PROPOSAL FOR NEW DEGREE
BACHELOR OF APPLIED STUDIES

A. Nature of Request

Kent State University seeks approval for the establishment of an adult degree-completion program, the Bachelor of Applied Studies[1].

The program will be offered on all seven of Kent State's Regional Campuses; its academic home will be the university's College of Education, Health and Human Services, with that college's Department of Adult, Counseling, Health and Vocational Education providing oversight in cooperation with the Regional Campuses and the University Provost.

B. Objectives for the Proposed Program

1. State the general and specific educational objectives of the program.

The degree is designed primarily to target place-bound, time-bound adults in Ohio regions served by Kent State's campuses who hold an associate degree or have completed some college coursework. Upon completion of the program, graduates will be able to: (1) demonstrate a working knowledge of the competencies required in a professional work situation; (2) plan a job search advancement strategy that utilizes knowledge and skills developed during the learning program; and (3) apply acquired skills in the role of professional practitioner within a chosen discipline.

2. Describe how this program will help achieve the goals and objectives of your institution in terms of its role and mission.

The proposed degree strongly aligns with the mission of the Regional Campuses, which is to meet the higher education needs of the communities they serve. The offering of this completion degree also meets several of Kent State's strategic goals: *focus on those we serve; engage with the world beyond our campuses;* and *build and sustain relationships that foster success*.

3. **Describe any unique characteristics or resources that make it particularly appropriate for yourinstitution to offer the proposed program.**

Since his appointment, Chancellor Eric D. Fingerhut of the Ohio Board of Regents has challenged all regional campuses in the state to offer more baccalaureate programs and to meet the needs of returning adult students. This degree demonstrates how Kent State is responding to those directives.

As the primary intention of the program is for an adult population that is constrained by time and location, the Bachelor of Applied Studies was designed to be exclusively offered on the seven Regional Campuses, which have a long history of working with adult students and have the faculty and other resources to assure the success of the program. In the future, as the program achieves momentum and the support structure is able to be replicated, Kent State will explore offering the program on the university's main campus as well.

C. Rationale and Need for the Program

1. Explain the rationale of this program.

The Governor's Commission on Higher Education and the Economy (CHEE) report[2] emphasizes the need for the state's citizens to attain bachelor's degrees and to be proficient workers as business and industry seek to thrive in a knowledge-based economy. Seiber[3] writes that "Employers need self-motivated employees who can transition quickly, work well in temporary teams, constantly learn new technology and new skills, strive for continuous improvement, and succeed at reaching team-set goals."

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[1] Please note that in some appendices to this proposal, the degree is referred to in its previous incarnations: Bachelor of Integrative Studies, Bachelor of Professional Studies, Bachelor of Applied Career Studies.

[2] "Building on Knowledge, Investing in People: Higher Education and the Future of Ohio's Economy," www.chee.ohio.gov, 2004.

[3] Sieber, Al, "Adult Students Need Resilient, Emotionally Intelligent Colleges," www.adultstudent.com/eds/articles/usinggei.html, 2004.

Based on data from the 2000 census, the 25+ age group with some college coursework but no degree in the counties served by Kent State's Regional Campuses numbers over a half-million adults. This adult market is the fastest growing audience for higher education in the state. Data from the National Center for Educational Statistics[4] projected that 16 million students would attend colleges and universities in 2010, of which more than half would be adults.

With this degree program, Kent State will be reaching three underserved populations: (1) adult students who need a nontraditional degree with greater flexibility in delivery modes and accelerated course scheduling; (2) working adults who must have a bachelor's degree for continued employment or advancement in an existing field; and (3) working adults whose organizations need employees with a bachelor's degree that contains an element of coursework adapted to the special needs of those organizations. Therefore, it is critical to offer a baccalaureate program that is tailored to the specific needs of adults with limited college experience; one that is nontraditional but prepares learners to work effectively in today's knowledge-based economy.

Data[5] shows that students who complete an associate degree at one of Kent State's Regional Campuses or leave before earning the degree do not continue their education at other institutions. Thus, Kent State has a responsibility to provide these place-bound adults with an alternative baccalaureate pathway to achieve their educational goals.

2. **Note the benefits for students, the institution and the region or state of initiating this program.**

The program will provide articulation opportunities for associate degree programs at Kent State and other institutions that have no baccalaureate program to which they can fully articulate, and for students who are denied admission to highly selective associate degree programs for which they have completed preparatory coursework. The program will also serve students who have completed some college coursework but have no degree.

In addition, this degree program will meet the needs of adult (aged 25+) students who have not yet declared a major. In 2008, there were 954 adult students with undeclared majors at Kent State's Regional Campuses[6].

3. **If applicable, state the specific local, state or national needs for individuals trained by the proposed program. If applicable, describe job opportunities that are available to persons who complete the program. Provide supporting data.**

Data from both the CHEE report[1] and the Ohio Board of Regent's Report on the Condition of Higher Education in Ohio[7], indicate the need for baccalaureate graduates to respond to the demands of a global society. In Ohio, to reach international competitiveness goals by 2025, 55 percent of the state's population aged 25-64 must have a college degree, and a 45.9 percent increase in annual associate and bachelor's degree production must occur in the public sector alone.

A survey[8] of 71 employers in the service areas of Kent State's Regional Campuses revealed that employers prefer to hire people who think critically and act creatively; contribute meaningfully to teamwork in a diverse world; possess a global awareness in a complex world; understand the context and implications of a global society and economy; and apply effective communications skills to their life. The program's curriculum is built to develop those competencies considered desirable by employers.

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[4] Aslanian, Carol B., "College Students 2000: The Impact of Adult and Non-traditional Students on American Campuses," College Board Conference, Washington, DC, December 6-7, 1999.

[5] "Mobility of Regional Campus Students," Office of Research, Planning and Institutional Effectiveness, Kent State University, December 14, 2004.

[6] "15th-Day Enrollment Statistics," Office of Research, Planning and Institutional Effectiveness, Kent State University, 2008

[7] "Meeting the State's Future Needs," Ohio Board of Regents, http://uso.edu/downloads/documents/CR_SummaryPiece.pdf, March 31, 2008.

[8] Barrett, Bruce, "Employer Validation of Competencies," Office of Research, Planning and Institutional Effectiveness, Kent State University, March 2006. (Appendix B).

The employers represented (not an inclusive list):

- Job and Family Services
- Hospitals
- Rubber Manufacturer
- Community Action Agency
- Banks
- Federal Credit Union
- Advertising Agency
- Machine Industry
- County Mental Health Board
- Health Care Facilities
- Pet Products Manufacturer
- Chemical Corporation
- Processing Facilities
- Plastics Manufacturing Plant
- Insurance Agencies
- Retirement Services

4. **Indicate any licensure or certification requirements for which this program will prepare students.**

There are no licensure or certification requirements.

5. **Describe and document any needs, other than employment opportunity, that will be met by the proposed program.**

As noted earlier, the program will meet the access needs of a potential one-half million Ohio adults with less than a bachelor's degree. It will offer courses through attractive schedules (e.g., accelerated and weekend programming) and instructional modes (e.g., distance learning) for adult students who, because of external obligations (e.g., work, dependent care), must have a program that is both flexible and specifically located.

6. **Provide evidence of student interest in the program, as well as projections of enrollment (full-time and part-time) for each of the first five years of the program.**

Confirmation of student interest in the proposed degree program came from student focus groups[9], through input from the program's developers (faculty who have daily contact with students) and from advisor feedback regarding currently enrolled students.

Projected Full-Time Enrollments for the Bachelor of Applied Studies

	Ashtabula	E. Liverpool	Geauga	Salem	Stark	Trumbull	Tuscarawas	Total
AY1	2	14	5	15	15	4	10	**64**
AY2	3	14	8	16	23	8	19	**91**
AY3	6	15	10	16	31	10	31	**118**
AY4	10	15	12	16	42	10	42	**148**
Total	21	58	35	63	111	32	101	**421**

7. **List academic programs similar to the one proposed that are offered in both public and independent institutions within a 50-mile radius of the proposed instructional site.**

Three programs that may be deemed similar are Malone College's Bachelor of Accelerated Studies and Kent State's Bachelor of General Studies and Bachelor of Science in Technology 2+2 articulation programs. Ohio University's Bachelor of Technical and Applied Studies is the only known comparable program approved by the Ohio Board of Regents.

8. **Explain how these programs differ from the one proposed.**

The Bachelor of Accelerated Studies is limited in scope as its curriculum focus is solely business. In addition, the program is not affordable for most adult learners.

The Bachelor of General Studies does not provide for articulation of all or most of the credits earned in a completed associate degree program. It also does not offer a prescribed employer-validated curriculum, or deliver major courses via per-determined accelerated scheduling options and alternative instructional modes.

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[9] "Student and Employer Focus Groups to Solicit Feedback Regarding a Bachelor of Integrative Studies Degree Program," Office of Corporate and Community Services, Kent State University, Stark Campus, 2005. (Appendix C)

The Bachelor of Science in Technology 2+2 articulation programs do not offer fields of study other than ones that are technology related

In comparison, the Bachelor of Applied Studies provides for articulation of all or most of the credits earned in a completed associate degree, as well as offering flexible, alternative and accelerated course scheduling. It also provides skills and knowledge validated by employers as needed on-the-job competencies. The curriculum in the program is derived from a variety of disciplines and leads to the development of competencies that can be applied in myriad work situations. For example, the program is designed to prepare a self-motivated worker in any setting to transition quickly, work well in temporary teams, constantly learn new skills, strive for continuous improvement and succeed at reaching team-set goals,

D. Academic Planning

1. **Provide a brief description of the institutional planning process that resulted in the initiation of the proposed program. Indicate the relative priority level of this program among institutional purposes and explain how this has been established.**

   In 2004, deans from Kent State's colleges and Regional Campuses participated in a retreat chaired by the provost and vice president for regional development. One outcome of the deliberations and discussions at the retreat was the need for a degree program for adults with little or no higher education background, and one that responded to employer demand for a program that develops skills/knowledge needed for success in various work settings. An advisory committee was created, comprised of representatives from all the colleges and Regional Campuses, to advise on the overarching quality framework for the program. Data was provided by Kent State's Office of Regional Development Outreach Marketing,[10] which reported on research with adult learners in Northeast Ohio.

   A committee of faculty from the Regional Campuses who teach in diverse disciplines was charged to shape the curriculum, with regular consultation with administrators and faculty from the university's colleges, schools and departments whose courses have become part of the curriculum. The committee researched literature, commissioned focus groups[9] of adult students and employers and requested a survey[8] of employers located in the areas served by the Regional Campuses. As a result, 10 competencies emerged as the heart of the degree program. The committee consulted with university academic units to develop the curriculum with learning outcomes that match the 10 competencies.

   To complete the curriculum, the Department of Adult, Counseling, Health and Vocational Education created two new courses; and the School of Library and Information Services, in conjunction with Library and Media Services, created a third new course. Throughout the process, the Regional Campuses Office of Academic Affairs oversaw each step, meeting with administrators from individual academic units and each of the Regional Campuses to ensure cooperation and commitment in offering the full curriculum, advising support and other resources at each campus.

2. **Describe how and when institutional clearances or approvals for the new program were achieved.**

   Institutional approvals were accomplished according to the following schedule:

   Department of Adult, Counseling, Health and
       Vocational Education Curriculum Committee.............. May 2, 2008
   College of Education, Health and Human Services
       Undergraduate Council... May 2, 2008
   Educational Polices Council .... May 19, 2008
   Faculty Senate... July 14, 2008
   Kent State University Board of Trustees .... August 29, 2008
   Submitted to the Ohio Board of Regents......................... August 29, 2008

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[10] Market Research Report: "Strategies for Reaching Adult Learners," Office of Regional Development Outreach Marketing, Kent State University, November 16, 2007 (Appendix D)

3. **Provide information on the use of consultants or advisory committees in development of the proposed program (append copies of reports from such consultants or advisory committees).**

In addition to the Kent State Market Research Report[10], mentioned above, the curriculum committee relied upon the services provided from Kent State's Office of Research, Planning and Institutional Effectiveness and the Stark Campus Office of Corporate and Community Services to assess need through focus groups and surveys. There was, and will continue to be, ongoing communication and consultation with the various Kent State colleges, departments, schools and Regional Campuses.

E. <u>Academic Control</u>

1. **Describe administrative arrangements for the program (department, college and/or school involved).**

The Department of Adult, Counseling, Health and Vocational Education—located within the College of Education, Health and Human Services—is the academic home of the Bachelor of Applied Studies degree program, and therefore, will have a substantial role in the review and approval of the program's ongoing direction and needs. Degree-granting authority for the program rests with the seven Regional Campuses, which are authorized by the Ohio Board of Regents to grant nontraditional degrees such as this program. Individual academic departments and schools who own courses within the curriculum are responsible for academic content and approval of teaching faculty.

The Regional Campuses Office of Academic Affairs, under the auspices of the Office of the Provost, will provide administrative support for this degree, as it does for all Regional Campuses programs.

A program coordinator has been appointed and will work with all components of the program to assure appropriate evaluation and reliability. The curriculum committee who developed the program will continue to meet and review the program's effectiveness, consider appropriate changes and act as quality assurance resources.

Faculty members teaching in the program are responsible for ensuring the integration of the curriculum at their campuses and for working with the individual departments and schools to keep the curriculum current. The deans and faculty members of the Regional Campuses are primary stakeholders in the degree and are committed to its success and innovative approaches.

As with all programs offered on the Regional Campuses, the Bachelor of Applied Studies will undergo a formal program review every five years.

Faculty to teach on the Regional Campuses; NTT (non-tenure track); T (tenured); TT (tenure track)

Course	Ashtabula	E. Liverpool	Geauga	Salem	Stark	Trumbull	Tuscarawas
CACM 32020	See note	See note	See note	T Assoc Prof	See note	See note	See note
CHDS 37800	See note	See note	See note	TT Asst Prof Adjunct	See note	See note	See note
CHDS 37900	New courses; tenured faculty from the College of Education, Health and Human Services will teach initial classes.						
CHDS 47900	As enrollment increases, select Regional Campuses faculty will be prepared through continuing education to teach.						
COMM 35852	NTT Asst Prof	T Professor	See note	T Professor	TT Assoc Prof	See note	T Assoc Prof
COMM 35864	NTT Asst Prof	T Professor	See note	Web delivered Kent campus	Web delivered Kent campus	See note	See note
COMT 11000	See note	T Asst Prof TT Asst Prof NTT Asst Prof Adjunct	NTT Lecturer	T Asst Prof TT Asst Prof	See note	T Assoc Prof T Assoc Prof	T Assoc Prof NTT Asst Prof
COMT 12000	See note	T Asst Prof TT Asst Prof NTT Asst Prof Adjunct	NTT Lecturer	T Asst Prof	See note	T Assoc Prof T Assoc Prof	T Assoc Prof
ENG 30063	TT Assoc Prof	T Assoc Prof TT Asst Prof NTT Asst Prof NTT Instructor	NTT Lecturer	T Asst Prof	TT Assoc Prof	T Professor NTT Asst Prof	T Assoc Prof

Course	Ashtabula	E. Liverpool	Geauga	Salem	Stark	Trumbull	Tuscarawas
HED 46052	NTT Asst Prof	See note	See note	NTT Asst Prof	See note	See note	See note
LMS/LIS 30010	New course to be taught by Library faculty at Regional Campuses and Kent campus (sent via distance learning)						
MATH 30011	TT Assoc Prof	See note	See note	T Assoc Prof	TT Assoc Prof	T Professor T Assoc Prof T Assoc Prof	T Professor
MIS 24053	See note	See note	See note	T Asst Prof TT Asst Prof	NTT Lecturer	See note	See note
MIS 24163	Adjunct master's	TT Asst Prof	TT Asst Prof	T Assoc Prof	Adjunct	T Assoc Prof	TT Asst Prof
MIS 34165	Adjunct master's	TT Asst Prof	TT Asst Prof	T Assoc Prof	TT Asst Prof	T Assoc Prof	TT Asst Prof
PSYC 31773	TT Asst Prof	T Assoc Prof	Adjunct PhD	See note	TT Assoc Prof	NTT Asst Prof	See note
SOC 32570	TT Assoc Prof	NTT Asst Prof	Adjunct PhD	T Assoc Prof	See note	T Assoc Prof	NTT Asst Prof
TECH 36401	See note	T Asst Prof TT Asst Prof NTT Asst Prof	TT Asst Prof	See note	See note	T Assoc Prof	See note

Note: Course will be offered on that campus through an arrangement with either the Kent campus via distance learning or other Regional Campuses via shared faculty or distance learning.

2. **Indicate any cooperative arrangements with other institutions and organizations that will be used to offer this program. Specify the exact nature of such agreements and attach any formal statements of agreement that have been developed.**

   None at this time, although possible cooperative arrangements will be explored once the program is implemented.

3. **Specify the articulation arrangements with other institutions that will be in effect for the program. Attach appropriate documentation for such arrangements, if any.**

   Kent State will be reaching out to regional institutions, organizations and agencies to begin articulation discussions once the program is underway and sound.

F. Curriculum

The program is 121 credit hours, the minimum required for graduation at Kent State. Broken down, the curriculum consists of 36 credit hours of the Kent State Liberal Education Requirements; 44 credit hours of the major requirements, which cover development of foundational skills, a career focus and behavioral, cultural and social dimensions; a 3-credit-hour computer literacy course; a 3-credit-hour general elective; and 34 credit hours of applied courses that derive from a student's major in an earned associate degree or officially declared Kent State minor(s) or an individualized specialization.

The individualized specialization is designed by the learner in consultation with an advisor and is incorporated into the program to assure that the student can achieve specified goals that, typically, do no align with traditional baccalaureate programs. In addition, the individualized specialization will also benefit organizations that can design a specialization particular to the needs of its student employees. Because adults are highly motivated, focused and goal orientated, their ability to make choices is critically important.

The curriculum was developed to prepare learners to work effectively in today's knowledge-based economy and in organizations that are becoming smaller, smarter and swifter to respond to market conditions. As Savickas[11] states, "these organizations leave it to employees to chart their own courses…which are not bounded within a single organization for life." Thus, self-management of work, life and career is now a worker's lifelong responsibility. Employability and expansion of one's portfolio is an ongoing journey. This necessitates that learners assume responsibility for pursing "intelligent portfolio careers." Three courses in the program—CHDS 37900 Applied Studies Cornerstone, CHDS 47900 Applied Studies Capstone Seminar and HED 46052 Stress: Recognition and Management—are devoted to this career activity. These courses constitute 16 percent of the applied studies courses, or five percent of the total program.

The remainder—84 percent of the applied studies courses—are the means through which students develop the competencies to assure their success in meeting the requirements of any employment position they assume.

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[11] Savickas, Mark L., Concept Paper: Preamble to the Proposal for the Bachelor of Applied Studies, Kent State University, 2007 (Appendix E)

One major outcome of the capstone and cornerstone courses is to help students integrate content. The cornerstone course instructs students on how the work role in industrial and information societies has evolved to its current organization; it focuses on the transformation of jobs and careers for the 21st century; and it facilitates students to construct a meaningful plan for using the curriculum to prepare for their work futures. By using interviews and standardized instruments (e.g., Myers-Briggs), students refine their career interest and worker strengths and challenges. This information helps develop areas of individualized specialization. Students complete the cornerstone with a map of courses and learning goals that will guide them to program completion.

The capstone is a summative course designed to assist students to articulate and integrate the 10 competencies considered desirable by employers, and to develop a descriptive portfolio that provides evidence of this integration.

As the capstone requires development of a portfolio to display the competencies achieved and to illustrate an integration of the learning that occurs, computer skills are a necessary prerequisite for this portfolio development. Adult students may not have the computer facility that younger students bring to the education process. Thus, two computer courses are required

Because today's workers who deal with rapidly changing environments are prone to stress-related illnesses, the stress management course mentioned above was included. It will serve to provide an understanding of self and of others with whom the program graduates may work.

Three courses in the program—COMM 35852 Intercultural Communication, SOC 12050 Introduction to Sociology and SOC 32570 Inequalities in Societies—are designated as having a diversity focus, while the course COMM 35864 Organizational Communication is designated as writing intensive. All undergraduate students at Kent State are required to take two diversity and one writing-intensive course; students in the Bachelor of Applied Studies are no exception.

Four courses in the program concentration on leadership—MIS 24163 Principles of Management, MIS 34165 Dynamics of Leadership, PSYC 11762 General Psychology and PYSC 31773 Industrial Psychology.

A course matrix, next page, demonstrates how the courses in the curriculum match up against the desired 10 competencies.

	10 Competencies	Foundation Skills	Behavioral, Cultural and Social Dimensions	Organizational/ Career Development	Additional Required Courses
1	Self/Career Management	CHDS 37900 Applied Studies Cornerstone	HED 46052 Stress: Recognition and Management	CHDS 47900 Applied Studies Capstone Seminar	
2	Information Literacy	LIS/LMS 30010 Information Fluency in the Workplace and Beyond			
3	Statistics/ Algebraic Thinking	MATH 30011 Basic Probability and Statistics			MATH 11010 Algebra for Calculus
4	Communication				
	Written	ENG 30063 Business and Professional Writing			ENG 11011 College Writing I ENG 21011 College Writing II
	Human		COMM 35852 Intercultural Communication		COMM 15000 Introduction to Human Communication
	Organizational			COMM 35864 Organizational Communication	
	Group		CHDS 37800 Small Group Process		

	10 Competencies	Foundation Skills	Behavioral, Cultural and Social Dimensions	Organizational/ Career Development	Additional Required Courses
5	Ethics				PHIL 21001 Introduction to Ethics
6	Computer Literacy	TECH 36401 Applications of Technology Management Software			COMT 11000 Introduction to Computer Systems **OR** COMT 12000 Personal Productivity Software **OR** MIS 24053 Introduction to Computer Applications
7	Civic Engagement		SOC 32570 Inequality in Societies		SOC 12050 Introduction to Sociology
8	Leadership		MIS 24163 Principles of Management	MIS 34165 Dynamics of Leadership PSYC 31773 Industrial Psychology	PSYC 11762 General Psychology
9	Critical Thinking			CACM 32020 Strategic Planning	
10	Diversity/ Internationalism		COMM 35852 Intercultural Communication SOC 32570 Inequality in Societies		SOC 12050 Introduction to Sociology

1. **Describe the program, including each option and concentration, as it would appear in a catalog.**

The Bachelor of Applied Studies is an adult completion degree offered through the Regional Campuses. It is designed to accommodate varied educational backgrounds, develop competencies needed for success in a variety of work settings and offer major courses in schedules attractive to time- and place-bound adults. Self-management of one's career in the 21st century is a major goal of this degree.

This degree provides a blended, breadth of learning experience that is trans-disciplinary, and is quite different from the traditional degree which provides depth within a single discipline. ***Students who desire a major with depth in a specific discipline should consider a traditional degree.***

The Bachelor of Applied Studies requires a prescribed core of skills/knowledge-based courses that bridge multiple disciplines in multiple colleges. The skills/knowledge provided by this degree are ***civic engagement, computer literacy, critical thinking, diversity/internationalization, ethics, information literacy, leadership, oral and written communication, self-management, and statistical and algebraic thinking.*** Students construct a meaningful plan for using the program's curriculum to explore and prepare for their preferred futures by completing a cornerstone course and developing an electronic portfolio. This enables students to collect artifacts of their learning that can be used to advance their careers. A capstone course features a synthesizing of learning focused on the 10 foundational competencies and finalization of the electronic portfolio for job search and career development purposes.

Students also complete 34 hours of applied courses from their major in an associate degree or an officially declared minor or develop a discipline specialization in consultation with an advisor.

To receive a Bachelor of Applied Studies, students must satisfy the 36-hour Liberal Education Requirements as indicated in this Catalog, the diversity and writing-intensive requirements anda minimum of 39 upper-division (junior- and senior-level) credit hours.

The cumulative grade point average must be minimum 2.00 for all coursework taken at Kent State University, and a minimum grade of C (2.00) must be earned in the applied studies courses.

This program is available at all seven Regional Campuses: Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull and Tuscarawas.

NOTE: The AACSB accreditation standards prohibit non-business majors from taking more than 25 percent of their degree requirements in business courses. Therefore, no more than 31 credit hours in College of Business Administration courses may be counted toward stated degree requirements.

I. **Destination Kent: First Year Experience** **1**

II. **Liberal Education Requirements**
- **Composition** **6**
  ENG 11011 College Writing I 3
  ENG 21011 College Writing II 3
- **Mathematics and Critical Reasoning** **3**
  MATH 11010 Algebra for Calculus
- **Humanities and Fine Arts** **9**
  Select 9 hours from the Liberal Education Requirements 9
- **Social Sciences** **6**
  PSYC 11762 General Psychology 3
  SOC 12050 Introduction to Sociology 3
- **Basic Sciences** **6-7**
  (must include lab requirement)
  Select 6-7 hours from Liberal Education Requirements 6-7
- **Additional Liberal Education Requirements** **6**
  COMM 15000 Introduction to Human Communication 3
  PHIL 21001 Introduction to Ethics.. 3

III. **Courses from the major in an associate degree program or a declared minor or individualized specialization selected in consultation with an advisor**................ **34**

IV. **General Elective (upper or lower division)** **3**

V. **Computer Literacy**.. **3**
  Choose one of the following:
  COMT 11000 Introduction to Computer Systems (3)
  COMT 12000 Personal Productivity Software (3)
  MIS 24053 Introduction to Computer Applications (3)

VI. **Applied Studies Courses**... **44**
- **Foundational Skills**
  CHDS 37900 Applied Studies Cornerstone 3
  ENG 30063 Business and Professional Writing... 3
  LIS30010/LMS30010 Information Fluency in the Workplace and Beyond 3
  MATH 30011 Basic Probability and Statistics... 3
  TECH 36401 Applications of Technology Management Software........................ 3
- **Behavioral Cultural and Social Dimensions**
  COMM 35852 Intercultural Communication... 3
  CHDS 37800 Small Group Process... 2
  HED 46052 Stress: Recognition and Management 2
  MIS 24163 Principles of Management 3
  SOC 32570 Inequality in Societies.. 3
- **Organizational/Career Development**
  CACM 32020 Strategic Planning 3
  CHDS 41891 Applied Studies Capstone Seminar...................................... 4
  COMM 35864 Organizational Communication 3
  MIS 34165 Dynamics of Leadership 3
  PSYC 31773 Industrial Psychology 3

TOTAL **121-122**

2. **List the courses (title, number, semester/quarter credit hours and catalog description) that would constitute the requirements and other components of the proposed program. Indicate courses that are currently offered and will be new (indicate new courses with a ■)**

CACM 32020 Strategic Planning (3) Course provides training in strategic planning, including assessing the current environment, developing goals and objectives, and establishing a timeline for action. Prerequisite: junior standing.

CHDS 37800 Small Group Process (2) (Cross-listed with HED 34060) Students learn to understand the dynamics of problem solving groups and how to become effective leaders and members. Topics include climate, goals, decision making, communication, leadership, membership. Experienced-based learning combined with conceptualizing. Prerequisite: none.

■ *CHDS 37900 Applied Studies Cornerstone (3)* This cornerstone course for the major in Applied Studies instructs students about how the work role in industrial and information societies has evolved to its current organization. It explains how the boundary-less organization of work has transformed the meaning of jobs and careers for the 21st century. Students personalize the information by reflecting on the role of work in their own lives and then construct a meaningful plan for using the curriculum in Applied Studies to explore and prepare for possible selves and preferred futures. Prerequisite: Applied Studies majors.

■ *CHDS 47900 Applied Studies Capstone Seminar (4)* This is a summative course designed to articulate and integrate the ten competencies that are part of the bachelors degree in Applied Studies. In part, an electronic portfolio will be used to help describe familiarity with the competencies. Prerequisite: CHDS 37900 and Applied Studies majors.

COMM 15000 Introduction to Human Communication (3) An inquiry into the nature and function of human communication in interpersonal, group and public contexts. Prerequisite: none. This course may be used to satisfy the Liberal Education Requirements (LER).

COMM 35852 Intercultural Communication (3) Theory and application of communication between people of different cultures and different national systems. Prerequisite: none. This course may be used to satisfy the diversity requirement.

COMM 35864 Organizational Communication (3) Application of communication theory to organizational settings. Exploration of communication structures, processes and methods in organizations. Prerequisite: minimum C (2.0) grade in COMM 20000; and minimum C (2.0) grade in COMM 21000 or pass the Grammar Test with minimum 680 score; and minimum 2.25 cumulative GPA. This course may be used to satisfy the writing-intensive course requirement with approval of major department.

COMT 11000 Introduction to Computer Systems (3) Laboratory course covering basics of computer systems, including hardware, personal productivity software internet usage and file management. Prerequisite: none.

COMT 12000 Personal Productivity Software (3) Lab-oriented course covering concepts and integration of computer applications. Emphasis on software suites, specifically word processing, electronic spreadsheets, database and presentation applications. Prerequisite: none.

ENG 11011 College Writing I (3) The study and practice of academic writing, including an introduction to rhetorical principles, the writing process, critical reading, research and technology. Prerequisite: appropriate placement test score. This course may be used to satisfy the Liberal Education Requirements (LER).

ENG 21011 College Writing II (3) Continuation of college writing instruction with emphasis on research and inquiry, culminating in a lengthy written and/or multi-modal project. Prerequisite: ENG 11011 or 11002; and minimum 24 credit hours. This course may be used to satisfy the Liberal Education Requirements (LER).

ENG 30063 Business and Professional Writing (3) Analysis of how textual genre function in business and professional settings. Students gain extensive individual and collaborative practice writing in these genres. Prerequisite: ENG 21011 with minimum C (2.0) grade; junior standing.

HED 46052 Stress: Recognition and Management (2) An examination of stress, its role as a predisposing factor for various illnesses and diseases, types of stressors, the body's reaction to stress, as well as techniques for recognizing, preventing and reducing stress. Prerequisite: none.

■ *LIS 30010/LMS 30010 Information Fluency in the Workplace and Beyond (3)* This course teaches information access, technology, and media literacy skills which enables students to become, not only information literate, but also information fluent—able to move seamlessly among multiple information sources and technologies resources to fill their informational needs, whether in the classroom or the workplace. Prerequisite: none.

MATH 11010 Algebra for Calculus (3) Study of elementary functions and graphs, including polynomial, exponential, and logarithmic functions; complex numbers; binomial theorem. Prerequisite: appropriate placement test score or MATH 10036 with minimum C (2.0) grade; no credit for MATH 11011 or 12001. This course may be used to satisfy the Liberal Education Requirements (LER).

MATH 30011 Basic Probability and Statistics (3) Analysis and representation of data. Controlled experiments and observations. Measurement errors. Correlation and regression. Sampling. Probability models and tests of models. Inference. Prerequisite: MATH 11010 with minimum C (2.0) grade.

MIS 24053 Introduction to Computer Applications (3) Develop competency in the operation of contemporary software and hardware applications. To develop an appreciation for the contribution of computers, software and the Internet to society. Prerequisite: none.

MIS 24163 Principles of Management (3) Introductory course in management and organizational design. The leading contributions in the area are reviewed and practical implications are developed. Prerequisite: sophomore standing.

MIS 34165 Dynamics of Leadership (3) Contemporary theories of management and leadership; practical application cases; personal assessment and opportunities to develop individual and group leadership. Prerequisite: minimum 2.50 cumulative GPA; and MIS 24163 or BMRT 11009.

PHIL 21001 Introduction to Ethics (3) This course considers what constitutes ethics, not just which specific acts or act-kinds are ethical, using at least three primary philosophic sources from varied ethical traditions. Prerequisite: none. This course may be used to satisfy the Liberal Education Requirements (LER) and the diversity requirement.

PSYC 11762 General Psychology (3) Introduction to the scientific approach to understanding human behavior and mental processes, such as emotions, perceptions, and cognitions. Topics may include personality, social and environmental factors, biological aspects of behavior, the experience of emotion and psychological disorders. Prerequisite: none. This course may be used to satisfy the Liberal Education Requirements (LER).

PSYC 31773 Industrial Psychology (3) Application of principles, facts and theories of psychology to people at work. Includes motivation and satisfaction at work, personnel selection and placement, training and development, performance appraisal, organization development, quality of work life, ergonomics and consumer psychology. Prerequisite: PSYC 11762.

SOC 12050 Introduction to Sociology (3) Scientific approach to understanding social interaction, institutions and organization. Prerequisite: none. This course may be used to satisfy the Liberal Education Requirements (LER) and the diversity requirement.

SOC 32570 Inequality in Societies (3) Sociological analysis of stratification and inequality in societies, and the social structures that produce and maintain them. Particular emphasis on the intersections of race, class, and gender in American society. Prerequisite: SOC 12050 and junior standing. This course may be used to satisfy the diversity requirement.

TECH 36401 Applications of Technology Management Software (3) Combination of computer and business applications for managing technology within an organization. Focus is on using emerging computer software programs for the enhancement of decision making. Course is 2 hours lecture, 1 hour lab. Prerequisites: BMRT 11000 and COMT 12000 and MATH 11011; or approval from full-time AAB faculty member.

3. **Describe the specific methods that will be used for revaluation of the proposed program following implementation.**

   As with all baccalaureate programs at Kent State, the Bachelor of Applied Studies will undertake continuous evaluation as prescribed by the Academic Quality Improvement Project (AQIP). Specific learner achievement will be measured according to the following process.

   Upon completion of the Bachelor of Applied Studies, graduates will be able to:

   - Demonstrate a working knowledge of the competencies required in a professional work situation
     - √ Through the seminar course and completion of an e-portfolio, the learner will provide examples of activities accomplished that involve self/career management, information fluency, leadership, critical thinking, statistical and algebraic thinking, communication, ethics, computer fluency, civic engagement and diversity/internationalism.
       - ♦ Assessment of learning and the e-portfolio will occur in the capstone course.
   - Plan a job search or career advancement strategy that utilizes the knowledge and skills developed during the learning program.
     - √ The learner will articulate his/her identity as a worker, build a support network, critically evaluate job opportunities, and prepare materials to support a search or career advancement.
       - ♦ Assessment of the student's job preparedness and search/advancement activities will occur in the capstone course.
   - Apply acquired skills in the role of professional practitioner within a chosen field.
     - √ The learner will perform successfully in the work world and will be satisfactorily evaluated in the performance of his/her role as an employee.
       - ♦ Assessment will take place post graduation with feedback to the program via employer follow-up surveys.

4. **Indicate whether your institution intends to seek specialized accreditation from a professional association for this program and whether additional resources are required to gain accreditation.**

   No specialized accreditation is planned at this time.

G. <u>Facilities and Support Services</u>

1. **Describe facilities and equipment currently in existence at your institution that will be used for the proposed program.**

   The program is designed primarily around existing and regularly offered courses from several disciplines at Kent State University. Current classrooms and facilities will be used for these courses. Only three new courses require the addition of classrooms and schedule alterations. The seven Regional Campuses are adequately equipped with classrooms and learning resources to support enrollment in the program and the courses. Technology materials are in place and continuous technology updating plans are budgeted and carried out at each campus.

   All the courses in the program are offered at the Regional Campuses in either traditional or distance-learning settings. The university will continually assess enrollment and scheduling demands to decide if traditional course section offerings should be made distance learning to be able to more flexibly scheduled, and if growing enrollment in distance learning course sections necessitates a move toward a traditional in-class setting. The foremost intent will be to continually offer all courses at all campuses, scheduled to meet the needs of adult learners.

2. **Explain how existing facilities and equipment for the proposed program will affect existing programs.**

   During the initial years of the program, modest enrollments will be readily absorbed in the courses that are currently taught. Thus, facilities and equipment will not be affected beyond the campuses' capabilities. As enrollments increase, there may be a need to expand the number of sections of the various courses; however, since the students will be spread over seven campuses, any alterations will not be detrimental to existing programs.

3. **Describe additional facilities, facility modifications and equipment that will be required for use in the proposed program.**

   It is not anticipated the need for any additional facilities, facility modifications, or additional equipment for the proposed program. This program is truly multi-disciplinary, using resources and structures presently and successfully in operation.

4. **Indicate institutional plans for meeting any needs for additional facilities and/or support resources.**

   The primary institutional plan for the Bachelor of Applied Studies includes support resources in terms of faculty needed for the program. Kent State has on-staff and prepared faculty—full time and department-approved part time—to teach the curriculum, including the three new courses. As the program's enrollment increases, each campus will assess the courses for which additional faculty are needed to teach. The Regional Campuses will collaborate with the Department of Adult, Counseling, Health and Vocational Education to prepare faculty to be qualified to teach the cornerstone and capstone courses.

   Three groups will meet periodically to work through issues of creative scheduling, development of alternative course-delivery modes, student support services and program marketing. Members of these groups include the program coordinator; chair of the Department of Adult, Counseling, Health and Vocational Education; associate and assistant deans from the seven Regional Campuses; faculty who comprise the curriculum committee; and campus registrars, advisors and enrollment managers.

   At time of application, students will be assessed of the credits already achieved (associate degree or completed college coursework) and any special needs presented. An advisor will be provided for orientation and to help each student plan an appropriate schedule. All seven Regional Campuses are committed to work together to support this program, each using the services it provides for all students, most of whom are from the adult population.

   Because of the small populace on the Regional Campuses, there is a close relationship between faculty/staff and students that allows for more personalized advising, guidance and tutoring. This will be advantageous for the Bachelor of Applied Studies.

   As enrollment grows, there may be a need for additional services and expanded oversight functions. It is anticipated that tuition and subsidy as a result of program enrollment should more than cover budget demands for any additional faculty and staff.

5. **Describe the adequacy of the existing library to support the proposed program in terms of print and non-print materials, equipment and personnel. If there are library standards used by professional societies and/or accrediting agencies that will evaluate the program, compare these to existing library resources.**

   Regional Campus library directors have assessed the needs of their respective campus collection as well as that of the University-wide collection to determine if additional materials may be needed to support any of the program's courses that are new to Regional Campuses.

H. **Financial Resources**

1. **Provide a projected budget for the next four (4) academic years, indicating the total needs to support the proposed program.**

Financial Summary	Year 1	Year 2	Year 3	Year 4
Revenue				
Enrollments	64	91	118	148
Tuition revenue	168,583	239,120	309,946	389,556
SII	0	221,145	267,410	360,128
Total revenue	168,583	460,265	577,355	749,684
Expenses				
Personal service:				
Faculty	6,000	123,000	210,690	346,011
Total personal service	6,000	123,000	210,690	346,011
Total staff benefits	1,920	39,360	67,421	110,723
Total Personal Service and Benefits	7,920	162,360	278,111	456,734
Current expenses:				
Total current expenses	21,000	21,000	30,000	20,000
Total expenditures	28,920	183,360	308,111	476,734
Excess(deficiency) of revenue/expenditures	$139,663	$276,905	$269,244	$272,950
NTT faculty hires (3–Yr.1, 2–Yr. 2, 3–Yr. 3)	6,000	123,000	84,000	129,000
Recruiting faculty ($5,000/faculty)	15,000	10,000	15,000	0
Misc expenses	1,000	6,000	10,000	15,000
Kent campus expenses	5,000	5,000	5,000	5,000
Total current expenses	$21,000	$21,000	$30,000	$20,000

Kent State University, Office of the University Budget
State Share of Instruction (SSI Rates per OBR), Fiscal Year (FY) 2008

Note: The SSI for FY08 was two percent above the FY07 amount plus an amount for "tuition subsidy."
For internal revenue sharing agreements, the FY07 rates were increased by 2%.

Model	SSI Rate	Estimate per credit hour rate
General Studies I	1,136	38
General Studies II	1,779	59
General Studies III	3,852	128
Technical I	2,678	89
Technical III	6,525	218
Baccalaureate I	2,641	88
Baccalaureate II	4,257	142
Baccalaureate III	8,051	268
Masters / Prof I	9,651	322
Masters / Prof II	12,797	427
Masters / Prof III	20,019	667
MPD I	3,919	131

SSI Calculations			Blended	Average Blended
Courses	Cr Hrs		Rate	Rate/FTE
Major	44		115	3,450

2. **Indicate the adequacy of expected subsidy and other income to meet these needs.**

   Projected additional income from upper-division student enrollments is calculated on the assumption that the program will attract 21 new students in the first year and 101 students for all Regional Campuses by the fourth year. These projections are conservative, but with the emphasis on recruiting and retention, these numbers should be attainable. Tuition revenue generation for the four years will total $1,107,204 with SSI adding an additional $848,683. The total revenue projected for this program is $1,955,886 for the four years. The revenue projections are based on fiscal year 2008 tuition and SSI Rates, and there is a 0 percent increase in the future years. Estimated revenue projections are sufficient to cover the needs of the programs. It is expected that the program's initial enrollments will be as projected since increases in these numbers will cause an increase in the cost of instruction. Expenses in the first year cover developing the cornerstone and capstone courses, recruiting three new faculty members in Year 2 ($15,000), miscellaneous expenses ($1,000) and expenses for the Kent campus department ($5,000). Anticipated increases in faculty costs are projected in Year 3 (two new faculty members) and in Year 4 (three new faculty members). A proposed annual budget of $5,000 in subsequent years for Kent campus department expenses is anticipated.

   The unique aspect of this program is its multi-discipline contents. All courses, save three, are long-standing offerings that have been successfully taught over time. With creative scheduling and alternative instructional modes, no new faculty will be required for these courses. The College of Education, Health and Human Services is preparing existing faculty to teach the three new courses. Thus, there are no greatly additional expenses in terms of faculty, facilities, etc.

   The collaborative effort of the seven Regional Campuses assures a distribution of costs reflected in the budget presented in this proposal.

3. **Discuss briefly the internal reallocations of resources that will occur, of other sources of funding to be used to support the remaining resource requirements of this program. Be specific in terms of faculty reallocations.**

   Funding for instruction costs in the first year will be a reallocation of the campuses part-time faculty pool. This reallocation will be for class sections that are created for the upper-division offerings necessary for students in this degree program. Staffing costs for program and faculty support will be reallocated from existing programs and areas within each campus

4. **Complete and attach the Financial Statement for New Degree Proposal (Part V), which provides an indication of the impact of the projected FTE's in this program on the institution's enrollments. (This form must be transmitted by the Ohio Board of Regents to the Speaker of the House of Representatives, the President of the Senate, the Legislative Budget Office of the Legislative Service Commission and the Director of Budget and Management, at least ten days prior to formal action taken by the regents. Ref. Section 3333.021 of the Ohio Revised Code.)**

Appendix A

FINANCIAL STATEMENT FOR NEW DEGREE PROPOSAL

Institution: Kent State University

Proposed Program: Bachelor of Applied Studies   Date: April 22, 2008

Contact Person for Financial Analysis: Timothy Martin, Executive Director of
Administrative and Business Services

Phone: 330-672-5803

IMPACT ON STATE EXPENDITURES

The impact of new academic program approvals on state expenditures occurs in two ways, one of which reasonably can be quantified at the moment of approval and the other of which can develop only over a longer period of time. Since state subsidies to colleges and universities are based on enrollment-driven formulas and institutions must operate all programs within the resulting dollars, no impact of a new program approval occurs in the current fiscal year unless enrollments will thereby stand at a higher level than otherwise anticipated. In the ensuing biennium, such newly generated enrollment presumably will continue to cause higher state subsidy payments, although the rate of such state support is unknown at the time of approval. For this program, the impact of newly generated enrollment is reported below:

Number of New Full-Time Enrollments Anticipated

Academic
Year 1:   64

Year 2:   91

Year 3:   118

Year 4:   148

Increased State Subsidy Payments Anticipated

Academic
Year 1: $ 0

Year 2: $221,145

Year 3: $267,410

Year 4: $360,128

The second way in which new programs impact future state expenditure is through the influence that actual institutional expenditures have on support formulas established for ensuing fiscal periods. Inasmuch as the costs of a particular program can affect state formulas through influencing system-wide cost averages only, it is virtually impossible to calculate the impact and report such impact at the time of individual program approval.

IMPACT ON INSTITUTIONAL INCOME AND EXPENDITURES

The impact of new programs on institutional income and expenditures ranges from very substantial in the case of a wholly new curricular, administrative and support structure designed to serve a newly recruited body of students, to virtually none in the case of the simple rearrangement of existing courses to give a new study option to students already enrolled. The income generated by the second type of program may be zero and the expenditures very minimal or virtually nil. The estimates reported below are those of the proposing institution and are intended to be net increases only over currently existing income and expenditure bases.

Increases in Net Income

	Year 1	Year 2	Year 3	Year 4
State Subsidy	$0	$221,145	$267,410	$360,128
Student Fees	$168,583	$239,120	$309,946	$389,556
Other	$0	$0	$0	$0
Total	**$168,583**	**$460,265**	**$577,355**	**$749,684**

Increases in Net Expenditures

	Year 1	Year 2	Year 3	Year 4
Net Faculty	$6,000	$123,000	$210,690	$346,011
Costs (Benefits @ 32%)	$1,920	$39,360	$67,421	$110,723
Administrative	$0	$0	$0	$0
Costs	$0	$0	$0	$0
Support Costs	$21,000	$21,000	$30,000	$20,000
Total	**$28,920**	**$183,360**	**$308,111**	**$476,734**

Brief Description of Income and Expenditure Increases:

_____
_____
_____
_____
_____
_____
_____
_____

Academic Year of Program Initiation: _____

Filed: _____

Filed with: _____

Date: _____