Tuscarawas Campus Faculty Council Meeting Minutes

November 6, 2018 at 8:00 a.m.

A208 Founders Hall

Voting Members Present: Lisa Brindley, Kathy Davis-Patterson, Jean Engohang-Ndong, Ashley Galati, David Graff, Jeremy Green, Scott Keiller, Hongshan Li, Beth Osikiewicz, Chitra Rajagopal, Sandra Pech, Nicole Willey

Voting Members Absent: none

Non-Voting Attendees: Kingsly Berlin, Ginger Bihn-Coss

Administrators Present: Brad Bielski

I. Call to Order: Davis-Patterson called the meeting to order at 8:13 am.

II. Secretary/Treasurer Report: Since the last meeting, there was 1 deposit totaling $120.00 and 1 withdrawal of $45.93, which brings the current balance to $1,289.32. Green is accepting Flower Fund money for the 2018-2019 year, $20 is asked per faculty/admin and can be paid in cash or check (made out to the Tuscarawas County University Foundation) to the Treasurer (Green).

III. Standing Committee and Faculty Reports
a. Academic Affairs – report attached
b. Academic Learning Commons – report attached; Cherie Bronkar is requesting faculty to submit the titles of CORE
textbooks to the Academic Learning Commons so that our collection can be improved.

c. **Community Engagement** – report attached
d. **Electronic Communications** – report attached
e. **Faculty Affairs** – No report
f. **Student Affairs** – report attached
g. **Faculty Senate** – report attached; there was discussion about the possibility of new vendors to replace FlashFolio and Blackboard Learn and how this might impact curricular programs going forward.
h. **RCFAC** – report attached; there was discussion about the efficacy of including specific weighting of research, teaching, and service in each RC handbook to help junior faculty be more successful in the RTP process. It was noted that Tuscarawas already has a strong faculty mentoring program and this has shown through in recent RTP files, and Willey and Graff (TT and NTT mentors, respectively) may be invited to share their success with RCFAC to help other campuses. There was also discussion and clarification by Dean Bielski about how enrollment numbers are reported by different RCs.

IV. **Dean Bielski Administrative Report:** Identifying new faculty hiring needs for 2019-20 campus budget remains a priority. There are 2 areas that are top priority: Modeling Animation/Game Creation and Biology. Tenure-track positions will be pushed for during the approval process. Other areas of need include Veterinary Technology, English, Nursing, Electrical Engineering Technology, Business, and Mathematics. Tuscarawas will be recognized on the House floor on November 29. Nearly 30 ALEKS computers were replaced/updated recently. The search for a new University President is beginning and the hope is to have the new president in place by July. Search for a second-shift security officer is proceeding and close to being completed. Locker rooms are under construction, the walking trail is close to being started, and some construction in the Engineering Technology area will begin shortly. Veterinary
Technology in Ashtabula is ready to move forward with their own program. A new endowed scholarship has also been established.

V. Unfinished Business
   a. Special Assignment Requests from Load Consideration Committee
      i. Agribusiness Academic Program Coordinator – proposal attached, there was no discussion; the FC was unanimous in recommending to Dean Bielski the creation of this position (Galati/Engohang-Ndong: 12 yes, 0 no, 0 abstain).
      ii. Communications Academic Program Coordinator - proposal attached, there was no discussion; the FC was unanimous in recommending to Dean Bielski the creation of this position (Pech/Galati: 12 yes, 0 no, 0 abstain).
      iii. LGBT/Women’s and Gender Studies Coordinator - proposal attached, there was discussion about the load assignment and teaching responsibilities of this position, and clarification that Women’s and Gender Studies is not part of the English department and that this coordinator position is considered separate from that of the already established English coordinator; the FC was unanimous in recommending to Dean Bielski the creation of this position (Green/Galati: 12 yes, 0 no, 0 abstain).
      iv. Writing Program Coordinator - proposal attached, the roles and responsibilities of this coordinator were discussed and it was clarified that this position is separate from that of the already established Writing Center Coordinator; the FC was unanimous in recommending to Dean Bielski the creation of this position (Engohang-Ndong/Pech: 12 yes, 0 no, 0 abstain).
VI. New Business
   a. Program Revisions:
      i. Medical Billing/Coding Office concentration – proposal attached, there was clarification that is a revision of a concentration within an existing program and not the creation of a new program; the FC was unanimous in recommending the proposal be sent to Dean Bielski for approval (Osikiewicz/Engohang-Ndong: 12 yes, 0 no, 0 abstain).
      
      ii. Program Revision: Agribusiness – this proposal has already been passed by FC, but was returned with a slight correction (see attached); the FC was unanimous in recommending the corrected proposal be sent to Dean Bielski for approval (Osikiewicz/Green: 12 yes, 0 no, 0 abstain).
      
      iii. Supplemental Travel Request – request attached, it was noted that there was a mathematical error in the paperwork from the Business Office, and the correct amount of funding should be $553.81; the FC was unanimous that approving the correct total for reimbursement (Wiley/Galati: 12 yes, 0 no, 0 abstain).
      
      iv. Engineering Technology – request attached; the proposal was discussed both at the meeting and in e-mail correspondence following the meeting. The vote was conducted via e-mail, where the FC recommended the proposal be sent to Dean Bielski for approval (Galati/Engohang-Ndong: 10 yes, 0 no, 0 abstain).

VII. Announcements:
   a. COACHE committee would like to come to each RC to report on their survey in the Spring. This will likely be during a JFA meeting.
   
b. Totten has a new kick-starter campaign for his new card game, La Mancha. Contact Willey or Totten if you would like details on how to contribute.
VIII. Adjournment: The meeting was adjourned at 9:40 am (Pech).

Respectfully submitted,

Jeremy L. Green
Tuscarawas FC Secretary/Treasurer
Academic Affairs Committee
10/24/18
Room C106

Attendance: Kingsly Berlin, Mary Cameron, Tim Fritz, Sue Hoffman, Hongshan Li, Jason Ruegsegger

Attendance: Non-Member- Chitra Rajagopal

Electronic Response from: Lovejoy Das, Jill Chen

Minutes

1. AAS Engineering Technology Revise
   a. EERT removal of current major electives and replacement of EERT 12005
      i. No recommendations
   b. Inactivate EERT-CMPR-Computer concentration
      i. Clarify that students that were in this concentration were already moved to general option
      ii. Chitra responded that they were already moved
      iii. No other recommendations

2. AAS EIRT
   a. Inactivate Engineering of Information Technology program
      i. No recommendations

3. AAB- Associate of Applied Business
   a. OTEC-addition of new concentration
      i. Roadmap had errors: IT 11004 was listed twice with different titles to the class. The second IT 11004 Intro to Operating Sys and Net. Tech is supposed to be IT 11005 and the IT 11005 Intro to Web Site Tech is supposed to be IT 11006.
      ii. No other recommendations

4. Update from Jason Ruegsegger
   a. New Support Site will go live soon
   b. It will be updated with icon on the desktop
   c. Members asked about the zoom room
      i. Jason reported that it has been going well. Some small issues that are fixed as they come up.
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 4-Sep-18  Curriculum Bulletin
Effective Date Fall 2019  Approved by EPC

Department  Engineering Technology
College  RE - Regional College
Degree  AAS - Associate of Applied Science
Program Name  EERT  Program Banner Code  RE-AAS-EERT
Concentration(s)  General  Concentration(s) Banner Code(s)  Gen
Proposal  select one

Description of proposal:

1. Removal of major elective requirement (3 credits)
   from EERT 22002, EERT 22005, EERT 22081, EERT 32005, TECH 33016 for 3 credits. Most of these courses are offered in the upper division.

2. Replace the current major electives with Revised EERT 12005 Electrical / Electronic drawing (2 credits) as shown in markup.

3. Resultant roadmap change for third semester, total semester credits reduced to 16 from 17.

4. Total program credit hours change from 65 / 69 to 64 / 68 credit hours.

Does proposed revision change program’s total credit hours?  ☑ Yes  ☐ No
Current total credit hours: 65 / 69  Proposed total credit hours 64 / 68
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):

Program area faculty

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REQUIRED ENDORSEMENTS

__________________________________________________  ____/____/____
Department Chair / School Director

__________________________________________________  ____/____/____
Campus Dean (for Regional Campuses proposals)

__________________________________________________  ____/____/____
College Dean (or designee)

__________________________________________________  ____/____/____
Dean of Graduate Studies (for graduate proposals)

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

Proposal Summary

[AAS EERT- Engineering Technology revision]

Description of Action, Including Intended Effect

1. Removal of Major elective requirements of (3 credits) from (EERT general option) to choose from EERT 22002, EERT 22005, EERT 22081, EERT 32005, TECH 33016. Most of these courses are offered in the upper division.

2. Replace the current major electives with Revised EERT 12005 Electrical Electronic drawing (2 credits) as shown in markup.

3. Resultant roadmap change for third semester, total semester credits reduced to 13 from 14.
4. Total program credit hours change from 65/69 to 64/68.

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

No impact

Fiscal, Enrollment, Facilities and Staffing Considerations

No effect

Evidence of Need and Sustainability if Establishing

To follow OBR recommendation to reduce associate degree credits and align with MERT AAS degree's total credits. Currently, there are two concentrations in EERT AAS program: Computer and Electrical Engineering Technology (general). After Computer concentration is deactivated (in process), there is no need to have concentration requirement as Electrical Engineering Technology (general) will be the only program in EERT.

Provisions for Phase-Out if Inactivating

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

September: Engineering Technology program approval
October/ November: Tuscarawas Campus FC approval
November: RCC approval
November: EPC Approval
Roadmap

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

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EERT 12000</td>
<td>ELECTRIC CIRCUITS I</td>
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<tr>
<td>MATH 11010</td>
<td>ALGEBRA FOR CALCULUS (KMCR)</td>
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<tr>
<td>MERT 12000</td>
<td>ENGINEERING DRAWING</td>
</tr>
<tr>
<td>UC 10097</td>
<td>DESTINATION KENT STATE: FIRST YEAR EXPERIENCE</td>
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<tr>
<td>Kent Core Requirement</td>
<td>3</td>
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<tr>
<td>Kent Core Requirement</td>
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<table>
<thead>
<tr>
<th>Semester Two</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EERT 12001</td>
<td>ELECTRIC CIRCUITS II</td>
</tr>
<tr>
<td>EERT 12010</td>
<td>INTRODUCTION -ro ELECTRONICS</td>
</tr>
<tr>
<td>ENG 20002</td>
<td>INTRODUCTION TO TECHNICAL WRITING</td>
</tr>
<tr>
<td>or OTEC 26638</td>
<td>BUSINESS COMMUNICATIONS</td>
</tr>
<tr>
<td>MATH 11012</td>
<td>INTUITIVE CALCULUS (KMCR)</td>
</tr>
<tr>
<td>MATH 11022</td>
<td>TRIGONOMETRY (KMCR)</td>
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<tr>
<td>Credit Hours</td>
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</table>

Semester Three
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<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>EERT 22011</td>
<td>ELECTRONIC SYSTEMS</td>
<td>2</td>
</tr>
<tr>
<td>EERT 22014</td>
<td>MICROPROCESSORS AND ROBOTICS</td>
<td>3</td>
</tr>
<tr>
<td>! Major Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics Elective A</td>
<td></td>
<td>3-5</td>
</tr>
</tbody>
</table>

Credit Hours

Semester Four

**EERT 21010** ENGINEERING AND ETHICS or TECH 31010 PROFESSIONAL ETHICS or ENGINEERING AND PROFESSIONAL ETHICS or Kent Core Humanities and Fine Arts

**EERT 22004** DIGITAL SYSTEMS

**MERT 22009** ENGINEERING TECHNOLOGY PROJECT

Concentration Requirement

Physic Elective B

Kent Core Requirement

Credit Hours

Minimum Total Credit Hours: 19
Program Requirements

MAJOR REQUIREMENTS

Major Requirements (courses count in major GPA)

EERT 12000 ELECTRIC CIRCUITS I 4
EERT 12001 ELECTRIC CIRCUITS II 3
EERT 12010 INTRODUCTION TO ELECTRONICS 4
EERT 21010 ENGINEERING AND PROFESSIONAL ETHICS 3

or TECH 31010 ENGINEERING AND PROFESSIONAL ETHICS

or Kent Core Humanities and Fine Arts

EERT 22004 DIGITAL SYSTEMS 4
EERT 22011 ELECTRONIC SYSTEMS 2

EERT 22014 MICROPROCESSORS 3

SYSTEMS AND ROBOTICS

MERT 12000 ENGINEERING DRAWING 3

MERT 22009 ENGINEERING TECHNOLOGY PROJECT 2
Major Elective, choose from the following: 3

EERT 22002  INDUSTRIAL CONTROLS

EERT 22005  ELECTRONIC INSTRUMENTATION

EERT 22018  PC/NETWORK ENGINEERING AND TROUBLESHOOTING

EERT 32005  INSTRUMENTATION

TECH 33016  PC/NETWORK ENGINEERING AND TROUBLESHOOTING

Additional Requirements (courses do not count in major GPA)

COMM 15000  INTRODUCTION TO HUMAN COMMUNICATION (KADL)

ENG 20002  INTRODUCTION TO TECHNICAL WRITING

or OTEC 26638  BUSINESS COMMUNICATIONS

MATH 11010  ALGEBRA FOR CALCULUS (KMCR)

MATH 11012  INTUITIVE CALCULUS (KMCR)
MATH 11022 TRIGONOMETRY 3

(KMCR)

UC 10097 DESTINATION KENT 1

STATE: FIRST YEAR EXPERIENCE

Physics Elective A, choose from the following: 3–5

PHY 12201 TECHNICAL PHYSICS I (KBS) (KLAB)

PHY 13001 & PHY 13021 GENERAL COLLEGE PHYSICS I (KBS) and GENERAL COLLEGE PHYSICS LABORATORY I (KBS) (KLAB)

Physics Elective B, choose from the following: 3–5

PHY 12202 TECHNICAL PHYSICS II (KBS) (KLAB)

PHY 13002 & PHY 13022 GENERAL COLLEGE PHYSICS II (KBS) and GENERAL COLLEGE PHYSICS LABORATORY II (KBS) (KLAB)

1

PHY 13012 COLLEGE PHYSICS II & PHY 13022 (KBS) and GENERAL COLLEGE PHYSICS LABORATORY II (KBS) (KLAB)
Kent Core Composition 3
Kent Core Humanities and Fine Arts 3
Kent Core Social Sciences 3
Concentrations
Choose from the following: 3
Computer
    Electrical Engineering Technology (General) 65-69

Minimum Total Credit Hours: 64-68
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 17-Oct-18 Curriculum Bulletin
Effective Date Fall 2019 Approved by EPC

Department EERT
College RE - Regional College
Degree AAS - Associate of Applied Science
Program Name Electrical Engineering Technology Program Banner Code Re-AAS-EERT
Concentration(s) Computer Concentration(s) Banner Code(s) RE-EERT-CMPR
Proposal Inactivate program

Description of proposal:
As part of inactivating the concentrations that no longer have much value, this concentration needs to be inactivated as it is obsolete and misleading to the students. Currently two students enrolled are moved to the General option which meets all the requirements for the degree.

Does proposed revision change program’s total credit hours? Yes No
Current total credit hours: Proposed total credit hours

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
None

Units consulted (other departments, programs or campuses affected by this proposal):
Engineering Technology faculty, Campus FC.
REQUIRED ENDORSEMENTS

__________________________________________________  ____/____/____
Department Chair / School Director

__________________________________________________  ____/____/____
Campus Dean (for Regional Campuses proposals)

__________________________________________________  ____/____/____
College Dean (or designee)

__________________________________________________  ____/____/____
Dean of Graduate Studies (for graduate proposals)

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

Proposal Summary
[Inactivate EERT-CMPR-Computer concentration]

Description of Action, Including Intended Effect

As part of inactivating the concentrations that no longer have much value, this concentration needs to be inactivated as it is obsolete and misleading to the students. Currently two students enrolled are moved to the General option which meets all the requirement for the degree.

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

No impact on any other programs.

Fiscal, Enrollment, Facilities and Staffing Considerations

None
Evidence of Need and Sustainability if Establishing

Provisions for Phase-Out if Inactivating

Currently two students enrolled are moved to the General option which meets all the requirement for the degree.

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

FC Nov18
Regional College CCC Nov 18
EPC Nov 18
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 17-Oct-18 Curriculum Bulletin

Effective Date Fall 2019 Approved by EPC

Department EIRT
College RE - Regional College
Degree AAS - Associate of Applied Science
Program Name Engineering of Information Technology Program Banner Code RE- AAS-
EIRT
Concentration(s) Concentration(s) Banner Code(s)
Proposal Inactivate program

Description of proposal:
As part of clearing the inactive programs and since no students are enrolled in this program for few years now, also this program overlaps with the separate Information Technology degree, this program needs to be inactivated.

Does proposed revision change program’s total credit hours? ☑ Yes ☐ No
Current total credit hours: Proposed total credit hours

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

none

Units consulted (other departments, programs or campuses affected by this proposal):
Trumbull Campus
Tuscarawas Campus
REQUIRED ENDORSEMENTS

__________________________________________________
____/____/____
Department Chair / School Director

__________________________________________________
____/____/____
Campus Dean (for Regional Campuses proposals)

__________________________________________________
____/____/____
College Dean (or designee)

__________________________________________________
____/____/____
Dean of Graduate Studies (for graduate proposals)

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

Proposal Summary
[Inactivate the EIRT Program]

Description of Action, Including Intended Effect

Inactivate RE-AAS-EIRT. As part of clearing the inactive programs and since no students are enrolled in this program for few years now, and also this program overlaps with the separate Information Technology degree, this program needs to be inactivated.

Impact on Other

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

No impact on other programs.

Fiscal, Enrollment, Facilities and Staffing Considerations

None
Evidence of Need and Sustainability if Establishing

Provisions for Phase-Out if Inactivating

None required.

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

FC Nov18
Regional College CCC Nov 18
EPC Nov 18
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Department: OTEC
College: RE - Regional College
Degree: AAB - Associate of Applied Business
Program Name: Office Technology
Program Banner Code: OTEC
Concentration(s): Medical Billing/Coding Office
Concentration(s) Banner Code(s): OTEC
Proposal: Revise program

Description of proposal:

In order to provide students with the skill set and knowledge within the medical billing/coding field, a recommendation for a new concentration within the Office Technology (OTEC) Degree Program is being proposed.

The flexibility for students will continue with web based courses for the new concentration, where commuting may not be feasible. The Office Technology (OTEC) Program will continue to be fully offered online, and at Ashtabula, Salem, Trumbull & Tuscarawas Campuses.

Does proposed revision change program’s total credit hours? ☐ Yes ☒ No
Current total credit hours: 61
Proposed total credit hours: 61

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
The online format using Blackboard Learn has already existed for the Medical Billing/Coding courses in the Medical Billing Programs. These courses are part of the Medical Billing/Coding Certificate Program and ATS Program.
There have been existing faculty teaching the Medical Billing/Coding courses. Existing faculty have already been teaching web courses using Blackboard Learn. Faculty have either attended Blackboard workshops or “Quality Matters” workshops.

There has been consistent student enrollment within the online Medical Billing/Coding courses. There are no fiscal considerations at this time, because students supply their own computer resources for web based courses. There are not any expenses incurred regarding classroom facilities or resources.

Units consulted (other departments, programs or campuses affected by this proposal):
OTEC Full-time faculty, Larry Froelich (Regional College), Amiee Bell (Academic Program Coordinator, Kent Campus), Ashtabula, Salem, & Trumbull campuses will be consulted.

__________________________________________________
Department Chair / School Director

__________________________________________________
Campus Dean (for Regional Campuses proposals)

__________________________________________________
College Dean (or designee)

__________________________________________________
Dean of Graduate Studies (for graduate proposals)

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

Proposal Summary
[Medical Billing/Coding Office Concentration Proposal]

Description of Action, Including Intended Effect

In order to provide students with the combined skill set and knowledge of office technology and medical billing/coding within the medical and health care field, a recommendation for a new concentration within the Office Technology (OTEC) Degree Program is being proposed.
The flexibility for students will continue with web based courses for the new concentration, where commuting may not be feasible. The Office Technology (OTEC) Program will continue to be fully offered online, and at Ashtabula, Salem, Trumbull & Tuscarawas Campuses.

(Please see attached Medical Billing/Coding Office concentration)

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

The online format using Blackboard Learn has already existed for the Medical Billing/Coding courses within the Medical Billing Programs. There are existing faculty in place for teaching the Medical Billing/Coding courses. These courses are also part of the Medical Billing/Coding Certificate Program and ATS Program.

**Fiscal, Enrollment, Facilities and Staffing Considerations**

Existing faculty have already been teaching web courses using Blackboard Learn. Faculty have either attended Blackboard workshops or “Quality Matters” workshops. The Medical Billing/Coding courses have been offered within the Certificate Program and the ATS Degree Program, therefore enrollment has been sustainable.

There are no fiscal considerations at this time, because students supply their own computer resources for web based courses. There are not any expenses incurred regarding classroom facilities or resources.

**Evidence of Need and Sustainability if Establishing**

There has been consistent enrollment within the online Medical Billing/Coding courses. Students are attracted to the flexibility and convenience of this format, where commuting may not be feasible.

This new concentration will provide students with a diverse skill set and knowledge of office skills and medical billing/coding skills.
Provisions for Phase-Out if Inactivating

NA

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

Fall 2019
October 10, 2018, Academic Learning Commons Meeting

In attendance: Amanda Hayes, Ed Newman, Sandra Peck, Cherie Bronkar, Ginger Bihn-Coss

(Please note: sections highlighted indicate importance/significance for all faculty on campus)

Discussion: Flashperks for attending ALC workshops-
- 750 for each workshop
- Flashperks= Earn “KSU gifts/gear” for points

Review of Committee Charges:

Charge #1: Continue to suggest workshops that benefit faculty and students.
1. Student workshops scheduled- APA, MLA, Plagiarism (please encourage attendance)
   a. APA- Oct 23/24
   b. MLA- Oct 16/17
   c. Avoiding Plagiarism- Nov. 6/7
2. Faculty workshops-
   - First workshop offered (in Sept)- no faculty came
   - Ideas for faculty workshops: video 2 go workshop; assistance for faculty/ dept coordinators in blue and gold night/ recruitment/ promotional materials for degrees
3. Had a student author last week- good attendance

Charge #2: Respond as necessary to new program/course needs, accrediting agency recommendations, and program reviews.
- Vet tech accreditation- passed
- Theater- added collection

Charge #3: Continue to develop the library’s core text/textbook collection for student use.
   ➔ Need to push. Remind faculty that we need to have core books in the library
      o Please contact Cheri if you teach a general education course and are not sure if your text is on reserve at the library!

Charge #4: Continue to investigate ways that the library can become better known by, and better meet the needs of, the surrounding community.
- Cherie: Maria- reached out to 4H
   o Worked with Dover and New Phila libraries
   o College for Kids
   o Plans for involving Middle school aged....
- Committee suggestions: MakerSpace with Boys scouts and girl scouts/ big brothers and big sisters

Charge #5: Investigate ways, in coordination with the Student Affairs Committee, which would encourage more student use of the Library’s Maker’s Space.
   Ideas:
   - “best of show”
- College writing 2 contest
- “my veteran” – students write about veterans they know/knew → invite to luncheon
  - Ed will work on this program
- Clubs/ organizations- using MakerSpace
- Destigmatizing campaign

**Other Events at the Library:**
Sabsie- spoken word- flashperks; misogyny (Nov. 29- Thursday, 7 p.m.)
Black history month- Hip Hop archive
Schoenbrun- Native American heritage
Dr. Li- trip to China; study abroad

**Library updates:**
- Mentoring new workers in library with Lead workers
- Affordable textbooks
  - Combining textbooks → one book
  - A few faculty → trial it; show others
Community Engagement (CE) Meeting 10/9/18 Minutes

Present: Denise McEnroe-Petitte, Shelly Stefka, Don Gerbig, Todd Hartline, Maria Burkholder

Absent: Ikpe Akpan, Samantha Bonaduce, Lisa Brindley, G Patterson

Denise presented that her and Don have worked on a number of ideas throughout the summer and have additionally met with the Dean and Chad Conrad to discuss these. Involvement with the Student Government (SG) will be a major part of CE and Denise and Don will communicate with and/or attend SG meetings to help facilitate.

The charges that have been assigned to this committee were reviewed and discussed.

Charge 1-Coordinate a service-project at the campus level.

To work on this charge, the SG will assist the CE committee by collecting school supplies for an area grade school for the academic year. Plans will continue with this activity utilizing another area grade school for each academic year. A doughnut sale has already been held and a dance is being planned to assist with obtaining donations. Posters, fliers, and emails will be posted for all to see and collection boxes will be placed around the campus.

Another campus activity is to make a tree for the Warther’s Christmas tree sale. A committee has been formed to decorate the tree with the theme being the 50th anniversary of KSUT. Chad Conrad has obtained a tree and the decorating is to begin soon.

The Salvation Army is having a “Kettle” activity where we purchase a “Kettle” and decorate it. It will then placed in the community for donations. The SG will decorate it with the 50th anniversary theme. Students/faculty will sign up to ring the bell and a contest for the most collections will be held at the conclusion of the event.

Other events that were suggested include: The Train of Terror with the Dennison Railroad Depot Museum in Dennison Oct 19 and 20, The Salvation Army After School Program, United Way, Read to Me, Donate books, School bus (Stuff the bus), Share a Christmas, Latino Cultural festival, offer health talks, First Saturdays
downtown New Phila, county fairs, involvement of our choir and band, involvement of retirees, and Harbor House. To assist with student involvement in the campus, the thought of Kent Perks attached to events may be helpful.

Charge 2-Recommend specific way to increase participation in volunteer activities. Discussion held. This has been a problem for a number of years. To assist in this area, we may specifically ask individuals with the skill set that is being asked for to participate.

One area was to become involved with Robin Waltz from United Way. The Dean, Don and Denise met with her and we will focus on assisting them with short video productions and possibly with their tax assistance program.

Charge 3-Continue to provide oversight, in coordination with the CE Coordinator, of service-learning activities.

Those who are involved with CE activities, need to notify either Denise or Don about what they are doing. There seems to be other CE events being done, but they are not communicated with the CE coordinators. Concern about similar events (collecting food, supplies) are being done and it is felt that they need to be spread out throughout the academic year. Suggestion that a calendar is needed to post all the CE events. Denise will discuss with Cheri to see if the SG can assist in working on this. The SG, this year, has been very much interested and involved with SG activities, which is great.

Charge 4-Encourage faculty to contact community groups to offer their services to join these groups.

Denise and Don will communicate needs to faculty for community events as we become aware.

Denise McEnroe-Petitte, PhD, MSN, RN
(Recorder)
Members present: Jeff Osikiewicz (Chair), Mistey Bailey, Zane Brindley, Ex-Officio (Network Services), Sankalp Sharma, Jonathan VanFossen.

Invited guest: Shannon Bailey, member, Facilities and Technology Committee.

The committee met on Monday, 22 October 2018, from 2:15–3:15 PM, and had a lively and productive meeting. The following are highlights from said meeting:

- A refresh for faculty computers is not expected in the near future. The computers in the library and A-220 are over 12 years old and are in badly need of replacement.

- All current faculty computers must be upgraded to Windows 10 by 1 January 2019. If your computer is still running Windows 8, it will need to be upgraded by the end of this semester. Simply create an incident/request ticket through the Network Services Helpdesk at

  https://support.tusc.kent.edu/helpdesk.

  This link can also be found through the Network Services Support Portal at

  https://support.tusc.kent.edu/,

  or by clicking the Tusc Tech Support shortcut on your desktop. (Look for the large Kent “K” icon on your desktop.)

- VDI
  - There are currently 21 faculty and 22 staff using VDI. Of these 43 individuals, 16–18 are considered moderate to heavy users. If you are interested in getting a VDI account, please complete a request ticket through the Network Services Helpdesk. (See bullet two above.)
  - The current state of continuing with VDI and periodic faculty computer refreshes cannot be financially sustained. Consequently, due to the small percentage of VDI usage across the campus, it is a fair statement to say that the future of VDI looks grim. Faculty who use VDI should be aware of this situation and begin envisioning a future sans VDI. Faculty will be warned well in advance before VDI is no longer sustainable.
• Printers

- The new printer system implemented this semester is here to stay. Period. Upon hearing this, Osikiewicz stamped his feet and crossed his arms petulantly, but to no avail.

- Faculty who are experiencing printing issues are encouraged to CREATE AN INCIDENT TICKET THROUGH THE NETWORK SERVICES HELPDESK! (See bullet two above.) This is important for two reasons: First, it places your incident in a queue where it will remain until it is resolved, and second, it enables Network Services to track labor and downtime related to printing issues. This is important for auditing purposes. (If Network Services is spending a large percentage of their time on resolving printing issues, then someone needs to be aware of this.)

- Network Services is currently working on removing the tiresome login screen that appears each time a print job is sent to the printer.

• Network Services Support Portal

- Network Services is currently redesigning their webpage and it should be active before the end of the semester. (See https://support.tusc.kent.edu/ for the current version.) One feature of this redesigned webpage will be a link to support resources for faculty. In particular, dependent on faculty interest, Network Services can create short how-to videos and host them on this resources page. Some ideas for possible how-to videos include:
* An introduction to Blackboard
* Flashline basics
* How to use email listserves

Network Services is seeking ideas for possible how-to videos and asks that these ideas be funnelled through the ECC. Therefore, faculty can soon expect an email from the ECC soliciting their input for possible how-to videos. (Osikiewicz suggested a short how-to video on the difference between “Reply” and “Reply All” when composing an email.)

The committee plans to meet again in November to continue with its charges.

Submitted, 29 October 2018.
Jeff Osikiewicz (Chair)
What follows is an outline of the discussion surrounding changes to the Student Colloquium Application:

- Majority support for instituting a tiered system for both project type and funding
  - Discussion suggested that condensing the "honors projects/tier 2" and "class projects/tier 3" to a single "course-related project/tier 2" would be more beneficial than a three-tier system.
    - Tier 1 will fund up to $1000, tier 2 up to $500
      - We will need to discuss how best to divide funding among tiers in instances where we receive applications requesting more funding than is available. One suggestion was to fund original projects at 80% and course projects at some lower level (I suggested 50 or 60%, 20% was also suggested). We can also fund original research at 100% and divide the remainder among the other projects. My goal is always to fund as many students as possible, even if that means funding smaller amounts (I believe any amount to help offset cost will increase a students’ likelihood of continuing with the project; just like we see that even small scholarships promote retention).

- Majority support of including both poster and symposium (oral) presentation
  - We also discussed the need to "get the word out" to faculty that when they have students who want to do projects, but won't commit due to fear of the symposium presentation, that a poster-only option is available. Again, I’d rather see student projects than exclude those with a fear of public speaking.
  - Along those lines, Kyle W and Tony D indicated interest in mentoring students in oral presentations/communication prior to the Colloquium event.

- We made some changes to the order of the bullet points and wording in the application to indicate the requirements for students a little more clearly (the three bullets following the section on funding).

- There was discussion about advertising for our funding mechanisms, both for students and faculty, which included the suggestion that we provide faculty with a "did you know..." type flier to inform everyone about the scope of our applications/funding sources as well as which mechanism is the best fit for the students' needs. Also discussed was sending out a Google Docs form with this information, so that it would be housed electronically in all faculty accounts.
What follows is an outline of the discussion surrounding changes to the Student Conference Presentation Application:

- As the chair, I updated the application to the current AY timeframe, included some wording changes, and made changes to the order of information presented in the application. This application is aimed to fund students presenting projects at conferences, and includes money for conference and travel fees.
  - Notably, a change to the timing of application deadlines occurred. Now, students can apply for funding in the same semester/AY as the conference is held. This change was made based on prior years’ feedback and recognition that students tend not to submit as far in advance as faculty/graduate students.
    - Discussion about this timing ensued, with members agreeing that such a change could promote use of these funds rather than restricting their use.
    - Discussion about how students submit travel/conference arrangements ensued; it was noted that students must retain their receipts for submission in order to receive reimbursement (unlike faculty).
    - Members suggest some changes to the wording in the application for clarification purposes.
    - All participating members voted to accept the application updates.

What follows is an outline of the discussion surrounding changes to the Student Travel Application:

- As the chair, I updated the application to the current AY timeframe, included some wording changes, and made changes to the order of information presented in the application. This application is aimed to fund professional development activities; this includes (but isn’t limited to) travel to historic sites/museums/galleries, study abroad, field trips, etc.
  - Members suggested some changes to the wording in the application for clarification purposes.
  - All participating members voted to accept the application updates.
Remarks

- President Warren addressed Senators and guests on the open carry demonstration and counter-protest that took place on campus on 09/29/18. She reported that the campus was safe and free of damage and violence. She reminded that though as institution KSU “encourages the freedom of expression of diverse points of views, the safety of our campus and community is our top priority.” She also said that “by Ohio law, we are unable to prevent the open carry of guns on campus by members of the public.” In this instance many out of state demonstrators came to Kent for the open carry demonstration because of the use by organizers and the role played by social media. In her statement, President Warren underlined the fact that even though we are supportive of the freedom of speech, however, the vast majority of our students, faculty and staff are against guns on campus. During the demonstration, the KSU administration worked hand-in-hand with the local law enforcement authorities to keep the university community safe from harm. For KSU, the financial cost to provide safety during the demonstration came to about $65,000. The law enforcement authorities were able to keep non-KSU individuals outside of our walls. There were 4 arrests, none of them from our body of students, but out of state demonstrators. The Library and the Student Center were both asked to close that day and few events including the Kent State Creativity Festival and the Kent Green Energy Tour scheduled way before hand on campus were cancelled on the spot for safety reasons.

- The Senate Chair addressed the following aspects in her remarks:
  1. Technology:
     - Blackboard will be reviewed in a near future. That review by an Ad Hoc Committee of UCT the University Council on Technology will determine if we should continue with the Blackboard system or if we should consider other Learning Management Systems as alternatives
     - Evaluation of DL will be reviewed.
  2. RCM2.0 has been appointed to review the current RCM. After meeting, the committee has requested additional information. The next meeting is scheduled for 10/17/18.
  3. The Professional Standards Committee will be evaluating distance learning courses and several other topics they will be receiving from the Research and Sponsored Programs office.
  4. Senate retreat is scheduled for 10/26/18 at noon.
  5. The Senate chair explained her better understanding of the need to have a new VP for Enrollment Management after meeting and hearing from the three candidates for that position.

- Provost Diacon, while present for the meeting turned his time to Associate Provost Mandy Munro-Stasiuk and the Director for the Center for Teaching and Learning Jennifer Marcinkiewicz who reported on the COACHE study which shoes the need to develop a mentoring program for post-tenure TT faculty and for NTT faculty. Results from the COACHE study were used to design the Mid-Career faculty mentoring program.

Reports

- The VP for Student Affairs Vice President Little gave an update on the Aramark’s contract with the university.
• Dean Ebony Pringle and Jennifer Marcinkiewicz, Director for the Center for Teaching and Learning explained the project of the Faculty Institute for Student Success, which is a collaborative effort between the University College and the Center for Teaching and Learning. The initiative started last year consists in bringing faculty together in looking for strategies that could lead to student success.

Old business
• Mark Polatajko, Senior VP for Finance and Administration gave a finance and budget update. The many questions asked by Senators allowed the clarifications of some points of confusion on the budget. Indeed, the 20 millions of deficit report in the current budget as presented by the administration gave the impression that the low enrollment observed was responsible for the 20 millions of deficit seen on the budget while in fact the deficit noted is over three years and not caused by this year alone. It was also said that enrollment does not have as linear a relationship to the budget as the presentation by the VP in the past indicated.

New business (none)
• Faculty senate retreat: 10/26/18 from 12:00 pm to 2:00 pm
• Graduate Research Symposium scheduled for Spring will have an external keynote speaker.
• Nominations for the PAB and TAB were reviewed and campus representatives appointed. For the Tuscarawas Campus, Dr. Jean Engohang-Nd ong will serve on the PAB. Dr. Denise McEnroe-Petitte will serve on the TAB.

• RCFAC will be looking into ways to streamline the nomination process for all of these important committees at Kent. The new Qualtrics links in recent e-mails, allowing eligible faculty to self-nominate, are part of this process. There is talk of creating an organized list of committees as well as a centralized Excel chart showing who has served and on which committee/s. This would be made available annually through the office of Sue Averill.

• RCFAC is looking into ways to make the regional campuses more integrative. It was suggested that we create a centralized list of RC faculty including information about the Colleges and disciplines to which they belong. Initial steps will be made toward creating a centralized Regional Campuses webpage.

• One major RCFAC objective for the year entails establishing more clearly stated criteria for success for RPT for RC faculty. University RPT Guidelines (p. 34) specify that “Guidelines for weighting the categories of scholarship, teaching and service shall be established by each unit for Kent Campus faculty. For Regional Campus faculty, guidelines for weighting the categories of scholarship, teaching and service shall be established by each campus Faculty Council and this weighting shall be used at all levels of review.” Nate Ritchey stressed the importance of individual regional campuses establishing very clear guidelines re: the weighting of teaching, service, and scholarship in their handbooks, noting that the Provost makes final judgments, esp. appeals, based on those handbooks. Representatives from RCFAC will be setting up a meeting with the AAUP to discuss how guidelines for weighing RPT categories established by each RC faculty council may (or may not) fit with the CBA.

• RCFAC has a vested interest in helping RC faculty achieve tenure and promotion and is seeking ways to more effectively address this issue. Dr. Kathy Davis Patterson noted that Dr. Nicole Wiley and David Graff have established a wonderful mentoring program at the Tuscarawas Campus. RCFAC membership expressed interest in inviting Dr. Willey and Mr. Graff to speak to the committee about ways in which the Tuscarawas Campus program could be implemented across the regional campus system.

• Nate Ritchey expressed support for the idea of a Regional Campus retreat, the logistics of which are yet to be determined.

• Nate Ritchey mentioned President Warren’s notice of her upcoming retirement, praised her appreciation for the vital role of the regional campuses, and expressed his hope that the next president will also be a friend to the regional campuses.
• Nate Ritchey addressed the need for ongoing diligence re: public safety and the need for experts to be making decisions re: security. The value of ALICE training was also mentioned.
• Nate Ritchey noted that regional campuses have been working on partnerships with community colleges (Trumbull with Butler, Tuscarawas with Belmont, Stark with Stark State).
Overview
The Tuscarawas Faculty Handbook makes provisions for special assignments for faculty, because while “All faculty members are expected to work full-time for the University. This does not mean that each contributes in the same way” (III. 1.1.). It has come to our attention that there are junior faculty members currently serving in positions that fall outside of the usual expectations for teaching, research, and service. While we recognize that negotiating load is between the involved faculty member and the dean, per the handbook (“Other special assignments, as identified by the Campus Dean in consultation with the Faculty Council, may be awarded from one (1) to six (6) credit hours per year” (III. 1.1. B. 3.)), we believe that it is appropriate for senior faculty to help create the rationale for new positions, thus relieving the burden from junior faculty. Additionally, we believe that the Faculty Council is the appropriate body to approve recommendations about new special assignments as the body acts in an advisory capacity to the Dean on these matters. Again from the Handbook, our language states, “Therefore, the Campus Dean in consultation with the Campus Faculty Council determines which assignments are eligible for workload equivalents of twenty-four (24) credits of formal teaching per academic year” (III. 1.1.). We thank Dean Bielski and the Faculty Council for approving this committee, and we look forward to hearing your decisions based on our recommendations.

Desired Outcome
This committee hopes that the Faculty Council will be moved to support this proposal, advising Dean Bielski to create the position for an Agribusiness Academic Program Coordinator. We also hope that Dean Bielski will then pursue a special assignment for the appropriate faculty member, Dr. Sankalp Sharma, and that the two will be negotiate a suitable load equivalency for Dr. Sharma’s extra work.

Proposal for Agribusiness Academic Program Coordinator: Definition and Need
According to the Job Posting when Dr. Sharma applied for this position, in addition to typical faculty duties of teaching, research, and service, this line was added: “This position also carries an expectation of growing the program beyond the Tuscarawas Campus in the Kent State University System.” In addition to teaching a wide variety of courses in his field and pursuing the research and service necessary for successful RTP, Dr. Sharma has been exceedingly active in “growing” his program. He is the only Agribusiness professor in the entire system, and he has
already undertaken several duties outside of the typical role of recruitment/service activities of most faculty members. He has:

- Participated in county fairs and other conventions (Ohio FFA, other Farm Bureau events) by setting up a booth and/or talking to people who are interested in the Agribusiness program. This is active recruitment, but at the level of a PhD in the field with very specific knowledge about the program.
- Spoken at local high schools and 4H events. He did three last year and is doing three in October, 2018 alone. As further engagements become possible, more will be scheduled.
- Provided (informal) academic advising for current students, helping the students decide what courses to take each semester.
- Worked with Dr. Minnick to provide disciplinary knowledge for programmatic changes and adjunct vetting.
- Worked with Task Stream to provide annual program assessment (see below).

If given a special assignment, the coordinator would continue and expand his duties in the following areas:

1. **Recruitment**: a focus on attending various conferences, FFA and 4H meetups, and schools throughout the year to encourage high-school seniors to enroll in the Agribusiness program. The main message will be to showcase our program with low tuition and fees; it is a full 4-year program, unlike Ohio ATI. Dr. Sharma could also utilize the local expertise of adjunct faculty to forge further creations and potentially have help with recruitment.

2. **Growing the program beyond the Tuscarawas campus**: This involves figuring out ways to deliver the classes only offered on this campus to the remaining campuses. Therefore, this would include potential development/conversion of some current classes to online courses and bringing in additional adjuncts for the in-class lectures.

3. **Accreditation and other program changes**: Identifying organizations through which the agribusiness program could get specialized accreditation besides the one that we already have through the HLC. Also, supervising and consulting any program changes that arise based on student and curriculum needs.

4. **Articulation agreements with local high schools**: Dr. Sharma is currently involved with Ohio College Tech prep in order to create course agreements between local high schools and the agribusiness program at Kent State – Tuscarawas. Data has shown that this typically leads to higher enrollment.

5. **Program review and annual assessment**: Dr. Sharma completed the annual program assessment on Task Stream and this will be required every year. This fall according to the Regional College review calendar, the agribusiness program will be reviewed, which will require a significant time commitment on his part, as external reviewers will come to the campus and then post-review meetings will be held.

6. **Student advising**: Dr. Sharma would like to officially advise the agribusiness students as
they go through the program. The committee believes the students will benefit from direct supervision from a faculty member in the discipline and familiar with the program requirements.

Enrollment Information

The Agribusiness Department currently consists of 1 full-time faculty and 3 part-time faculty. Since Fall 2015, ten (or 54.5%) of the twenty-two sections of Agribusiness courses have been taught by part-time faculty. The table below summarizes the number of students enrolled in each of the Agribusiness courses since Fall 2015. Although the number of students is small, remember that it takes just as much time to prepare for a class with 5 students as it does for a class of 25 students.

<table>
<thead>
<tr>
<th>Course</th>
<th>FALL 2016</th>
<th>SPRING 2017</th>
<th>FALL 2017</th>
<th>SPRING 2018</th>
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Typical Load Equivalencies
It is noted that most Academic Programs, particularly ones that are housed on our campus, have either faculty or administrator coordination. When faculty coordinate their programs and provide advising, recruitment, and overarching curricular and program representation to their colleges and other necessary bodies, they typically receive up to 7 credit hours for this work (3 hrs during Fall, 3 hrs during Spring, and 1 hr during Summer). We recognize that Academic Program Coordination hours are dependent upon enrollment and administrative duties. We believe that in order for this program to be successful, dedicated time should be given to Dr. Sharma to provide considered program development, as well as recruitment and advising activities.

Summary
We believe that Dr. Sharma’s unique position as the only Agribusiness professor in the entire system, who has been charged with establishing and growing the program, should be given consideration as an Academic Program Coordinator.
Overview
The Tuscarawas Faculty Handbook makes provisions for special assignments for faculty, because while “All faculty members are expected to work full-time for the University. This does not mean that each contributes in the same way” (III. 1.1.). It has come to our attention that there are junior faculty members currently serving in positions that fall outside of the usual expectations for teaching, research, and service. While we recognize that negotiating load is between the involved faculty member and the dean, per the handbook (“Other special assignments, as identified by the Campus Dean in consultation with the Faculty Council, may be awarded from one (1) to six (6) credit hours per year” (III. 1.1. B. 3.)), we believe that it is appropriate for senior faculty to help create the rationale for new positions, thus relieving the burden from junior faculty. Additionally, we believe that the Faculty Council is the appropriate body to approve recommendations about new special assignments as the body acts in an advisory capacity to the Dean on these matters. Again from the Handbook, our language states, “Therefore, the Campus Dean in consultation with the Campus Faculty Council determines which assignments are eligible for workload equivalents of twenty-four (24) credits of formal teaching per academic year” (III. 1.1.). We thank Dean Bielski and the Faculty Council for approving this committee, and we look forward to hearing your decisions based on our recommendations.

Desired Outcome
This committee hopes that the Faculty Council will be moved to support this proposal, advising Dean Bielski to create the position for a Communications Academic Program Coordinator. We also hope that Dean Bielski will then pursue a special assignment for the appropriate faculty member, Dr. Ginger Bihn-Coss, and that the two will be able to negotiate a suitable load equivalency for Dr. Bihn-Coss’ extra work.

Proposal for Communications: Definition and Need
The Applied Communications Program currently serves majors as well as many introductory students, as the enrollment section below shows. As the only full-time faculty member in this area, Dr. Bihn-Coss already does many of the activities that other Coordinators (who receive load) do, such as:

- Coordinating all practicums and internships. This includes grading and working with the site supervisor, as well as finding placements and maintaining partnerships. (N.B. Dr.
Bihn-Coss does receive load for these assignments, but it sometimes creates the necessity of overload, something that does not work well for junior faculty, particularly junior faculty who receive a research and professional development award.

- Representing Communications at recruiting events.
- Working with faculty at other Kent campuses to assure we are keeping the major consistent at all campuses.
- Advising the Communications Club.

A Communications Coordinator could provide growth in the following areas:

1. Providing all of the advising needs for Communications majors. This would lead up to successful capstone experiences in which students are fully aware of all graduation requirements, substitutions, prerequisites, courses that are not required but are helpful, and planned course schedules.
2. Helping to implement and plan significant curriculum changes that are coming to the major in the next two years, for Bihn-Coss’ own classes as well as part-time instructors.
3. Working with Steve Minnick and other pertinent parties on Accreditation information gathering.
4. Recruiting, vetting, and guiding additional adjunct faculty.
5. Expanding the Applied Communication major, as well as offering and extending the program to include the Interpersonal/Organizational Communications Concentration that would complement nursing, business, and several other majors as a workable double major or minor at the Tuscarawas campus.
6. Working on transfer credit equivalencies as needed.
7. Focusing on more opportunities for our students to enjoy the CCI overseas programs.
8. Incorporating service-learning components of courses, better preparing them for the practicum and internship requirements.

**Enrollment Information**

The Communication Studies Department currently consists of 1 full-time faculty and 2 part-time faculty. Since Fall 2015, 21 (or 42%) of the 50 sections of Communication courses offered were taught by part-time faculty. The table below summarizes the number of sections, an estimate of the number of total seats available, and the number students enrolled in each of the Composition courses.

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<th>Number of Sections</th>
<th>Number of Seats</th>
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*This drop is actually due to not enough sections being offered (partly due to the need for Bihn-Coss to teach upper level courses, and partly due to the abrupt departure of an adjunct faculty member; thus, the suggestion that Dr. Bihn-Coss take on recruitment of adjunct duties as well is listed above.

Typical Load Equivalencies
It is noted that most Academic Programs, particularly ones that are housed on our campus, have either faculty or administrator Coordination. When faculty coordinate their programs and provide advising, recruitment, and overarching curricular and program representation to their colleges and other necessary bodies, they typically receive up to 7 credit hours (3 hrs for Fall, 3 hrs for Spring, and 1 hr for Summer) for this work. We recognize that Academic Program Coordination hours are dependent upon enrollment and administrative duties. We believe that in order for this program to be even more successful, dedicated time should be given to Dr. Bihn-Coss to provide considered program development, as well as recruitment and advising activities.

Summary
We believe that Dr. Bihn-Coss’s status as the only full-time faculty member in Communications for our campus presents special difficulties in the work load it takes for her to administer the program successfully to our Intro and Major students. We believe that this program could grow into the Interpersonal/Organizational Communication Concentration as well as the Applied, a concentration that would complement many of our existing programs.
To: Faculty Council, KSU Tuscarawas  
From: Load Consideration Committee  
Kathy Davis Patterson  
Dave Graff  
Beth Osikiewicz  
Nicole Willey (chair)  
Date: 25 October 2018  
Subject: Proposal for New Special Assignment: LGBT/Women and Gender Studies Coordinator

Overview
The Tuscarawas Faculty Handbook makes provisions for special assignments for faculty, because while “All faculty members are expected to work full-time for the University. This does not mean that each contributes in the same way” (III. 1. 1.). It has come to our attention that there are new faculty who were hired into positions that indicated programmatic coordination, and that these duties, if implemented, will fall outside of the usual expectations for teaching, research, and service. While we recognize that negotiating load is between the involved faculty member and the dean, per the handbook (“Other special assignments, as identified by the Campus Dean in consultation with the Faculty Council, may be awarded from one (1) to six (6) credit hours per year” (III. 1.1. B. 3.)), we believe that it is appropriate for senior faculty to help create the rationale for new positions, thus relieving the burden from junior faculty. Additionally, we believe that the Faculty Council is the appropriate body to approve recommendations about new special assignments as the body acts in an advisory capacity to the Dean on these matters. Again from the Handbook, our language states, “Therefore, the Campus Dean in consultation with the Campus Faculty Council determines which assignments are eligible for workload equivalents of twenty-four (24) credits of formal teaching per academic year” (III. 1.1.). We thank Dean Bielski and the Faculty Council for approving this committee, and we look forward to hearing your decisions based on our recommendations.

Desired Outcome
This committee hopes that the Faculty Council will be moved to support this proposal, advising Dean Bielski to create the position for a LGBT/Women and Gender Studies Coordinator. We also hope that Dean Bielski will then pursue a special assignment for the appropriate faculty member, Dr.GPat Patterson, and that the two will negotiate a suitable load equivalency for Dr. Patterson’s planned extra duties that speak to their job posting.

Proposal for LGBT/Women’s and Gender Studies Coordinator: Definition and Need
The position filled by Dr. GPat Patterson was posted this way: “Kent State University at Tuscarawas Campus is seeking a candidate for a Tenure Track position to teach introductory writing courses and upper-level writing and literature courses. The preferred candidate will be able to teach a variety of writing and literature courses with specialization in LGBT studies/Queer theory. The preferred candidate will also assume leadership roles through involvement with campus pride, PFLAG, and diversity advisory committee as well as service learning and community.” We knew when hiring for this position that we needed someone who would not only fill Dr. Roman’s specialty in LGBT Studies, but someone who could provide leadership for our campus in this important area. Additionally, we regularly offer several
cross-listed courses in Women’s and Gender Studies. If we had a champion who could recruit students and offer the introductory and capstone courses along with interested colleagues who are WGST affiliate faculty as necessary, we could quite easily help students fulfill the Women’s and Gender Studies minor.

If this special assignment is created, Dr. Patterson will:

1. Join the planning committee for the Center for the Study of Gender & Sexuality and travel to the Kent campus to take part in committee activities including: program assessment, curriculum development, and the creation of student-research programming and service learning opportunities for the Tuscarawas Campus.
2. Teach core courses, develop new course offerings, and advertise/recruit students to take courses in Kent’s LGBT Studies and Women’s Studies minors.
3. Connect regional students to internship opportunities, research symposiums, and other related opportunities taking place on the Kent campus, while seeking out and creating additional opportunities locally.
4. Coordinate with the directors of the LGBTQ Resource Center and other community stakeholders to provide LGBTQ related resources and programming for students, faculty, and community members affiliated with the Tuscarawas campus.
5. Advise an LGBTQ student club on the Tuscarawas campus. Similarly work with Laurie Donley, Cherie Bronkar, faculty advisors to other clubs serving marginalized groups on the Tuscarawas campus, and other stakeholders to (1) locate scholastic/affinity/and mental health resources for marginalized students and (2) secure a sustainable, permanent, affirming, and safe meeting space for campus clubs that serve marginalized students.

Enrollment Information
Because there has only been one LGBT Literature course offered in the past decade, it is difficult to forecast what a future load of courses might look like for this position. It does seem, though, that there is budding interest in this area, as well as built in interest in the Women’s and Gender Studies minor as viewed from frequent offerings of pertinent courses such as Gender and Communication, Women in Crime and Justice, and Women’s Literature; additionally, upper division courses about gender in psychology and sociology could lead us to an audience for the minor.

Typical Load Equivalencies
This position, as we foresee it now, is one that will be about new program creation as well as coordination of the minor. In this way, we feel it is most akin to the Honors Coordinator position, which we believe has received load for decades, though the amount has varied.

Summary
In coordinating with both the Center for Research on Gender & Sexuality and Kent’s LGBTQ Resource Center this position speaks to two of President Warren’s articulated goals/visions for Kent State:
(1) achieving a One Kent State mission, which ends divisions between the “main” and “regional” campuses
(2) securing a five-star Campus Pride rating for the Kent campuses.
As we know, diversity and an engaged student body are hallmarks of a healthy campus culture—one that benefits students, faculty, and community stakeholders across a range of identities. In short, in creating and sustaining this position, the Tuscarawas campus is poised to reap benefits that go beyond serving the needs of LGBTQ students and faculty. At the same time, according to the National Center for Faculty Diversity & Development (NCFDD) and publications like *The Chronicle of Higher Ed* and *Inside Higher Ed*’s “Conditionally Accepted,” we also know that the successes (and failures) of initiatives meant to support diverse students hinge upon the level of support institutions grant diverse faculty/staff to achieve these goals. We hope Faculty Council will recommend institutional support through the creation of this new position.
Overview
The Tuscarawas Faculty Handbook makes provisions for special assignments for faculty, because while “All faculty members are expected to work full-time for the University. This does not mean that each contributes in the same way” (III. 1. 1.). It has come to our attention that there are new faculty who were hired into positions that indicated programmatic coordination, and that these duties, if implemented, will fall outside of the usual expectations for teaching, research, and service. While we recognize that negotiating load is between the involved faculty member and the dean, per the handbook (“Other special assignments, as identified by the Campus Dean in consultation with the Faculty Council, may be awarded from one (1) to six (6) credit hours per year” (III. 1.1. B. 3.)), we believe that it is appropriate for senior faculty to help create the rationale for new positions, thus relieving the burden from junior faculty. Additionally, we believe that the Faculty Council is the appropriate body to approve recommendations about new special assignments as the body acts in an advisory capacity to the Dean on these matters. Again, from the Handbook, our language states, “Therefore, the Campus Dean in consultation with the Campus Faculty Council determines which assignments are eligible for workload equivalents of twenty-four (24) credits of formal teaching per academic year” (III. 1.1.). We thank Dean Bielski and the Faculty Council for approving this committee, and we look forward to hearing your decisions based on our recommendations.

Desired Outcome
This committee hopes that the Faculty Council will be moved to support this proposal, advising Dean Bielski to create the position for a Writing Program Coordinator (WPC). We also hope that Dean Bielski will then pursue a special assignment for the appropriate faculty member, Dr. Kyle Winkler, and that the two will be able to negotiate a suitable load equivalency for Dr. Winkler’s planned extra duties that speak to his job posting.

Proposal for Writing Program Coordinator: Definition and Need
When Kyle Winkler assumed his role here at KSU Tuscarawas, he did it based on the following job description: “Kent State University at Tuscarawas Campus is seeking a candidate for a Tenure Track position to teach introductory writing courses and upper-level writing and literature courses. The preferred candidate will have experience in and strong commitment to undergraduate teaching concentration and/or experience in any of the following: writing studies, literacy studies, composition theory and pedagogy - with a concentration in upper division professional writing and editing courses. This individual will serve as Writing Program Coordinator for the Tuscarawas Campus and work with the Kent writing program to ensure that writing courses at all levels fulfill established learning outcomes for students.” When hiring for
his position, we knew that we needed someone to be a champion for the writing program aspect of our English offerings.

Broadly defined, we propose that the person holding this position will work with the English Department Coordinator, and be in charge of 1) disseminating developments in composition theory, 2) assuring the continuity and high academic standards of composition offerings (in design, implementation, and grading), and 3) overseeing placement practices and activities. If given a special assignment, the coordinator would:

1. Offer several events each semester on pedagogical developments/theory and best practices/innovative strategies in composition studies for all writing instructors. The WPC is expected to demonstrate participation in Professional Development activities specific to composition studies (e.g., publication, conference participation, and/or training sessions), and to communicate developments in the field to fellow English faculty.

2. In partnership with the English Coordinator, collect composition syllabi for review and discussion (one-on-one or in small groups); observe at least one class of each adjunct instructor once per year. As with the duties above, the goal is to work collaboratively toward continuity and assuring the best possible teaching-learning experience for our students.

3. Create, maintain, and update WPC Google Docs materials and communicate with instructors regarding these materials. It will be designed to serve as a “hub” for composition instructors to share information and concerns, and view and share materials, ideas, assignments, links, etc.

4. Work with Academic Services to oversee any challenges to course placements.

5. Serve as the Tuscarawas Writing Program Representative in the English Department, and share information between the various legs of the Writing Program.

6. Provide end-of-year report (including assessment of the program and recommendations) to the English department at our final spring meeting.

7. Work to create a reciprocal relationship with K-12 English, Language Arts, Literature, and Writing classes in area schools, through ongoing involvement with our existing work with the ECOESC (the “Youth Author’s and Illustrator’s Conference and Competition”), and expanding programming into area schools, by holding writing contests, poetry readings, and/or workshops on the more outward facing/attractive elements of the Writing Program (e.g. popular novels turned into TV shows, manga, graphic novels, etc.). Additionally, to take poetry and language expression into elementary schools, following David Hassler’s model of the Giving Voice series.

8. Work to bridge a functional relationship between English programming and MAGC program. Seeing as narrative is a core element of game design, and that the Writing Program makes the examination and creation of narrative a central point of its ethos, the WPC
should find ways to work with the MAGC program and possibly establish a course path that leads to a joint certificate that plays to the strengths of both disciplines.

**Enrollment Information**

The Kent Core Composition offerings are a significant part of the English Department’s schedule on the Tuscarawas Campus. All English faculty are expected to teach these courses. The English Department currently consists of 6 full-time faculty (5 TT and 1 FTNTT) and 6 part-time faculty. Since Fall 2015, 55 (or 38.2%) of the 144 sections Composition courses offered were taught by part-time faculty. The table below summarizes the number of sections, the number of total seats available, and the number students enrolled in each of the Composition courses.

<table>
<thead>
<tr>
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<th>Number of Sections</th>
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</table>

*Typical Load Equivalencies*

This position would be similar to disciplinary coordinator positions, which typically receive 1 to 4 credit hours of load. However, this position will be brand new in that it will be building programming specifically related to writing, which is the bulk of English instruction on our campus. We believe the creation of this position would complement and enhance current English Coordination and provide new avenues for attracting majors, as well as helping to ascertain consistent composition pedagogy across our course offerings.

*Summary*

The WPC is dedicated to, and enthusiastic about, offering the best possible teaching-learning experiences for our students. We recognize that one of the “first faces” most freshman will see is the face of their Kent Core composition instructor, and we want to do everything possible to make these classes welcoming, rewarding, richly informative, energizing experiences that will prepare our students for their future reading and writing challenges, and cement their decision to invest in higher education. Attaching a load reassignment to the WPC will provide a valuable asset to our composition students, our composition instructors, and the Tuscarawas academic community.
Proposal Summary
[Medical Billing/Coding Office Concentration Proposal]

Description of Action, Including Intended Effect

In order to provide students with the combined skill set and knowledge of office technology and medical billing/coding within the medical and health care field, a recommendation for a new concentration within the Office Technology (OTEC) Degree Program is being proposed.

The flexibility for students will continue with web based courses for the new concentration, where commuting may not be feasible. The Office Technology (OTEC) Program will continue to be fully offered online, and at Ashtabula, Salem, Trumbull & Tuscarawas Campuses.

(Please see attached Medical Billing/Coding Office concentration)

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

The online format using Blackboard Learn has already existed for the Medical Billing/Coding courses within the Medical Billing Programs. There are existing faculty in place for teaching the Medical Billing/Coding courses. These courses are also part of the Medical Billing/Coding Certificate Program and ATS Program.

Fiscal, Enrollment, Facilities and Staffing Considerations

Existing faculty have already been teaching web courses using Blackboard Learn. Faculty have either attended Blackboard workshops or “Quality Matters” workshops. The Medical Billing/Coding courses have been offered within the Certificate Program and the ATS Degree Program, therefore enrollment has been sustainable.

There are no fiscal considerations at this time, because students supply their own computer resources for web based courses. There are not any expenses incurred regarding classroom facilities or resources.

Evidence of Need and Sustainability if Establishing

There has been consistent enrollment within the online Medical Billing/Coding courses. Students are attracted to the flexibility and convenience of this format, where commuting may not be feasible. This new concentration will provide students with a diverse skill set and knowledge of office skills and medical billing/coding skills.

Provisions for Phase-Out if Inactivating
NA
Timetable and Actions Required: a chronology of actions required to approve the proposal with an anticipated implementation date for each action

Fall 2019
Medical Billing/Coding Office Concentration

**Kent Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Kent Core Composition</td>
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<tr>
<td>Kent Core Mathematics &amp; Critical Reasoning</td>
<td>3</td>
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<tr>
<td>Kent Core Mathematics &amp; Fine Arts</td>
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<tr>
<td>Kent Core Social Sciences</td>
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<tr>
<td>Kent Core Basic Sciences</td>
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<td><strong>Total Credits</strong></td>
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**Major Requirements**

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<th>Course</th>
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<tr>
<td>OTEC 16620 Word Processing I</td>
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<tr>
<td>OTEC 16639 Database Applications</td>
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<tr>
<td>OTEC 26611 Spreadsheet Applications</td>
<td>3</td>
</tr>
<tr>
<td>OTEC 26635 Administrative Resource Mgmt.</td>
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</tr>
<tr>
<td>OTEC 26640 Current Technologies</td>
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<tr>
<td>OTEC 26691 Seminar or OTEC 26692 Intern 2-3</td>
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**Additional Requirements**

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<tr>
<td>IT 21010 Workgroup Productivity Software</td>
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<td>UC 10097 Destination Kent State : FYE</td>
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**Applied Electives-choose from the following:**

- BMRT 11000 INTRODUCTION TO BUSINESS
- BMRT 11009 INTRODUCTION TO MANAGEMENT TECHNOLOGY
- BMRT 21000 BUSINESS LAW AND ETHICS I
- BMRT 31006 HUMAN RESOURCE MANAGEMENT
- IT 11000 INTRODUCTION TO OFFICE PRODUCTIVITY APPS
- IT 11004 SURVEY OF INFORMATION TECHNOLOGY
- IT 11005 INTRODUCTION TO OPERATING SYS & NET. TECH.
- IT 11006 INTRODUCTION TO WEB SITE TECHNOLOGY
- OTEC 16640 ADVANCED DATABASE APPLICATIONS
- OTEC 16680 COMPUTER KEYBOARDING
- OTEC 26623 Desktop Publishing II
- OTEC 26636 PROJECT MANAGEMENT FOR ADMINISTRATIVE PROFESSIONALS
- OTEC 26638 BUSINESS COMMUNICATIONS
- OTEC 26695 SPECIAL TOPICS IN INFORMATION TECHNOLOGY FOR ADMINISTRATIVE PROFESSIONALS

**Non-Concentration Requirements**
<table>
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<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>OTEC 16621</td>
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<tr>
<td>OTEC 16625</td>
<td>Business Presentations</td>
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</tr>
<tr>
<td>OTEC 16638</td>
<td>Google Applications</td>
<td>3</td>
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<tr>
<td>OTEC 26622</td>
<td>Desktop Publishing I</td>
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<td>HED 14020</td>
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<td>OTEC 26655</td>
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<td>CPT Coding</td>
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<td>OTEC 26650</td>
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**ROADMAP (Non-Concentration)**

**Semester One:**
- OTEC 16620 Word Processing I 3
- OTEC 16621 Word Processing II 3
- Kent Core Requirement 3
- OTEC 26611 Spreadsheet Applications 3
- Kent Core Requirement 3
- UC 10097 Destination Kent State : FYE 1
  **16**

**Semester Two:**
- OTEC 26640 Current Technologies 3
- OTEC 26635 Administrative Resource Mgmt. 3
- Applied Elective 3
- Kent Core Requirement 3
- Kent Core Requirement 3
  **15**

**Semester Three:**
- OTEC 16638 Google Applications 3
- OTEC 26622 Desktop Publishing I 3
- Kent Core Requirement 3
- OTEC 16639 Database Applications 3
- OTEC 26691 Seminar or OTEC 26692 Internship (2-3) credits 15

**Semester Four:**
- ACTT 11000 Acctg I Financial 4
- IT 21010 Workgroup Productivity Software 3
Applied Elective 3
OTEC 16625 Business Presentations 3
Applied Elective 3

Minimum Total Credit Hours 16

**ROADMAP (Concentration)**

**semester One:**
OTEC 16620 Word Processing I 3
HED 14020 Medical Terminology 3
Kent Core Requirement 3
OTEC 26611 Spreadsheet Applications 3
Kent Core Requirement 3
UC 10097 Destination Kent State : FYE 1

16

**Semester Two:**
OTEC 26640 Current Technologies 3
OTEC 26635 Administrative Resource Mgmt. 3
Applied Elective 3
Kent Core Requirement 3
Kent Core Requirement 3

15

**Semester Three:**
OTEC 26655 ICD Coding 3
OTEC 26656 CPT Coding 3
Kent Core Requirement 3
OTEC 16639 Database Applications 3
OTEC 26691 Seminar or OTEC 26692 Internship (2-3) credits 15

**Semester Four:**
ACTT 11000 Acctg I Financial 4
IT 21010 Workgroup Productivity Software 3
Applied Elective 3
OTEC 26650 Medical Billing Procedures 3
Applied Elective 3

16

Minimum Total Credit Hours 61
Description
The Agribusiness minor gives students an overview of the major concepts, theories, and methods of the discipline of Agribusiness.

Fully Offered at:
- Tuscarawas Campus

Admission Requirements
Admission to a minor is open to students declared in a bachelor's degree, the A.A.B. or A.A.S. degree or the A.T.S. degree (not Individualized Program major). Students declared only in the A.A. or A.S. degree or the A.T.S. degree in Individualized Program may not declare a minor. Students may not pursue a minor and a major in the same discipline.

Minor Requirements

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<td>ACCOUNTING II: MANAGERIAL ¹</td>
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<td>ECONOMIC PERSPECTIVES ON FOOD AND AGRICULTURE</td>
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<td>AGRI 30000</td>
<td>FARM BUSINESS MANAGEMENT</td>
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<td>INTRODUCTION TO MANAGEMENT TECHNOLOGY</td>
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<td>ECON 22060</td>
<td>PRINCIPLES OF MICROECONOMICS (KSS)</td>
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</table>

Minimum Total Credit Hours: 23

¹ ACTT 11000 is equivalent to ACCT 23020, and ACTT 11001 is equivalent to ACCT 23021.
Proposal Summary
[AAS EERT- Engineering Technology revision]

Description of Action, Including Intended Effect

1. Removal of Major elective requirements of (3 credits) from (EERT general option) to choose from EERT 22002, EERT 22005, EERT 22081, EERT 32005, TECH 33016. Most of these courses are offered in the upper division.
2. Replace the current major electives with revised EERT 12005 Electrical Electronic drawing (2 credits) as shown in markup.
3. Resultant roadmap change for third semester, total semester credits reduced to 13 hrs from 14 hrs.
4. Total program credit hours change from 65/69 to 64/68.

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

No impact

Fiscal, Enrollment, Facilities and Staffing Considerations

No effect

Evidence of Need and Sustainability if Establishing

To follow OBR recommendation to reduce associate degree credits and align with MERT AAS degree's total credits. In accordance with the guidelines by the Engineering Technology Industrial board, and as continuous improvement for the program, this change will enhance the employability of the EERT students.

Provisions for Phase-Out if Inactivating

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

September: Engineering Technology program approval
October/November: Tuscarawas Campus FC approval
November: RCC approval
November: EPC Approval
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 4-Sep-18  Curriculum Bulletin ____________
Effective Date  Fall 2019  Approved by EPC ____________

Department  Engineering Technology
College  RE - Regional College
Degree  AAS - Associate of Applied Science
Program Name  EERT  Program Banner Code  RE-AAS- EERT
Concentration(s)  General  Concentration(s) Banner Code(s)  Gen
Proposal  select one

Description of proposal:

1. Removal of major elective requirement (3 credits) from EERT 22002, EERT 22005, EERT 22081, EERT 32005, TECH 33016 for 3 credits. Most of these courses are offered in the upper division.

2. Replace the current major electives with Revised EERT 12005 Electrical/Electronic drawing (2 credits) as shown in markup.

3. Resultant roadmap change for third semester, total semester credits reduced to 16 from 17.

4. Total program credit hours change from 65 / 69 to 64 / 68 credit hours.

Does proposed revision change program’s total credit hours?  ☑ Yes  ☐ No
Current total credit hours: 65 / 69  Proposed total credit hours 64 / 68

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):

Program area faculty

__________________________________________________  ____/____/____
Department Chair / School Director

__________________________________________________  ____/____/____
Campus Dean (for Regional Campuses proposals)

__________________________________________________  ____/____/____
College Dean (or designee)

__________________________________________________  ____/____/____
Dean of Graduate Studies (for graduate proposals)

__________________________________________________  ____/____/____

Curriculum Services | Form last updated July 2017
Roadmap

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

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EERT 12000</strong> ELECTRIC CIRCUITS I</td>
<td>4</td>
</tr>
<tr>
<td><strong>MATH 11010</strong> ALGEBRA FOR CALCULUS (KMCR)</td>
<td>3</td>
</tr>
<tr>
<td><strong>MERT 12000</strong> ENGINEERING DRAWING</td>
<td>3</td>
</tr>
<tr>
<td><strong>UC 10097</strong> DESTINATION KENT STATE: FIRST YEAR EXPERIENCE</td>
<td>1</td>
</tr>
<tr>
<td>Kent Core Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Kent Core Requirement</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Two</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EERT 12001</strong> ELECTRIC CIRCUITS II</td>
<td>3</td>
</tr>
<tr>
<td><strong>EERT 12010</strong> INTRODUCTION TO ELECTRONICS</td>
<td>4</td>
</tr>
<tr>
<td><strong>ENG 20002</strong> or <strong>OTEC 26638</strong> INTRODUCTION TO TECHNICAL WRITING or BUSINESS COMMUNICATIONS</td>
<td>3</td>
</tr>
<tr>
<td><strong>MATH 11012</strong> INTUITIVE CALCULUS (KMCR)</td>
<td>3</td>
</tr>
<tr>
<td><strong>MATH 11022</strong> TRIGONOMETRY (KMCR)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Three</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMM 15000</strong> INTRODUCTION TO HUMAN COMMUNICATION (KADL)</td>
<td>3</td>
</tr>
</tbody>
</table>
Semester Four

- **EERT 21010** or **TECH 31010**
  - ENGINEERING AND PROFESSIONAL ETHICS
    - or ENGINEERING AND PROFESSIONAL ETHICS

  or Kent Core Humanities and Fine Arts

- **EERT 22004**
  - DIGITAL SYSTEMS

- **MERT 22009**
  - ENGINEERING TECHNOLOGY PROJECT

  Concentration Requirement

  Physic Elective B

  Kent Core Requirement

**Credit Hours**

19

**Minimum Total Credit Hours:**

65
Program Requirements

MAJOR REQUIREMENTS

Major Requirements (courses count in major GPA)

EERT 12000  ELECTRIC CIRCUITS I  4
EERT 12001  ELECTRIC CIRCUITS II  3
EERT 12010  INTRODUCTION TO ELECTRONICS  4
EERT 21010  ENGINEERING AND PROFESSIONAL ETHICS  3
or TECH 31010  ENGINEERING AND PROFESSIONAL ETHICS

or Kent Core Humanities and Fine Arts

EERT 22004  DIGITAL SYSTEMS  4
EERT 22011  ELECTRONIC SYSTEMS  2
EERT 22014  MICROPROCESSORS AND ROBOTICS  3
MERT 12000  ENGINEERING DRAWING  3
MERT 22009  ENGINEERING TECHNOLOGY PROJECT  2

Major Elective, choose from the following:  3

EERT 22002  INDUSTRIAL CONTROLS
EERT 22005  ELECTRONIC INSTRUMENTATION
EERT 22018  PC/Network ENGINEERING AND TROUBLESHOOTING
EERT 32005  INSTRUMENTATION
TECH 33016  PC/NETWORK ENGINEERING AND TROUBLESHOOTING

Additional Requirements (courses do not count in major GPA)

COMM 15000  INTRODUCTION TO HUMAN COMMUNICATION (KADL)  3

ENG 20002  INTRODUCTION TO TECHNICAL WRITING  3

or OTEC 26638  BUSINESS COMMUNICATIONS

MATH 11010  ALGEBRA FOR CALCULUS (KMCER)  3

MATH 11012  INTUITIVE CALCULUS (KMCER)  3

MATH 11022  TRIGONOMETRY (KMCER)  3

UC 10097  DESTINATION KENT STATE: FIRST YEAR EXPERIENCE  1

Physics Elective A, choose from the following:  3-5

PHY 12201  TECHNICAL PHYSICS I (KBS) (KLAB)

PHY 13001 & PHY 13021  GENERAL COLLEGE PHYSICS I (KBS) and GENERAL COLLEGE PHYSICS LABORATORY I (KBS) (KLAB)

Physics Elective B, choose from the following:  3-5

PHY 12202  TECHNICAL PHYSICS II (KBS) (KLAB)

PHY 13002 & PHY 13022  GENERAL COLLEGE PHYSICS II (KBS) and GENERAL COLLEGE PHYSICS LABORATORY II (KBS) (KLAB)
PHY 13012 COLLEGE PHYSICS II (KBS)
& PHY 13022 and GENERAL COLLEGE PHYSICS LABORATORY II (KBS) (KLAB)

Kent Core Composition 3
Kent Core Humanities and Fine Arts 3
Kent Core Social Sciences 3

Concentrations
Choose from the following: 3

Computer

Electrical Engineering Technology (General)

Minimum Total Credit Hours: 65-69
64-68
KENT STATE UNIVERSITY AT TUSCARAWAS
SUPPLEMENTAL TRAVEL REIMBURSEMENT
(Note: This form does not replace the travel pre-authorization form.)

SECTION 1 – To be completed by faculty member.

Name: Christopher Totten  Date of request: 10-26-18

Destination: Lansing, MI - Meaningful Play Conference

☐ First Supplemental Reimbursement Submission  ☐ Second Supplemental Reimbursement Submission

Purpose: ☐ Presenter at Professional Conference (100%) – Name of organization: Meaningful Play Conference of

☐ Research, data collection, archival research (80%)

☐ Attendee at professional conference (60%) – Name of organization:

☐ Other – Specify purpose and role:

Proposed Absence

Dates 10-11-18 - 10-13-18

Class Absence Date  None - Fall Break

Class Arrangements

Estimate cost:

Transportation (Mode of travel: Personal Car) $ 272.50

Lodging $ 437.14

Meals $ 431.38

Registration Fee $ 177.00

Other – Specify: $ 345.00

Total Estimated Cost $ 1,225.88

Have you requested funding from another source?  ☐ Yes  ☐ No

If Yes, state from whom: (URC, UTC, FTNTT Prof Dev Pool, etc.) Already used URC

If No, state why not.

SECTION 2 – To be completed by the Business Office.

Total Estimated Cost (from Section 1) $ 1,225.88

Amount remaining from professional development $ 672.07

Amount received from other sources $ 0

Amount requested from supplemental travel fund (limit $1500) $ 533.81

($533.81 x 100% = 533.81)

(Total) (Percentage) (Requested Amount)

SECTION 3 – Authorization by Campus Dean:

☐ Full reimbursement in the amount of $___________

☐ Partial reimbursement in the amount of $___________

☐ No reimbursement at this time but resubmit at the end of the academic year for possible additional funds.

☐ No reimbursement.
KENT STATE UNIVERSITY AT TUSCARAWAS
SUPPLEMENTAL TRAVEL REIMBURSEMENT

(NOTE: This form does not replace the travel pre-authorization form.)

The Faculty Council and the Campus Dean will use the following guidelines to review a request for supplemental travel reimbursement.

1. There is a limit of an additional $1500 per conference/event for travel reimbursement over a faculty member’s $800 professional development money. However, a faculty member can reapply to have any additional amount over the $1500 also reimbursed if there is any money left in the supplemental travel reimbursement account at the end of the academic year.

2. There is a hierarchy for the extra travel reimbursement based on the reason for the travel. Please attach the necessary documentation to support your application.
   a. 100% reimbursement for presentation at a conference;
   b. 80% reimbursement for a trip involving data collection or archival research; and
   c. 60% reimbursement for attendance at a conference.
   d. Other travel reimbursement will be considered and the percentage reimbursed will be based on the faculty member’s role during that travel.

3. Each faculty member will receive one travel reimbursement over their $800 professional development money before another faculty member can be reimbursed for a second travel reimbursement over his/her $800 professional development money. Second travel reimbursement requests cannot be submitted until spring semester. However, if there is money left in the supplemental travel reimbursement account at the end of the academic year, then a faculty member can submit a request for additional reimbursements. In evaluating additional travel requests, the same process will be followed. As a result, no faculty member will have a third supplemental travel request approved until all faculty requesting a second supplemental travel request have been approved, etc.

4. All supplemental travel requests must be awarded from the supplemental fund for the academic year in which the conference/event occurs.

5. Although the Faculty Council will review supplemental travel reimbursement applications and make recommendations, the Campus Dean makes the final decision to approve or reject a reimbursement application.

6. Faculty Council will review all applications received during a given month at the next scheduled faculty council meeting. If there is a long period between faculty council meetings, requests can be discussed and voted on via email. Any requests approved during these time periods will be reported at the next scheduled faculty council meeting.

Printed Name: __________________________
Signature: __________________________
Date: ___________
KENT STATE UNIVERSITY
FACULTY ABSENCE AUTHORIZATION/EXPENDITURE ESTIMATE
All copies to be submitted to department chairperson/school director prior to absence.

SECTION I — To be completed by faculty member

NAME Christopher Totten
Date of request 9-24-18
Department/School MAEC/Engineering Tech
College Tuscarawas Campus

Proposed Absence Dates

<table>
<thead>
<tr>
<th>Character Animation</th>
<th>Students have online assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-11 MAEC 34000</td>
<td>Students have online assignment</td>
</tr>
<tr>
<td>10-11 MAEC 12000</td>
<td>Students have online assignment</td>
</tr>
<tr>
<td>10-11 MAEC 34000</td>
<td>Students have online assignment</td>
</tr>
</tbody>
</table>

Class Arrangement/Disposition of Responsibility

N/A

Destination Meaningful Play - International Game Conference in East Lansing, MI.
Others going from department, if any N/A

Purpose:

☐ Instruction or field trip — Course number
☐ Professional meeting or conference — Name of organization Game industry
☐ Administration — Department , College , University
☐ Research
☐ Other — Specify

Description of purpose and role of participant Speaker - presenting both a paper and a game at the conference

SECTION II — To be completed by faculty member only if reimbursement is requested.

Account name and number to be charged

Estimated cost:

Transportation (Mode of travel personal car) $272.50
Lodging $500 miles $309.00
Meals $247.14
Registration fee $177.00
Other — specify $215.00

Total estimated cost $1,121.64

SECTION III — Recommendation of department chairperson/school director.

Absence approved ☐ disapproved ☐
☐ Full reimbursement
☐ Partial reimbursement — Specify $773.53
☐ No reimbursement

Department Chairperson/School Director

SECTION IV — Authorization by Dean.

Absence approved ☐ disapproved ☐
☐ Full reimbursement
☐ Partial reimbursement — Specify up to $773.53
☐ No reimbursement

Dean

ACTUAL AUTHORIZED REIMBURSEMENT $ (Total of Travel Expense Reimbursement Request)

DISTRIBUTION
White —Attach to Travel Expense Reimbursement Request; send to Vice President
Canary —Dean
Pink —Return to Department Chairperson/School Director
Goldenrod —Return to faculty member
DESIGNING & STUDYING GAMES THAT MATTER

Meaningful Play 2018 Conference Overview

Whether designed to entertain or to achieve more “serious” purposes, games, virtual reality, augmented reality, and mixed reality have the potential to impact players’ beliefs, knowledge, attitudes, emotions, cognitive abilities, physical and mental health, and behavior.

Meaningful Play 2018 is a conference about theory, research, and game design innovations, principles and practices. Meaningful Play brings scholars and industry professionals together to understand and improve upon games to entertain, inform, educate, and persuade in meaningful ways.

The conference will include thought-provoking keynotes from leaders in academia and industry, peer-reviewed paper presentations, panel sessions (including academic and industry discussions), innovative workshops, roundtable discussions, and exhibitions of games and prototypes.

Conference Audience and Themes

The conference is primarily for:
- industry and academic game researchers
- industry and academic game designers and developers
- game educators
- students
- government and NGOs interested in games

The three primary themes of the conference are:
- exploring meaningful applications of games
- issues in designing meaningful play
- learning, education & games

The first theme includes an examination of games (of all types) from primarily an academic research perspective.

The second theme focuses on much more practical knowledge from the front-line of actual design, development, and use of games, virtual reality, augmented reality, and mixed reality experiences for meaningful purposes.

The third theme is developed in partnership with the IGDA Learning, Education & Games Special Interest Group (http://www.gda.org/group/leg).

Conference News

October 13, 2018 - Meaningful Play 2018 was a big success! We had 250 attendees from 12 countries and 30 U.S. States! Check out #mplay (https://twitter.com/search?q=mplay&src=typd) on twitter to check out twitter posts throughout the event and check out flickr to see photos from the event (https://www.flickr.com/photos/meaningfulplay/). The conference proceedings (http://meaningfulplay.msu.edu/proceedings2018/) will be available online next month.

October 13, 2018 - At the conference closing, the Game Competition Awards were announced, including:

<table>
<thead>
<tr>
<th>Category</th>
<th>Winner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Best Non-Digital</td>
<td>Lost &amp; Found (program.php?presentation=88&amp;type=game) by Owen Gottlieb,</td>
</tr>
<tr>
<td>Game</td>
<td>Ian Schreiber, and Kelly Murdoch-Kitt</td>
</tr>
<tr>
<td></td>
<td>Honorable Mention: Rosenstrasse (program.php?presentation=103&amp;type=game)</td>
</tr>
<tr>
<td></td>
<td>by Moyra Turkington and Jessica Hammer</td>
</tr>
<tr>
<td>Best Digital Game</td>
<td>ABCmouse Mastering Math (program.php?presentation=121&amp;type=game) by Age of Learning, Inc</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Honorable Mentions</td>
<td>Brukel (program.php?presentation=125&amp;type=game) by Bob De Schutter and Forgotten Anne (program.php?presentation=131&amp;type=game) by Alfred Nguyen, Valdemar Schult Andreasen, Morten Brunbjerg</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Best VR Experience</th>
<th>HololAB Champions (program.php?presentation=108&amp;type=game) by Schell Games</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honorable Mention</td>
<td>VESTA Virtual Vineyard (program.php?presentation=126&amp;type=game) by Brian Winn, William Jeffery, Thomas Smith, Ryan Chuang, Anya Kolesnichenko, Travis Nichols, Scott Holzknecht, Olivia Nalon, Kenny Wherry, Jasmine Burks, Trever Daniels, Andrew Bonczyk, Jamie Winters, Mingsun Zhu, Colleen Little, Ryan Magliola, and Austin Widmyer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Best Student Game</th>
<th>Miner Madness, Dig into Code Theory (program.php?presentation=141&amp;type=game) by EPIC + KCAD + OST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honorable Mention</td>
<td>discomfort zone (program.php?presentation=132&amp;type=game) by Alex Tomkow</td>
</tr>
</tbody>
</table>

| People’s Choice Award | Fellowship of Fools (program.php?presentation=101&type=game) by Casey O’Donnell and Hermione Banger |

The top papers were also recognized, including:

- How We Create and Embody the Other: Implications for Diversity in Character-Centric Games and Media (program.php?presentation=30&type=paper) by Anna Kasunic and Geoff Kaufman
- Playing Incremental Games at Work As Relief? Maybe Not (program.php?presentation=8&type=paper) by Yu-Hao Lee
- Hemonauts: Initial Implementation of Digital Games to Increase STEM Learning Among Chronically Ill Children (program.php?presentation=87&type=paper) by Sarah Schoemann, Cheryl Cheong, Wilbur Lam, Elaissa Hardy and Elizabeth DiSalvo

October 11, 2018 - Meaningful Play 2018 Kicks-Off Today!

October 4, 2018 - We are one week away from the launch of Meaningful Play 2018!

September 18, 2018 - The complete schedule (program) for Meaningful Play 2018 is now available.

September 12, 2018 - If you are arriving early, make sure to attend the pre-conference special presentation, feature Noah Falstein, titled "The Surprising Synergy of Medicine, Games, and VR (http://meaningfulplay.msu.edu/program.php?session=1)," and pick up your conference credentials early.

August 15, 2018 - The preliminary schedule (program) for Meaningful Play 2018 is now available.

August 10, 2018 - Bei Yang, Eric Zimmerman, and John Sharp announced as the final set of keynote presenters at Meaningful Play 2018.

July 25, 2018 - Acceptances for submissions were sent out. Check your inboxes and spam filters or email us (mailto:gamedev@msu.edu) if you have a question about your submission.

June 25, 2018 - The on-time deadline for submissions has past. We will continue to accept late submissions of games (games) and sessions (submissions) until July 18, 2018.

June 15, 2018 - Tracy Fullerton and Diana Hughes announced as keynote presenters at Meaningful Play 2018. More keynotes to be announced soon.

May 23, 2018 - Be part of the Meaningful Play 2018 agenda! The submission deadline (submissions) has been extended to June 24, 2018. Submit your papers, posters, panel sessions, roundtable discussions, presentations, and games today!

April 12, 2018 - Katherine Isbister and Alec Holowka announced as keynote presenters at Meaningful Play 2018. More keynotes to be announced soon.

November 27, 2017 - We are partnering with the ETC Press (http://press.etc.cmu.edu/index.php/publication-category/proceeding/) for a published peer-reviewed conference proceedings of Meaningful Play 2018.

November 26, 2017 - The Call for Submissions (submissions) is now available, including a special track in partnership with the IGDA Learning, Education & Games Special Interest Group (http://www.igda.org/group/leg).

November 20, 2017 - We are excited to announce the upcoming Meaningful Play 2018 to take place October 11-13, 2018 on the campus of Michigan State University!

**Previous Meaningful Plays**

View details on previous Meaningful Play conferences.

- Meaningful Play 2008 (http://meaningfulplay.msu.edu/2008)
- Meaningful Play 2012 (http://meaningfulplay.msu.edu/2012)
- Meaningful Play 2014 (http://meaningfulplay.msu.edu/2014)
- Meaningful Play 2016 (http://meaningfulplay.msu.edu/2016)

**Featured Speakers**
# GAME INFORMATION

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>La Mancha</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presenter(s)</strong></td>
<td>Christopher W. Totten, Clara Totten</td>
</tr>
<tr>
<td><strong>Session</strong></td>
<td>Conference Reception, Game Exhibition, and Poster Session (/program.php?session=11)</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>Thursday, October 11, 7:00p-10:00p</td>
</tr>
<tr>
<td><strong>Location</strong></td>
<td>MSU Union Ballroom</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>Game Exhibition</td>
</tr>
</tbody>
</table>

![Screenshot](screenshots/LaMancha_NoDeckBoxes_1024.png)
| Description | The literature-themed card game, La Mancha, is based on Miguel de Cervantes's classic 1605 novel, Don Quixote, which describes a nobleman playing at knighthood after reading too many books about chivalry. La Mancha recreates the nobleman's experience as 3 to 5 players rationalize the mundane and the absurd into the stuff of legend. To play, players draw story prompts from a Journey deck and respond with Chivalry cards, which contain words and phrases from books of Chivalry. Players who tell the best story are rewarded with cards from a Treasure deck, which they can use to overcome challenges on special Feat cards drawn from the Journey deck. The winner with the most Feat cards when the game ends is the winner. La Mancha condenses Cervantes' 900+ page novel into a 60-90 minute game and makes the novel's themes more accessible, spurring new conversations about the Don Quixote and his journey. |

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**PAPER INFORMATION**

<table>
<thead>
<tr>
<th>Title</th>
<th>Merging Education, Assessment, and Entertainment in Math Games: A Case Study of Function Force</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenter(s)</td>
<td>Mike Treanor, Christopher W. Totten, Joshua McCoy and G. Tanner Jackson</td>
</tr>
<tr>
<td>Session</td>
<td>Innovation in STEM Games (/program.php?session=100)</td>
</tr>
<tr>
<td>Time</td>
<td>Friday, October 12, 2:30p-3:30p</td>
</tr>
<tr>
<td>Location</td>
<td>MSU Room</td>
</tr>
<tr>
<td>Format</td>
<td>Paper Presentation</td>
</tr>
<tr>
<td>Description</td>
<td>Games for education and games for entertainment tend to follow different development paths according to their respective purposes. Entertainment game development follows the traditional best practices of games design while educational game development adds an additional constraining layer of learning objectives. The contribution of this work is a case study of a game, Function Force, that was created with the entertainment and educational design goals given relatively equal weight. In this case study, the development of the game mechanic, puzzle designs, and game level progressions will be explained and connected to relevant educational and curriculum components.</td>
</tr>
</tbody>
</table>

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(meaningfulplay.msu.edu)