economy, socio-economic well-being and to the workforce development of the state of Ohio in general and Northeast Ohio in particular. Our vision is to have cutting edge programs that serve the region, country and world and to prepare graduates to be highly productive leaders in the general area of technology. This proposed program is part of this much broader focus.

Rationale for action – The need for a new type of engineer who understands displays, automation, and cleanrooms is becoming apparent to a growing segment of the display market. The proposed minor addresses this need in a strong, well-focused manner that complements current Physics and Chemistry programs and the strengths at Kent State University. In 2010, there were 5 billion mobile phone subscriptions; there is also a large market in computers, notebook like devices, automobiles and appliances, so the need for physicists and chemists who also understand displays and display manufacturing should continue for decades.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

This will make better use of faculty members currently teaching courses in the CAEST concentration in manufacturing systems by having more students in those courses that overlap both programs. It will also provide greater enrollment in courses in the nascent Mechatronics program and generally in the area of applied engineering for the same reasons. It will provide a venue for undergraduate teaching for faculty members in the Chemical Physics Interdisciplinary Program, thus providing some salary relief in this area.

This program will require the establishment of four (4) new courses in the general area of liquid crystal optical displays and devices with a focus on developing graduates who are equipped to enter the display industry upon graduation. These courses will be offered in CAEST, but taught by world-renowned experts from the Liquid Crystal Institute. Thus, until significant growth is encountered in several years, this program will require no new faculty members. These courses are also part of our proposed concentration in Liquid Crystal and Display Engineering.

We anticipate that this program will have minimal effect on current students. The mathematics, physics and chemistry requirements for this program are consistent with current programs in Chemistry and

Physics. Hence, this program is designed to provide a multidisciplinary program for Physics and Chemistry students who will not be going to graduate school. This will be the first program of its type in the world, and with strong connections to local and global industries in a few years we expect to have an international student body that will be well prepared for the rigorous mathematics and physical science requirements of this program.

Fiscal, Enrollment, Facilities and Staffing Considerations

The initial fiscal effect will be neutral to positive. Clearly, it will be positive if there are new students better filling current courses that have empty seats. Should the enrollment be smaller than projected, seats will still be filled, but to a smaller extent. A start-up schedule has been developed that will provide for the students in the concentration and allow minors to start taking courses in fall 2013.

The new courses are often extensions of formal and informal courses provided at the LCI. For example, Introduction to Display and Electro-optical Device Technology will be a combination lab/ lecture course and will use laboratory facilities at the LCI and builds off a current program. The cleanroom course will be a combination lecture/lab courses and use LCI facilities for the laboratory aspects. It is based on current efforts in cleanroom training at the LCI. The course on display materials and production will need greater development time, but represent areas that are of interest and expertise of current faculty members. We believe that the current facilities are sufficient for this use, unless there is overwhelming response to this program such that there are fifty students per year.

This is a new minor, in a new area Display Engineering. Displays are part of nearly every modern product. The technology is evolving, improving, and growing at an accelerating rate. Thus, a growing number of devices use displays leading to a large market for optical displays. Discussions with industry indicate that there is a need for a person with the skill set we propose to develop. This is a person above a display processor, who works in a cleanroom and does what she is told, and a full blown Ph.D. or graduate engineer who develops new displays, suggests changes in manufacturing methodology and generally handles the most technical aspects of the development and production of displays. The actual numbers are difficult to determine. We optimistically expect starting with 1-2 minors in year one and increasing to roughly 2-4 minors per year once we are in the steady state. However, this minor provides a strong career path for those students who take General Chemistry and University Physics and find the mathematics and theoretical aspects are not well matched to their more hands-on inclinations. It is a terrible waste of human potential if these scientifically and technically interested students see no career path in science because they do not see themselves earning a Ph.D.

Evidence of Need and Sustainability if Establishing

This is a new type of position, which has no historical data on salaries. Based on position titles of our graduates, we anticipate the graduates of this program will hold titles such as industrial engineer, mechanical engineer, and scientist. The bureau of labor lists the median salary (in 2010) of technicians in electronics, industrial, and mechanical engineering with associate degrees (below the level of the graduates of the proposed program) in the range \$48,000 to \$56,000 depending on specialization. The median salary of engineers in these fields is about \$75,000. Non-Ph.D chemists and material scientists have a median salary of about \$70,000. However, the median salary of biological technicians with a Bachelor's degree is closer to \$39,000. Cleanroom processors in the semiconductor industry typically have an associate's degree and a median salary of approximately \$33,000 per year. These latter two positions indicate the lowest salary levels where a graduate of this program might be employed. Taken in total, these data indicate a graduate of this program with a solid skill set and industrial experience should expect a salary in the range of \$60,000-70,000 per year, somewhat more than a technician with an associate's degree and a bit less than an engineer with a degree in engineering.

Cleanrooms in the semiconductor industry are becoming more automated and robots and machines that have fewer contamination and variability issues, higher productivity, and higher yield are replacing people. In fact, the BLS predicts a decrease in semiconductor processors of 18% through 2020. Automation will move into the display industry were the same cost and production issues arise as in the semiconductor industry. Thus, a person with knowledge of computer automation, robotics and related issues as well as an understanding of displays and cleanrooms will become extremely valuable. This is the person we will educate, and industry has told us they need.

Of course, the situation will change. A rapid increase in automation, new manufacturing techniques and the like will all occur over the coming years. However, we have very strong fundamental advantages:

- This is the first program of its type in the world,
- Association with the LCI, a world leader,
- Strong industry-university relationships through LCI and CAEST,
- Only four new courses are required, parts of these exist in other venues already; thus allowing a rapid start-up,
- Builds on and uses current courses in advanced manufacturing,
- Fills unoccupied seats in sections presently offered in multiple departments.

Provisions for Phase-Out if Inactivating

NA

Alternatives and consequences:

Lower enrolment growth at KSU, fewer students will benefit from these courses, reduced KSU impact on NEO and region.

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

Approval by Applied Science and Technology Program Area – November 30, 2012

Approval by College of Applied Engineering, Sustainability and Technology CCC – December 14, 2012

Approval by Kent State University EPC – January 27, 2013

Effective – Fall 2013

Text for Catalog

Liquid Crystal and Display Engineering Minor

Kent State University 2013 Catalog > College of Applied Engineering, Sustainability and Technology > Minors > Liquid Crystal And Display Engineering Requirements

COLLEGE: College of Applied Engineering, Sustainability and Technology

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

The Liquid Crystal and Display Engineering minor gives students an introduction to the body of knowledge expected of an entry-level professional that work in the liquid crystal technology and display industry. The minor is particularly appropriate for a student who is major or has a strong interest in Physics or Chemistry.

Type Legend: DD Diversity-Domestic; DG Diversity-Global; ELR Experiential Learning; KAD Kent Core Additional; KBS Kent Core Basic Sciences; KCM Kent Core Composition; KFA Kent Core Fine Arts; KHU Kent Core Humanities; KMC Kent Core Mathematics and Critical Reasoning; KSS Kent Core Social Sciences; WIC Writing Intensive

Please read the sections in the University Catalog on

Liquid Crystal and Display Engineering MINOR REQUIREMENTS (24 credits)				
Course	Number	Title	Credits	
LCDE*	37410	Introduction to Displays And Liquid Crystal Electro-Optical Device Technology	3	NEW
LCDE*	47410	Introduction to Display Materials	3	NEW
LCDE*	47450	Clean Room Techniques and Prototype Device Fabrication	3	NEW
LCDE*	47560	Flat Panel Displays: Manufacturing Science and Technology	3	NEW
Pick four (4) of the following —			11-14	
TECH	33031	Programmable Logic Controllers	3	
TECH	33222	Digital Design for Computer Engineering	3	
TECH	33700	Quality Techniques	3	
TECH	43221	Digital Control Systems and Instrumentation	3	
WIC/ELR TECH*	33036	Cooperative Education-Professional Development	2	
ELR PHY*	40092	Internship in Physics (2)	2	
CHEM*	20481 or 30481	Basic Organic Chemistry 1 or Organic Chemistry	4 or 3	
MINIMUM TOTAL			23	

Minimum cumulative 2.500 GPA required for minor.

as prerequisites

* All LCDE courses require PHY 23101, and 23102, CHEM 10061 and CHEM 10063, and MATH 12002 and 12003. These courses are common to almost all Chemistry and Physics programs.

+ Only one of these three courses may be taken as part of the minor.

^ The content of Cooperative Education or Internship must be in an area of applied liquid crystal and/or display engineering.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **15-Nov-12** Curriculum Bulletin _____Effective Date **Fall 2013** Approved by EPC _____

Department **AST**
 College **AT - Applied Engineering...Technology**
 Degree **Minor (non degree) Minor Minor**
 Program Name **Sustainability** Program Banner Code **SUST**
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Establish program**

Description of proposal:

Establish a minor in the CAESTDoes proposed revision change program's total credit hours? ☐ Yes ☒ NoCurrent total credit hours: ~~20-24~~ Proposed total credit hours **19-21**

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

None

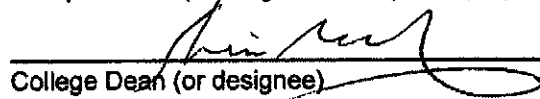
Units consulted (other departments, programs or campuses affected by this proposal):

College of Arts and Sciences, College of Business, College of Architecture, College of the Arts, College of Education, Health and Human Services.**REQUIRED ENDORSEMENTS**


Department Chair / School Director

12/21/12

Campus Dean (for Regional Campuses proposals)

1/1/12


College Dean (or designee)

12/19/12

Dean of Graduate Studies (for graduate proposals)

1/1/12

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

1/1/12



College of Applied Engineering, Sustainability and Technology

Proposal Summary

Title:

Establishment of a Minor in Sustainability

Subject Specification:

This proposal recommends establishment of a Minor in Sustainability in the College of Applied Engineering, Sustainability and Technology (CAEST). This Minor will be initially composed of courses from the College of Applied Engineering, Sustainability and Technology (CAEST), College of the Arts, College of Architecture and Environmental Design (CAED), College of Arts and Sciences, College of Business Administration (COB), and College of Education, Health, and Human Services.

Background Information:

President Lefton shared that "Sustainability efforts require a level of ingenuity and integrity that's hard to find in many institutions, but that abounds on every Kent State campus." (State of the University Address, 9/25/08). That expression of KSU leadership in the field of Sustainability was followed by the mobilization of intellectual and teaching components, as well as co-curricular activities. The Industrial Advisory Board of the CAEST established a subcommittee on Sustainability in the Fall semester of 2011 to promote activities in accordance with the new mission of the College. The subcommittee consists of members from industry and faculty from CAEST, CAED, COB and Sustainability Manager of KSU Facilities Planning and Operations. One aspect of this subcommittee's work is the establishment of academic programs in the area of Sustainability; the proposed minor is the first step towards achieving this goal. Creation of a Minor in Sustainability will provide visibility to employers for students who have acquired knowledge in green technologies as well as their undergraduate majors and minors. This expertise is of particular interest for industries that promote environmental protection. The interdisciplinary nature of the Sustainability Minor promotes students outside of CAEST to work together in scholarly ways to learn about and create new means of establishing practices that serve the joint social, economic, and environmental needs of communities and organizations.

Since July 2012, members of the sustainability subcommittee have contacted many people in the university to discuss about the idea of creating a Minor in Sustainability and solicit their participation. They have contacted the Provost, the Faculty Professional Development Center, all the college deans and more than fifteen department chairs and directors. They received strong support from majority of people contacted; a few people asked for more information or exchanged thoughts; and no one opposed it.

The members of sustainability subcommittee met with the Provost in July 2012 to discuss about the concept of a minor in sustainability. He was very supportive to this idea and indicated that he would provide funding to assist the integration of sustainability contents into courses. In a follow up meeting with the Provost in December, he was pleased to see the progress of this minor and confirmed that he would provide funding to support up to 30 faculty members to integrate sustainability contents into the course contents at the level of \$750 per person.

Effect on current programs, offerings, students, staff

It is expected that the implementation of this Minor will attract more students to courses dealing with sustainability issues. The Sustainability Minor will extend to students and faculty the opportunity to delve deeply into a range of timely and significant sustainability issues, such as technology solutions to threats to planetary health and resource availability, social rights and responsibilities, long-term economic well-being, as well as the intersection of these issues. As such, this minor will provide a clear set of options for students who seek concentrated study in sustainability, and its presence on a transcript could provide a competitive advantage to students who apply for work in organizations that value sustainability.

Because sustainability-related issues are relevant to an array of disciplines across our university, we reached out to a variety of Departments and Colleges to identify appropriate courses to incorporate into the Minor. Many of our faculty have been integrating sustainability-related concepts and examples into their existing courses for some time; the minor will offer to these faculty members, and to others, the opportunity to formalize and enhance sustainability-related pedagogical efforts. For example, the proposed CAEST courses that have already been taught on a provisional basis have received positive student feedback. At the present time there is no need to add additional teaching staff.

Evidence of need

According to the U.S. Bureau of Labor and Statistics on Green Technologies Practices (http://www.bls.gov/gtp/gtp_t05.pdf) the percent of industries employing people in green technology areas is of the order of 16.3%, the major number in the construction, utilities, and waste management sectors, and that number will continue to increase in the future. Further, more than two thirds of Fortune 500 companies formally report their sustainability efforts (<http://www.environmentalleader.com/category/sustainability-reports/>), which reflects the growing commitment of employers to sustainability and their need to hire employees who are prepared to support sustainability-related organizational initiatives. The implications of

sustainable practices extends beyond local and national borders and offers perspective employees a means of critically thinking, problem solving, and communicating while address real issues.

Alternatives and consequences:

This minor has the potential to attract and retain students who would otherwise be lost to another institution that offers formalized study of sustainability. As such, it should lead to enrollment growth and retention. Although we are not the first institution of higher education in northeast Ohio to offer a Minor in Sustainability, our minor will be among the first to incorporate the three components of this subject, and other universities will likely copy our lead. By positioning ourselves as a leader in sustainability curriculum we strengthen our capacity to compete against alternative programs. Also, the development of curriculum activities in the area of Sustainability supports the newly developed mission for the CAEST.

Specific recommendation and justification:

The specific recommendation is to create a Sustainability Minor with courses providing basic knowledge in sustainability issues related to social, economic and environmental domains, as well as introducing systems thinking and advanced courses for analysis and application opportunities. The Minor, composed of six courses and a "Plus-1" credit hour Experiential Learning Requirement, provides a range of learning opportunities at many different levels of work (i.e., Bloom's Taxonomy). The outcomes for the Minor include:

1. Students demonstrating an understanding of the 3 domains of sustainability (social, environmental and economic) and their interrelationships.
2. Students applying systems thinking to analyze sustainability-related issues in an integrated manner, within the academic discipline of the course.
3. Students creating integrated sustainability solutions, including technology, and evaluating their merits, with consideration of each sustainability domain as well as the interrelationships among domains.

The six courses within the Minor consist of three lower division courses and three upper division courses meeting the following sustainability course criteria:

- Lower Division Elective Course:
 - must articulate Learning Objectives that meet at least Learning Outcome 1
 - sustainability must be a substantial unit or a continuous thread of the course;
 - must have at least 20% of content relating to sustainability subjects
- Upper Division Elective Course:
 - must articulate Learning Objectives that meet 2 of the 3 Learning Outcomes
 - sustainability must be a clear focus of the course;
 - must have at least 50% of content in relating to sustainability subjects

Specifically, the Minor in Sustainability will initially include the following courses:

1. Choose at least ^{SIX} nine credit hours from the following lower division courses:

Course No.	Title	Credit Hours
TECH 27210	Introduction to Sustainability [^]	3 (new course)
BSCI 10002	Life on Planet Earth	3
CHEM 10030	Chemistry in our World	3
ECON 22060	Principles of Microeconomics	3
ENTR 27056	Introduction to Entrepreneurship	3
GEOG 10160	Introduction to Geography	3
PHY 13001	General College Physics I*	4
PHY 13021	General College Physics Laboratory I*	1
PHY 21430	Frontiers in Astronomy	3
MIS 24163	Principles of Management	3
SOC 12050	Introduction to Sociology	3

required course in minor

2. Choose at least nine credit hours from the following upper division courses:

ANTH 48217	Anthropology and Sustainability**	3
ARCS 30421	The Environmental Imperative	3
ECON 32084	Economics and the Environment	3
FDM 35012	Sustainability in Fashion	3
GEOG 36065	Cities and Urbanization	3
GEOG 41073	Conservation of Natural Resources	3
JMC 37005	Environmental Media	3
MIS 44009	Business Case for Sustainability	3
MIS 44062	Supply Chain Management	3
RPTM 36083	Environmental Education and Conservation	3
TECH 47210	Sustainable Energy I	3 (new course)
TECH 47211	Sustainable Energy II	3 (new course)

3. Experiential Learning one-hour Plus-1 Credit [^] # 1

(to be attached to any course in or out of Minor that provides a culminating project demonstrating all 3 Student Learning Outcomes of the Minor.)

TOTAL NUMBER OF CREDITS: 19-21

[^] Minor Requirement

* These two courses are co-requisite of each other and will be counted as a single course to meet the requirements of the Minor.

The ELR "add-on" to an existing course allow students to append experiential learning to any undergraduate course that does not have an existing activity. Students use reflective analysis to document the integration of course objectives with the engaged learning experience. This one hour "add-on" course must be approved by both the course instructor and the coordinator of this Minor.

**** This has been taught as a Special Topics course during the last three years. The process to formalize the course and assign it a number as a regular course will be undertaken in the Spring of 2013.**

It is intended that meetings and/or workshops on Sustainability Minor Curriculum will be held by CAEST and Faculty Professional Development Center to assist instructors to develop and/or modify courses to meet the above sustainability course criteria. It is also intended that this Minor will be broad in nature and continuously evolving, with courses added to or removed from the above lists upon authorization from the coordinator of the Minor, EPC and the Provost.

Timetable and actions required:

Approval by Applied Science and Technology – November 28, 2012

Approval by College of Applied Engineering and Technology CCC – December 13, 2012

Approval by Kent State University EPC – January 28, 2013

Effective – Fall 2013

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 11/28/2012

Curriculum Bulletin _____

Effective Date Fall 2013

Approved by EPC _____

Department:

College: CAEST

Degree: Minor

Program Name: Unmanned Aircraft Systems

Program Code: ~~47~~UAS

Concentration(s):

Proposal: Create a Minor in Unmanned Aircraft Systems

Description of proposal:

1. Create a minor in Unmanned Aircraft Systems

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

Current total credit hours: Proposed total credit hours 16

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

None/Not Applicable.

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

None/Not Applicable

REQUIRED ENDORSEMENTS



 Department Chair / School Director / Campus Dean

12/21/12



 College Dean

12/21/12

 Executive Dean of Regional Campuses / Dean of Graduate Studies

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 Senior Vice President for Academic Affairs and Provost

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College of Technology

Transmittal Memo

To: Therese E. Tillet, Director of Curriculum Services

From: Dr. John C. Duncan, College of Applied Engineering, Sustainability and Technology

Subject: Creation of a Minor in Unmanned Aircraft Systems

Date: November 28, 2012

Proposal Summary

Title: Creation of a Minor in Unmanned Aircraft Systems

Subject Specification: The purpose of this proposal is to recommend the creation of a minor in Unmanned Aircraft Systems. The minor will be comprised of six new AERN courses encompassing 16 credit hours of course work. This minor is intended to be an option specifically designated for students enrolled in any of the five aeronautics degree concentrations.

Background Information: The use of Unmanned Aerial Vehicles/Unmanned Aircraft Systems has been increasing steadily over the past five years and is forecast to grow tremendously over the next ten to twenty years. Recent Congressional directives to the Federal Aviation Administration (FAA) have mandated that the FAA develop and implement policies, operational procedures, and regulations that will provide for the integration of commercial and private airborne remotely piloted vehicles (RPVs) into the airspace and operating environment of the National Airspace System (NAS) by the end of the year 2015. After 2015 the UAS sector is expected to grow at an exponential rate, creating a high demand for UAS pilots/operators, UAS sensing systems, UAS sensor operators and analysts, UAS airframe and systems designers and manufacturers, UAS maintainers, and UAS ground-support systems. Once the NAS is open to commercial and public UAS operations after 2015 it is expected that there will be a period of rapid and significant expansion of UAS operations in such areas as: wildlife and environmental research; oceanography; navigation; geologic research; natural disaster response; law enforcement; emergency management; customs and border patrol operations; weather research; weather monitoring and forecasting; search and rescue; traffic monitoring; homeland security; agricultural research and surveying of crops, soils, and livestock; crop dusting; wildfire surveillance; wildlife survey; power line and pipeline survey; perimeter security; road patrol; oil, gas, and mineral exploration; payload transport; water study; and aerial photography for fields like real estate, construction, and accident investigation.

Forecasts and predictions concerning UAS use by military, government, and business include the following:

- More than 23,000 UAS jobs could be created over the next 15 years. (Source: *Unmanned Aircraft System Integration into the United States National Airspace System: An Assessment of the Impact on Job Creation in the U.S. Aerospace Industry*; the Association for Unmanned Vehicle Systems (UAVSI); 2010.) UAVSI is the ultimate international authority on UAS and RPV issues.

- The worldwide market for unmanned aerial vehicles (UAVs) will grow to a cumulative total of \$71 billion from 2010 to 2020 (Source: *sUAS News*; Gary Mortimer; 12 October 2010.)
- Teal Group's 2011 market study estimates that UAV spending will almost double over the next decade from current worldwide UAV expenditures of \$5.9 billion annually to \$11.3 billion, totaling just over \$94 billion in the next ten years (Source: *sUAS News*; Mike Smith; 1 March 2011). Teal Group is a major consultant group specializing in aerospace and defense market analysis, prediction, and forecasts.

Alternatives and Consequences: Failure to implement this proposal will place the aeronautics program behind leading institutions that already have UAS curriculum in place or are moving to implement curricula to address the needs for this area. In addition, failure to implement this proposal will inhibit the faculty's ability to competitively engage in UAS research, development, and training activities.

The creation of the this minor will open up opportunities to CAEST faculty in research and development in the areas of UAS integration into the National Airspace System (NAS), sense and avoid systems and procedures, operator/pilot training, and the design and development of unmanned aircraft, unmanned aircraft systems, and UAS sensors. Furthermore, this program will position the college to take advantage of pilot and sensor operator education and training as formalized pilot and sensor operator training guidelines emerge from the ongoing FAA efforts in developing policy, procedures, rules, and regulations regarding UAS airspace integration, UAS operations, and pilot and aircraft certification.

Specific Recommendation and Justification: See Attachments A and B.

Timetable and Actions Required:

- College of Applied Engineering, Sustainability and Technology (Aeronautics) AERN curricular group Approval: December 2012
- CAEST's CCC Approval: December 2012
- EPC Approval: January 2013
- Activation: Fall Semester, 2013

Curricular Bodies That Have Reviewed and Approved This Action

Approved: December 6, 2012
AERN curricular group

Approved: December 13, 2012
College of Applied Engineering, Sustainability and Technology Curriculum Committee (CCC)

Attachment A:

Summary of Curriculum Changes for the Minor in Unmanned Aircraft Systems

- Establishment of a new minor in Unmanned Aircraft Systems (16 hours)
- The creation of five new courses:
 1. AERN 25800 Introduction to Unmanned Aircraft Systems (3 credit hours)
 2. AERN 35810 Unmanned Aircraft Systems (3 credit hours)
 3. AERN 35830 UAS Sensing and Sensor Systems (3 credit hours)
 4. AERN 35840 UAS Command, Control, and Communications (3 credit hours)
 5. AERN 45800 UAS Flight Operations Theory (4 credit hours)

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Nov-12** Curriculum Bulletin _____
 Effective Date **Fall 2013** Approved by EPC _____

Department _____

College **AT - Applied Engineering...Technology**

Degree **~~BS - Bachelor of Science~~ Minor**

Program Name **Applied Engineering** Program Banner Code **AENG**

Concentration(s) **Computer Engineering Technology** Concentration(s) Banner Code(s) **CET**

Proposal **Establish program**

Description of proposal:

This proposal recommends establishment of a minor in Computer Engineering Technology

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

Current total credit hours: _____ Proposed total credit hours **18 24**

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

None

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

None

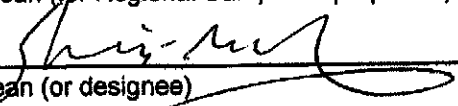
REQUIRED ENDORSEMENTS


 Department Chair / School Director

12/21/12

 Campus Dean (for Regional Campuses proposals)

 / /


 College Dean (or designee)

12/19/12

 Dean of Graduate Studies (for graduate proposals)

 / /

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

 / /



College of Applied Engineering, Sustainability and Technology

Transmittal Memo

To: Therese E. Tillet, Director of Curriculum Services

From: Dr. Simon Song, Dean, College of Applied Engineering, Sustainability and Technology

Subject: Establishment of a Minor in Computer Engineering Technology

Date: November 2, 2012

Summary statement describing the proposed action:

This proposal recommends establishment of a minor in Computer Engineering Technology.

Curricular Bodies That Have Reviewed and Approved This Action

College of Applied Engineering, Sustainability and Technology, Applied Science and Technology Program Area

College of Applied Engineering, Sustainability and Technology, College Curriculum Committee



College of Applied Engineering, Sustainability and Technology

Proposal Summary

Title:

Establishment of a Minor in Computer Engineering

Subject Specification:

This proposal recommends establishment of a minor in Computer Engineering with Networking option. This minor will be composed of existing courses from the College of Applied Engineering, Sustainability and Technology. *and new/courses revised*

Background Information:

Description of action, including its intended effect – Creation of a minor in Computer Engineering Technology (CET) will provide visibility to students and future employers of this acquired skill that Kent State University has been developing. CET students study the design of network systems, telecommunications systems, networking hardware and computer hardware engineering and architecture technologies. CET students will have the opportunity to conceptualize, develop and analyze requirements engineering specifications for practical systems. The minor consists of existing TECH courses that have attracted students from other units, including Computer Science, School of Digital Sciences, Chemistry and College of Applied Engineering Sustainability and Technology. The minor will include the following courses:

Catalog description

<i>NEW</i>	<i>to</i>	[TECH 16010] Intro Computer Engineering Technology	3
		[TECH 23010 26301] Networking Hardware I	3
		[TECH 36302] Networking Hardware II	3
		[TECH 43222] Computer <u>Engineering</u> Hardware and Architecture	3
		[TECH 46330] Visual Basic Programming in Engineering Technology	3
		[TECH 46350] Network Management <i>and</i> Design Technology	3
		[TECH 46411] Requirements Engineering and Analysis	3
		[TECH 46312] Wireless Network and Telecommunication Systems	3
			<u>24</u>

← revised - was 36411

Total Credit**24**

Conformity of action with mission of sponsoring unit – The program conforms well to the mission of the College of Applied Engineering, Sustainability and Technology and the University as a whole, since the minor is applicable in most disciplines on campus.

Rationale for action – According to the US Bureau of Labor and Statistics projections for 2010 – 2020 <http://www.bls.gov/ooh/About/Projections-Overview.htm>: The “employment in computer systems design and related services is expected to increase by 47 percent, driven by growing demand for sophisticated computer network and mobile technologies.

Effect on current programs, offerings, students, staff – It is expected and hoped that this will attract more students to these courses. The current staff is capable of handling the load and more of the courses will be converted to distance learning/on-line formats to reach larger audiences.

Scope of action, – Complete the minor program approval process, advertise the minor in catalogs and web pages, teach larger classes.

Fiscal and staffing impact of action – None currently but additional sections and staff may be needed in time.

Evidence of need and sustainability –

According to the US Bureau of Labor and Statistics projections for 2010 – 2020
<http://www.bls.gov/ooh/About/Projections-Overview.htm>

Employment of network and computer systems administrators is expected to grow 28 percent from 2010 to 2020. Demand for these workers is high and should continue to grow as firms invest in newer, faster technology and mobile networks.

Alternatives and consequences:

Other universities will copy our lead, lower enrolment growth at KSU, fewer student will benefit from these courses.

Specific recommendation and justification:

Approve the minor as proposed.

Timetable and actions required:

Approval by Applied Science and Technology Program Area – November 7, 2012

Approval by College of Applied Engineering and Technology CCC – December 13, 2012

Approval by Kent State University EPC – January 28, 2013

Effective – Fall 2013

[TECH 16010] Intro Computer Engineering Technology

Course describes Computer Engineering Technology concepts and principles. Covers computer hardware, computer hardware operations, digital systems design, networking hardware, technology of networking, computer aided design and embedded systems

Prerequisite: MATH11022

[TECH 26301] Networking Hardware I

A hands-on, applied engineering-focused course emphasizing the operation, maintenance, and performance aspects of networking hardware. Topics include networking hardware operation, characteristics, configuration, and troubleshooting fundamentals. Course also includes network standards, protocols, configuration, topologies, and administrative fundamentals as related to networking hardware systems. Note: This course is part of the Networking and Hardware course sequence required for students enrolled in the Computer Engineering Technology concentration. Lab Fees:

Prerequisite: TECH 16010, TECH 21021 or DSCI 16010

[TECH 36302] Networking Hardware II

This course is a continuation of TECH 26301. In-depth coverage of personal computer-based enterprise networking systems hardware with a focus on network hardware and software configuration, fault analysis, diagnostics, and troubleshooting. Topics include router and switch operation, programming, configuration, and troubleshooting, along with overall enterprise network maintenance, troubleshooting, and repair. Course also includes WAN and VLAN fundamentals, intermediate TCP_IP, and network administration and maintenance as related to fielding and maintaining networking hardware components and systems. Note: This course is part of the Networking Hardware course sequence required for students enrolled in the Computer Engineering Technology concentration.

Prerequisite: TECH 26301. Lab Fees:

[TECH 43222] Computer Hardware Engineering and Architecture

Covers the internal architecture and operation of digital computers. Topics include computer processor datapaths and control, computer memory datapaths and control, pipelining and parallel processing, memory architecture and management, IO control, system bus architecture and properties, and computer control timing and synchronization. Prerequisite: TECH 33222. Lab Fees:

[TECH 46330] Visual Basic Programming in Engineering Technology

This course will cover the concepts of object-oriented, event-driven programming with hands-on application of those concepts to solve engineering-related problems utilizing the current version of visual basic. Prerequisite: TECH 16010, TECH 10001 or PHY 13001 and special approval

[TECH 46350] Network Management Technology

Course covers the technical aspects of centrally managed and distributed Wide Area Networks, with an emphasis on the techniques used to maintain and improve the performance of telecommunications and data networks. Students will use software packages to monitor the real-time performance of a network and to diagnose various networking hardware and software problems. Topics include the five stacks of network management (fault management, configuration management, performance management, security management, and accounting management). Examples of current specific network management products are reviewed. Note: This course is part of the Networking Hardware course sequence required for students enrolled in the Computer Engineering Technology concentration.

Prerequisite: TECH 36302. Lab Fees:

[TECH 46411] Requirements Engineering and Analysis

Describes requirements engineering concepts for practical systems. Topics include identifying stakeholders and how to work with them effectively, requirements elicitation techniques, requirements engineering in the Problem Domain, developing Use-Case scenarios, reference models, systems requirements specifications, validating and prototyping requirements and case study presentations by industry SMEs. Some knowledge of a programming language or good analytical background is assumed. Prerequisite may be waived for students with industry experience in software development or consent from the instructor.

Prerequisite: Grade of C or higher in Intro Computer Engineering Technology (TECH 16010), Computational Thinking (DSCI 15310) or Computer Science 1 (CS 13001)

[TECH 46312] Wireless Network and Telecommunication Systems

Course describes cellular, mobile and the Public Switch Telephone Network infrastructures; electronic switching systems, transmission systems, and emerging wireless networks.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **26-Oct-12** Curriculum Bulletin _____
 Effective Date **Fall 2013** Approved by EPC _____

Department **Computer Technology**
 College **RE - Regional College**
 Degree **~~BTAS - Bachelor of Technical and Applied Studies~~**
 Program Name **Computer Technology** Program Banner Code **CFSE**
 Concentration(s) _____ Concentration(s) Banner Code(s) **HDKS**
 Proposal **Establish program minors** **QWDV**

Description of proposal:

Create three Computer Technology minors: Computer Forensics and Security (18); Help Desk Support (19); and Software Development (19). Minimum credit hours of the three minors is shown in parentheses. Change pre-requisites of existing COMT courses to include courses from other programs.

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

Current total credit hours: **12** Proposed total credit hours **1218-19**

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

The courses used for the three minors are already offered on a regular basis across the system by existing Computer Technology faculty for the BTAS-COMT concentrations. The minors will offer an opportunity for students from other majors to gain a minor taking courses not offered by other departments.

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

DSCI, COMT, Regional College Curriculum Committee

REQUIRED ENDORSEMENTS

Department Chair / School Director	____/____/____
Campus Dean (for Regional Campuses proposals)	____/____/____
<i>Wanda Thomas</i>	<u>12/10/12</u>
College Dean (or designee)	____/____/____
Dean of Graduate Studies (for graduate proposals)	____/____/____
Provost and Senior Vice President for Academic Affairs (or designee)	____/____/____

Proposal Summary **[Create three new Computer Technology minors]**

Description of Action, Including Intended Effect

Create three Computer Technology minors: Computer Forensics and Security (18); Help Desk Support (19); and Software Development(19). Minimum credit hours in parentheses. Change pre-requisites of existing COMT courses to include courses from other programs (see attached list of pre-req changes). Change credit hours of ELR COMT 36392 Internship to 1-3 to make it more flexible for students. ELR requires 1 credit hour.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

The courses used for the three minors are already offered on a regular basis across the system by existing Computer Technology faculty for the BTAS-COMT concentrations. The minors will offer an opportunity for students from other majors to gain a minor by taking courses not offered by other departments.

Fiscal, Enrollment, Facilities and Staffing Considerations

No impact. Courses are already being offered.

Evidence of Need and Sustainability if Establishing

Initial suggestion by DSCI (Digital Sciences) for COMT to develop minors.

Provisions for Phase-Out if Inactivating

Courses will continue to be offered for BTAS-COMT majors.

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

11/16/2012 Approved by COMT Curriculum Committee
12/7/2012 Approved by Regional College Curriculum Committee
1/28/2012 Approved by EPC

The ~~Computer Technology~~ Software Development minor is designed to complement a wide range of majors. The minor includes two courses focused on Visual Basic, a scripting course, and a course on programming mobile devices.

Two electives provide flexibility to tailor the minor to each student's interests and career goals. For example, a student might choose a different programming language or a more in-depth course in scripting, Visual Basic, or data design.

Type Legend: DD Diversity--Domestic; DG Diversity--Global; ELR Experiential Learning; KAD Kent Core Additional; KBS Kent Core Basic Sciences; KCM Kent Core Composition; KFA Kent Core Fine Arts; KHU Kent Core Humanities; KMC Kent Core Mathematics and Critical Reasoning; KSS Kent Core Social Sciences; WIC Writing Intensive

Please read the sections in the University Catalog on Kent Core, diversity, writing-intensive and the experiential learning requirements.

SOFTWARE DEVELOPMENT MINOR REQUIREMENTS (19 credits)				
Type	Course	Title		Credits
	COMT 21005	Visual Basic Database Programming		4
	21036	Web Scripting I		3
	36309	Programming Mobile Applications		3
	46308	Advanced Visual Basic Programming		3
	Choose two from the following:			6
COMT	20001	C++ Programming (3)		
	20011	Java Programming (3)		
	36302	C Sharp Programming (3)		
	36308	Ergonomics in Computer Systems (3)		
	36336	Web Scripting II (3)		
	46309	Visual Basic Web Programming (3)		
	46315	SQL with Oracle (3)		
	46321	Web Database Integration (3)		
	46340	Data Design and Implementation (3)		
MINIMUM TOTAL				19

* At least 3 of the 16 credit hours must be upper-division
 - Per Email Riddick 12/4/12

HDKS

The ~~Computer Technology~~ Help Desk Support minor is designed to complement a wide range of majors. The minor includes a course focused on computer hardware, a basic course on application software, a local area network troubleshooting course, a course focusing on usability design, and a course on Help Desk methods and technologies.

An advisor-approved elective in Computer Technology provides flexibility to tailor the minor to each student's interests and career goals. For example, a student might choose a Computer Technology course that provides practical experience in web design, application programming, or networking.

Type Legend: DD Diversity--Domestic; DG Diversity--Global; ELR Experiential Learning; KAD Kent Core Additional; KBS Kent Core Basic Sciences; KCM Kent Core Composition; KFA Kent Core Fine Arts; KHU Kent Core Humanities; KMC Kent Core Mathematics and Critical Reasoning; KSS Kent Core Social Sciences; WIC Writing Intensive

Please read the sections in the University Catalog on Kent Core, diversity, writing-intensive and the experiential learning requirements.

HELP DESK SUPPORT MINOR REQUIREMENTS (19 credits)				
Type	Course	Title		Credits
	COMT 11009	Computer Assembly & Configuration		4
	12000	Personal Productivity Software		3
	21100	LAN Troubleshooting		3
	36308	Ergonomics in Computer Systems		3
	36340	Help Desk Support		3
	Choose One Elective in Computer Technology (must be upper division)			3
	3/4XXX	upper division	MINIMUM TOTAL	19

CFSE

The ~~Computer Technology~~ Computer Forensics and Security minor is designed to complement a wide range of majors. The minor includes one course focused on vulnerabilities, a forensics course focused on individual computers, a forensics course focused on networks, and a course on network security.

Two electives provide flexibility to tailor the minor to each student's interests and career goals. For example, a student might choose a more in-depth course in hardware, mobile applications, command line tools, networking, or firewalls.

Type Legend: DD Diversity—Domestic; DG Diversity—Global; ELR Experiential Learning; KAD Kent Core Additional; KBS Kent Core Basic Sciences; KCM Kent Core Composition; KFA Kent Core Fine Arts; KHU Kent Core Humanities; KMC Kent Core Mathematics and Critical Reasoning; KSS Kent Core Social Sciences; WIC Writing Intensive

Please read the sections in the University Catalog on Kent Core, diversity, writing-intensive and the experiential learning requirements.

COMPUTER FORENSICS & SECURITY MINOR REQUIREMENTS (18 credits)			
Type	Course	Title	Credits
	COMT 21200	Ethical Hacking	3
	36320	Computer Forensics	3
	36321	Network Forensics	3
	36330	LAN Security Fundamentals	3
	Choose two from the following:		
	COMT 11009	Computer Assembly & Configuration (4)	
	36309	Programming Mobile Apps (3)	
WIC*	36318*	Survey of Information Security, Internet Fraud, & Computer Forensics (3)	
	36355	Command Line Utilities (3)	
	46310	Technology of Operating Systems (3)	
	46311	Technology of Networking (3)	
	46331	LAN Security and Firewalls (3)	
MINIMUM TOTAL			18

Prerequisite changes to support the BTAS COMT minors. (proposed changes are in red)

Fall 2013

~~21100~~, LAN Troubleshooting
~~21110~~, Internetworking
~~21200~~, Ethical Hacking
~~36320~~, Computer Forensics
~~36321~~, Network Forensics
~~36330~~, LAN Security Fundamentals
~~36355~~, Command Line Utilities
~~46310~~, Technology of Operating Systems
~~46311~~, Technology of Networking
~~46313~~, Virtual Machine Configuration & Administration
~~46314~~, Technology of Application Services
Prerequisite: COMT 21002; OR DSCI 26010; OR CS 33211; OR TECH 23010 AND TECH 26301

~~11009~~, Computer Assembly & Configuration
Prerequisite: COMT 11005; OR DSCI 26010; OR CS 33211; OR TECH 10001

~~36340~~, Help Desk Support
Prerequisite: COMT 11009; OR TECH 23010

~~21005~~, Advanced Visual Basic Database Programming
~~46308~~, Advanced Visual Basic Programming
~~46309~~, Visual Basic Web Programming
~~36309~~, Programming Mobile Applications
~~46315~~, SQL with Oracle
Prerequisite: COMT 11002; OR DSCI 15310; OR CS 13001; OR MIS 24065

~~21036~~, Web Scripting I
Prerequisite: COMT 11002 AND COMT 11006; OR CS 13001 AND CS 27101; OR TECH 26310; OR MIS 24065

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **20-Nov-12** Curriculum Bulletin _____Effective Date **Fall 2013** Approved by EPC _____Department **ENGINEERING TECHNOLOGY**College **RE - Regional College**

Degree _____

Program Name **Certificate** Program Banner Code _____Concentration(s) _____ Concentration(s) Banner Code(s) **C148**Proposal **Establish program**

Description of proposal:

Add new certificate titled 'CAD for Manufacturing' at the Tuscarawas CampusDoes proposed revision change program's total credit hours? ☐ Yes ☒ NoCurrent total credit hours: _____ Proposed total credit hours **17**

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

None. The proposed certificate consists of courses which are all part of the Bachelor of Science degree in Engineering Technology offered by the Tuscarawas Campus and which are offered on a regular basis. No additional staffing is required. The Certificate offers students a unique employment opportunity in manufacturing.

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

College of Applied Engineering, Sustainability and Technology (CAEST), the Engineering Technology curriculum group, the Tuscarawas Campus FAC.

REQUIRED ENDORSEMENTS

K. Richman
 Department Chair / School Director

11/21/12

[Signature]
 Campus Dean (for Regional Campuses proposals)

11/21/12

Wanda Thomas
 College Dean (or designee)

12/10/12

 Dean of Graduate Studies (for graduate proposals)

1/1

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

1/1

Notice of Intent to Offer an Educational Program CAD for Manufacturing Certificate Kent State University

Gainful Employment Electronic Announcement #5 dated June 1, 2011 and posted on www.ifap.ed.gov explains the process for institutional notification to the U.S. Department of Education (ED) of new educational programs that prepare students for gainful employment in a recognized occupation (GE Programs). An institution's notification to ED of its intent to offer a new GE Program must include information to support the institution's determination of the need for the program, as required by the regulations at 34 CFR 600.20(d)(2). Descriptions and documentation provided by an institution can cover more than one new GE Program, if the same, or similar, process was used by the institution to determine the need for the program, and should be provided as follows:

1. Institution Name: **Kent State University**
2. OPEID: **00305100**
3. *Program name(s) and program CIP code(s) supported by this documentation:*
CAD for Manufacturing
(contact Therese Tillett if CIP code is unknown)
4. *Narrative description of how the institution determined the need for the program. For example, describe what need this program will address and how the institution became aware of that need. If the program is replacing a current program(s), identify the current program(s) that is being replaced by the new program(s) and provide details describing the benefits of the new program(s). If the program will be offered in connection with, or in response to, an initiative by a governmental entity, provide details of that initiative.*
The need for an accelerated program in a certificate format became evident during the past three years. In spite of an economic recession, the Engineering technology department observed a number of openings in the industrial and manufacturing sector which were unfilled due to the lack of available individuals who were trained on Computer Aided Drafting and Design.
5. *Narrative description of how the program was designed to meet local market needs, or for an online program, regional or national market needs.*
In spite of an economic recession, the local need in job openings during the past five years requiring modern CAD skills provided the major catalyst to explore and develop the proposed CAD for manufacturing certificate. These needs which were often unfulfilled by the local residents and which were expressed through job postings and through direct contact by members of the Engineering Technology Industrial Advisory board were and continue to be a concern for business and industry leaders. The proposed certificate will address these needs.
6. *Narrative description of any wage analysis the institution may have performed, including any consideration of Bureau of Labor Statistics wage data related to the new program.*
The retirement of the baby boomers, according to published government reports, is likely to create a shortage of graduates with the education and training acquired in the proposed certificate. According to the US Department of Labor Bureau of Labor Statistics Occupational Outlook Handbook, 2010-2011 edition, overall employment for graduates with engineering technology CAD skills is expected to grow by 11 percent over the 2008-18 decade. While there is no statistical data on local wages for certificate graduates, from the Tuscarawas Campus placement of students with CAD skills in the various engineering technology programs

(students placed in jobs while completing their associate or Bachelors degrees), the average salary for these jobs range between \$24,000 and \$28,000.

7. *Narrative description of how the program was reviewed or approved by, or developed in conjunction with, one or more of the following: business advisory committees; program integrity boards; business that would likely employ graduates of the program; and/or public or private oversight or regulatory agencies (not including the state licensing/ authorization agency and accrediting agency).*

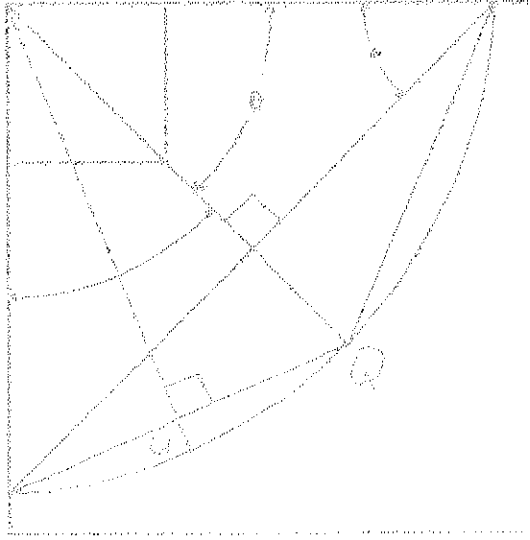
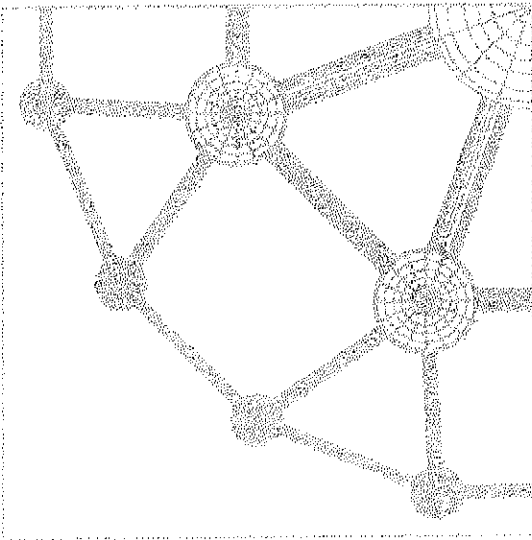
The Engineering Technology Industrial Advisory Board has recommended the development of the certificate and was instrumental in the identification and finalization of its content. The Certificate is designed to be completed in two semesters on a full-time basis (17 credit hours), or in three semesters if completed part-time.

In addition, the CAD for Manufacturing certificate was developed in consultation with the Stark and Tuscarawas counties Workforce Investment Board (WIB) and the Employment Source.

8. Date of the first day of class. Include both:
 - a. The beginning of Fall semester 2013. The first day the program was or will be offered by the institution.
 - b. The day you would like to begin disbursing Title IV funds to students enrolled in the program: Fall 2013

The CAD for Manufacturing certificate prepares students with hands-on training and instruction on a number of the most popular software tools used by industry in computer aided drafting and design and in solid modeling.

CAD FOR MANUFACTURING CERTIFICATE (17 CREDITS)				
Type	Course	Title		Credits
	IERT 12005	Applications in CAD		2
	CADT 22000	Advanced CAD		2
	CADT 22001	CAD: Architecture		2
	CADT 22003	Solid Modeling		2
	MERT 12000	Engineering Drawing		3
	TECH 34002	Advanced CAD II		3
	MERT 12001	Computer Aided Drafting		3
		TOTAL		17





TO: Educational Policies Council
FROM: Therese E. Tillett, Director, Curriculum Services
SUBJECT: Minor modification to the Student Responsibilities statements as published in the University Catalog to align with language in FlashLine
DATE: 7 December 2012

Revisions made to Kent State's policies for definition of instructional activities and assignment of the credit hour were approved by the EPC on 15 October 2012 and the Faculty Senate on 5 November 2012.

In December 2012, a request was made by the School of Music to change the assignment of the credit hour for the applied music lesson-group studio. This change reflects current practice.

As the request is for a minor revision and affects one instructional activity used solely by the School of Music, this change is coming to the Educational Policies Council as an information item. The policy, published in the 2012 Curriculum Guidelines, will be updated immediately.

Changes are below in underline and ~~strike through~~:

APPLIED MUSIC LESSON is one-on-one instruction in a performance medium with a separate group studio, during which students perform and are critiqued by the instructor and their peers, and practice outside the lesson and studio session. Course is two or four credits.

- Two credit hours are awarded for a minimum 30-minute private lesson, a ~~one-clock-hour~~ one-nominal-hour (50 minutes) group studio and an expectation of seven clock hours of outside practice in a standard week of a 15-week semester.
- Four credit hours are awarded for a minimum one-clock-hour private lesson, a ~~one-clock-hour~~ one-nominal-hour (50 minutes) group studio and an expectation of 14 clock hours of outside practice in a standard week of a 15-week semester.



TO: Educational Policies Council
FROM: Therese E. Tillett, Director, Curriculum Services
SUBJECT: Minor modification to the Student Responsibilities statements as published in the University Catalog to align with language in FlashLine
DATE: 26 November 2012

Last academic year, a student responsibilities statement was established and published in the 2012 University Catalog (approved by EPC on 14-May-12 and Faculty Senate on 16-Jul-12).

A request has been made by the university's advising deans to modify the language referring to students knowing their student record so it aligns with the language that students see in FlashLine.

This modification does not change the policy and was approved by the University Registrar as being more accurate. For those reasons, this change is coming to the EPC as an information item.

Changes are below in underline and ~~strike through~~. The revision will appear in the 2013 University Catalog.

Student Responsibilities

Kent State University 2012 Catalog > Policies > Student Responsibilities

Each Kent State University student is responsible for:

1. Pursuing successful completion of all courses for which he or she enrolls.
2. Meeting with an advisor to develop an academic plan. However, the final responsibility for following procedures and meeting university, college and program requirements as outlined in the University Catalog rests solely with the student.
3. Being familiar with the current academic calendar, including, but not limited to, deadlines for course registration, course withdrawal and application for graduation.
4. Knowing his or her academic record, including ~~registration~~ student schedule (found on the Student Printable Schedule in FlashLine) for each semester and academic progress toward program completion.
5. Maintaining a current and accurate mailing address, phone number and Kent State e-mail address in FlashLine, and reading and responding promptly to all communications from the university.
6. Being familiar with and adhering to the university's rules, regulations and policies.

(Source: www.kent.edu/catalog/2012/info/policies/stures)

University policy and procedures regarding distinguished academic ranks

- (A) The university has established distinguished academic ranks to recognize university faculty members for outstanding achievement and excellence in teaching, scholarly or creative activity and/or service. Distinguished academic ranks are designed to recognize the university's best faculty members and to recruit outstanding faculty members from outside the university.
- (B) Distinguished academic ranks include, but are not limited to, distinguished professor or university professor and are separate and distinct from the academic ranks awarded pursuant to the university policy regarding faculty promotion.
- (C) Distinguished academic ranks grant further academic distinction to the holder beyond the rank of professor, may result in additional privileges and benefits, and may include but not be limited to tenure and/or the rank of professor, and may be for a specified term.
- (D) An individual may be recruited to the faculty by the university offering an appointment with a distinguished academic rank which may include special privileges and benefits, and may include but not be limited to tenure and/or the rank of professor, and may be for a specified term.
- (E) All terms and conditions of such an appointment will be stated in the letter of appointment.
- (F) Persons currently holding an administrative position at Kent State University, including unit administrator, may not simultaneously be appointed to a distinguished academic rank.
- (G) Nomination and selection procedure. When a member of the university community (e.g., individual faculty member, academic administrator, academic unit, campus, college, provost, president, member of the board of trustees) identifies an individual of exceptional qualifications whose achievements in teaching, scholarly or creative activity and/or service is outstanding, the nominating individual will notify the office of the provost.
 - (1) If the provost determines that the individual is a suitable candidate for a distinguished academic rank, the provost shall notify the academic unit and regional campus dean, if applicable, of the specific title of the position under consideration.
 - (2) The nominee shall submit a curriculum vitae and any other supporting documentation that the nominee would like to have considered.
 - (3) The tenure advisory committee of the academic unit and, if applicable, the tenure advisory committee of the regional campus shall serve as the review committee and review the record of the nominee. The review committee shall solicit input from the full faculty of the unit and, if applicable, the full faculty of the regional campus.
 - (4) The review committee shall vote on whether the individual nominated has sufficient qualifications to merit being appointed to a distinguished academic rank. This vote shall serve as a recommendation to the academic unit administrator and, where applicable, the regional campus dean concerning the qualifications of the individual nominated.
 - (i) Where an individual nominated for a distinguished rank from outside the university is being considered for an appointment with tenure, the procedural process described in the *University policy regarding faculty tenure* which governs appointments with tenure will apply.

- (ii) The academic unit administrator and regional campus dean, if applicable, shall prepare a formal letter of recommendation which describes the recommendation (or the non-recommendation) and the reasons therefore.
 - (iii) The letter of recommendation (or non-recommendation) along with the nominee's curriculum vitae and any other supporting materials will be forwarded to the provost.
- (5) For nominees to an academic unit which is included in a college, the dean and college advisory committee shall review the recommendation from the academic unit and regional campus, if applicable, along with the nominee's curriculum vitae and other supporting materials, if any, and make a recommendation on the appointment to the provost.
- (6) Upon receipt of the recommendation and, if applicable, the additional recommendation from the college, the provost will convene the provost's advisory council. The provost's advisory council shall consider the material forwarded by the academic unit and regional campus, if applicable, and the recommendation from the college, if any, and make a recommendation on the appointment to the provost.
- (7) The provost will consider the material submitted by the nominee and all previous recommendations and make a recommendation on the appointment to the president.
- (8) All such appointments require the approval of the president and the board of trustees.
- (H) The salary of a faculty member who holds a distinguished academic rank will be set annually by the president of the university.



Faculty Senate Executive Committee Minutes of the Meeting

November 14, 2012

Present: Paul Farrell (Chair), Don White (Vice Chair), Vanessa Earp (Secretary), David Dees (Appointed), Tess Kail (Office Secretary)

Not Present: George Garrison (At-Large), Lee Fox-Cardamone (Appointed)

Guests: Todd Diacon, Provost and Senior Vice President for Academic Affairs, Dr. Wanda Thomas, Associate Provost and Dean of the Regional College

1. Call to Order

Chair Farrell called the meeting to order at 3:30 p.m. in the Faculty Senate Conference Room, 227 Schwartz Center.

2. Ad hoc Committee on Student Success.

The executive committee reviewed the names of faculty who volunteered for the committee. This discussion was tabled due to the arrival of Provost Diacon and Dr. Thomas.

3. Discussion with Provost Diacon

The Provost invited Dr. Thomas to the executive committee meeting to discuss the Complete College Ohio and the Complete College America programs that the state is participating in. Complete College America is a program that a group of state governors started in 2009 with the goal of improving retention and graduation rates. It also ties higher education funding to these markers. Ohio has recently agreed to join this program with Complete College Ohio. This will require a revision of state funding formulas from an input based model to an output based model.

The Gee Commission was formed to look into revising the funding model. This committee is made up of representatives from Ohio State University, Southern State Community College, Cuyahoga Community College, Lakeland Community College, Miami University, Wright State University, Zane State College, Shawnee State University, and Ohio University. The commission has created 20 recommendations, a few examples are: additional bonus money would be awarded for STEM graduates, institutions with regional campuses would no longer be able to separate out graduation rates based on the individual campuses, institutions must create a plan to improve student success, and offer intensive advising and tracking of students.

There was also a brief discussion of the change in the State Share of Instruction (SSI-subsidy). Starting in 2014 the Kent Campus will lose SSI monies for remedial courses; the SSI monies will remain in place for the regional campuses. Dr. Thomas reported that 58% of freshmen take at least one remedial course. The state is now implementing a state benchmark for ACT/SAT scores and if a student meets those benchmarks they cannot be placed in a remedial course.

Dr. Thomas left the meeting at 5:00 p.m.

Chair Farrell stated that Complete College Ohio and the Gee Commission were discussed at the Ohio Faculty Council. There were serious concerns about the composition of the commission. The majority of the commission members were from schools in the southern part of the state. Another concern was that this commission was formed without the input of Ohio Board of Regents.

4. Questions for Provost Diacon

A. The Provost was asked questions about qualifications for assistant and associate deans:

1. Is it normal to promote from within or to perform an external search?
Provost Diacon responded that an internal candidate normally fills these positions
2. Should assistant and/or associate deans be academics?
Provost Diacon stated that it would depend on the role of the assistant/associate dean. For example an assistant/associate dean of advising doesn't necessarily need to have a faculty background. If the position is responsible for making decisions of an academic nature, tenure/promotion for example, then they should have an academic background.

B. Distinguished Ranks Policy

Chair Farrell went over the changes made by the Professional Standards Committee. Provost Diacon stated he would go over the changes in the proposed policy with President Lefton and respond soon. The hope is that the policy will be ready for the December Faculty Senate meeting.

C. Faculty Members for the Ad hoc Student Success Committee

Chair Farrell asked Provost Diacon how many faculty members he would like on the committee. There are currently 16 staff/administrators nominated. Does the Provost want an equal number of faculty members? It was decided that there does not need to be as many faculty members on the committee since the recommendations from this committee will have to go before EPC and Faculty Senate.

D. Cultural Study

Chair Farrell inquired if Provost Diacon was aware of the cultural study that Dr. Alfreda Brown, Vice President for Diversity, Equity and Inclusion, would like to conduct. Provost Diacon stated he is in support of cultural studies however would like the university to use an instrument that has been used nationally.

E. Women in STEM

A committee worked on this issue and submitted a report to Provost Diacon this fall. The report included recommendations. The Provost recommended that the co-chairs attend a Faculty Senate Executive Committee meeting to go over the recommendations.

5. Other Charter & Bylaws Changes

Tabled until the November 26, 2012 meeting.

6. JAB & FEC Elections

Tabled until the November 26, 2012 meeting.

7. Adjournment

Chair Farrell adjourned the meeting at 5:50 p.m.

Respectfully submitted by Vanessa J. Earp,
Secretary of Faculty Senate



Faculty Senate Executive Committee Minutes of the Meeting

November 26, 2012

Present: Paul Farrell (Chair), Don White (Vice Chair), Vanessa Earp (Secretary),
David Dees (Appointed), Lee Fox-Cardamone (Appointed),
Teresa Kail (Office Secretary)

Not Present: George Garrison (At-Large)

1. Call to Order

Chair Farrell called the meeting to order at 3:28 p.m. in the Faculty Senate Conference Room, 227 Schwartz Center.

2. Meeting Minutes

The minutes from the Faculty Senate Executive Committee meeting of October 22, 2012 were approved (Fox/Dees).

The minutes from the Faculty Senate Executive Committee meeting of October 24, 2012 were approved as amended (Dees/White).

The minutes of the Faculty Senate General Meeting of November 5, 2012 were approved (Dees/Fox).

3. Policy on Administration of Student Conduct

The executive committee went over the revised Policy on Administration of Student Conduct from Greg Jarvie, Vice President, Enrollment Management and Student Affairs. The changes that faculty senate requested at the September meeting were made. This will be placed on the agenda for the December Faculty Senate meeting.

4. Petitions for Faculty Senate Elections 2013

The executive committee reviewed the wording on the call for nominations petition. We identified the positions that will be vacated at the end of the academic year. The following seats will need to be filled: Salem (1), Stark (2), Trumbull (1), College of Arts and Sciences (3), College of Nursing (1), At-large (2), and Non-Tenure Track unit (2).

Ms. Kail will check on the date the petitions are due and email those senators whose term is expiring.

5. Distinguished Ranks Policy from Professional Standards Committee

The executive committee reviewed the changes requested by the Provost's Office. There was concern over the request to remove section I, which dealt with diversity. The Professional Standards Committee will meet next week to go over the changes requested. This will not be ready for the December Faculty Senate meeting.

6. Appointments to the Ad hoc Committee on Policies and Student Success

The Provost thought it would be reasonable to have 10 faculty members on this committee. That would bring the committee to approximately 23 members (both faculty and administrative). The executive committee identified 10 faculty members and will notify the Provost so his office can contact the faculty members.

7. Joint Appeals Board (JAB) and Faculty Ethics Committee (FEC) Elections

It has been difficult to find volunteers for JAB from Unit 2 (College of Business). We are still seeking nominations.

We have nominations for JAB from Unit 6 (College of Nursing, College of Public Health, University Libraries, and College of Applied Engineering, Sustainability, and Technology).

We have received nominations for the FEC from all of the colleges except from the College of the Arts and College of Applied Engineering, Sustainability and Technology. If we do not receive nominees from these two colleges, we will hold elections for representatives from the colleges that we do have.

8. Set Agenda for the December 10, 2012 Faculty Senate Meeting

The following items will be placed on the agenda as action items: The Policy on Administration of Student Conduct; Changes to the Faculty Senate Bylaws to Permit On-Line Voting.

There are no EPC items for the December meeting.

There will be a presentation from the Americans with Disabilities Act Advisory Committee (Dean Laura Dzurec).

9. Complete College Ohio

Chair Farrell summarized the discussion with Provost Diacon on the Complete College Ohio from the previous executive committee meeting. He also reminded the committee that the full report is available and encouraged them to read it.

10. Additional Items

The executive committee discussed the possibility of revising the criteria for the Faculty Ethics Committee. This was tabled until a later meeting.

11. Adjournment

Chair Farrell adjourned the meeting at 5:50 p.m.

Respectfully submitted by Vanessa J. Earp,
Secretary of Faculty Senate



Faculty Senate Executive Committee Minutes of the Meeting

December 17, 2012

- Present:** Paul Farrell (Chair), Don White (Vice Chair), Vanessa Earp (Secretary), George Garrison (At-Large), David Dees (Appointed), Lee Fox-Cardamone (Appointed), Tess Kail (Office Secretary)
- Guests:** President Lester A. Lefton, Todd Diacon - Provost and Senior Vice President for Academic Affairs, Associate Provost Sue Averill, and Melody Tankersley - Provost's Fellow and Lifespan Development & Educational Sciences

1. Call to Order

Chair Farrell called the meeting to order at 3:32 p.m. in the Urban Conference Room, Kent State University Library.

2. Provost Advisory Board (PAB)

The executive committee discussed the concern of faculty over allowing faculty at a lower rank (associate professor) to vote on the promotion of those to a higher rank (full professor). This will be discussed in more detail at a future executive committee meeting.

3. Faculty Ethics Committee

There is some confusion over who should be allowed to vote for members of this committee. The committee description states that the faculty members must be tenured. The voting criteria simply state that faculty get to vote, it does not give specifics about the faculty. The election of representatives has been delayed until January.

Senator Garrison brought up the possibility of having two separate ethics committees; one for tenure track faculty and one for non-tenure track faculty. There may be issues or interests that are unique to these groups of faculty. This led to a discussion on the reasons for having two separate committees and also the problems that may arise from having separate committees.

Senator Dees mentioned that ethical issues are ethical issues and they are not different based on status (TT or NTT). Senator Earp mentioned that the tenured faculty serving on the ethics committee have some protection, however non-tenure track faculty would not have any protection. The executive committee will look into when the committee language was written to see if it predates the different types of faculty. Chair Farrell suggested we not make any changes at this time, however we should review the language going forward.

4. Faculty Senate Elections

The elections will take place in the spring semester. The nomination petitions have already been sent out.

5. College of Podiatric Medicine Faculty Senate Representation – Provost Diacon and Associate Provost Averill

The executive committee discussed this issue earlier in the fall semester and decided to table the issue until the matter was decided at SERB (State Employee Relations Board). The AAUP withdrew their request to SERB earlier this month so the issue was brought back to the executive committee at the request of Provost Diacon. The Higher Learning Commission stated that the College of Podiatric Medicine (CPM) should have voting rights on Faculty Senate. During their last visit the Higher Learning Commission met with Chair Farrell and Dr. Larry Osher (Director of the College) about this issue.

Associate Provost Averill explained that she had previously met with Chair Farrell about voting rights for the College of Podiatric Medicine that would be similar to those of NTT faculty. Associate Provost Averill said there seems to be some confusion over the status of these employees. Averill said that the employees of the College of Podiatric Medicine have “special” faculty status; each contract is unique according to the position. They each have very specific duties that included clinical responsibilities, teaching, and research. The contracts are faculty contracts.

Senator Fox mentioned that the university policy register states that the employees at the College of Podiatric Medicine are unclassified positions. Associate Provost Averill said the policy register deals with classified positions, not unclassified. Faculty positions do not fall into either classified or unclassified categories. Staff positions are classified or unclassified, not faculty. There are various faculty categories, not just TT and NTT, for example the F7-10 category is used for the faculty at the College of Podiatric Medicine (F1-6 is for TT and NTT).

Senator Garrison inquired about why they were given special faculty status. Associate Provost Averill stated that they have very different responsibilities than the TT and NTT faculty. A large part of their job is clinical and that needs to be handled differently. Part of their salary comes from seeing patients. In order to keep their workload similar to what it was before the merger, the university had to create a different faculty classification for them. Associate Provost Averill read one of the College of Podiatric Medicine faculty contracts to illustrate the differences between their faculty and the TT and NTT faculty.

Senator Dees asked if a medical school would handle faculty status similarly? Associate Provost Averill and Provost Diacon said yes. They are considered “professional” faculty.

Chair Farrell stated that while some of the faculty at the College of Podiatric Medicine may be different from the TT and NTT faculty, others are not. He also stated that how the faculty are classified by a CBA has no impact on service on Faculty Senate. Faculty Senate bylaws currently only recognize two types of faculty, TT & NTT (this is not dependent on CBA membership).

The Provost said if the College of Podiatric Medicine is not given representation it will be difficult to have full accreditation from the Higher Learning Commission. The following is the language proposed by the Provost.

Full-time faculty in the College of Podiatric Medicine shall constitute a separate unit. The full-time faculty in the College of Podiatric Medicine will not be included in the overall census for determination of the number of at-large representatives. The full-time faculty of the college of Podiatric Medicine shall be entitled to one (1) representative for the first ten (10) faculty members, a second representative for an additional fifty (50) faculty members, and one (1) additional representative for each fifty (50) faculty in excess of sixty (60).

Chair Farrell has asked if we have been given a formal report from the Higher Learning Commission with this recommendation. Having the formal request from the Higher Learning Commission in writing would be helpful to show to senators and to demonstrate that this is an issue. It would also be helpful to have documentation from other universities (like Ohio State) as to how they handle this issue.

Chair Farrell said that in discussion with Dr. Osher, he stated that the College of Podiatric faculty would be in favor of the policy amending the Faculty Senate bylaws allowing them representation. Chair Farrell will inquire with schools in Ohio that have medical schools to see how their senate handles representation. Provost Diacon replied that at this time they had not received an official written report from the Higher Learning Commission.

6. Possible Changes to Promotion & Tenure Rules Re: Chair of RCFAC and PAB/TAB

Chair Farrell provided a copy of the Professional Standards concerns to Provost Diacon and Associate Provost Averill for their review. Their concerns focus mainly on having faculty at a lower rank review faculty at a higher rank. He mentioned that Professional Standards Committee would like to meet with the Provost in the future to discuss this issue. Provost Diacon stated that he is not comfortable with an associate professor voting on promotion to full professor

7. Questions for President Lefton and Provost Diacon

A. State Share of Instruction (SSI-Subsidy)

Chair Farrell asked President Lefton if additional information on the changes to the State Share of Instruction (SSI-Subsidy) has been shared.

President Lefton responded that the college presidents had agreed to renegotiate how the SSI is to be calculated. For the first year, KSU should be ok, in the second year KSU and 10 other schools would see a decrease in SSI monies. The President applauded the Governor's work on retention but stated the college presidents are still working through the details of the plan. He also mentioned that the legislature still has to vote on this issue.

B. Retirements

Senator Dees mentioned that this change will occur at a time when the university may have a lot of retirements due to the changes in STRS, does the administration know how this may impact the replacement of positions?

Provost Diacon replied that they have been looking at the numbers and talking with faculty, and there does not seem to be a large number of faculty who will retire. President Lefton stated that a few departments, especially the smaller ones, may see a reduction in faculty with retirements.

C. Two-year degrees

Senator Dees asked about a recent article that mentioned a push for 2-year degrees.

President Lefton replied that is not an agenda item for the Kent Campus. He also informed the executive committee that Chancellor Petro resigned today and that we would see changes to the direction of higher education in the state. Regional campuses will continue to offer 2-year associate degrees (access to higher education), with increased baccalaureate degrees where they are needed and make sense.

D. Remedial Education

Senator Dees inquired about what was going to happen with remedial education at KSU based on the reduction in funding for remedial education from the state.

President Lefton responded that the university is looking at how best to address this issue. Provost Diacon will be meeting with Dr. Tonge in January to discuss the best way to address remediation in mathematics. Senator Dees stated that the university should start doing remediation that is based on research that shows what works.

E. Building expansion

Senator Dees asked if we should slow down the building expansions based on the cut to SSI funding.

President Lefton replied that this money is specifically designated for buildings; it cannot be used for other purposes. Provost Diacon stated that KSU needs to have a great campus in order to compete for students. The President replied that this is the time to think strategically about hiring and direction of departments. Departments should start discussing this now, before the retirements start coming in so they have a plan in place.

F. Faculty Club

Chair Farrell asked the President about the plans for a faculty club that was mentioned at a general faculty senate meeting. President Lefton replied that plans for a faculty club have been drawn up and would use the Schwebel Room. He would be happy to share the plans with us. The money is set aside however this project will not be started until the new student cafeteria is built. The President stated that work on the new student cafeteria will start within the next 12 months.

G. Reporting Structure for Regional Campus Deans

Senator Dees asked the Provost if there had been a change in the reporting structure for the regional campus deans. They now seem to be reporting to Dr. Wanda Thomas instead of directly to the Provost. Under the previous provost the regional campus deans reported directly to him. It now seems like we are transitioning to the former model, especially since Dr. Wanda Thomas is hiring an assistant dean.

Provost Diacon replied that he would be happy to answer any questions that a regional campus dean asked him, however he is still learning about the regional campus system and at this point would probably ask Dr. Wanda Thomas to handle it. He acknowledged that he needs assistance in dealing with the regional campuses but they do not need an entire office. Chair Farrell recommended that at times the Provost may want to meet with the regional campus deans without Dr. Wanda Thomas present so they have the opportunity to have an open and frank discussion without being filtered.

8. Update on Adhoc Committee on Student Success

Chair Farrell forwarded the names of faculty members to the Provost. The Provost's office has sent out letters to those faculty members.

9. Adjournment

Chair Farrell adjourned the meeting at 5:40 p.m.

Respectfully submitted by Vanessa J. Earp,
Secretary of Faculty Senate