Attached you will find the agenda and the materials for the February 13th Faculty Senate meeting. As always, we will meet in the Governance Chambers at 3:20 p.m. Refreshments will be provided.

1. Call to Order
2. Roll Call
3. Approval of the Agenda
4. Approval of the December 12, 2016 Faculty Senate Meeting Minutes
5. Chair's Remarks
6. Provost's Remarks
7. Reports:
   a. Report on Changes in Student Surveys of Instruction given by Jennifer Marcinkiewicz (Interim Director - Interim Director for Teaching & Learning)
   b. Climate Study Report given by Vice Chair Kathryn Wilson (Professor of Economics)
8. EPC Items:
   a. Action Items:
      2. College of the Arts: Consolidation of Crafts and Fine Arts majors into one major—renamed Studio Art—within the Master of Fine Arts degree in the School of Art. The Studio Art major will have eight concentrations: Ceramics; Drawing; Glass; Jewelry, Metals and Enameling; Painting; Print Media and Photography; Sculpture; and Textiles. Minimum total credit hours to program completion is 60. Effective Fall 2017.
3. **College of Arts and Sciences:** Administrative restructure and revision of name of the Center for Applied Conflict Management. The center will move out of the Department of Political Science and become a separate school in the College of Arts and Sciences. The new name is School of Peace and Conflict Studies. The Applied Conflict Management major within the Bachelor of Arts degree, the Applied Conflict Management minor, all (20) CACM courses and center faculty and staff will move to the new school. Effective Fall 2017.

4. **College of Nursing:** Establishment of Nursing for Registered Nurses major within the Bachelor of Science in Nursing degree. The major will be offered online-only, administered through the Kent Campus, for students who hold an active registered nurse license. The program currently exists as a concentration within the Nursing major. Minimum total credit hours to program completion is 120. Effective Fall 2017 pending Higher Learning Commission approval.

b. **Information Items:**

1. **College of Communication and Information:** Revision of name of the School of Library and Information Science. The new name is School of Information. Effective Fall 2017.

2. **College of Education, Health and Human Services:** Inactivation of Curriculum and Instruction—Junior High/Middle School major within the Master of Arts and Master of Education degrees in the School of Teaching, Learning and Curriculum Studies. The curriculum for the programs is duplicated in the MEd degree in Curriculum and Instruction, Middle Childhood Education concentration. Effective Fall 2017.

3. **College of Education, Health and Human Services:** Inactivation of Educational Administration—K-12 Leadership major within the Master of Arts degree in the School of Foundations, Leadership and Administration. The major will continue to be offered within the Master of Education degree. Effective Fall 2017.

4. **College of Education, Health and Human Services:** Revision of name of the Educational Administration—K-12 Leadership major within the Master of Education, Educational Specialist and Doctor of Philosophy degrees in the School of Foundations, Leadership and Administration. Name changes to K-12 Educational Leadership. Effective Fall 2017.

5. **College of Nursing:** Revision of name of the Advanced Practice Nursing major within the Doctor of Nursing Practice degree. Name reverts to Nursing. Effective Fall 2017.

6. **Regional College:** Revision of name of the Human Services Technology major within the Associate of Applied Science degree. New name is Human Services. Effective Fall 2017.

9. **Old Business:** Follow up to the Survey on Part-Time Faculty Representation

10. **New Business:** Sanctuary Campus Petition

11. **Announcements/Statements for the Record**

12. **Faculty Senate Meeting Adjournment**
FACULTY SENATE
Meeting Minutes
December 12, 2016


Ex-Officio Members Present: President Beverly Warren; Senior V.P. for Academic Affairs and Provost Todd Diacon; Senior V.P. for Finance and Administration Mark Polatjko; Vice Presidents: Paul DiCorleto, Shay Little, Nathan Ritchey, Andrea Nunley for Ed Mahon, Justin Hilton for Rebecca Murphy; Deans: Sonia Alemagno, James Blank, Barbara Broome, John Crawford-Spinnelli, Mark Kretovics, Donald Palmer, Robert Sines, Deborah Spake, Melody Tankersley, Bill Willoughby for Mark Mistur, Matt Rollyson for Amy Reynolds; Director Jeffrey Fruit

Ex-Officio Members Not Present: Vice Presidents: Alfreda Brown, Charlene Reed, Stephen Sokany, Willis Walker, Jack Witt; Deans: Allan Boike, James Breckin, Eboni Pringle

Observers Present: Jerry Feezel (Emeritus Professor)

Observers Not Present: Natalia Roman (USS), Fritz Yarrison (GSS)

Guests Present: Sue Averill, Danielle S. Coombs, Julie Gabella, Mary Ann Haley, Melissa Hunter, Joan Inderhees, Tess Kall, Todd Kemenash, Michael Kavulic, Karen Keenan, Jennifer McDonough, Kevin Savage, Therese Tillett, Aimee VanDomelen, Lowell Zurbuch

1. Call to Order
   Chair Smith called the meeting to order at 3:22PM in the Governance Chambers, Kent Student Center.

2. Roll Call
   Senator Kerns called the roll.

3. Approval of the Agenda
   Chair Smith asked for a motion to approve the agenda. A motion was made and seconded (Dauterich/Rollick). No changes to the agenda were offered. The agenda was approved as written.
4. Approval of the Faculty Senate Meeting Minutes of November 14, 2016

Chair Smith asked for a motion to approve the minutes from the November 14, 2016 Faculty Senate meeting. A motion was made and seconded (Kracht/Theresa Walton-Fisette). A minor correction was made to the minutes. The minutes were approved.

5. Chair's Remarks

See attached. There was no discussion of Chair Smith's comments.

6. President's Remarks

See attached.

Senator Roxburgh shared that she had attended a meeting of a student group, the Student Power Coalition, and students has expressed some anxiety about the university's response to their safety concerns. Faculty at the meeting also shared some recent incidents. She mentioned one suggestion has been to track these incidents as we do plagiarism cases, and asked what concrete steps the university is taking. President Warren indicated there have been several responses. An initiative from the office of Diversity, Equity, and Inclusion is to train several faculty and staff members to be diversity stewards who are available to listen and help create responses to student concerns. In addition, the university has investigated recent incidents, and determined that most of them are perpetuated by people outside the university. The university is now getting more vocal in stating these incidents are unacceptable. Finally, Shay Little and Alfreda Brown have been developing a list of support resources for students.

Senator Vande Zande asked President Warren for her thoughts on the new concealed carry law in Ohio. President Warren indicated that university boards have the authority to determine where concealed guns may be carried, and this had already been addressed at the September 30 KSU Board of Trustees meeting. VP Polatajko indicated signage has been added across campus stating that concealed carry weapons are not allowed inside university buildings. President Warren explained further that the university cannot regulate concealed carry that occurs in public and open spaces.

7. EPC Items:

a) (Action Item) Office of the Provost: Revision of policy and procedures for temporary suspension of admission to an academic program. Current policy allows faculty three years for a program to be suspended before admission is to be reopened or the program to be inactivated. Proposed policy increases the suspension to five years, after which the program will be inactivated. Effective Fall 2017.

Associate Provost Tankersley reported that the Department of Education's Chancellor's Council in Graduate Studies recently created a policy to allow a graduate program to suspend admissions to a program for up to 5 years. KSU is proposing to increase the time limit for all university degree programs to 5 years so there will be a single rule. A motion to approve the
change was made (Piccirillo-Smith). Senator Stoker asked if there was any other reason to make the change, and Associate Provost Tankersley reported that programs have often asked that the time for suspension of admissions without ending the program be extended beyond 3 years. She also noted faculty are not required to wait 5 years, that would just be the maximum time allowed. A vote was taken and the motion passed.

b) (Action Item) Office of the Provost: Revision of administrative structure of the School of Digital Sciences, from a school independent of a college to a dependent school within the College of Communication and Information. Moving to the college are the following: school adjunct faculty and full-time staff; Digital Sciences major within the Bachelor of Arts, Bachelor of Science and Master of Digital Sciences degrees; Digital Sciences minor; Enterprise Architecture graduate certificate; 20 undergraduate and 17 graduate DSCI courses. Effective Fall 2017.

Associate Provost Tankersley noted that the interdisciplinary Digital Sciences program was established in 2011 and currently has 800 students. It was set up to report to the Provost's office, but this structure has not worked well; part of the problem is that there are no faculty that have Digital Sciences as their primary home. The proposal is to include Digital Sciences within another college so that administrative structures will be in place to handle things like student appeals. Three colleges submitted proposals, and after soliciting feedback from several committees, the Provost's office proposed that Digital Sciences move to the College of Communication and Information. A motion was made to approve the proposed move (Wilson). Senator Williams asked whether it was understood that the move from an independent school to a dependent school within a college meant that the program would lose some things like representatives on committees. Associate Provost Tankersley affirmed that those changes would occur. A vote was taken and the motion passed.

c) (Action Item) College of Applied Engineering, Sustainability and Technology and College of Architecture and Environmental Design: Revision of administrative oversight of construction management faculty, programs and courses, from the College of Applied Engineering, Sustainability and Technology to the College of Architecture and Environmental Design. Moving are the following: full-time construction management faculty; Construction Management major within the Bachelor of Science degree; Construction Management minor; 31 undergraduate and 11 graduate CMGT courses. Effective Fall 2017.

Provost Diacon explained that, given that construction managers work with architects, it was decided that the Construction Management program would fit better within the College of Architecture and Environmental Design. Space within the new architecture building was designed with this program in mind. At the same time, the College of Applied Engineering, Sustainability and Technology has started a new major in Aerospace Engineering, and is proposing a second engineering major in Mechatronics which combines mechanical and electrical engineering. The proposed change is thus also part of the realignment of that college as well. These changes have been made following conversations with faculty in both colleges. A motion was made to approve moving the Construction Management program (Dauterich). The motion was approved.

d) (Action Item) College of Communication and Information School of Library and Information Science.
i. Establishment of Health Informatics major within the Master of Science degree. Program currently exists as a concentration within the Information Architecture and Knowledge Management major. Minimum total credit hours to program completion is 36. Effective Fall 2017 pending state and accreditior approvals.

ii. Establishment of Knowledge Management major within the Master of Science degree. Program currently exists as a concentration within the Information Architecture and Knowledge Management major. Minimum total credit hours to program completion is 36. Effective Fall 2017 pending state and accreditior approvals.

iii. Establishment of User Experience Design major within the Master of Science degree. Program currently exists as a concentration within the Information Architecture and Knowledge Management major. Minimum total credit hours to program completion is 36. Effective Fall 2017 pending state and accreditior approvals.

iv. Inactivation of Information Architecture and Knowledge Management major within the Master of Science degree. The program will be replaced by the proposed Health Informatics, Knowledge Management and User Experience Design majors. Effective Fall 2017 pending state and accreditior approvals.

Director Fruit presented the items. He indicated the intent was to turn the 3 concentration areas in the Information Architecture and Knowledge Management M.A degree into 3 separate Master’s degrees: Knowledge Management, Health Informatics, and User Experience Design. The fourth proposal is to deactivate the original degree program. A motion was made to approve the proposal (Dauterich). The motion passed.

e) Information Items:

i. College of Arts and Sciences Department of Modern and Classical Language Studies: Revision of name of the Spanish Literature, Culture and Translation major within the Bachelor of Art degree. Name changes to Spanish. Minimum total hours to program completion is unchanged at 120. Effective Fall 2017.

ii. College of Education, Health and Human Services School of Lifespan Development and Educational Sciences: Revision of name for the Counseling and Human Development Center. Name changes to the Counseling Center. Effective Fall 2017.


Chair Smith indicated these were information items, as Faculty Senate Executive had already approved all of the proposed changes. Two are program name changes and the third is a policy change required by state and federal law. Senator Williams asked for the reason for the change of name for the Spanish major, and Chair Smith indicated it was in keeping with practice at other institutions.
8. Old Business:

a) Professional Standards Committee: Revision of the Operational Procedures and Regulations Regarding Faculty Office Hours (Policy 6-18.101)

Chair Smith explained the office hour policy draft that was presented to Senate in March 2016 has been revised in response to feedback from the Senate. She indicated key changes from current policy are that the new policy explicitly allows a faculty member to hold some office hours consistent with the mode of course delivery, and that office hours are to be held during semesters when faculty are teaching courses. A motion was made to approve the new policy (Kracht).

Senator Kairis expressed concern at the idea that a faculty might, based on the new policy, offer e-mail consultation only for office hours, and do so only at times inconvenient to students. Chair Smith responded that the current policy is vague, that students are much less likely now than in the past to come to a faculty member's office for office hours, and given course delivery options electronic communication may be most beneficial for some students, e.g., out of state student taking an online course. The change is intended to make clear that electronic availability is an option for office hours. Senator Kairis responded that he was still concerned because the policy did not clarify that electronic availability meant that the faculty member was there live and available for back and forth interaction, and that allowed for faculty teaching in person to hold all office hours electronically. Regarding the latter, Chair Smith pointed out the policy states that at least some office hours should be consistent with the course modality. Senator Piccirillo-Smith voiced support for the policy change, noting that she frequently provided interactive assistance to students electronically (e.g., through google docs), and noted the past policy did not treat this consultation time as office hours. She noted there is nothing in current policy to stop a professor from holding office hours at an inconvenient time. Senator Piccirillo-Smith also questioned whether 3 hours was a lot for one 3 credit summer course, although she did note there was some flexibility depending on consultation with the unit, and asked what would happen if policy conflicted with the department handbook. Chair Smith pointed out current policy is 5 hours of office hours regardless of how many courses are taught, so the new policy is more flexible, and also noted that university policy always trumps department handbooks. Senator Vande Zande asked about the importance of setting office hours, if instructors are also available to meet by appointment at other times, that may be more convenient for students. Chair Smith stated the intent of the policy, as stated in the preamble, is for instructors to be available to students. Senator Kracht indicated that she understood an instructor can have a combination of fixed and flexible times for office hours as long as they are available to students. Senator Kerns suggested some minor wording revisions that might emphasize more expectations for instructors. A motion was made to amend the wording (Karis/Roxburgh). Senator Mechenbier suggested one other wording change, which was accepted by Senator Kairis. After one other minor wording suggestion from Senator Stoker, the motion to amend the proposed policy was passed. A second vote was taken on the entire policy, which was approved.

b) Continued Discussion of Part-time Adjunct Faculty Representatives on Faculty Senate

Chair Smith initiated further discussion of the idea of granting part-time faculty members 1 or 2 (voting) representatives at Faculty Senate. She indicated Faculty Senate had received a
census of part-time workers for Fall 2016, and noted that any election for part-timers could be done electronically. Senator Dauterich voiced support for granting representation to part-time faculty. Senator Williams noted anyone can speak at Senate meetings. She raised the concern that part-time faculty come and go, and having so few representatives on Senate might come across as tokenism and is unnecessary. Senator Theresa Walton-Fisette expressed support for granting representation, noting that part-time faculty teach a lot of courses but are often marginalized, and allowing representation would be a symbolic act of support. Senator Piccirillo-Smith also voiced the opinion that part-time faculty are an integral part of the university, and stated they should have representation. Senator Williams stated that part-timers are already exploited and therefore it could be problematic to also require them to also serve on Senate. Chair Smith noted that the proposal came from part-time faculty, and thus they have expressed interest in the idea. Senator Uribe-Rendon stated that part-time faculty are welcome to attend meetings and voice their views, so representation is not needed. Senator Stoker stated support for the proposal, and questioned whether anyone can walk in and speak on the senate floor. Chair Smith clarified that a senator would have to cede the floor to someone not from Senate in order for them to speak. Senator Kairis suggested observer status would give part-time faculty speaking rights, while avoiding difficulties with elections. Chair Smith indicated that would also require a charter change. Senator Wilson suggested that part-time faculty might feel marginalized if they can observe and not vote. She also suggested they could bring an important perspective to Senate, which was echoed by Senator Laux. A short survey to gauge the level of support for providing representation to part-time faculty was administered. Survey results will be announced later.

9. New Business: Discussion of Proposed Changes to the Administrative Policy Regarding Student Cheating and Plagiarism (Policy 3-01.8)

Chair Smith indicated that a committee is currently working on revisions to the policy on cheating and plagiarism, and they are interested now in getting feedback on the proposed draft. Senator Williams explained the handouts, and noted that the proposed changes are based on experience with the policy, which was approved about 4 years ago. She noted Senator Kairis and Mr. Todd Kamenash (Office of Student Conduct) were also on the committee and in attendance.

Senator Roxburgh asked if any of the proposed changes were considered controversial. Senator Kairis indicated there are some issues on which the committee did not agree, including whether a faculty member should be allowed to give partial credit for plagiarized work, which might send the message that plagiarism is not serious. Another major change is that an academic panel rather than Deans will be responsible for deciding about degree sanctions. Senator Vande Zande asked whether the policy requires students to report when they see another student cheating. Mr. Kamenash said students would not be punished for not reporting, but the language is to encourage them to report as students think their degrees are tainted when other students cheat. Senator Rollick suggested the policy be reworded to indicate that it covers digital cheating. Mr. Kamenash indicated that would be covered by the proposed wording. Senator Piccirillo-Smith asked why there is a change in how the hearing panels are created. Senator Williams explained that they wanted to be able to add a member to the panel if they were short of the required number of members, and Mr. Kamenash added that there were 39 hearings last year which was a burden on the 10 panel members. The change is to create more flexibility in constituting the panels. Senator Kracht echoed Senator Rollick’s concern about whether the language in cheating covers cases in mathematics where a student gains online access to problem solutions, and she commented that students often are the ones who know cheating has occurred so it is good to find ways to encourage them to speak up.
Mr. Kamenash stated copying a problem solution would be considered plagiarism under the policy. Senator Kerns raised the concern that the definition of plagiarism only references cases where students fail to cite a reference, and does not cover cases where a student might cite a source yet the text is virtually identical to the source with only a few words changed. Senator White asked for clarification on the phrase (section D, 1a) that referred to "consistent with department decorum". Mr. Kamenash explained that the language referred to the fact that different departments might have different rules about academic activities, e.g. some might allow group work on assignments but others typically do not. Senator Roxburgh expressed concern about the option to allow partial credit, which might lead to instructors not imposing strong penalties for unethical conduct. Mr. Kamenash stated he agreed, but the committee is trying to deal with the reality that many faculty want to and do grant partial credit in these cases. Senator Dauterich asked why Deans were removed from the process. Mr. Kamenash clarified that the step involving Deans was removed to streamline the process. Senator Kairis stated the Deans' role was to decide about degree sanctions, and he did not agree with removing this step. He also stated that he viewed giving partial credit for work involving cheating or plagiarism as undermining the principle and purpose behind the policy, and thought it might discourage faculty from following the steps in the policy. Senator Williams responded that there have been recent efforts to educate faculty regarding how the policy should work, and she asked for suggestions for how the dissemination of this information could be enhanced.

10. Announcements / Statements for the Record

Senator Twieg invited faculty to sign up to join the Progressive Faculty and Staff Network. This new group was started by faculty who had been visiting the safe place in Oscar Richie to talk to students about what is on their minds. The next steps for the group are not yet decided.

11. Adjournment

Chair Smith adjourned the meeting at 5:24 PM.

/attachments
December 12, 2016 Chair’s Remarks

I want to preface my remarks today by highlighting the fact that I am speaking solely for myself and do not take myself to be speaking on behalf of the faculty at large or any other constituency.

... 

In almost any critical thinking course offered at almost any university, there will be a unit covering common fallacies: types of reasoning that can be psychologically persuasive but that do not actually provide logical support for the conclusions drawn. One such fallacy is known by the Latin name *ad hominem*. The *ad hominem* fallacy occurs whenever a statement, theory, or argument has been presented and, instead of providing rational criticism of the statement, theory, or argument itself, one criticizes the person who presented it.

I’ve been thinking about this fallacy in connection with a recent controversy on campus. A little background is in order: Six or seven years ago, when Bowman Hall, Satterfield Hall, and perhaps some other classroom buildings were being redecorated, the departments and centers housed in each building were asked to select a quote or two from thought leaders in their respective fields. These quotes were then painted in the hallways to represent the various academic disciplines housed in the building. These quotes include the words of such thought leaders as Martin Luther King, Voltaire, Albert Einstein, Françoise Rabelais, and Ludwig Wittgenstein.

One particular quote has become a source of controversy this semester, not because of its content, but because of its author, Golda Meir. A group of students has asked that the quote be removed. Although the University declined to remove that individual quote, there are now plans to paint over all of the quotes in Bowman Hall this summer in conjunction with a major H-VAC renovation. Passions around this issue run high, so I plan to focus my remarks today around another, purely hypothetical example that I believe is similar to the actual case in morally relevant ways.

Suppose that, six years ago, a quote by Thomas Jefferson had been chosen to represent one of the academic disciplines housed in Bowman Hall. This would not have been a surprising choice given that Bowman Hall is the home of the departments of History, Political Science, and Philosophy. As one of the primary authors of the Declaration of Independence and the third President of the United States, Thomas Jefferson is a significant historical and political figure who had many important things to say about freedom and democracy. For my purposes, it doesn’t really matter what quote might have been selected. Let us suppose that the content of the quote is at worst innocuous and at best inspirational.

Now suppose that a group of students had come forward this semester saying:

We find the existence of this quote on the walls of Bowman Hall offensive. Thomas Jefferson was complicit in the colonization of North America and was explicitly involved in the creation and Westward expansion of the United States of America. Together, these events resulted in the deaths of tens of thousands of Native Americans and the displacement and marginalization of tens of thousands more. Moreover, Jefferson was himself a slave owner who believed that blacks and whites could not live together in a free society and, while President, oversaw the expansion of slavery into the Louisiana Territory. We demand that you remove this quote from the walls of Bowman Hall.
While Jefferson’s legacy (especially on slavery) is complicated, what these hypothetical students have to say is largely true. We do a disservice to history and to the human beings negatively impacted by this history when we forget these facts while highlighting Jefferson’s positive contributions to this country and to democratic ideals.

But is this a reason to remove the hypothetical Jefferson quote? Is this a reason to conclude that we should avoid having any quotes from any thought leaders displayed on the walls of our classroom buildings so as to avoid such controversies? In my personal opinion, the answer to these questions is ‘no’.

Painting over the quote would not erase the painful legacy of colonialism, the genocide of native peoples, or slavery. Painting over the quote would instead rob us of a significant and clearly successful prompt to engage in dialogue concerning these painful legacies and Thomas Jefferson’s role therein. Universities do not exist to shield students from having to confront painful truths. Universities exist in part to teach students how to engage in rational and civil discourse even about painful truths and even with others who may not share one’s own historical, cultural, or political perspective.

If we fail to do that, then no matter what does or doesn’t happen to the quotes that are actually painted on the walls of our classroom buildings, we will have failed at a central aspect of our academic mission. If we succeed, then students going forward will understand that the rational response to discourse we dislike but that is not in and of itself profane, threatening, or inherently discriminatory is not censorship, but more discourse.

Thank you.

I will now take any comments or questions.
March to the end of the Fall Semester

- As we complete the first day of exams and look forward to commencement activities on Friday and Saturday, I want to thank you for all you have done to make this semester a successful one --

- I am particularly grateful for your support for me personally. Having successfully completed my treatment regimen in mid-October, I am feeling much more like my former self with a beginning head of hair that indicates I am well on the path to full recovery. It has been a long 9 months and it will be an especially joyful holiday season for me. Thank you for your support.

- Your support of our students has been extraordinary -- we will graduate more than 3000 students this weekend, 45 who will earn their Ph.D. You have served as academic advisors, supporters to reach the finish line of a college degree and forces of encouragement during a very active political season.

- In sum, you have been there to celebrate our students when they are soaring high and you have also been there to support our students in times of distress and even despair. This semester, we have seen many of our students troubled about their future having experienced the politically charged and biased rhetoric of the presidential election. Some of our students have experienced outright insults and hateful comments through social media, email, posters and flyers -- both as individuals and collectively as special affinity groups here on our campuses. These disparaging and hateful communications are coming predominantly from a number of outside identity groups. But that does not make the hurt any less painful or the threat any less real.

- I feel I should have done more, as president, to be outspoken regarding our adherence to our core values and for speaking out on behalf of our students who are using their voices to try and make a difference in the world. No one deserves to be denigrated and made to feel threatened because of personal or ideological beliefs. Voices of concern matter and we should stand up for our core values of freedom of expression and the free exchange of ideas. And we should stand strongly against hateful rhetoric and personal attacks against students when our students exhibit the courage to exercise their rights to express their values and perspectives. At the same time, we must also embrace the fact that freedom of expression and the free exchange of ideas are vitally important even when we may vehemently disagree with the perspective presented. The intellectual debate of ideas and perspectives is the hallmark of a higher education. May we take the high ground in these
matters and may we all stand together in our belief that while we may strongly disagree with another’s perspective, we respect and will fight for one’s right to express a point of view in a civil environment of mutual respect.

- I am so proud of our students for their individual and collective voices of unity following the election. Our men’s basketball team set the example for the nation by encouraging us all to join arm in arm in expressions of unity. This expression of unity during the playing of the National Anthem was covered by CBS, ESPN, FoxNews and the Washington Post among other media outlets. Our Kent State basketball team exemplified the importance of unity in such a powerful way – as Deon Edwin, one of our team captains stated, “we are all of the same race – the human race.”

- In much the same voice, our Black United Students held a Unity Circle on Risman Plaza just after the election stating, “we are here to radiate positivity.”

- May we remember these powerful examples in the days to come and may we lift up our students as exemplifying the best we have to offer. And may we hold high our core values that this community established a year ago and we now must live by each and every day. You have at your table a one-page summary of our Strategic Roadmap with the core values clearly displayed. Let’s read them often and let’s pledge to uphold them on our campuses in the days to come. Thank you for holding true to the ideals of our community.

- On another note of gratitude, I also want to thank you for your generosity during the Giving Tuesday fundraising effort on November 29 in which we raised $426,000 new funds for important initiatives university-wide. Add to that amount, the $100,000 matching funds from the Kent State Foundation, we now have more than a half of a million dollars going to initiatives this community believes are important. More than 200 faculty and staff members contributed during Giving Tuesday, a record of collaborative giving by our community. Thank you for that demonstration of support.

- In another important financial endeavor, we are marching forward with the re-design of our RCM budget model. With your input via the FaSBAC, we are shifting funds to provide more funding to the academic units of the university. In this revised model, over the next two years, we will shift $9.3 million from the administrative service units of the university to the academic colleges. We have shifted $5.4 million in this academic year, which will be followed by $3.9 million in FY18. FaSBAC is working on a recommended distribution model during this academic year – great progress has been made.
• Coupled with this investment in our academic programs, we will also be providing one time funding to provide incentives in the hiring of funded faculty members ($5 million with close to $1 million in permanent funds) and the establishment of Centers for Research Distinction ($4.8 million).

Board of Trustees Action

• We also have good news to report from the December meeting of the Board of Trustees
  o Approval of
    • establishment of the Brain Health Institute
    • Environmental Studies major
    • renovations to Taylor Hall to support a new home for our Visual Communication Design program ($8.85 M)
    • renovations to Moulton Hall to accommodate the growth and excellence of the College of Public Health ($3 M)
    • renovations to Bowman Hall to improve heating, air conditioning and lighting systems – deferred maintenance for a 55 year old building ($4 M)

Approaching the Spring Semester

• I am looking forward to a productive Spring Semester.
• We will return to a very busy January schedule:
  o Launched by the inauguration of our 45th president; Inauguration of President-Elect Trump on January 20
  o Open Forums on the results of the Climate Study on January 23
  o MLK commemoration on January 26

• In the Spring Semester, it will be important that we all serve as an example of our community values and the respect we hold for one another and the respect we hold for the free exchange of ideas in a climate of respect, kindness and purpose in all that we do. We will be focused on expressions of unity, opportunities to engage in important dialogue and a commitment to engage in random acts of Kentness in the new year.

Looking Forward to Holiday Reception for Faculty

• Held this afternoon from 5-7 pm in the Ballroom Balcony
• I wish for each of you a wonderful, purposeful and restful winter break
• And again, my thanks for your dedication to teaching and learning and an environment where new knowledge and new ideas abound
Recommendations for Using Student Surveys of Instruction for Personnel Decisions

1. Evaluators should review the distribution of results in the summary of instructor characteristics as a first step in gaining an overall impression of instructional quality. Examining individual instructor items may be used to provide a finer grain analysis to explain the results of the summary of instructor characteristics.

2. Evaluators should pay special attention to the number of students returning surveys. In small classes, one or two negative SSI results can skew the overall distribution of scores to a large extent.

3. The summary question, “Overall, how would you rate your learning experience in this course?” should not be used to evaluate effectiveness of instruction because a student’s learning experience is influenced by many factors outside of an instructor’s control (e.g. class size, course delivery method, classroom characteristics, course content).

4. Evaluators should pay particular attention to the distribution of responses that are generally favorable (% agree + % strongly agree) and to the distribution of responses that are generally unfavorable (% disagree + % strongly disagree). If a large proportion of students have registered unfavorable responses, this would be cause for concern. A large proportion of students returning favorable responses indicates meritorious teaching. Small differences in student ratings between courses or instructors should not be overemphasized.

5. Student evaluations should not be the sole source of information on the quality of an instructor’s teaching. Evaluators should seek to determine whether concerns raised in student surveys are echoed by peer reviews and within the instructor’s statement on teaching. Consider whether the instructor has made a substantive effort to respond to concerns raised by student surveys or peer reviews. This requires that evaluators read the instructor’s teaching statement.

6. Multiple sets of ratings should be considered (e.g. multiple courses, multiple terms), rather than relying solely on the most recent term.

7. Contextual data should be considered carefully. Context includes disciplinary field, class size, required course or elective, course level (lower-division, upper-division, graduate).

8. Contextual information provided by the instructor should also be considered. This might include special circumstances such as a new course prep, introduction of an innovative teaching method, shifts in student demographics, etc.

9. Written comments provided by students are primarily helpful to instructors for improving course performance; however, they should be used with caution in personnel decisions, and only when a clear and recurring pattern occurs.

10. Each instructor should be evaluated as an individual. Comparison with a norming group was eliminated because there are problems associated with comparing instructors to each other, including different course types, bias (gender, ethnicity, etc.) and inexplicable variability in scores such as those observed within a single lecture course taught by a single instructor with SSI results reported for 8 different sub-sections (see Appendix I).
Examples of Interpretation of SSI Results

Instructor A: Lower-division History course, Kent Core. 115 students enrolled, 100 surveys returned.

<table>
<thead>
<tr>
<th>Instructor Item</th>
<th>% Strongly Agree</th>
<th>% Agree</th>
<th>% Neither A/D</th>
<th>% Disagree</th>
<th>% Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations were clear to me throughout the course</td>
<td>43</td>
<td>17</td>
<td>30</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>The structure/organization of the course helped me learn</td>
<td>30</td>
<td>20</td>
<td>30</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>The course materials/activities helped me learn</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>The assignments and tests allowed me to demonstrate what I learned</td>
<td>20</td>
<td>30</td>
<td>35</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>I received feedback about my progress throughout the course</td>
<td>53</td>
<td>17</td>
<td>20</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>The instructor gave clear written/oral explanations</td>
<td>62</td>
<td>18</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>The instructor motivated me to think about the subject</td>
<td>30</td>
<td>35</td>
<td>25</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>The instructor demonstrated knowledge of the subject matter</td>
<td>65</td>
<td>25</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The instructor showed respect for students</td>
<td>20</td>
<td>35</td>
<td>30</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>The instructor was available for individual consultation</td>
<td>10</td>
<td>20</td>
<td>50</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Total of Instructor Items</td>
<td>35.8</td>
<td>24.2</td>
<td>26.5</td>
<td>6.5</td>
<td>7</td>
</tr>
</tbody>
</table>

- High rate of student survey return, sufficient class size to interpret results.
- Summary of results
  - 60% positive (strongly agree + agree) impressions of instructor characteristics.
  - 26.5% neutral impressions of instructor characteristics
  - 13.5% negative (disagree + strongly disagree) impressions of instructor characteristics
- What are the main sources contributing to the negative impressions? (20% or higher disagree + strongly disagree)
  - Structure/organization
  - Course materials/activities
  - Availability for individual consultation
- Do the instructor and/or peer reviewers comment on any of these aspects? Does the instructor include concrete actions to take to address these or other areas of teaching?
- No immediate cause for concern, but room for reflection, improvement in future.
Instructor B: Upper-division nursing course (clinical), 12 students enrolled, \textbf{10 surveys returned}

<table>
<thead>
<tr>
<th>Instructor Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither A/D</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations were clear to me throughout the course</td>
<td>40</td>
<td>30</td>
<td>20</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>The structure/organization of the course helped me learn.</td>
<td>20</td>
<td>50</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>The course materials/activities helped me learn.</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>The assignments and tests allowed me to demonstrate what I learned.</td>
<td>20</td>
<td>30</td>
<td>10</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>I received feedback about my progress throughout the course.</td>
<td>40</td>
<td>40</td>
<td>10</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>The instructor gave clear written/oral explanations.</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>The instructor motivated me to think about the subject.</td>
<td>40</td>
<td>30</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>The instructor demonstrated knowledge of the subject matter.</td>
<td>50</td>
<td>30</td>
<td>10</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>The instructor showed respect for students.</td>
<td>50</td>
<td>20</td>
<td>20</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>The instructor was available for individual consultation.</td>
<td>60</td>
<td>20</td>
<td>10</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Total of Instructor Items</td>
<td>35</td>
<td>29</td>
<td>15</td>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>

- High return rate, but small class size. Small numbers of students—use caution in interpreting results.
- Summary
  - 64% positive
  - 15% neutral
  - 21% negative
- Should look at peer reviewer comments about course materials/activities, assignments and tests. Does the instructor reflect on these aspects of the course and propose a concrete plan to address these areas?
- There is a somewhat high rate of negative perceptions, BUT this represents only one or two students for most categories. (Note that if 1 student out of 10 rates the instructor poorly, that would be 10% of the course.) This may be the result of 1 or 2 students that are performing poorly. Other courses and other semesters should also be considered when evaluating this instructor’s performance.
### Instructor C: Upper Division Business course, 55 students enrolled, 50 surveys returned

<table>
<thead>
<tr>
<th>Instructor Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither A/D</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations were clear to me throughout the course</td>
<td>20</td>
<td>50</td>
<td>20</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>The structure/organization of the course helped me learn.</td>
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<tr>
<td>The course materials/activities helped me learn.</td>
<td>20</td>
<td>30</td>
<td>40</td>
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<td></td>
</tr>
<tr>
<td>The assignments and tests allowed me to demonstrate what I learned.</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>I received feedback about my progress throughout the course.</td>
<td>20</td>
<td>40</td>
<td>30</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>The instructor gave clear written/oral explanations.</td>
<td>20</td>
<td>10</td>
<td>40</td>
<td>30</td>
<td></td>
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<tr>
<td>The instructor motivated me to think about the subject.</td>
<td>6</td>
<td>4</td>
<td>40</td>
<td>30</td>
<td>20</td>
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<tr>
<td>The instructor demonstrated knowledge of the subject matter.</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>The instructor showed respect for students.</td>
<td>10</td>
<td>30</td>
<td>40</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>The instructor was available for individual consultation.</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Total of Instructor Items</strong></td>
<td><strong>9.6%</strong></td>
<td><strong>20.4%</strong></td>
<td><strong>32%</strong></td>
<td><strong>25%</strong></td>
<td><strong>13%</strong></td>
</tr>
</tbody>
</table>

- High return rate, adequate class size for interpretation.
- **Summary**
  - 30% positive
  - 32% neutral
  - 38% negative
- Significant cause for concern, but further information should be sought.
- Examine instructor statement for context—for example was this a new prep? First time teaching an upper division course? Etc.
- Read instructor narrative thoroughly to determine whether they have a **concrete** action plan for addressing all issues.
- Triangulate results with peer reviews—are they consistent? Are any concerns noted?
- Is this course evaluation consistent with other course evaluations?
Appendix I:

Faculty Senate has approved a new report format, as recommended by the SSI Review Committee. The new format has eliminated means, standard deviations and norming group data.

Summary of Committee Findings:
- The use of means and standard deviations of Likert-scale questionnaires (ordinal data) is not the best practice (McCullough & Radson, 2011; Sullivan & Artino, 2013). Examining the distribution of responses is a valid practice (e.g. 30% of students “strongly agree”, 25% “agree”, etc.).
- The use of means and standard deviations is particularly troubling in cases of small sample size.
- Comparing SSI summary data with a norming group is an equally invalid practice as exemplified in the chart below which shows the results of 8 “different” sections of a course. An RTP committee using these data would probably evaluate Instructor 4 as a superior instructor compared to Instructor 3 and better, on average, than the norming group. This conclusion would be erroneous since the 8 sections were, in fact, subsections of a single lecture section with a single faculty member teaching all 8 sections simultaneously. See https://www.youtube.com/watch?v=GYUuiJNsrt4 for more details.

<table>
<thead>
<tr>
<th>Question</th>
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<th>6</th>
<th>7</th>
<th>8</th>
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<td>I did the required preparations for each class</td>
<td>3.6</td>
<td>3.6</td>
<td>3.7</td>
<td>3.7</td>
<td>3.7</td>
<td>3.7</td>
<td>3.7</td>
<td>3.7</td>
<td>3.9</td>
</tr>
<tr>
<td>I learned valuable information/skills from this course</td>
<td>3.7</td>
<td>3.8</td>
<td>3.8</td>
<td>3.7</td>
<td>3.7</td>
<td>3.7</td>
<td>3.7</td>
<td>3.7</td>
<td>3.9</td>
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<td>Expectations were clear to me throughout the course</td>
<td>4.1</td>
<td>4.0</td>
<td>4.1</td>
<td>4.0</td>
<td>3.9</td>
<td>3.8</td>
<td>3.8</td>
<td>3.8</td>
<td>3.9</td>
</tr>
<tr>
<td>The structure/organization of the course helped me learn</td>
<td>4.0</td>
<td>3.9</td>
<td>3.8</td>
<td>3.8</td>
<td>3.8</td>
<td>3.8</td>
<td>3.8</td>
<td>3.8</td>
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</tr>
<tr>
<td>The assignments and test allowed me to demonstrate what I learned</td>
<td>3.9</td>
<td>4.0</td>
<td>3.9</td>
<td>3.9</td>
<td>3.9</td>
<td>3.9</td>
<td>3.9</td>
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<tr>
<td>I received feedback about my progress throughout the course</td>
<td>3.8</td>
<td>3.6</td>
<td>3.6</td>
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<td>3.8</td>
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<tr>
<td>The instructor gave clear written/oral explanations</td>
<td>4.5</td>
<td>4.3</td>
<td>4.4</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
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<td>The instructor motivated me to think about the subject</td>
<td>4.5</td>
<td>4.6</td>
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<tr>
<td>The instructor demonstrated knowledge of the subject matter</td>
<td>4.2</td>
<td>4.2</td>
<td>4.2</td>
<td>4.2</td>
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<td>4.2</td>
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<td>4.2</td>
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<tr>
<td>The instructor showed respect for the students</td>
<td>4.8</td>
<td>4.3</td>
<td>4.3</td>
<td>4.5</td>
<td>4.5</td>
<td>4.5</td>
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<td>4.6</td>
</tr>
<tr>
<td>The instructor was available for individual consultation</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
<td>4.4</td>
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<tr>
<td>Classroom and physical facilities support the learning activities in this course</td>
<td>4.3</td>
<td>4.2</td>
<td>4.2</td>
<td>4.2</td>
<td>4.2</td>
<td>4.2</td>
<td>4.2</td>
<td>4.2</td>
<td>4.3</td>
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<tr>
<td>Equipment and technology used supported the learning activities in this course</td>
<td>3.9</td>
<td>3.6</td>
<td>3.6</td>
<td>3.6</td>
<td>3.6</td>
<td>3.6</td>
<td>3.6</td>
<td>3.6</td>
<td>3.9</td>
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<tr>
<td>Overall how would you rate your learning experience in this course</td>
<td>3.5</td>
<td>3.2</td>
<td>3.0</td>
<td>4.0</td>
<td>3.7</td>
<td>3.7</td>
<td>3.7</td>
<td>3.7</td>
<td>3.9</td>
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</tbody>
</table>

Selected References:


In accordance with Faculty Senate Bylaws, I formally convey to you, with this memorandum, the following motion passed on 23 January 2017 by the Educational Policies Council for appropriate review by the Faculty Senate. Although the Senate may not want to review this item, it is helpful to have the Senate's consideration.

University Requirements Curriculum Committee

1. Designation of Kent Core status to a new course in the mathematics and critical reasoning category: MATH 10051 Quantitative Reasoning (4).
   Effective Fall 2017 | Proposal

College of the Arts

2. Consolidation of Crafts and Fine Arts majors into one major—renamed Studio Art—within the Master of Fine Arts degree in the School of Art. The Studio Art major will have eight concentrations: Ceramics; Drawing; Glass; Jewelry, Metals and Enameling; Painting; Print Media and Photography; Sculpture; and Textiles. Minimum total credit hours to program completion is 60.
   Effective Fall 2017 | Proposal

College of Arts and Sciences

3. Administrative restructure and revision of name of the Center for Applied Conflict Management. The center will move out of the Department of Political Science and become a separate school in the College of Arts and Sciences. The new name is School of Peace and Conflict Studies. The Applied Conflict Management major within the Bachelor of Arts degree, the Applied Conflict Management minor, all (20) CACM courses and center faculty and staff will move to the new school.
   Effective Fall 2017 | Proposal

College of Communication and Information

4. Revision of name of the School of Library and Information Science. The new name is School of Information.
   Effective Fall 2017 | Proposal
College of Education, Health and Human Services

5. Inactivation of Curriculum and Instruction--Junior High/Middle School major within the Master of Arts and Master of Education degrees in the School of Teaching, Learning and Curriculum Studies. The curriculum for the programs is duplicated in the MEd degree in Curriculum and Instruction, Middle Childhood Education concentration. Effective Fall 2017 | MA Degree Proposal, MEd Degree Proposal

6. Inactivation of Educational Administration--K-12 Leadership major within the Master of Arts degree in the School of Foundations, Leadership and Administration. The major will continue to be offered within the Master of Education degree. Effective Fall 2017 | Proposal

7. Revision of name of the Educational Administration--K-12 Leadership major within the Master of Education, Educational Specialist and Doctor of Philosophy degrees in the School of Foundations, Leadership and Administration. Name changes to K-12 Educational Leadership. Effective Fall 2017 | MEd Degree Proposal, EdS Degree Proposal, PhD Degree Proposal

College of Nursing

8. Revision of name of the Advanced Practice Nursing major within the Doctor of Nursing Practice degree. Name reverts to Nursing. Effective Fall 2017 | Proposal

9. Establishment of Nursing for Registered Nurses major within the Bachelor of Science in Nursing degree. The major will be offered online-only, administered through the Kent Campus, for students who hold an active registered nurse license. The program currently exists as a concentration within the Nursing major. Minimum total credit hours to program completion is 120. Effective Fall 2017 pending Higher Learning Commission approval | Proposal

Regional College

10. Revision of name of the Human Services Technology major within the Associate of Applied Science degree. New name is Human Services. Effective Fall 2017 | Proposal

EC: Todd A. Diacon, senior vice president for academic affairs and provost
Teresa L. (Tess) Kaul, secretary, Faculty Senate
Karen M. Keenan, project director for academic affairs
Emily S. Myers, assistant to the senior vice president for academic affairs
The following curriculum actions were approved at the November 17, 2016 meeting of the College of Arts and Sciences Curriculum Committee.

I. Department of Mathematical Sciences
   A. Establish Course:
      1. MATH 10051 – Quantitative Reasoning
         Request Kent Core status

II. Department of Sociology/Sociology Program
   A. Revise Course:
      1. SOC 32569 – Minorities in America
         Change title and abbreviation to Minorities in the United States
         Revise description and content
         Request Domestic Diversity status
   B. Revise Existing Diversity Courses:
      1. SOC 32565 – Sociology of Gays/ Lesbians
         Change title and abbreviation to Sociology of Sexualities
         Revise description and content
      2. SOC 42315 – Sociology of Changing Gender Roles
         Change title and abbreviation to Sociology of Gender
         Revise description and content
      3. SOC 42575 – Family Patterns: A World Perspective
         Change title and abbreviation to Families in a Global Perspective
         Revise description and content
TRANSMITTAL MEMO:

To: Dean Mary Ann Hailey, Arts & Sciences

From: Mark L. Lewis, Mathematical Sciences

We have one item:

1. **Course creation of Math 10051**: The state is revising the math paths for incoming students. The state has now put in place three possible paths. The first is algebra/calculus for STEM majors (and only STEM majors) (Math 11010, 11012, 11022, 12002, etc.). The second path is statistics (Math 10041). The third path that the state has established is a course in Quantitative Reasoning. The purpose of this proposal is to create a course in Quantitative Reasoning to meet this state requirement. I am attaching a detailed rationale for this course. We will apply for this course to meet the new Quantitative Reasoning requirement in the state Transfer Module and the paperwork is forthcoming. Since this will be in the transfer module, we are applying for Kent Core Status for this course. Mandy Mandy Munro-Stasiuk has told us that since this is a new state mandate that we are not required to withdraw an existing Kent Core course to make this a Kent Core course.
Course Catalog Update

Reference Number: CCU011370
Level: 3.00 of 3.00
Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data

Change type: Establish
Faculty member submitting this proposal: Mark Lewis
Requested Effective Term: 201780
Campus: Kent
College: AS-Arts and Sciences
Department: MATH-Mathematical Sciences
Course Subject: MATH-Mathematics
Course Number: 10051
Course Title: Quantitative Reasoning
Title Abbreviation: Quantitative Reasoning
Slash Course and Cross-list Information:
Credit Hours
Minimum Credit/Maximum Credit: 4 to 4
Contact Hours: Lecture - Minimum Hours/Maximum Hours: 4 to 4
Contact Hours: Lab - Minimum Hours/Maximum Hours:
Contact Hours: Other - Minimum Hours/Maximum Hours:
Attributes
Is this course part of the LER, WIC or Diversity requirements: Yes
If yes, course attributes: 1. LMC-2-LER-Mathematics and Critical Reasoning 2. 3.
Can this course be repeated for credit: No Repeat
Course Level: Undergraduate
Grade Rule: OR Maximum Hours:
Rationale for an IP grade request for this course (if applicable):
Schedule Type(s): 1. LEC-Lecture 2. 3.
Credit by Exam: Not Credit by exam
Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): In the broadest sense, mathematics should provide students the needed quantitative tools, logical reasoning and problem solving skills, and a sense that quantitative modeling can be used to describe and understand developments in many areas of daily living. Since critical thinking is the primary objective and outcome for our course, in each area of concentration (numeracy, mathematical modeling, and probability and statistics) students will need to read and glean information from the problem situation, convert the information into a usable form, perform any needed routine calculations, make or draw a conclusion, and then communicate the result via explanation using quantitative reasoning by writing coherent statements and paragraphs.

Prerequisites (edited): Minimum 22 math ACT score; or minimum 520 math SAT score; or minimum 35 ALEKS math assessment score; or minimum C grade in MATH 00022; or any higher-level MATH course.

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

<table>
<thead>
<tr>
<th>Content Hours</th>
<th>Topic Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Numeracy - Interpret different uses of percent - Solve percentage problems - Apply proportional reasoning skills to compare and contrast - Understand</td>
</tr>
</tbody>
</table>

| 22 | Mathematical Modeling -General function knowledge -Linear Functions -Exponential and log functions |
| 16 | Basic Probability and Statistics -Distinguish between quantitative and qualitative data -Decide what or when each type of graphical display is appropriate for the type of data |
| 8  | Review and Exams |

**Total Contact Hours:** 60

**Textbook(s) used in this course:** Quantway II, a program of the Carnegie Foundation for the Advancement of Teaching, Carnegie Math Pathways project

**Writing Expectations:** On a daily basis students will be completing activities where they must communicate their ideas orally then in writing for submission to be graded. There will also be longer term writing assignments such as a term paper.

**Instructor(s) expected to teach:** Ellen Mulqueeny, Yaser Daher, Other NTT and TT faculty

**Instructor(s) contributing to content:** Ellen Mulqueeny, Mark Lewis

**Proposal Summary**

**Explain the purpose for this proposal:**
Rather than continuing to place all students in traditional mathematics pathways there is a movement to match the right mathematics course to different majors. Students in many programs of study can be suitably prepared with alternative gateway math courses such as in Quantitative Reasoning. By offering alternate pathways in mathematics students are more likely to have good outcomes. Ohio's new TMM011 learning outcomes expectations provide an ideal impetus to launch radical changes to freshman mathematics, raise awareness and appreciation of the pervasive value of mathematical thinking, and to significantly improve student success at college and beyond.

**Explain how this proposal affects program requirements and students in your unit:**
Students in Mathematical Sciences should not be taking this course. This should not impact Mathematical Sciences students.

**Explain how this proposal affects courses, program requirements and student in other units:**
The primary student population of a Quantitative Reasoning course is typically students seeking a Bachelor's degree who do not need preparation in an algebra-calculus track. Our new Quantitative Reasoning course will target this population and emphasize core mathematical general education outcomes while increasing students' logical reasoning abilities ability to communicate quantitative ideas, and strengthen mathematical abilities that students will need in other disciplines.

**Explain how this proposal affects enrollment and staffing:**
We expect students taking this course otherwise have taken Math 11008, 11009, or 10772. We expect enrollments in those courses to decrease over time, so this should have no net change on enrollment or staffing.

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

None

**Curriculum Services Information:**

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<tr>
<th>Approved by EPC:</th>
<th>Curriculum Bulletin:</th>
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**Cross-list Banner Code:**

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</thead>
</table>

**CIP Code:**

None

**Comments (500 Character Maximum):**

NOTE: Please do not use the following restricted characters: (~ * / \ ...)
### History:

<table>
<thead>
<tr>
<th>Date</th>
<th>User</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/30/2016</td>
<td>Mary Ann Haley</td>
<td>Approved</td>
</tr>
<tr>
<td>11/7/2016</td>
<td>Andrew M. Tonge</td>
<td>Approved</td>
</tr>
<tr>
<td>11/7/2016</td>
<td>Mark L. Lewis</td>
<td>Submitted</td>
</tr>
</tbody>
</table>
Kent Core Course Proposal Questionnaire

Please review the Kent Core Policy Statement before completing and submitting the questionnaire to the University Requirements Curriculum Committee accompanied by a Course Catalog Update workflow and typical course syllabus.

Date: November 3, 2016

Department/School: Mathematics

Course ID: Math 10051     Credit Hours: 4

Course Title: Quantitative Reasoning

Prerequisite(s): For majors not needing Algebra and have an ACT score lower than 21 or an SAT score lower than 510; Successful completion of Math 10022 or ALEKS placement score of 35% of higher. For majors not needing Algebra and have an ACT score 22 or higher and an SAT score of 520 or higher; No ALEKS placement needed, these students place directly into Math 10051.

Select Kent Core Category:
- Composition
- Mathematics and Critical Reasoning
- Humanities and Fine Arts
- Humanities
- Fine Arts
- Social Sciences
- Basic Sciences
- Additional

1. Explain how the course addresses (a) concepts central to the subject area and (b) the specific Kent Core learning goals listed in the University Catalog (www.kent.edu/catalog/kent-core)

   a. Acquire critical thinking and problem-solving skills.
      
      In this course students will be asked to examine current issues such as medical testing, students will then have to make decisions on whether or not to pursue further testing based on the information reported.

   b. Apply principles of effective written and oral communications.
      
      On a daily basis students will be completing activities where they must communicate their ideas orally then in writing for submission to be graded.

   c. Broaden their imagination and develop their creativity.
      
      Students will be investigating topics currently in the news such as global warming. Through class discussions students will have opportunities to think of creative ways in which they can impact the environment and reasons why their actions can be significant.

   d. Cultivate their natural curiosity and begin a lifelong pursuit of knowledge.
Students will be investigating topics currently in the news such as the garbage problem in the Pacific Ocean as a result of the Tsunami in Thailand in 2004. This will engage students to think about topics they may have not considered as containing any mathematical importance.

e. **Develop competencies and values vital to responsible uses of information and technology.**

Students will create many different type of graphs with technology and explain the differences and strengths of each different representation.

f. **Engage in independent thinking, develop their own voice and vision and become informed, responsible citizens.**

The materials used for this course were developed using topics from current events, such as social, health, or environmental issues where students explore/ read through an article and are asked to evaluate and critique using numerical reasoning, not just stating an opinion.

g. **Improve their understanding of issues and behaviors concerning inclusion, community and tolerance.**

Since students will be working in randomly assigned groups giving them opportunities to interact with students with differing backgrounds and interests.

h. **Increase their awareness of ethical implications of their own and others’ actions.**

Through class discussion and working together in small groups students will be gain insight as to how their reactions or lack of can impact others.

i. **Integrate their major studies into the broader context of a liberal education.**

Students will on a weekly basis bring in articles of interest to them and discuss the relevant quantitative information contained in the news clipping or graphic display.

j. **Strengthen quantitative reasoning skills.**

A major goal of this course is to develop the intellectual skills needed to deal with quantitative information as a citizen and in the workplace. On a daily basis students will interact with the course materials beyond the typical skill and drill typically encountered in a lower level mathematics course making decisions that can be supported with numerical reasoning.

k. **Understand basic concepts of the academic disciplines.**

Students will have the opportunity to use a variety of mathematical strategies, breaking difficult questions into component parts, and looking at questions from various viewpoints in diverse settings.
2. If this course is being proposed for the Composition category or the Mathematics and Critical Reasoning category, indicate the essential skills that the course is intended to teach, sharpen or strengthen. (Skip this question if the proposed course is intended for other categories.)

Engage students in a meaningful intellectual experience, increase students' quantitative and logical reasoning abilities, improve students' ability to communicate quantitative ideas, and strengthen mathematical abilities that students need in other disciplines.

3. State how the course is representative of a field that has attained maturity and substance with critical mass of its own scholarly literature, methodology, community of specialists and conceptual framework.

This course will reflect the Mathematical Association of America's Undergraduate Programs and Courses in the Mathematical Sciences: CUPM Curriculum Guide 2004. An updated version of the CUPM Curriculum Guide was released in 2015. In this document six core Quantitative Reasoning outcomes were referenced. The State of Ohio has included these outcomes in TMM011.

4. Are adequate resources available for this course (e.g., faculty, classroom space, equipment, library holdings)? If yes, explain.

The new classrooms developed in the redesigned space of the former Math Emporium in the second floor of the library. Students will access to computers and be sitting at round table to promote collaborative learning.

5. Has this course been offered previously?

NO

6. Given the available Kent Core course options, why is it important that this course be added as an option for students in fulfilling their Kent Core?

This course is a transfer module course and provides an alternate pathway for students whose major does not require algebra.

7. Please complete and attach the Kent Core Learning Outcomes Assessment Plan, and attach a sample syllabus.

Attached
Rational for Creating Math 10051, Quantitative Reasoning

Rather than continuing to place all students in traditional mathematics pathways there is a movement to match the right mathematics course to different majors. Students in many programs of study can be suitably prepared with alternative gateway math courses in quantitative reasoning. By offering alternate pathways in mathematics students are likely to have good outcomes. Ohio’s new TMM011 learning outcomes expectations provide an ideal impetus to launch radical changes to freshman mathematics, raise awareness and appreciation of the pervasive value of mathematical thinking, and to significantly improve student success at college and beyond.

The first pilot implementation will be through paired Writing and Quantitative Reasoning sections in Spring 2017. Working with a grant received from The Ohio Mathematics Bridges to Success initiative, students will work in groups on mathematical concepts that require sustained thinking then learn how to communicate the solution process and interpret results in a sustained piece of writing. Both courses emphasize critical thinking and communication with a common goal to develop student’s ability to identify real life situations where mathematical approaches can be successfully communicated to a relevant audience. This approach requires effective connection and collaboration between faculty, advisors and administrators to build new systems that enhance student success.

Students will be recruited according to placement scores along the “bubble.” This means students with ACT scores 18 – 21 or an SAT sub score of 400 – 500 and ALEKS placement scores of 30% of higher will be targeted. These students have the most to gain. It is felt that reaching out to freshman in their first or second semester has the highest probability of making an impact of retention and future graduation.

The primary student population of a Quantitative Reasoning course is typically students seeking a Bachelor’s of Arts degree requiring a liberal arts mathematics course. Our new Quantitative Reasoning course will target this population and emphasize core mathematical general education outcomes while increasing students’ logical reasoning abilities ability to communicate quantitative ideas, and strengthen mathematical abilities that students will need in other disciplines.
SYLLABUS

MATH 10051 – Quantitative Reasoning (4 Credit Hours)

Catalog Information: In the broadest sense mathematics should provide students the needed quantitative tools, logical reasoning and problem solving skills, and a sense that quantitative modeling can be used to describe and understand developments in many areas of daily living. Since critical thinking is the primary objective and outcome for our course, in each area of concentration (numeracy, mathematical modeling, and probability and statistics) students will need to read and glean information from the problem situation, convert the information into a usable form, perform any needed routine calculations, make or draw a conclusion, and then communicate the result via explanation using numerical reasoning by writing coherent statements and paragraphs.

Prerequisite: For majors not needing Algebra and have an ACT score lower than 21 or an SAT score lower than 510; Successful completion of Math 10022 or ALEKS placement score of 35% of higher. For majors not needing Algebra and have an ACT score 22 or higher and an SAT score of 520 or higher; No ALEKS placement needed, these students place directly into Math 10051.

Course Materials: Quantway II, a program of the Carnegie Foundation for the Advancement of Teaching, Carnegie Math Pathways project

Numeracy (7 days)
- Interpret different uses of %, % of whole - % change
- Solve percentage problems
- Apply proportional (using ratios and proportions) reasoning skills to compare and contrast
- Understand the difference between absolute change and relative change
- Dimensional analysis
- Index numbers: use and calculate indexes to understand and compare data
- Understand budget basics
- Understand how the CPI is used to measure inflation

Mathematical Modeling (11 days)

General function knowledge
- Understand functional notation, domain, and range
- Construct and interpret graphs including piecewise functions
- Recognize linear and non-linear functions from formulas, graphs, and/or tables

Linear Functions
- Recognize when a linear function can be used for modeling real-world data and find the equation that represents this relationship.
Find an equation for the regression curve and use this equation to predict values of the dependent variable for given values of the independent variable

- Write linear function to model real-world situations
- Apply and interpret linear models to make decisions

**Exponential/log functions**

- Understand the how to recognize the difference between linear and exponential growth or decay
- Determine when a data set is growing or decreasing at an exponential rate
- Understand the difference between rate of change and percent change
- Analyze relevant formulas to compute simple and compound interest
- Understand ordinary annuities and how to use the accumulated savings formula
- Apply loan payment formula to understand and analyze credit card debt and installment loans
- Find an equation for the regression curve and use this equation to predict values of the dependent variable for given values of the independent variable
- Write exponential function given:
  - Two solutions, parameters, or one parameter and one solution
  - Apply and interpret in application problems parameters and find specific solution given one variable
- Understand the inverse relationship between exponential on logarithmic functions and its usefulness and use this solve exponential equations
- Understand why Logarithms are used for handling very large/small numbers (pH, earthquake magnitudes, sound levels, etc.)

**Basic Probability and Statistics (8 days)**

- Distinguish between quantitative and qualitative data
- Draw bar graphs, circle graphs, histograms and be able to interpret them in the context of the data they represent
- Decide what or when each type of graphical display is appropriate for the type of data and describe their strength, limitations and possible deceptions
- Distinguish the difference between surveys, experiments, and case control studies
- Justify statistical decisions
- Compute and compare mean, median, mode and appropriate uses for each
- Compute and use the appropriate measure of center to analyze and compare data sets
  - 5 number summary: construct and interpret a box plot for contextual situations
  - Standard deviation: Use the 68-95-99.7 rule to interpret probabilities
- Calculate probabilities and conditional probabilities and use them to make informed decisions
- Interpret the accuracy of medical testing

**EXAMS (4 days)**
Kent Core Learning Outcomes Assessment Plan

Math 10051: Quantitative Reasoning (4 credits)
Department/School: Mathematics

Proposed Kent Core Category:  □ Composition  □ Humanities and Fine Arts  □ Social Sciences
□ Mathematics and Critical Reasoning □ Humanities □ Basic Sciences
□ Fine Arts □ Additional

The successful Quantitative Reasoning student can:

<table>
<thead>
<tr>
<th>I. Kent Core Learning Outcome</th>
<th>II. State TMM011 and III. Course Learning Outcome</th>
<th>IV. What method(s) will be used to assess student learning?</th>
<th>V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquire critical thinking and problem-solving skills.</td>
<td><strong>1. Numeracy:</strong> The successful Quantitative Reasoning student should be able to demonstrate these competencies:</td>
<td>Daily classroom activities, quizzes, news of the day</td>
<td>Final exams, course grades, project</td>
</tr>
<tr>
<td>Understand basic concepts of the academic discipline.</td>
<td>1.1 Solve real-world problems requiring the use and interpretation of ratios in a variety of contexts: Parts to whole comparisons, converting decimals to percentages and vice versa, quantifying risks by calculating and interpreting probabilities, rates of change, and margins of error.</td>
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<td></td>
</tr>
<tr>
<td>Strengthen quantitative reasoning skills.</td>
<td>1.2 Solve real-world problems relating to rates of change, distinguishing between and utilizing models that describe absolute change and relative change including growth and decay.</td>
<td></td>
<td>Final exams, course grades</td>
</tr>
<tr>
<td>Understand basic concepts of the academic discipline.</td>
<td>1.3 Compare and contrast statements which are proportional and those that are not by applying.</td>
<td></td>
<td>Final exams, course grades</td>
</tr>
<tr>
<td>Acquire critical thinking and problem-solving skills.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand basic concepts of the academic discipline.</td>
<td>proportional reasoning appropriately to real-world situations such as scaling, dimensional analysis and modeling.</td>
<td>news of the day</td>
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</tr>
<tr>
<td>Strengthen quantitative reasoning skills.</td>
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<td></td>
</tr>
<tr>
<td>Apply principles of effective written and oral communications.</td>
<td>1.4 Demonstrate numerical reasoning orally and/or by writing coherent statements and paragraphs.</td>
<td>Daily classroom activities, quizzes, news of the day</td>
<td></td>
</tr>
<tr>
<td>Engage in independent thinking, develop their own voice and become informed, responsible citizens</td>
<td></td>
<td>Final exams, course grades</td>
<td></td>
</tr>
<tr>
<td>Acquire critical thinking and problem-solving skills.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strengthen quantitative reasoning skills.</td>
<td>2. <strong>Mathematics Modeling:</strong> The successful Quantitative Reasoning student should be able to demonstrate these competencies:</td>
<td>Daily classroom activities, quizzes, news of the day</td>
<td></td>
</tr>
<tr>
<td>Apply principles of effective written and oral communications.</td>
<td>2.1 Create and use tables, graphs, and equations to model real-world situations including: using variables to represent quantities or attributes, estimating solutions to real-world problems using equations with variables, identifying pattern behavior, identifying how changing parameters can affect results, and identifying limitations in proposed models.</td>
<td>Final exams, course grades, project</td>
<td></td>
</tr>
<tr>
<td>Broaden their imagination and develop their creativity.</td>
<td>2.2 Model financial applications such as credit card debt, installment savings, loans, etc. and calculate income taxes.</td>
<td>Daily classroom activities, quizzes, news of the day</td>
<td></td>
</tr>
<tr>
<td>Cultivate their natural curiosity and begin a lifelong pursuit of knowledge.</td>
<td>2.3 Create basic linear and exponential models for real-world problems and be able to choose which one is</td>
<td>Final exams, course grades</td>
<td></td>
</tr>
<tr>
<td>Develop competencies and values vital to responsible uses of information and technology</td>
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<tr>
<td>Acquire critical thinking and problem-solving skills.</td>
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</tr>
<tr>
<td>Understand basic concepts of the academic discipline.</td>
<td>most appropriate for a given context and describe the limitations of the proposed models.</td>
<td>news of the day</td>
<td></td>
</tr>
<tr>
<td>Strengthen quantitative reasoning skills.</td>
<td>2.4 Use basic logarithm properties to address questions (regarding time periods etc.) arising in real-world situations modeled exponentially.</td>
<td>Daily classroom activities, quizzes, news of the day</td>
<td></td>
</tr>
<tr>
<td>Apply principles of effective written and oral communications.</td>
<td>2.5 Explain and critique models orally and/or by writing coherent statements and paragraphs</td>
<td>Final exams, course grades</td>
<td></td>
</tr>
<tr>
<td>Acquire critical thinking and problem-solving skills.</td>
<td>3. <strong>Probability and Statistics:</strong> The successful Quantitative Reasoning student should be able to demonstrate these competencies:</td>
<td>Final exams, course grades, project</td>
<td></td>
</tr>
<tr>
<td>Understand basic concepts of the academic discipline.</td>
<td>3.1 Critically evaluate statistics being presented in the media, journals, and other publications including evaluating the research methodology, critiquing how the author(s) came to their conclusions, identifying sources of bias, and identifying confounding variables. Students will be able to critically evaluate sampling strategy, the impact of sample size, correlation versus causation, and any inferences made.</td>
<td>Daily classroom activities, quizzes, news of the day</td>
<td></td>
</tr>
<tr>
<td>Acquire critical thinking and problem-solving skills.</td>
<td>3.2 Summarize and interpret datasets with regard to shape, center, and spread. Use both graphical and</td>
<td>Daily classroom activities, quizzes,</td>
<td></td>
</tr>
<tr>
<td>Apply principles of effective written and oral communications.</td>
<td></td>
<td>Final exams, course grades</td>
<td></td>
</tr>
<tr>
<td>Apply principles of effective written and oral communications.</td>
<td>numerical information. Use statistics appropriate to the shape. Students will be able to compare two or more datasets in light of this type of information.</td>
<td>news of the day</td>
<td></td>
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</tr>
<tr>
<td>Develop competencies and values vital to responsible uses of information and technology</td>
<td>3.3 Create visual representations of real-world data sets such as charts, tables, and graphs and be able to describe their strengths, limitations, and deceptiveness.</td>
<td>Daily classroom activities, quizzes, news of the day</td>
<td>Final exams, course grades</td>
</tr>
<tr>
<td>Understand basic concepts of the academic discipline. Acquire critical thinking and problem-solving skills.</td>
<td>3.4 Calculate probabilities and conditional probabilities in real-world settings, and employ them to draw conclusions.</td>
<td>Daily classroom activities, quizzes, news of the day</td>
<td>Final exams, course grades</td>
</tr>
<tr>
<td>Apply principles of effective written and oral communications. Improve their understanding of issues and behaviors concerning inclusion, community and tolerance</td>
<td>3.5 Justify decisions based on basic statistical (probabilistic) modeling orally and/or by writing coherent statements and paragraphs.*</td>
<td>Daily classroom activities, quizzes, news of the day</td>
<td>Final exams, course grades</td>
</tr>
</tbody>
</table>

**ASSURANCES:**

By submitting this proposal, we assure that:

1. The faculty members who teach this course have agreed to the learning outcomes and assessment methods.
2. Assessment results will be reviewed annually by the faculty and submitted to the University Requirements Curriculum Committee.
3. Modifications to the course and/or assessment plan will be based on the annual review.

[Signature]

Department Chair/School Director (or designee) Signature

[Date]
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 8-Oct-16  Curriculum Bulletin ________
Effective Date Fall 2017  Approved by EPC ________

Department  School of Art
College  CA - The Arts
Degree  MFA - Master of Fine Arts
Program Name  Program Banner Code  Studio ART
Concentration(s)  Drawing; Painting; Print Media and Photography; Sculpture; Ceramics; Glass;
Jewelry, Metals, and Enameling; Textiles

Proposal  Revise Program

Description of proposal:
Kent State University faculty of the School of Art propose to consolidate two Master of Fine Arts (M.F.A.) degree programs—major in Crafts and major in Fine Arts—into a single M.F.A. degree program with the major name of Studio Art. This action does not represent a change of degree designation or creation of a new degree program. Rather, it is a streamlining and simplification in accordance with developments in the academic field over the past decades.

Since this merge establishes a degree program with a broader umbrella of disciplines, the newly devised M.F.A. in Studio Art will formally establish concentrations in each of the current studio disciplines. This move doesn't introduce any new disciplines; it is only a formalizing of what has been offered historically. The M.F.A. in Fine Arts and M.F.A. in Crafts have required nearly enough studio credits to grant concentrations in each of the eight disciplines, but it wasn't deemed necessary due to the more narrowly defined and historic categories of craft and fine arts. A slight increase in studio concentration requirements makes this possible in the proposed M.F.A. in Studio Art, and reinforces the rigor and technical competence inherent to the graduate program at Kent State University.

Does proposed revision change program's total credit hours?  □ Yes  ✗ No
Current total credit hours: 60  Proposed total credit hours 60

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
Since only the structure of the two programs is changing, the School of Art anticipates no changes to faculty, administrative, or support services. Additionally, it eliminates the need for one of the existing program coordinators, which provides opportunity for increased research or teaching within the university.

Units consulted (other departments, programs or campuses affected by this proposal):
None

REQUIRED ENDORSEMENTS

Department Chair / School Director

10/19/16
Campus Dean (for Regional Campuses proposals)

College Dean (or designee)

Dean of Graduate Studies (for graduate proposals)

Senior Vice President for Academic Affairs or Provost (or designee)
Proposal Summary
[Merging of M.F.A. in Crafts and M.F.A. in Fine Arts
into M.F.A. in Studio Art]

Description of Action, Including Intended Effect

Kent State University faculty of the School of Art, College of the Arts, propose to consolidate two Master of Fine Arts (M.F.A.) degree programs—major in Crafts and major in Fine Arts—into a single M.F.A. degree program with the major name of Studio Art. This action does not represent a change of degree designation or creation of a new degree program. Rather, it is a streamlining and simplification in accordance with developments in the academic field over the past decades.

Consolidation of the two majors within the M.F.A. degree eliminates the cumbersome and arbitrary separation of studies—one devoted to “fine” arts and the other to “crafts”—distinctions that have been disappearing for some time in the visual arts practices. With a single degree program, graduate students will have greater opportunities to explore cross-disciplinary seminars and engage with a more diverse graduate student population. Consolidation will also remove nearly duplicative curriculum and bring the program into alignment with the suggested guidelines for M.F.A. degree programs from the National Association of Schools of Art and Design, which accredits Kent State’s art programs.

The Kent State B.A. and B.F.A. degree programs in craft and fine art were evaluated and successfully merged in a similar way in 2016. During this evaluative process it became clear that reasons supporting the merging of the undergraduate programs also apply to the graduate programs in studio art. The more holistic approach in the Foundations curriculum and the subsequent interdisciplinary choices found within the undergraduate programs directly affect the graduate student population and general understanding of how contemporary visual arts practice is framed, understood, and taught. The separation of media areas seems irrelevant to most constituents. By eliminating this separation, an egalitarian structure between all studio disciplines is established, and the possibility of cross-disciplinary practice is promoted rather than impeded for students and faculty alike.

Since this merge establishes a degree program with a broader umbrella of disciplines, the newly devised M.F.A. in Studio Art will formally establish concentrations in each of the current studio disciplines. This move doesn’t introduce any new disciplines; it is only a formalizing of what has been offered historically. The M.F.A. in Fine Arts and M.F.A. in Crafts have required nearly enough studio credits to grant concentrations in each of the eight disciplines, but it wasn’t deemed necessary due to the more narrowly defined and historic categories of craft and fine arts. A slight increase in studio concentration requirements makes this possible in the proposed M.F.A. in Studio Art, and reinforces the rigor and technical competence inherent to the graduate program at Kent State University.

Concentration Area: Each student will take 27 credit hours of independent study or travel study in one of the eight concentrations. Full-time faculty in each concentration area teach both courses, and student work is evaluated through individual consultation, group critiques, and in some cases by installation of a series or grouping of works for evaluation by committee or collective faculty. Independent study courses are letter graded, and travel study courses (maximum 6 credit hours) are graded as satisfactory/unsatisfactory. After completion of 20 hours of coursework, the student must
mount a candidacy review presentation, which is comprised of the works created through these independent study courses. A faculty committee selected by the student in consultation with their primary advisor will review the work and make recommendations for continued progress towards their thesis exhibition.

**Studio Art Electives:** Each student will take 12 credit hours of studio electives, which may be taken through cross-discipline seminar-style courses, travel study, or independent study outside of the primary concentration. Travel study courses are limited to 6 credit hours or less, and students are required to produce creative works in addition to keeping journals and other written assignments for this satisfactory/unsatisfactory graded course. Seminar-style courses are designed to introduce students to theories of visual art production as it pertains to each concentration and to cross-disciplinary practice. In these courses, students are evaluated through written works, presentations, and production of works of visual art. All of these courses are letter graded by the faculty of record.

**Art History:** Each student is required to take 9 credit hours of art history and often encouraged to take more, which may apply to the general elective category. Evaluative criteria in art history include: written exams, presentations, and research papers. These courses are all letter graded.

**General Electives:** Each student has the opportunity to take 6 credit hours outside of School of Art offerings. As these may be graduate courses from any discipline, they may be letter graded or satisfactory/unsatisfactory.

**Thesis:** The thesis is comprised of an installation or a series of collective works and a written thesis. The written thesis documents and substantiates the visual works through historical context, process, or other theoretical premises. The student must present an oral defense of the works to a faculty committee, in addition to mounting the installation and preparing the written thesis. This course is graded as satisfactory/unsatisfactory.

In conclusion, the MFA in Studio Art as proposed is designed to prepare the students for careers as independent visual artists through the cultivation and refinement of a successful studio practice. The required studio coursework constitutes 65% of the total required hours (as denoted by our accrediting body- NASAD), and travel study may not exceed 6 credit hours or 10% of the required coursework. All required courses are letter graded with exception of the 6 credit hours of thesis, although students may elect to take from 2-6 credits of travel study, which are graded as satisfactory/unsatisfactory.
<table>
<thead>
<tr>
<th>Previously Authorized Curriculum</th>
<th>Credit Hours</th>
<th>Previously Authorized Curriculum</th>
<th>Credit Hours</th>
<th>Proposed Curriculum</th>
<th>Credit Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.F.A. Craft</td>
<td></td>
<td>M.F.A. Fine Art</td>
<td></td>
<td>M.F.A. Studio</td>
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<td>Major Area</td>
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<td>Major Area</td>
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<td>Concentration Area</td>
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<td>General Electives</td>
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<td>Reduction</td>
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<td>Thesis</td>
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<td>No change</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>Total</td>
<td>60</td>
<td>Total</td>
<td>60</td>
<td>No change</td>
</tr>
</tbody>
</table>

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

These changes will have little effect on current students, as existing course offerings will continue to be scheduled, and faculty will work directly with each graduate student individually to devise appropriate sequence of coursework to meet the needs of the student’s creative process and intellectual maturity.

Fiscal, Enrollment, Facilities and Staffing Considerations
This merge doesn’t require any additional funding, facilities, or staffing beyond those designed in the new Center for the Visual Arts. The new facility was envisioned to encourage cross population between disciplines, and the new M.F.A. structure reinforces through curriculum the same premise. Additionally, it eliminates the need for one of the existing program coordinators, which provides opportunity for increased research or teaching within the university.

Evidence of Need and Sustainability if Establishing
This change consolidates degree programs which were almost duplicative and brings them both into alignment with suggested guidelines for M.F.A. degree program provided by our national accrediting agency, the National Association of School of Art and Design.

Provisions for Phase-Out if Inactivating
None

Timetable and Actions Required: a chronology of actions required to approve the proposal with an anticipated implementation date for each action
• Approval of proposal by the School of Art Faculty-October 2016
• Approval of proposal by the College of the Arts Curriculum Committee-December 2016
• Approval of proposal by the EPC-January 2017
• Approval of proposal by the Provost
Kent State University Catalog 2016 - 2017

Studio Art

Fine Arts - M.A. and M.F.A.
Kent State University 2016 Catalog > College of the Arts > Graduate Programs > Fine Arts - M.A. and M.F.A.

College of the Arts

Department
School of Art
241 Center for the Visual Arts
Tel: 330-672-2192
E-mail: artinfo@kent.edu
Web: www.kent.edu/art

Resources
Program Requirements
College Policies
Academic Policies

Description
The Master of Fine Arts and the Master of Fine Arts in Fine Arts emphasizes intensive personal investigation and the development of a strong aesthetic and conceptual understanding in addition to time in their own studio. Graduate students have opportunities to enhance existing skills and knowledge by observing and participating in class demonstrations and critiques. Areas of study within the program are painting, drawing, printmaking, and sculpture. The M.A. is the terminal degree in the studio arts and is a requirement for those who intend to teach fine arts in higher education.

Studio Art

Admission Requirements
M.A. and M.F.A. in Fine Arts: Official transcript(s); goal statement(s); three letters of recommendation; curriculum vitae; a 250-500 word "artist statement" and portfolio.
For more information about graduate admission, please visit the Graduate Studies website.

Graduation Requirements
M.A.: Minimum 32 total credit hours. After completing 24 hours of coursework, M.A. candidates present a body of written works to a committee of three to five faculty members for review and discussion. The final project for the M.A. degree consists of a written exhibition of selected works, introduced in oral or written format and defended to a committee of three to five faculty members.
M.F.A.: Minimum 60 total credit hours.

Program Learning Outcomes
1. Students overall thesis project is of a high quality.
2. Student thesis projects demonstrate a high quality of methods and processes pertaining to their chosen media.
3. Students thesis projects demonstrate a high quality of formal and conceptual knowledge and understanding.
4. Student exhibition is well presented in the gallery or exhibition venue, considering lighting, signage, and overall presentation concerns.
5. Students are able to articulate the conceptual and formal ideas in their thesis exhibition.
6. Students are able to write articulate about their work.

Candidacy
Successful completion of the Candidacy Review Examination is a requirement in every School of Art graduate program. In the Studio Art major, it is scheduled after half of the program has been completed. Successful completion of the examination designates the student as a candidate for the degree.

Accreditation
National Association of Schools of Art and Design (NASAD)

The Master of Fine Arts in Studio Art serves students with art or design undergraduate experience wishing to continue building skills within a specific studio discipline (drawing, painting, sculpture, print media and photography, textiles, jewelry/ metals/ceramics, glass or ceramics). M.F.A. students are expected to graduate with advanced skills in a specific specialization of studio art, honed research and presentation skills, and an inclination towards innovation and the ability to contribute in a meaningful way to the field of visual art. As a terminal degree in art, successful completion will provide the foundation for launching professional careers as exhibiting studio artists and qualifies the student to teach at the highest levels in both academic and workshop-based environments.
**Kent State University Catalog 2016 - 2017**

**Fine Arts and Crafts - M.A. and M.F.A.**

Kent State University 2016 Catalog > College of the Arts > Graduate Programs > Crafts - M.A. and M.F.A.

<table>
<thead>
<tr>
<th>College</th>
<th>College of the Arts</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>School of Art</td>
<td>Program Require</td>
</tr>
<tr>
<td></td>
<td>241 Center for the Visual Arts</td>
<td>College Policies</td>
</tr>
<tr>
<td></td>
<td>Tel: 330-672-2192</td>
<td>Academic Policies</td>
</tr>
<tr>
<td></td>
<td>E-mail: <a href="mailto:artinfo@kent.edu">artinfo@kent.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Web: <a href="http://www.kent.edu/art">www.kent.edu/art</a></td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>The Master of Arts and the Master of Fine Art in Crafts emphasizes intensive personal development of strong aesthetic and conceptual understanding. In addition to time in graduate school, undergraduate students have opportunities to enhance existing skills and knowledge by observing and participating in classroom demonstrations and critiques. Areas of study within the program are ceramics and jewelry and metals and ceramics. The M.F.A. is the terminal degree in the arts requirement for those who intend to teach arts in higher education.</td>
<td></td>
</tr>
<tr>
<td>Admission Requirements</td>
<td>Official transcript(s), goal statement(s), three-word &quot;artist statement,&quot; and portfolio.</td>
<td>For more information about graduate admission, please visit the Graduate Studies website.</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>M.A.: Minimum 32 total credit hours. After completing 20 hours of coursework, MA candidates present a body of current art work to a committee of three to five faculty members for review and defense. The final project for the MA degree, candidates must an exhibition of selected works, a written statement and defend it to a committee of three to five faculty members.</td>
<td></td>
</tr>
<tr>
<td>The last word is:</td>
<td>M.F.A.: Minimum 69 total credit hours.</td>
<td></td>
</tr>
<tr>
<td>Thesis/Dissertation</td>
<td>M.A.: MA candidates present a body of current art work to a committee of three to five faculty members for review and discussion. As the final project for the MA degree, candidates must an exhibit of selected works, introduce it through a written statement and defend it to a committee of three to five members.</td>
<td></td>
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<tr>
<td></td>
<td>M.F.A.: The thesis is a significant project or body of work done independently of other coursework. Students are expected to demonstrate the ability to conduct research directed toward the development of original projects in a discriminating and disciplined manner. The thesis topics will further the student's knowledge and ability in the specialty by demonstrating skill and insight. The outcome should be an effort that serves as a foundation for the pursuit of fine arts when the graduate program is completed. At this stage, students are expected to work in consultation with their thesis advisor.</td>
<td></td>
</tr>
<tr>
<td>Candidacy</td>
<td>Successful completion of the Candidacy Review Examination is a requirement in every S graduate program. In the studio majors, it is scheduled after half of the program has been completed. Successful completion of the examination designates the student as a candidate for the degree.</td>
<td></td>
</tr>
<tr>
<td>Accreditation</td>
<td>National Association of Schools of Art and Design (NASAD)</td>
<td></td>
</tr>
</tbody>
</table>
## Fine Arts - M.F.A. Program Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration Area</td>
<td>27</td>
</tr>
<tr>
<td>Art Electives</td>
<td>12</td>
</tr>
<tr>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td>General Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>MINIMUM TOTAL</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

The MFA in Studio Art is designed to prepare students for careers as independent visual artists through the cultivation and refinement of a successful studio practice. The required studio coursework in the chosen concentration constitutes 65% of the total required hours, travel study may not exceed 5 credit hours or 10% of the required coursework. All required courses are letter graded with exception of the 6 credit hours of thesis, although students may elect to take from 2-6 credits of travel study, which are graded as satisfactory/unsatisfactory.
CHANGE REQUEST:
NAME AND CURRICULUM MODIFICATION

Date of submission:  [DATE]

Name of institution: Kent State University

Previously approved title: Master of Fine Arts:
  • Crafts
    (Four Disciplines: Glass, Ceramics, Textile Arts, Jewelry and Metals)
  • Fine Arts
    (Four Disciplines: Drawing, Painting, Sculpture, Printmaking)

Proposed new title: Master of Fine Arts:
  • Studio Art
    (Eight Concentrations: Glass; Ceramics; Textiles; Jewelry, Metals, and
    Enameling; Drawing; Painting; Sculpture; Print Media and Photography)

Proposed implementation date of the request: Fall 2017

Date that the request received final approval from the appropriate institutional committee:
[DATE] (Kent State University Board of Trustees)

Primary institutional contact for the request
Name: Melody J. Tankersley, PhD
Title: Senior Associate Provost and Dean of Graduate Studies
Phone: 330-672-8613
E-mail: mtankers@kent.edu

Educator Preparation Programs:
  Leads to licensure: No
  Leads to endorsement: No

Explain the rationale for name and curricular changes.

Kent State University faculty of the School of Art, College of the Arts, propose to consolidate two
Master of Fine Arts (M.F.A.) degree programs—major in Crafts and major in Fine Arts—into a
single M.F.A. degree program with the major name of Studio Art. This action does not represent a
change of degree designation or creation of a new degree program. Rather, it is a streamlining and
simplification in accordance with developments in the academic field over the past decades.
Consolidation of the two majors within the M.F.A. degree eliminates the cumbersome and arbitrary separation of studies—one devoted to “fine” arts and the other to “crafts”—distinctions that have been disappearing for some time in the visual arts practices. With a single degree program, graduate students will have greater opportunities to explore cross-disciplinary seminars and engage with a more diverse graduate student population. Consolidation will also remove nearly duplicative curriculum and bring the program into alignment with the suggested guidelines for M.F.A. degree programs from the National Association of Schools of Art and Design, which accredits Kent State’s art programs.

The Kent State B.A. and B.F.A. degree programs in craft and fine art were evaluated and successfully merged in a similar way in 2016. During this evaluative process it became clear that reasons supporting the merging of the undergraduate programs also apply to the graduate programs in studio art. The more holistic approach in the Foundations curriculum and the subsequent interdisciplinary choices found within the undergraduate programs directly affect the graduate student population and general understanding of how contemporary visual arts practice is framed, understood, and taught. The separation of media areas seems irrelevant to most constituents. By eliminating this separation, an egalitarian structure between all studio disciplines is established, and the possibility of cross-disciplinary practice is promoted rather than impeded for students and faculty alike.

Since this merge establishes a degree program with a broader umbrella of disciplines, the newly devised M.F.A. in Studio Art will formally establish concentrations in each of the current studio disciplines. This move doesn’t introduce any new disciplines; it is only a formalizing of what has been offered historically. The M.F.A. in Fine Arts and MFA in Crafts have required nearly enough studio credits to grant concentrations in each of the eight disciplines, but it wasn’t deemed necessary due to the more narrowly defined and historic categories of craft and fine arts. A slight increase in studio concentration requirements makes this possible in the proposed M.F.A. in Studio Art, and reinforces the rigor and technical competence inherent to the graduate program at Kent State University.

**Describe how the name and curricular changes will affect students in the current program.**
These changes will have little effect on current students, as existing course offerings will continue to be scheduled, and faculty will work directly with each graduate student individually to devise appropriate sequence of coursework to meet the needs of the student’s creative process and intellectual maturity.

**Describe any faculty, administrative or support service changes occurring along with the name and curriculum changes.**
Since only the structure of the two programs is changing, the School of Art anticipates no changes to faculty, administrative, or support services. Additionally, it eliminates the need for one of the existing program coordinators, which provides opportunity for increased research or teaching within the university.

**Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).**
Our accrediting body, National Association of School of Art and Design (NASAD), provides for a variety of organizational structures for professional degree programs. The NASAD national office has been informed of our intent to pursue this change to our degree programs. The proposal
complies with the standards set forth in the NASAD handbook for Master of Fine Arts professional degree programs. The NASAD national office has been informed of our intent to modify these degree programs, and we will submit the requisite Plan Approval forms when the proposal passes the EPC.

Describe how the effectiveness of the new curriculum will be monitored over time.

The effectiveness will be measured through annual review of recruitment and matriculation along with student course evaluations. University advisors and faculty will have regular semester meetings to review student enrollment numbers and identify issues related to the merge of the two programs into one.

The proposed MFA program will have these learning outcomes:

- Demonstrate advanced professional competence in some aspect of studio art as exemplified by considerable depth of knowledge and achievement demonstrated by a significant body of work exhibited as the M.F.A thesis, which is defended before a committee of faculty reviewers.
- Develop deep and comprehensive awareness of historical and cultural contents of art production leading to advanced skills of aesthetic judgment and assessment, as well as integration/synthesis and independent thought.
- Demonstrate awareness of contemporary art making and relevant issues through dialogues with professional artists and curators by pursuing travel study and workshop opportunities, visiting artist critiques, and relevant conferences.

Faculty will assess these learning outcomes throughout the program by working individually with each student, and through the required thresholds of Candidacy Review and the M.F.A. Thesis exhibition and written paper.

Submit a comparison of the currently authorized curriculum and the proposed curriculum.

<table>
<thead>
<tr>
<th>Previously Authorized Curriculum</th>
<th>Credit Hours</th>
<th>Previously Authorized Curriculum</th>
<th>Credit Hours</th>
<th>Proposed Curriculum</th>
<th>Credit Hours</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>MFA Craft</td>
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<td>MFA Fine Art</td>
<td></td>
<td>MFA Studio</td>
<td></td>
<td></td>
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<td>Major Area</td>
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<td>Major Area</td>
<td>26</td>
<td>Concentration Area</td>
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<td>Arts Electives</td>
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<td>Arts Electives</td>
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<td>Studio Art Electives</td>
<td>12</td>
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<td>Art History</td>
<td>9</td>
<td>Art History</td>
<td>9</td>
<td>Art History</td>
<td>9</td>
<td>No change</td>
</tr>
<tr>
<td>General Electives</td>
<td>9</td>
<td>General Electives</td>
<td>9</td>
<td>General Electives</td>
<td>6</td>
<td>Reduction</td>
</tr>
<tr>
<td>Thesis</td>
<td>6</td>
<td>Thesis</td>
<td>6</td>
<td>Thesis</td>
<td>6</td>
<td>No change</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td></td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

Concentration Area: Each student will take 27 credit hours of independent study or travel study in one of the eight concentrations. Full-time faculty in each concentration area teach both courses, and
student work is evaluated through individual consultation, group critiques, and in some cases by installation of a series or grouping of works for evaluation by committee or collective faculty. Independent study courses are letter graded, and travel study courses (maximum 6 credit hours) are graded as satisfactory/unsatisfactory. After completion of 20 hours of coursework, the student must mount a candidacy review presentation, which is comprised of the works created through these independent study courses. A faculty committee selected by the student in consultation with their primary advisor will review the work and make recommendations for continued progress towards their thesis exhibition.

**Studio Art Electives:** Each student will take 12 credit hours of studio electives, which may be taken through cross-discipline seminar-style courses, travel study, or independent study outside of the primary concentration. Travel study courses are limited to 6 credit hours or less, and students are required to produce creative works in addition to keeping journals and other written assignments for this satisfactory/unsatisfactory graded course. Seminar-style courses are designed to introduce students to theories of visual art production as it pertains to each concentration and to cross-disciplinary practice. In these courses, students are evaluated through written works, presentations, and production of works of visual art. All of these courses are letter graded by the faculty of record.

**Art History:** Each student is required to take 9 credit hours of art history and often encouraged to take more, which may apply to the general elective category. Evaluative criteria in art history include: written exams, presentations, and research papers. These courses are all letter graded.

**General Electives:** Each student has the opportunity to take 6 credit hours outside of School of Art offerings. As these may be graduate courses from any discipline, they may be letter graded or satisfactory/unsatisfactory.

**Thesis:** The thesis is comprised of an installation or a series of collective works and a written thesis. The written thesis documents and substantiates the visual works through historical context, process, or other theoretical premises. The student must present an oral defense of the works to a faculty committee, in addition to mounting the installation and preparing the written thesis. This course is graded as satisfactory/unsatisfactory.

In conclusion, the MFA in Studio Art as proposed is designed to prepare the students for careers as independent visual artists through the cultivation and refinement of a successful studio practice. The required studio coursework constitutes 65% of the total required hours (as denoted by our accrediting body- NASAD), and travel study may not exceed 6 credit hours or 10% of the required coursework. All required courses are letter graded with exception of the 6 credit hours of thesis, although students may elect to take from 2-6 credits of travel study, which are graded as satisfactory/unsatisfactory.

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

Respectfully,

Todd A. Diacon, PhD
Senior Vice President for Academic Affairs and Provost
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 24-Oct-16  Curriculum Bulletin ________
Effective Date  Fall 2017  Approved by EPC ________

Department  ART
College  CA - The Arts
Degree  MFA - Master of Fine Arts
Program Name  Fine Arts  Program Banner Code  ARTS
Concentration(s)  Concentration(s) Banner Code(s)
Proposal  Inactivate program

Description of proposal:

Kent State University faculty of the School of Art, College of the Arts, propose to consolidate two
Master of Fine Arts (M.F.A.) degree programs—major in Crafts and major in Fine Arts—into a
single M.F.A. degree program with the major name of Studio Art. This action does not represent a
change of degree designation or creation of a new degree program. Rather, it is a streamlining
and simplification in accordance with developments in the academic field over the past decades.
In an effort to clarify this process, we would like to submit the official inactivation proposals to
to ensure these former designations are removed from the course catalog.

Does proposed revision change program’s total credit hours?  □ Yes  □ No
Current total credit hours: 60  Proposed total credit hours: 60

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

None

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

None

REQUIRED ENDORSEMENTS

Department Chair / School Director

[Signature]

[Date]

Campus Dean (for Regional Campuses proposal)

[Signature]

[Date]

College Dean (or designee)

[Signature]

[Date]

Dean of Graduate Studies (for graduate proposals)

[Signature]

[Date]

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

[Signature]

[Date]
Proposal Summary
[Inactivation of M.F.A Fine Arts]

Description of Action, Including Intended Effect

Kent State University faculty of the School of Art, College of the Arts, propose to consolidate two Master of Fine Arts (M.F.A.) degree programs—major in Crafts and major in Fine Arts—into a single M.F.A. degree program with the major name of Studio Art. This action does not represent a change of degree designation or creation of a new degree program. Rather, it is a streamlining and simplification in accordance with developments in the academic field over the past decades. In an effort to clarify this process, we would like to submit the official inactivation proposals to ensure these former designations are removed from the course catalog.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)
None

Fiscal, Enrollment, Facilities and Staffing Considerations
None

Evidence of Need and Sustainability if Establishing
None

Provisions for Phase-Out if Inactivating
All course offerings will remain the same for students in the M.F.A in Studio Art, so students will not experience any hindrance to timely matriculation.

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

- Approval of proposal by the School of Art Faculty-October 2016
- Approval of proposal by the College of the Arts Curriculum Committee-December 2016
- Approval of proposal by the EPC-January 2017
- Approval of proposal by the Provost
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 24-Oct-16
Effective Date Fall 2017
Approved by EPC ________

Department ART
College CA - The Arts
Degree MFA - Master of Fine Arts
Program Name CRAFTS Program Banner Code CRFT
Concentration(s) Concentration(s) Banner Code(s)
Proposal Inactivate program

Description of proposal:
Kent State University faculty of the School of Art, College of the Arts, propose to consolidate two Master of Fine Arts (M.F.A.) degree programs—major in Crafts and major in Fine Arts—into a single M.F.A. degree program with the major name of Studio Art. This action does not represent a change of degree designation or creation of a new degree program. Rather, it is a streamlining and simplification in accordance with developments in the academic field over the past decades. In an effort to clarify this process, we would like to submit the official inactivation proposals to ensure these former designations are removed from the course catalog.

Does proposed revision change program’s total credit hours? ☐ Yes ☑ No
Current total credit hours: 60
Proposed total credit hours: 60

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

Units consulted (other departments, programs or campuses affected by this proposal):
None

REQUIRED ENDORSEMENTS

Michael Podstolny
Department Chair / School Director 10/25/2016

Campus Dean (for Regional Campus proposals) 8/26/16

College Dean (or designee) 12/1/16

Dean of Graduate Studies (for graduate proposals) ________

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

CURRICULUM VARIATIONS: Form last updated June 2015
Proposal Summary
[Inactivation of M.F.A Crafts]

Description of Action, Including Intended Effect

Kent State University faculty of the School of Art, College of the Arts, propose to consolidate two Master of Fine Arts (M.F.A.) degree programs—major in Crafts and major in Fine Arts—into a single M.F.A. degree program with the major name of Studio Art. This action does not represent a change of degree designation or creation of a new degree program. Rather, it is a streamlining and simplification in accordance with developments in the academic field over the past decades. In an effort to clarify this process, we would like to submit the official inactivation proposals to ensure these former designations are removed from the course catalog.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)
None

Fiscal, Enrollment, Facilities and Staffing Considerations
None

Evidence of Need and Sustainability if Establishing
None

Provisions for Phase-Out if Inactivating
All course offerings will remain the same for students in the M.F.A in Studio Art, so students will not experience any hindrance to timely matriculation.

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

- Approval of proposal by the School of Art Faculty-October 2016
- Approval of proposal by the College of the Arts Curriculum Committee-December 2016
- Approval of proposal by the EPC-January 2017
- Approval of proposal by the Provost
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 18-Nov-16     Curriculum Bulletin ______
Effective Date    Fall 2017     Approved by EPC ______

Department Center for Applied Conflict Management
College AS - Arts and Sciences
Proposal Revise Academic Unit
Proposal Name Proposal to Revise the Center for Applied Conflict Management (CACM) into the School of Peace & Conflict Studies (SPCS)

Description of proposal:

Since the shootings of May 4, 1970 on its campus, Kent State University has been a global leader in fashioning positive institutional responses to violent conflict. Its proposed School of Peace and Conflict Studies promotes interdisciplinary research, teaching, practice and community outreach on conflict analysis and resolution, peacebuilding, and the prevention of violence. It promotes constructive approaches to managing and transforming conflicts in order to build a more just and peaceful world. Housed in the College of Arts and Sciences, the School facilitates collaborative efforts, from the local to the global, so as to critically examine and formulate effective responses to destructive conflicts and violence.

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

By themselves, the existing academic programs of the proposed School do not duplicate efforts at the university, within the state or even across the region. There will be no impact on other programs, policies or procedures.

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

We have obtained letters of support from the following units:

- The Political Science Department
- The Geography Department
- The Anthropology Department
- The Philosophy Department
- The History Department (no objection letter)
- Special Collections and Archives, KSU Libraries
- May 4 Visitor's Center
- Department of Social and Behavioral Sciences, College of Public Health

In addition, we consulted with the Department of Sociology, the Department of Pan-African Studies, and with Communication Studies in the College of Communication, but have not heard back from these units as of yet.

Pol - CACM  
2
REQUIRED ENDORSEMENTS

Department Chair / School Director: [Signature]

Campus Dean (for Regional Campuses proposals):

[Signature]

College Dean (or designee):

[Signature]

Dean of Graduate Studies (for graduate proposals):

[Signature]

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

[Signature]

10/18/14

12/15/14
Proposal Summary to Revise the Center for Applied Conflict Management (CACM) into the School of Peace and Conflict Studies (SPCS)

The following adheres to University Policy 3343-2-03 Regarding the Establishment or Revision of Academic Administrative Structures.

Introduction

School of Peace and Conflict Studies Mission Statement:

Since the shootings of May 4, 1970 on its campus, Kent State University has been a global leader in fashioning positive institutional responses to violent conflict. Its proposed School of Peace and Conflict Studies promotes interdisciplinary research, teaching, practice and community outreach on conflict analysis and resolution, peacebuilding, and the prevention of violence. It promotes constructive approaches to managing and transforming conflicts in order to build a more just and peaceful world. Housed in the College of Arts and Sciences, the School facilitates collaborative efforts, from the local to the global, so as to critically examine and formulate effective responses to destructive conflicts and violence.

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

Faculty

The Center for Applied Conflict Management (CACM) currently has five full-time faculty, two TT and three NTT. They are profiled below.

Professor (TT) Patrick Coy serves as CACM Director. He holds a PhD in Social Science from the Maxwell School of Citizenship and Public Affairs at Syracuse University, where he was affiliated with the Program on the Analysis and Resolution of Conflicts. He is co-author of Contesting Patriotism: Culture, Power and Strategy in the Peace Movement, and has published over 30 peer-reviewed journal articles and book chapters on various aspects of community mediation, nonviolent action, human rights, and social movements. Coy received the "Outstanding Published Article Award" of 2008 from the American Sociological Association’s section on Peace, War and Social Conflict for his co-authored article on the “support the troops” discourses in the US. He has also edited twelve books: Social Conflicts and Collective Identities; A Revolution of the Heart: Essays on the Catholic Worker Movement; and ten volumes of Research in Social Movements, Conflicts and Change.

In 2014, Patrick Coy received the “Magnificat Award” from Marian University—the institution’s highest honor—for his “untiring efforts related to building peace and conflict studies, epitomizing the kind of dedication that we hope to instill in our students.” He conducted a participant observation study of Peace Brigades International’s human rights protection work in the ethnic conflict in Sri Lanka, and has been part of peacemaking delegations to Iraq, Libya and the former USSR. In 2010-2011, he was a Fulbright Scholar in Botswana with the Research Centre for San (Bushman) Studies.

Dr. Coy has conducted external program reviews and consultations for other Peace and Conflict Studies programs and Schools, including at CSU-Dominquez Hills, Ohio University, Salisbury University, and for the Kroc School of Peace Studies at the University of San Diego. Formerly the Vice President of the International Peace Research Association Foundation and the National Chair of the Fellowship of Reconciliation, he currently serves on the Board of Directors of the Cleveland Mediation Center. Coy’s research has been funded by the National Science Foundation, the Hewlett Foundation, the Albert
Einstein Institution, the American Sociological Association’s Fund for the Advancement of the Discipline, and the Council for the International Exchange of Scholars, among others.

Associate Professor (TT) Landon Hancock is a graduate of George Mason University’s Institute for Conflict Analysis and Resolution and teaches many of the core courses in conflict management theory as well as international conflict and peacebuilding. His research has been funded by the U.S. government’s United States Institute of Peace, an independent, nonpartisan institution established and funded by Congress to increase the country’s capacity to manage international conflicts without violence. Dr. Hancock is well-known for his research on identity-related conflicts and for his numerous publications on Zones of Peace—incidences of local peacebuilding in the midst of violent conflicts. Hancock has edited two influential volumes on this subject and has authored numerous articles published in peer-reviewed journals on ethnic conflicts, the peace process in Northern Ireland, the Israeli-Palestinian conflict, and the application of prospect theory to conflict resolution.

As a result of this research, Dr. Hancock is a frequent consultant on aspects of conflict management. For example, within the last year alone he was: contracted to write a White Paper on the Role of Narratives of Identity in Conflict and Conflict Resolution for a prominent US Federal Government Agency through contracting agency CENTRA; provided consulting services to a nonprofit in Bogota, Colombia (Todos de la Paz) to prepare them for a referendum campaign in support of a peace agreement between the Government of Colombia and the FARC rebel group; and consulted with Dr. Fanie du Toit, UNDP representative for peacebuilding and reconciliation in Iraq, on the best ways to establish zones of peace and infrastructures for peace in post-conflict Iraq. From 2012 to 2016 he served as Chair of the International Studies Association’s Peace Studies Section where he facilitated a 19% annual growth rate in the section such that it is now the 3rd largest section in the entire professional association.

Associate Professor (NTT) Karen Cunningham holds a Juris Doctor degree from the Washington and Lee University School of Law. Before becoming the Personnel Manager and then the Employee Relations Director for the Akron Metropolitan Housing Authority, she was also the first Long Term Care Ombuds Officer in Roanoke, VA. Professor Cunningham uses her legal training and workforce experience to train KSU students in everything from workplace conflict resolution to nonviolent action to high-level negotiation skills. Previously a long-time faculty advisor to the May 4 Task Force, Professor Cunningham, currently co-teaches the course, May 4 and Its Aftermath. As practitioners Prof. Cunningham and Dr. Theresa Repicky have provided conflict management training on campus and worked with a variety of university units to improve inter-departmental relations and interpersonal conflict management skills.

Assistant Professor (NTT) Theresa Repicky brings years of corporate training practice to her classroom as well as to her on and off-campus intervention practice. She received an M.B.A. from Cleveland State University and worked for over a decade for a Fortune 500 company. Dr. Repicky holds a PhD in Conflict Analysis and Dispute Resolution from Nova Southeastern University and she teaches a variety of CACM courses, including: Environmental Conflict Resolution; Negotiation; Mediation; and Dispute Systems Design. As a practitioner she delivers customized, performance-based training programs to companies across the country. She has trained business executives and sales professionals in negotiation skills, techniques, and strategies. Dr. Repicky has assisted organizations in designing dispute resolution systems and mediation programs and has conducted training programs in conflict management and mediation for communities and organizations. She has mediated a wide variety of disputes including family, custody and visitation, community, and workplace disputes. She currently serves on the Board of Directors of the Global Issues Resource Collaborative at Cuyahoga Community College. Drs. Hancock and Repicky were instrumental in helping Cuyahoga Community College set up a Certificate of Peace and Conflict Studies.
taking the lead in training CCC faculty and designing their core courses in accordance with an Articulation Agreement eventually signed between CCC, CACM and KSU.

Instructor (NTT) Jacquelyn Bleak earned BA’s in Applied Conflict Management and Political Science at Kent State University and an MS in Conflict Analysis and Resolution at George Mason University. She was formerly Program Manager of the Americans with Disabilities Act (ADA) mediation program at the Keybridge Center for Mediation in Washington, D.C. In addition to teaching courses ½ time at CACM, she serves ½ time as Program Manager of Student Mediation Services (SMS). This is a collaborative effort between the College of Arts and Sciences, CACM and the Division of Student Affairs to integrate alternative dispute resolution and restorative justice practices into student life and student affairs. SMS provides mediation, facilitation, training and conflict coaching services to KSU students. Jacquelyn Bleak serves on the Board of Directors of the Association of Conflict Resolution, a leading professional association in the field of Peace and Conflict Studies, and the publisher of Conflict Resolution Quarterly.

Three new tenure track faculty will be hired over the next two years to facilitate the establishment of the School of Peace and Conflict Studies. Two junior scholars should be hired in spring 2017 and be in place for AY 17-18. A third hire, at the senior scholar level, will be made in AY 17-18, to start in August 2018. One of the junior scholars will be funded by the College of Arts and Sciences while the other two positions will be funded by the President’s Office. These new scholars will complement but expand on existing faculty strengths, enabling Kent State University to further solidify its growing reputation in constructive approaches to conflict management. These hires will also enable the University and the School to stimulate grant-funded research, continue to provide its robust BA in Applied Conflict Management, to deliver the Conflict Analysis and Management track in the Political Science’s MA/PhD program, and to assist in the development of a planned professional Master’s degree program described below.

Faculty Affiliates: KSU faculty members in a variety of departments and programs outside of CACM and POL already have robust research agendas in violence, peace, and conflict. Some of these faculty members may want to affiliate with the School in a variety of ways, further contributing to the mission of the School. To give only one prominent example of the promise held in this area, Dr. James Tyner, Professor of Geography, has been deeply involved in the planning and drafting of the proposals for the School. Once established, still other faculty members in cognate programs and with compatible research and teaching interests will contribute to the School’s success; some may teach courses and direct dissertations; some may seek to move percentages of their appointment to the School; and some may take part in research working groups and collaborative grant-writing.

Program

The Center for Applied Conflict Management (CACM) was founded in 1971 as Kent State University’s original “living memorial” to the students killed on May 4, 1970. Famous not only for the violent conflict of May 4, Kent State is now also well-known for its academic study of violence and conflict management. Many students already come to Kent State University to study with the faculty of the Center for Applied Conflict Management through the undergraduate degree in Applied Conflict Management and POL’s doctoral track in Conflict Analysis and Management. The proposed School builds on these successes.

Kent State’s BA in Applied Conflict Management is delivered by a set of core faculty who are well-trained in Peace and Conflict Studies and who have spent their entire careers working in that field. The proposed unit will build upon this strong core by recruiting new faculty members with appropriate Peace and Conflict Studies training and expanding this core by welcoming participation by faculty from cognate

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fields to contribute to both the School’s teaching and research. This combination will enrich and further strengthen the quality of the program.

Students

Over the past three academic years the average number of Applied Conflict Management majors is 43 with an average of 28 minors. CACM students come from a wide variety of backgrounds, but one thing that draws them together is their commitment to serving people, an interest in social justice, and the desire to have a positive impact in the world. Over the last three years the average GPA of Applied Conflict Management majors has ranged from 2.95 to 3.08, as shown below.

Table 1: ACM Majors’ Average GPAs by Academic Year

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Quality Hours</th>
<th>Quality Points</th>
<th>Average GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>1116</td>
<td>3286.7</td>
<td>2.95</td>
</tr>
<tr>
<td>2014-15</td>
<td>1089</td>
<td>3356.8</td>
<td>3.08</td>
</tr>
<tr>
<td>2015-16</td>
<td>1051</td>
<td>3230.3</td>
<td>3.07</td>
</tr>
</tbody>
</table>

The Applied Conflict Management degree program enjoys a robust relationship with KSU’s Honors College and many of its students take one or more of CACM’s classes. In fact, CACM offers an honors-only section of its Kent Core course, Introduction to Applied Conflict Management, every semester. Many of these Honors College students go on to take other CACM courses.

Graduates work in everything from human resources to improving workplace climate to mediation centers to social services delivery to organizing for nonviolent social change. Some of CACM’s more notable students and alumni use their Applied Conflict Management skills in a variety of high profile positions, including: Executive Director of the Dayton Mediation Center; Director of New York City’s Municipal Renewable Energy Program; Education Manager at the Oakland Mediation Center in Oakland Michigan; Field Organizer for the Community Farm Alliance in Kentucky; Shelter Diversion Advocate at the Cleveland Mediation Center; Human Resources Director for Nestle USA; Manager of Employee Relations at Kent State University; Executive Director of the Cleveland Mediation Center; Head of Anti-money Laundering and Sanctions at HSBC Commercial Banking; Mediation Coordinator for the Franklin County Municipal Court; Education Manager for People for the Ethical Treatment of Animals (PETA); Development Coordinator for Madison County Hospital; Talent Acquisition Specialist at Fidelis Care; Enrollment and Match Support Specialist for Big Brothers-Big Sisters; Director of Athletics at Aurora University; Coordinated Intake Specialist at FrontLine Service; Conflict Management Services Coordinator at Town Hall II; Academic Counselor with the Office of Academic Support Services for Student-Athletes at the University of Pittsburgh; Executive Director of Senior Citizen Resources; Community Educator with the Crime Victim Center of Erie County, PA; and KSU Special Assistant for Federal Relations in Washington DC.

By developing this School and diversifying its degree programs to include a professional Master’s degree, we will further meet the needs for working professionals in the state and country to graduate professionals equipped to assist others in creating more effective structures, healthier relationships, and more productive decision-making and change processes in families, non-profit agencies, businesses,
governments, and communities. A proposal for a professional Master’s degree in Applied Conflict Management was endorsed by the EPC and approved by the Ohio Board of Regents Research Advisory Council in Graduate Studies in 2012, but there were insufficient faculty to staff the courses at that time. This School and the new faculty hires associated with it will change that.

2. Centrality and coherence to the mission and strategic directions of the university and other academic units.

Kent State University’s Vision is “to be a community of change agents whose collective commitment to learning sparks epic thinking, meaningful voice and invaluable outcomes to better our society.” We are uniquely positioned to create a community of change agents whose training and work will better society because our university is poised to transform the way our students, our communities, and our world understand, manage and resolve conflicts. The proposed School of Peace and Conflict Studies will help make that much-needed transformation possible.

The KSU Research Advisory Council has proposed the launch of five Research Centers of Distinction, one of which is focused on global understanding. Potential programmatic areas under global understanding are listed as: intercultural identity and awareness; intercultural conflict management and resolution; prejudice and acceptance; and diversity and intercultural dialogue. Additionally, much as KSU’s Division of Research and Sponsored Programs is tasked with providing “the resources, facilities and services...to conduct groundbreaking, globally relevant research and scholarship,” the School will contribute significantly to this effort, especially by addressing fundamental questions of scholarship and pedagogy on the prevention of violence and peaceful resolution of conflicts from local communities to the international arena. This School will be an umbrella under which a number of RASP’s strategic initiatives may come to fruit, including: the promotion of extra-university partnerships; the cultivation of a culture of student research through the use of formal research centers and informal working groups; and community outreach through the expansion of Student Mediation Services and the provision of conflict intervention and coaching services to our surrounding communities.

Building on and extending as it does existing infrastructure at Kent State, the proposed School of Peace and Conflict Studies fits seamlessly into the University’s vision, providing one immediately effective way to operationalize and make manifest President Warren’s strategic commitment. Moreover, since it will be designed to encourage interdisciplinary research, teaching, practice and community outreach on conflict analysis and resolution, peacebuilding, and the prevention of violence, the School will be an important component in the development of a distinctive Kent State University.

For example, there is already a sizeable number of faculty at Kent State teaching and publishing in the related areas of transitional justice, post-conflict peacebuilding, the search for justice following violence and war, and the dynamics of memory and memorialization. This includes faculty in GEOG, POL, CACM, ANTH, PAS, HIST and elsewhere. Thus the School creates an opportunity for Kent State to synthesize and expand research and teaching in critically important areas like this.

CACM’s undergraduate major and minor in Applied Conflict Management would move to the new School, thus honoring Kent State’s strategic visioning mandate: to “identify, communicate and enhance support for prominent academic programs.” By delivering a degree focused in part on skills-development and on teaching valuable workplace, career and relationship skills, the School will from the start emulate another dimension of KSU’s Strategic Roadmap: “align the undergraduate educational experience to focus on purposeful and essential learning outcomes.” For example, students in Applied Conflict Management learn practical and ultimately purposefully applied skills through the following courses: Negotiation, Mediation, Nonviolence, Strategic Planning, and Conflict in the Workplace. The

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establishment of a School of Peace and Conflict Studies will strengthen course offerings like this on the undergraduate level, and facilitate the expansion of this purposeful curriculum teaching essential skills on to the professional Master’s level as well.

Another initiative of KSU’s Strategic Roadmap is to “strengthen diversity and the cultural competence of students, faculty and staff system-wide.” CACM’s existing courses in Cross-Cultural Conflict Management, Gender, Power and Conflict, and International Conflict Resolution each further these cultural competency goals in particular ways. The creation of a School and the hiring of new faculty whose research and teaching are focused on violence and peace and on the busy intersection of culture and conflict management will be yet another manifestation of the multiple ways this new School compliments the University’s strategic direction.

3. Comparative advantage versus other structures.

The Center for Applied Conflict Management enjoys a long-running high profile, having offered an undergraduate major since 1973. CACM has well-known faculty members who offer one of the largest undergraduate programs in Peace and Conflict Studies in the country, enrolling over 1,200 students in Applied Conflict Management classes annually. The Department of Political Science has provided a congenial home for CACM and its faculty since 1994. During this 22-year period, the Center’s undergraduate degree in Applied Conflict Management has experienced significant growth, and a Conflict Analysis and Management track was created in the Political Science PhD degree in 2013. As positive as that has been, it is also true that being a Center offering a separate and different undergraduate degree inside of a Department whose primary orientation is understandably elsewhere has made other valuable emphases difficult to achieve, like fully engaging with community conflict management needs, attracting students to Kent State University because of its offerings on conflict management, and providing applied services to communities experiencing conflict, for example.

Being a Center inside of a Department focused elsewhere presents still other structural obstacles, including being able to showcase the Center’s unique contributions to the mission of Kent State University. This problem was emphasized in the external review of the Department of Political Science in AY 2014-15. Transformation of the university’s original “living memorial” to May 4, 1970 from a Center to a School will create significant comparative advantages structurally. The higher profile afforded by this change will allow us to further enhance Kent State’s international reputation as a leading institution of research, teaching and practice in constructive conflict management. Creating a School of Peace and Conflict Studies will also allow us to use the School in creative ways in capital campaigns, including with the upcoming 50th commemoration of May 4.

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

Shortly following upon the violence of May 4, 1970, KSU President Robert White established The Commission on Commemorative Recognition whose mandate was to recommend institutional responses to the shootings. One of the Commission on Commemorative Recognition’s consensus recommendations was for the university to establish a center as a “living memorial” to research, teach and promote peaceful mechanisms of social and political change. Thus Kent State’s Center for Peaceful Change was born in 1971, its undergraduate degree was instituted in 1973, and in 1994 the center changed its name to the Center for Applied Conflict Management (CACM) and moved into the Department of Political Science. Because of the University’s evolving responses to May 4, Kent State has become increasingly well known for our constructive approaches to conflict resolution. This constructive approach to violence and conflicts goes beyond CACM to include our May 4 Visitor’s Center, our Student Mediation Services (a joint program between CACM, the College of Arts and Sciences and the Division of Student Affairs), and
the many academic symposia on democracy held over the past decade in conjunction with the May 4
commemorations.

In short, Kent State University is already a global leader in fashioning positive institutional responses to
violent conflicts. Building on those sound foundations and responding to the strategic visioning mandate
to “identify, communicate and enhance support for prominent academic programs,” a dependent School
of Peace and Conflict Studies within the College of Arts and Sciences will do precisely that.

In addition, one of the Core Values that Kent State’s strategic planning process recently identified is to be
an institution that facilitates “engagement that inspires positive change.” This core value resonates with
and also extends the founding rationale for the Center for Peaceful Change and CACM—an historic entity
which would now evolve into the School of Peace and Conflict Studies. The peaceful change mandate of
the Center in 1971 and the inspiring positive change core value of the University in 2016 will merge in
the proposed School of Peace and Conflict Studies and its programs in 2017.

The School’s mission will be to promote constructive approaches to managing and transforming conflicts
in order to build a more just and peaceful world while facilitating collaborative efforts—from the local to
the global—so as to critically examine and formulate effective responses to destructive conflicts and
violence. These are tasks which are central to inspiring the positive changes that are a core value of Kent
State University.

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

The field of Peace and Conflict Studies has undergone sustained growth. Since the early 1980s, more than
thirty graduate programs in Peace and Conflict Studies have been founded in the US and Canada, with
many others cropping up in Europe, Asia, Africa and Latin America. A survey CACM and POL
conducted of applications and enrollments of 30 MA programs in the US in 2009 found that there were
more than 1,300 applications for approximately 650 available slots. More recently, US News and World
Report indicated that more than 100 institutions in the US offer graduate degrees or certificates in peace
and justice, conflict analysis or dispute resolution, with no plateau in sight. Much of this growth in
programs and enrollments has been driven by student demand and recognition by employers that conflict
management skills and abilities are highly valuable across the workplace and in many professions.

Graduates of these programs have found jobs domestically and internationally in government and the
private sector. They work as diplomats, in human rights organizations, as officials in international and
community development agencies and groups, as mediators and arbitrators, as ombudspersons, as in-
house conflict specialists for corporations, school systems or other organizations, and as human resource
specialists and customer relations professionals, to name just a few. Mediation itself has been increasing
in popularity and was named as a best career in 2009 by US News and World Report and one of the top
ten careers of 2011 by Bloomberg Businessweek.\(^2\)

Despite this growing need for conflict management skills in the workforce, there is no professional
graduate program in Conflict Management at an Ohio public university. The only programs available in
Ohio are graduate certificates at two universities, concentrations in Alternative Dispute Resolution at two
law schools, a Master of Arts degree at Antioch University and a “design it yourself” doctoral program in
Interdisciplinary Studies with a concentration in Peace Studies at Union Institute. None presents a
significant overlap with our proposed professional Master of Applied Conflict Management and, with the


possible exception of Antioch, each caters to a significantly different clientele. We envision no difficulty in competing with the Antioch MA, an online program costing thousands of dollars more than in-state tuition at KSU. The absence of commensurate programs in Ohio means that prospective regional students must pay high private school prices or move out of state to attend a similar program.

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

The Center’s existing BA in Applied Conflict Management blends theoretical rigor alongside applied skills training; this sets it apart from many degree programs that focus only on the philosophical approaches to peace or those that more narrowly focus on theories of conflict resolution. The School’s professional Master’s degree will likely continue in this vein, blending theoretical foundations with intensive, interactive pedagogies to teach the many applied conflict management skills that are so sorely needed in the professional workplaces of today.

By themselves, the existing academic programs of the proposed School do not duplicate efforts at the university, within the state or even across the region. In addition, the current doctoral track in Conflict Analysis and Management in the Political Science PhD program, may provide one model for interrelating, and perhaps, integrating conflict management skills and theories within other university doctoral programs.

For example, CACM and POL faculty have delivered this program to assist Political Science PhDs to demonstrate both traditional, disciplinary knowledge while at the same time highlighting themselves as experts in the field of conflict management. The School may establish relationships with other academic units to provide concentrations or fields that would complement other degree programs. These could range from one or more courses to focused tracks or even joint degree programs, should these be of value to other academic units. The goal of this kind of interrelationship would be to leverage the legacy of May 4 and the School’s reputation to enhance student experience and graduate employability.

An alternative and equally attractive model on the doctoral level would be for the School to develop a PhD program centered around a few core courses that all of its doctoral students would take and then filling out the doctoral degree with selected electives drawn from pre-existing courses in other doctoral degrees in cognate programs at Kent State University.

Because conflict is such a large part of the human experience and because constructive conflict management is such an integral dimension to producing graduates who can be change agents, this new School would be an ideal organizational unit to bring together faculty and students from across the university to study, research, theorize, and practice different aspects of constructive conflict management and social change. From more formal Research Centers to less formal Working and Reading Groups, the School will be a place for like-minded faculty and students to come together to explore areas of shared concern, develop grant proposals and produce cutting edge research.

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

Transforming the existing Center for Applied Conflict Management into a new School of Peace and Conflict Studies is an efficient and effective manner to achieve the goals of President Warren’s campaign to position KSU as a leader in the region and the field. It builds upon the existing strengths of the Center, its legacy as the living memorial to the May 4 shootings and its high profile in the field as one of the earliest and largest programs in Peace and Conflict Studies. In addition, the transition to a School, as
opposed to a Department, allows the university to effectively highlight KSU’s ongoing commitment to be a leader in the field and provides a high profile venue for the University’s upcoming major Capital Campaign. The fact that we are only a few years from the 50th commemoration of the May 4 shootings means that this is the ideal time to found the School and to develop its programs.

For example, as a lead up to the anniversary, CACM faculty have already successfully proposed that the Peace History Society host its bi-annual conference at Kent State in the fall of 2019. CACM faculty are also currently working to expand the 2019 Peace History Society conference by asking the Peace Studies Section of the International Studies Association to co-host this conference. This will further highlight the creation of the new School and create an initial, high-profile academic research symposium in the fall for the university’s yearlong effort to commemorate the 50th anniversary.

8. Administrative reporting structure.

At Kent State University, dependent schools are administered in much the same manner as departments. The proposed School of Peace and Conflict Studies will be housed in the College of Arts and Sciences. Its Director will report to the Dean of Arts and Sciences. Any Centers that eventually emerge within the School receiving financial support—in the form of space or graduate assistantships—would report to the Director of the School or its FAC. Informal Working or Reading Groups would receive no financial assistance and would have no reporting requirements.

9. Space and Capital Budget Needs

Space Needs

Currently CACM is located in a suite in Bowman Hall. As it transitions into the new School, there are no plans to relocate in the immediate future. As additional faculty come on board the Dean of Arts and Sciences will provide additional space as needed.

Capital Budget Needs

We envision no additional capital budget needs to establish the new School of Peace and Conflict Studies other than those ordinarily required to establish new faculty.

10. Proposed Operating Budget with one-time resource needs

Potential One-time Resource Needs

Given the relatively small size of the proposed School we envision maintenance of currently available resources, such as centralized copier/bizhub, with the Political Science Department. Therefore, we see no one-time resource needs for the foreseeable future.

Proposed Operating Budget

CACM’s current budgetary structure is as an embedded unit within the Department of Political Science. Its already-established account index and budget would merely separate from the Department with the creation of the new School of Peace and Conflict Studies. The Department of Political Science would then charge the new School for use of shared resources, thus eliminating the need for one-time resource inputs.

11. Evaluation procedures including academic assessment procedures.

The proposed School of Peace and Conflict Studies will operate in a fashion similar to other departments and schools in the College of Arts and Sciences. School faculty will create a School Handbook following the guidelines of the University and the applicable Collective Bargaining Agreements. Within this the
School will promulgate its faculty evaluation procedures. At this point we estimate that a unit of this proposed size will have a Faculty Advisory Committee consisting of all faculty within the unit. Ad Hoc RTP committees will consist of the tenured faculty of the School complimented with tenured faculty from cognate units in the College until such a time as the School has enough tenured faculty of its own to convene an Ad Hoc RTP committee by itself.

The School's academic assessment procedures will mirror those of other units of the College of Arts and Sciences. We will adhere to Kent Core learning outcomes and to self-assessment procedures as outlined by KSU guidelines. In addition, the transition from a Center embedded in the Political Science Department to a dependent School means that henceforth external reviews would be conducted by members of the field of Peace and Conflict Studies rather than as an adjunct to the Political Science Department review process. This should enhance the School's ability to create and deliver high quality academic programs.

12. A timetable for proposed implementation.

- October 28, 2016: Department of Political Science passes motion 16-0-1 to strongly support the creation of the School and to working cooperatively with it.
- November and December, 2016: Statements of support collected from relevant university units.
- November and December, 2016: Search committee formed for two junior positions and job descriptions written and approved for advertising.
- December 8, 2016, College of Arts and Sciences College Curriculum Committee approves proposal to transfer CACM and POL's Applied Conflict Management degree to School of Peace and Conflict Studies.
- January, 2017: College of Arts and Sciences Advisory Committee (CAC) passes motion in support.
- March or April, 2017: Campus visits and interviews held for two junior hires and offers made.
- March or April, 2017: Provost's Advisory Committee passes motion in support.
- Summer 2017: Search committee for senior hire formed and job description written and approved for advertising.
- August 2017: School formally established; existing five CACM faculty lines transferred to School; School Director named.
- October-November, 2017: Campus visits and interviews held for senior position and offer made.

Conclusion

Kent State University is ideally situated to become a truly international leader in education on the critical issues of violence and its prevention, conflict and its constructive management, and the institutionalizing of restorative justice practices. The establishment of this School of Peace and Conflict Studies is a key element in helping that to happen.

Anticipated approval
Feb 2017 - Faculty Senate
March 2017 - Board of Trustees
From: Coy, Patrick G.
Sent: Wednesday, November 23, 2016 6:00 AM
To: FRAHMANN, DONNA
Subject: FW: ANTH statement re’ establishment of School of Peace and Conflict Studies in A&S

From: Raghanti, Mary Ann
Sent: Tuesday, November 22, 2016 1:15 PM
To: Coy, Patrick G. <pcoy@kent.edu>
Subject: RE: ANTH statement re’ establishment of School of Peace and Conflict Studies in A&S

Dear Patrick,

I consulted with our FAC and we fully support your excellent initiative. Please see the formal statement below. On a related note, we are hoping to move Dave Perusek from the Geauga campus to main campus next academic year. He is planning to develop courses that would articulate beautifully with your program. If you would like, I could put you in contact with Dave (via email).

The Department of Anthropology supports the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleck, Coy, Cunningham, Hancock, and Repicky) to the new School.

All best,
Mary Ann

From: Coy, Patrick G.
Sent: Monday, November 21, 2016 11:47 AM
To: Raghanti, Mary Ann
Subject: ANTH statement re’ establishment of School of Peace and Conflict Studies in A&S

Hi Mary Ann,

The College of A&S is moving forward with proposing the establishment of a dependent School of Peace and Conflict Studies within the College.

The President encouraged the submission of a proposal back in the spring in conjunction with the vision of a distinctive Kent State University. Since then we have had multiple meetings with various deans in the College, and meetings with the Provost and Vice Provosts. The Provost and the President have indicated their support for the proposed School of Peace and Conflict Studies and so we have now written a more formal proposal, following university policy and procedures to Establish an Academic Structure. It is attached.

Of course there is much more detail in the attached document, but the key points in the short term are:

- The Center for Applied Conflict Management, its five faculty lines, and its undergraduate major and minor in Applied Conflict Management will move from the Department of Political Science to the School of Peace and Conflict Studies, effective August 2017.
• Over the next two years we will hire three new TT faculty, two junior scholars and one senior scholar. The senior scholar and one junior scholar will come from Presidential money while the College is funding the second junior scholar.

• The creation of said School will create new opportunities for collaborative research, grant-writing, teaching, and fund-raising on issues associated with peace, conflict, violence and its prevention.

We are now at the stage of gathering statements from various departments of support or no objection to establishing said School. We are presenting this to the College Curriculum Committee on December 8, and would very much like to have a statement of support from you and/or your department that we can include with the submission. Below are two possible statements, one openly supporting, one registering no objection.

Statement A (support)
The Department of ..... supports the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

Statement B (no objection)
The Department of ..... has no objection to the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

Thanks very much for considering this. Please send me an email or give me a call (x2875: 330 510 7497) if you have questions or want to chat some about this.

Happy Thanksgiving!
Pat

Patrick G. Coy
Professor, and Director
Center for Applied Conflict Management
Kent State University
https://www.kent.edu/cacm/profile/patrick-g-coy

Editor, Research in Social Movements, Conflicts and Change
From: Coy, Patrick G.  
Sent: Tuesday, November 29, 2016 12:10 PM  
To: FRAHMANN, DONNA  
Subject: FW: HIST statement re' establishment of School of Peace and Conflict Studies in A&S

From: Hayashi, Brian  
Sent: Tuesday, November 29, 2016 11:04 AM  
To: Coy, Patrick G. <pcoy@kent.edu>  
Subject: RE: HIST statement re' establishment of School of Peace and Conflict Studies in A&S

Professor Coy:  
I just got out of our FAC meeting just now. So I can now speak for the History Department. Our statement is this: “We have no objections to your Proposal as it stands. We noticed promising areas of curricular overlap, and look forward to enhanced consultation with us in the future. We wish you the best of luck with the Proposal.”  

Brian Hayashi

From: Coy, Patrick G.  
Sent: Tuesday, November 22, 2016 11:44 AM  
To: Hayashi, Brian <bhayashi@kent.edu>  
Subject: RE: HIST statement re' establishment of School of Peace and Conflict Studies in A&S

Hi Brian,  

Well, I had no idea you good folks in History were thinking along this way. I am, of course, eager to learn more...  

Pat

From: Hayashi, Brian  
Sent: Tuesday, November 22, 2016 9:40 AM  
To: Coy, Patrick G. <pcoy@kent.edu>  
Subject: RE: HIST statement re' establishment of School of Peace and Conflict Studies in A&S

Professor Coy:  
It is just as if you read my mind! Amazing! I was going to talk to you about a proposal I have been working on, entitled, “Double Visioning the World.” It involves putting History and Applied Conflict Management together (Political Science plays a very minor role in the Proposal) that pulls together War and Peace as themes to pursue. Very much like what you were thinking!  
We will talk. I have to go see the Dean right now but I will bring by a copy of our first draft and what we are thinking over here.  
I DEFINITELY like what I see here.

Brian Hayashi
Hi Brian,

The College of A&S is moving forward with proposing the establishment of a dependent School of Peace and Conflict Studies within the College.

The President encouraged the submission of a proposal back in the spring in conjunction with the vision of a distinctive Kent State University. Since then we have had multiple meetings with various deans in the College, and meetings with the Provost and Vice Provosts. The Provost and the President have indicated their support for the proposed School of Peace and Conflict Studies and so we have now written a more formal proposal, following university policy and procedures to Establish an Academic Structure. It is attached.

Of course there is much more detail in the attached document, but the key points in the short term are:

- The Center for Applied Conflict Management, its five faculty lines, and its undergraduate major and minor in Applied Conflict Management will move from the Department of Political Science to the School of Peace and Conflict Studies, effective August 2017.

- Over the next two years we will hire three new TT faculty, two junior scholars and one senior scholar. The senior scholar and one junior scholar will come from Presidential money while the College is funding the second junior scholar.

- The creation of said School will create new opportunities for collaborative research, grant-writing, teaching, and fund-raising on issues associated with peace, conflict, violence and its prevention.

We are now at the stage of gathering statements from various departments of support or no objection to establishing said School. We are presenting this to the College Curriculum Committee on December 8, and would very much like to have a statement of support from you and/or your department that we can include with the submission. Below are two possible statements, one openly supporting, one registering no objection.

**Statement A (support)**
The Department of .......... supports the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

**Statement B (no objection)**
The Department of .......... has no objection to the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

Thanks very much for considering this. Please send me an email or give me a call (x2875: 330 510 7497) if you have questions or want to chat some about this.

Happy Thanksgiving!

Pat
From: Farmer, Mindy
Sent: Wednesday, November 30, 2016 12:59 PM
To: Coy, Patrick G. <pcoy@kent.edu>
Subject: Re: May 4 VC statement re' establishment of School of Peace and Conflict Studies in A&S

Hi Pat,

I spoke with Lori today and we both agreed to offer our full support for this proposal. Here is our statement:

The May 4 Visitor Center supports the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

Best,
Mindy

Mindy Farmer, Ph.D.
Director
May 4 Visitors Center
Center: (330)-672-4660
Office: (330)-672-0354

www.kent.edu/may4
Like us on Facebook and follow us on Twitter!

From: "Coy, Patrick G." <pcoy@kent.edu>
Date: Monday, November 21, 2016 at 12:02 PM
To: Mindy Farmer <mfarmer4@kent.edu>
Subject: RE: May 4 VC statement re' establishment of School of Peace and Conflict Studies in A&S

The May 4 Visitor Center supports the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.
From: Hallam, Jeffrey  
Sent: Wednesday, November 30, 2016 3:59 PM  
To: Coy, Patrick G. <pcoy@kent.edu>  
Cc: BLANK, JAMES <jblank@kent.edu>; Alemagno, Sonia <salemagn@kent.edu>; Zakariasen, Kenneth <kzakaria@kent.edu>  
Subject: RE: Statement re' establishment of School of Peace and Conflict Studies in A&S

Pat,

Please see the statement below. I hope we are able to collaborate.

The Department of Social and Behavioral Sciences supports the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

Best,
Jeff Hallam

Jeffrey S. Hallam, PhD  
Interim Associate Dean for Research  
College of Public Health  
335 Lowry Hall  
750 Hilltop Dr.  
Kent, OH 44242  
330-672-0679  
jhallam1@kent.edu

Professor  
Social and Behavioral Sciences  
http://www.kent.edu/publichealth/sbs

From: Coy, Patrick G.  
Sent: Tuesday, November 29, 2016 3:19 PM  
To: Hallam, Jeffrey  
Subject: Statement re' establishment of School of Peace and Conflict Studies in A&S

Dear Professor Hallam,
I serve as the Director of the Center for Applied Conflict Management and Professor of Political Science. I write seeking input from your department.

The College of A&S is moving forward with proposing the establishment of a dependent School of Peace and Conflict Studies within the College.

The President encouraged the submission of proposals back in the spring in conjunction with the vision of a distinctive Kent State University. Since then we have had multiple meetings with various deans in the College, and meetings with the Provost and Vice Provosts. The Provost and the President have indicated their support for the proposed School of Peace and Conflict Studies and so we have now written a more formal proposal, following university policy and procedures to establish an academic structure. It is attached for your perusal.

Of course there is much more detail in the attached document, but the key points in the short term are:

- The Center for Applied Conflict Management, its five faculty lines, and its undergraduate major and minor in Applied Conflict Management will move from the Department of Political Science to the School of Peace and Conflict Studies, effective August 2017.

- Over the next two years we will hire three new TT faculty, two junior scholars and one senior scholar. The senior scholar and one junior scholar will come from Presidential money while the College is funding the second junior scholar.

- The creation of said School will create new opportunities for collaborative research, grant-writing, teaching, and fund-raising on issues associated with peace, conflict, violence and its prevention.

We are now at the stage of gathering statements from departments and entities of support or of no objection to establishing said School.

We are presenting this to the College Curriculum Committee on December 8, and would very much like to have a statement of support from Special Collections and Archives that we can include with the submission. Below are two possible statements, one openly supporting, one registering no objection.

**Statement A (support)**
The Department of Social and Behavioral Sciences supports the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

**Statement B (no objection)**
The Department of Social and Behavioral Sciences has no objection to the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

Thanks very much for considering this. Please send me an email or give me a call (x2875: 330 510 7497) if you have questions or want to chat some about this.

Kind regards,
Pat

-----------------------------
Patrick G. Coy
Professor, and Director
Center for Applied Conflict Management
Kent State University
https://www.kent.edu/cacm/profile/patrick-g-coy

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From: Coy, Patrick G.  
Sent: Friday, December 02, 2016 11:56 AM  
To: FRAHMANN, DONNA  
Subject: FW: Statement re' establishment of School of Peace and Conflict Studies in A&S

From: BARNBAUM, DEBORAH  
Sent: Friday, December 02, 2016 10:57 AM  
To: Coy, Patrick G. <pcoy@kent.edu>  
Subject: RE: Statement re' establishment of School of Peace and Conflict Studies in A&S

Hello, Pat,

Thank you for soliciting feedback on this proposal. The Department of Philosophy supports the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

Deborah

Deborah Barnbaum, Ph.D.

Professor and Chair of Philosophy | Kent State University  
PO Box 5190 | Kent, OH | 44242-0001 | 330 672-0267

Look for Sellars and Contemporary Philosophy – Available Soon!

From: Coy, Patrick G.  
Sent: Thursday, December 01, 2016 11:48 AM  
To: BARNBAUM, DEBORAH <dbarnbau@kent.edu>  
Subject: Statement re' establishment of School of Peace and Conflict Studies in A&S

Hi Deborah,

The College of A&S is moving forward with proposing the establishment of a dependent School of Peace and Conflict Studies within the College.

The President encouraged the submission of proposals back in the spring in conjunction with the vision of a distinctive Kent State University. Since then we have had multiple meetings with various deans in the College, and meetings with the Provost and Vice Provosts. The Provost and the President have indicated their support for the proposed School of Peace and Conflict Studies and so we have now written a more formal proposal, following university policy and procedures to Establish an Academic Structure. It is attached.

Of course there is much more detail in the attached document, but the key points in the short term are:  

POL - LACM  
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- The Center for Applied Conflict Management, its five faculty lines, and its undergraduate major and minor in Applied Conflict Management will move from the Department of Political Science to the School of Peace and Conflict Studies, effective August 2017.

- Over the next two years we will hire three new TT faculty, two junior scholars and one senior scholar. The senior scholar and one junior scholar will come from Presidential money while the College is funding the second junior scholar.

- The creation of said School will create new opportunities for collaborative research, grant-writing, teaching, and fund-raising on issues associated with peace, conflict, violence and its prevention.

We are now at the stage of gathering statements from departments and entities of support or of no objection to establishing said School.

We are presenting this to the College Curriculum Committee on December 8, and would very much like to have a statement of support from Special Collections and Archives that we can include with the submission. Below are two possible statements, one openly supporting, one registering no objection.

**Statement A (support)**
The Department of Philosophy supports the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleich, Coy, Cunningham, Hancock, and Repicky) to the new School.

**Statement B (no objection)**
The Department of Philosophy has no objection to the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleich, Coy, Cunningham, Hancock, and Repicky) to the new School.

Thanks very much for considering this. Please send me an email or give me a call (x2875: 330 510 7497) or stop over if you have questions or want to chat some about this.

Kind regards,
Pat

Patrick G. Coy
Professor, and Director
Center for Applied Conflict Management
Kent State University
https://www.kent.edu/cacm/profile/patrick-g-coy

Editor, Research in Social Movements, Conflicts and Change

_____________________________________________________

Patrick G. Coy
Professor, and Director
Center for Applied Conflict Management
Kent State University
https://www.kent.edu/cacm/profile/patrick-g-coy

Editor, Research in Social Movements, Conflicts and Change

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FRAHMANN, DONNA

From: Coy, Patrick G.
Sent: Wednesday, November 30, 2016 10:31 AM
To: FRAHMANN, DONNA
Subject: FW: Support for establishment of School of Peace and Conflict Studies

From: GILGENBACH, CARA
Sent: Wednesday, November 30, 2016 9:50 AM
To: Coy, Patrick G. <pcoy@kent.edu>
Cc: Hughes-Watkins, Lael <lhughesw@kent.edu>
Subject: Support for establishment of School of Peace and Conflict Studies

Dear Dr. Coy:

The department of Special Collections and Archives, University Libraries, supports the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

Sincerely,
Cara Gilgenbach
Head, Special Collections and Archives
Associate Professor
Kent State University Libraries
Kent, OH 44242
330-672-1677
From: Coy, Patrick G.
Sent: Wednesday, November 23, 2016 6:41 AM
To: FRAHMANN, DONNA
Subject: FW: School of Comm Studies statement re' establishment of School of Peace and Conflict Studies in A&S

From: Graham, Elizabeth
Sent: Monday, November 21, 2016 1:16 PM
To: Coy, Patrick G. <pcoy@kent.edu>
Subject: Re: School of Comm Studies statement re' establishment of School of Peace and Conflict Studies in A&S

Dear Pat,

Hello. Your proposal for a School of Peace Studies sounds exciting. I will pass this information along to them and get you a disposition early Dec. If not before. Just so you know, we offer a 4000 level Communication and Conflict class. Students study conflict from a message-centered approach.

I'll be in touch.

Happy Thanksgiving.

Beth

Elizabeth Graham, Ph.D.
Professor and Director

211 Art Building
P.O. Box 5190
Kent, OH 44242
(p) 330-672-3087
(f) 330-672-3510
email: egraha18@kent.edu
www.kent.edu/comm

From: "Coy, Patrick G." <pcoy@kent.edu>
Date: Monday, November 21, 2016 at 12:25 PM
To: "Graham, Elizabeth" <egraha18@kent.edu>
Subject: School of Comm Studies statement re' establishment of School of Peace and Conflict Studies in A&S
Hi Elizabeth,

The College of A&S is moving forward with proposing the establishment of a dependent School of Peace and Conflict Studies within the College.

The President encouraged the submission of proposals back in the spring in conjunction with the vision of a distinctive Kent State University, and we submitted an earlier, more informal version of this at that time. Since then we have had multiple meetings with various deans in the College of A&S, and meetings with the Provost and Vice Provosts. The Provost and the President have indicated their support for the proposed School of Peace and Conflict Studies and so we have now written a more formal proposal, following university policy and procedures to Establish an Academic Structure. It is attached.

Of course there is much more detail in the attached document, but the key points in the short term are:

- The Center for Applied Conflict Management, its five faculty lines, and its undergraduate major and minor in Applied Conflict Management will move from the Department of Political Science to the School of Peace and Conflict Studies, effective August 2017.

- Over the next two years we will hire three new TT faculty, two junior scholars and one senior scholar. The senior scholar and one junior scholar will come from Presidential money while the College is funding the second junior scholar.

- The creation of said School will create new opportunities for collaborative research, grant-writing, teaching, and fund-raising on issues associated with peace, conflict, violence and its prevention.

We are now at the stage of gathering statements from various departments of support or no objection to establishing said School. We are presenting this to the College Curriculum Committee on December 8, and would very much like to have a statement of support from you on behalf of the School of Communication Studies that we can include with the submission. Below are two possible statements, one openly supporting, one registering no objection.

**Statement A (support)**

The School of Communication Studies supports the establishment of a School of Peace and Conflict Studies within the College of Arts and Sciences at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

**Statement B (no objection)**

The School of Communication Studies has no objection to the establishment of a School of Peace and Conflict Studies within the College of Arts and Sciences at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

Thanks very much for considering this. Please send me an email or give me a call (x2875: 330 510 7497) if you have questions or want to chat some about this.

Happy Thanksgiving!
Pat

Patrick G. Coy
Professor, and Director
Center for Applied Conflict Management
Kent State University
From: SHERIDAN, SCOTT  
Sent: Tuesday, November 22, 2016 6:54 AM  
To: Coy, Patrick G. <pcoy@kent.edu>  
Subject: Establishment of School of Peace and Conflict Studies in A&S

Dear Prof. Coy:

The Department of Geography supports the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

Sincerely,

Scott Sheridan, PhD  
Editor-in-chief, *International Journal of Biometeorology*  
Associate Editor, *Science of the Total Environment*  
Professor and Interim Chair, Department of Geography  
Kent State University  
Kent, OH 44242 USA  
[http://sheridan.geog.kent.edu](http://sheridan.geog.kent.edu)
Hi Amoeba,

The College of A&S is moving forward with proposing the establishment of a dependent School of Peace and Conflict Studies within the College.

The President encouraged the submission of a proposal back in the spring in conjunction with the vision of a distinctive Kent State University. Since then we have had multiple meetings with various deans in the College, and meetings with the Provost and Vice Provosts. The Provost and the President have indicated their support for the proposed School of Peace and Conflict Studies and so we have now written a more formal proposal, following university policy and procedures to Establish an Academic Structure. It is attached.

Of course there is much more detail in the attached document, but the key points in the short term are:

- The Center for Applied Conflict Management, its five faculty lines, and its undergraduate major and minor in Applied Conflict Management will move from the Department of Political Science to the School of Peace and Conflict Studies, effective August 2017.

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- The creation of said School will create new opportunities for collaborative research, grant-writing, teaching, and fund-raising on issues associated with peace, conflict, violence and its prevention.

We are now at the stage of gathering statements from various departments of support or no objection to establishing said School. We are presenting this to the College Curriculum Committee on December 8, and would very much like to have a statement of support from you and/or your department that we can include with the submission.

Below are two possible statements, one openly supporting, one registering no objection.

**Statement A (support)**

The Department of……… supports the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

**Statement B (no objection)**

The Department of……….. has no objection to the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

Thanks very much for considering this, Amoeba. I will shortly follow this up with a phone call as there are some related issues that I also was hoping to discuss with you…

[Signature]
Happy Thanksgiving!
Pat

Patrick G. Coy
Professor, and Director
Center for Applied Conflict Management
Kent State University
https://www.kent.edu/cacm/profile/patrick-g-coy

Editor, Research in Social Movements, Conflicts and Change
Hi Richard,

Attached is the proposal we spoke about on the phone...

The College of A&S is moving forward with proposing the establishment of a dependent School of Peace and Conflict Studies within the College.

The President encouraged the submission of proposals back in the spring in conjunction with the vision of a distinctive Kent State University. Since then we have had multiple meetings with various deans in the College, and meetings with the Provost and Vice Provosts. The Provost and the President have indicated their support for the proposed School of Peace and Conflict Studies and so we have now written a more formal proposal, following university policy and procedures to Establish an Academic Structure. It is attached.

Of course there is much more detail in the attached document, but the key points in the short term are:

- The Center for Applied Conflict Management, its five faculty lines, and its undergraduate major and minor in Applied Conflict Management will move from the Department of Political Science to the School of Peace and Conflict Studies, effective August 2017.

- Over the next two years we will hire three new TT faculty, two junior scholars and one senior scholar. The senior scholar and one junior scholar will come from Presidential money while the College is funding the second junior scholar.

- The creation of said School will create new opportunities for collaborative research, grant-writing, teaching, and fund-raising on issues associated with peace, conflict, violence and its prevention.

We are now at the stage of gathering statements from various departments of support or no objection to establishing said School. We are presenting this to the College Curriculum Committee on December 8, and would very much like to have a statement of support from you and/or your department that we can include with the submission. Below are two possible statements, one openly supporting, one registering no objection.

Statement A (support)
The Department of Sociology supports the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleich, Coy, Cunningham, Hancock, and Repicky) to the new School.

Statement B (no objection)
The Department of Sociology has no objection to the establishment of a School of Peace and Conflict Studies at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleich, Coy, Cunningham, Hancock, and Repicky) to the new School.

Thanks very much for considering this. Please send me an email or give me a call (x2875: 330 510 7497) if you have questions or want to chat some about this.
Happy Thanksgiving!
Pat

Patrick G. Coy
Professor, and Director
Center for Applied Conflict Management
Kent State University
https://www.kent.edu/cacm/profile/patrick-g-coy

Editor, Research in Social Movements, Conflicts and Change

POL - CACM
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From: Graham, Elizabeth  
Sent: Thursday, December 15, 2016 11:19 PM  
To: Coy, Patrick G. <pcoy@kent.edu>  
Subject: Re: School of Comm Studies statement re' establishment of School of Peace and Conflict Studies in A&S

Dear Patrick,

Hello. I can't remember if I sent you an email supporting the proposal for a School of Peace Studies. In the event that this is not a duplicate message, the faculty in the School of Communication Studies are supportive of your plan.

Statement B (no objection)
The School of Communication Studies has no objection to the establishment of a School of Peace and Conflict Studies within the College of Arts and Sciences at Kent State University and the move of the Center for Applied Conflict Management, its undergraduate degree program, and its faculty (Bleak, Coy, Cunningham, Hancock, and Repicky) to the new School.

Best wishes on the development of the program.

Happy Holidays,

Beth

*****  
Elizabeth Graham, Ph.D.  
Professor and Director  
211C Art Building  
P.O. Box 5190  
Kent, OH 44242  
(p) 330-672-3087  
(f) 330-672-3510  
email: egraha18@kent.edu  
www.kent.edu/comm
TO: Mary Ann Haley, Associate Dean of Curriculum  
College of Arts and Sciences
FROM: Patrick Coy, Professor and Director  
Center for Applied Conflict Management
DATE: 12/5/16
SUBJECT: Academic Unit Revision Proposal—CACM to SPCS

Subject Specification

The attached documents include 1) our summary proposal to revise the academic structure of the Center for Applied Conflict Management (CACM) into a new School of Peace and Conflict Studies (SPCS), 2) the Certification of Curriculum Proposal (CCP) for appropriate approvals and 3) letters of support from other academic units.

1. The proposal itself asks for the revision of CACM from a Center within the Department of Political Science into a Dependent School of Peace and Conflict Studies (SCPS) housed in the College of Arts and Sciences.
2. The tenure lines of 5 current TT and NTT faculty members affiliated with CACM would then move from POL to the new SPCS—(Coy, Hancock, Cunningham, Repicky and Bleak).
3. The existing budget account numbers for CACM currently under the POL budget would separate and become the accounts for SPCS.

Pol-CACM
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 12-Dec-16  Currycium Bulletin ______
Effective Date Fall 2017 Approved by EPC ______

Department Nursing
College NU - Nursing
Degree BSN - Bachelor of Science in Nursing
Program Name Bachelor of Science in Nursing for Registered Nurses

Concentration(s) Concentration(s) Banner Code(s)
Proposal Establish program

Description of proposal:
Kent State University proposes establishing an online-only Bachelor of Science in Nursing (BSN) degree program for students who are practicing registered nurses. Presently, this program is a concentration within the BSN Nursing major. With this establishment, Kent State will offer two majors under the BSN degree: the on-ground Nursing major for students, many of whom are entering the nursing profession for the first time ("traditional" path), and the online Nursing for Registered Nurses major for students with an active RN license who wish to advance their nursing career ("RN to BSN" path).

Does proposed revision change program's total credit hours? ☐ Yes ☒ No
Current total credit hours: 120 Proposed total credit hours 120

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need, audience; pre requisites; teacher education licensure):
Kent State began offering the BSN for Registered Nurses concentration in 2009. In 2010, the program was approved to be offered fully online through the Kent Campus and, later, hybrid online/on-ground on all regional campuses (Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull, Tuscarawas). The BSN for Registered Nurses concentration has an average enrollment of 267 students a semester. In fall 2016, 258 students were declared in the concentration (15th day enrollment census).

As the program has evolved, so, too, has its criteria, including admission and curriculum, leading to a program that has become distinct from the traditional nursing program. While both the traditional and RN-to-BSN programs require the same competencies and outcomes to prepare graduates to care for patients and educator/management positions, they serve different populations with different needs, education and skill sets. In addition, as a concentration, the RN to BSN program is less visible to prospective students who are not looking for a traditional nursing program. Therefore, two separate degree programs will allow faculty to better serve their students without the constraints of one program being a subset of another.

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

REQUIRED ENDORSEMENTS

[Signatures and dates]

Curriculum Services | Form last updated June 2015
Attachment for Item 8.4.4.
Request for Approval

Submitted by
Kent State University

Establishment of a Nursing for Registered Nurses Major Within the Bachelor of Science in Nursing Degree

Date of Submission
(after Board of Trustees approval)
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REQUEST

Date of submission: Date to come (after Board of Trustees approval)

Name of institution: Kent State University

Degree program title: Nursing for Registered Nurses major within the Bachelor of Science in Nursing degree

Primary institutional contact for the request
Name: Therese E. Tillett
Title: Executive Director, Curriculum Services
Office of the Provost
Phone: 330-672-8558
E-mail: ttillet1@kent.edu

Program’s delivery sites: online only

Date that the request was approved by the institution’s governing board:
Approved by the Kent State University Board of Trustees on [date]

Proposed start date: Fall 2017 pending approval from Higher Learning Commission

Institution’s programs:
Degree programs at the associate, bachelor’s, master’s, and doctoral levels; undergraduate and graduate certificates

Educator Preparation Programs
Leads to licensure: No
Leads to endorsement: No

SECTION 1: INTRODUCTION

1.1 Summary of the request

Kent State University proposes establishing an online-only Bachelor of Science in Nursing (BSN) degree to serve as a completer program for students who are practicing registered nurses. Presently, this program is a concentration within the Nursing major. With this establishment, Kent State will offer two majors for the BSN degree: (1) on-ground Nursing major for students who are entering the nursing profession for the first time (aka “traditional” path) and (2) online Nursing for Registered Nurses major for students with an active RN license who wish to advance their nursing career (aka “RN-to-BSN” path).

Kent State began offering the RN-to-BSN concentration within the BSN degree in 2009. In 2010, the program was approved to be offered fully online through the Kent Campus and, later, hybrid online/on-ground on all regional campuses (Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull, Tuscarawas). In fall 2016, 258 students were declared in the concentration. In the past six years, the program has graduated 491 students.¹

¹ Kent State Office of Institutional Research (2017). Student enrollment (15th day census) and degree awarded.
SECTION 2: ACCREDITATION

2.1 Regional accreditation

Original accreditation: 1915  
Date of last review: 2014 - 2015  
Date of next review: 2022 - 2023

2.2 Results of the last accreditation review

Kent State University's accreditation was reaffirmed by the Higher Learning Commission on 26-27 January 2015.²

2.3 Notification of appropriate agencies

Provide a statement indicating that the appropriate agencies (e.g., regional accreditors, specialized accreditors, state agencies) have been notified of the institution’s request for authorization of the new program. Provide documentation of the notification as an appendix item.

Kent State’s College of Nursing is accredited by the American Association of Colleges of Nursing’s Commission on Collegiate Nursing Education. Elevating a concentration to a major with no curriculum changes does not require accreditation notification.

Notification to the Higher Learning Commission will occur after the Ohio Department of Higher Education has approved the program.

SECTION 3: LEADERSHIP—INSTITUTION

3.1 Mission statement

We transform lives and communities through the power of discovery, learning and creative expression in an inclusive environment. (www.kent.edu/kent/mission)

3.2 Organizational structure

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

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure

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

The proposed online major will be administered by the College of Nursing, one of 10 degree-granting colleges of Kent State University. The college comprises 37 full-time faculty and 12 staff and administrators across the university's eight campuses, overseeing the BSN, MSN, PhD and Doctor of Nursing Practice degrees, in addition to numerous post-master's certificates. The college's dean reports to the university's senior vice president for academic affairs and provost.

Program course offerings will be offered through a coordinated schedule by all of Kent State campuses. This strategy increases access of the program and courses to students, increases the pool of expert faculty to teach the courses and shares the expense and revenue among the campuses.

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities. Include this individual's CV/resume as an appendix item.

Lead administrator of the program is Associate College Dean Tracey M. Motter, DNP, RN. Dr. Motter is responsible for organization of the program across the university's campus system, quality course development and delivery, faculty assignments, financial stability and program reporting and accreditation. She supervises the program's academic advisor and assists with course scheduling and student and faculty concerns. See Appendix A for Dr. Motter's curriculum vitae.

Dr. Motter was one of the first faculty members at the College of Nursing to begin teaching online courses in the undergraduate program. She has been instrumental in developing both online and hybrid online/on-ground nursing courses.

Describe any councils, committees or other organizations that support the development and maintenance of the proposed program. In your response, describe the individuals (by position) that comprise these entities, the terms of their appointment and the frequency of their meetings.

The College of Nursing's Baccalaureate Curriculum Committee is responsible for all curriculum development and revisions for the program. Members comprise tenured nursing faculty, regional campus representatives and non-tenured faculty teaching in the BSN degree. Members are elected for a two-year term and meet monthly throughout the academic year.

The College Advisory Committee approves all changes to the program presented by the Baccalaureate Curriculum Committee. Members comprise all tenured and tenure-track faculty in the College of Nursing and meet monthly throughout the academic year.
4.2 Program development

*Describe how the proposed program aligns with the institution’s mission.*

The proposed Nursing for Registered Nurses major aligns with the College of Nursing’s mission to “discover, create, apply and share knowledge, as well as to foster ethical and humanitarian values in the service of Ohio and the global community.” The program prepares professional registered nurses to become leaders in the nursing profession and provide culturally competent care to patients in a variety of settings.

*Indicate whether the proposed program was developed to align with the standards of a specialized accreditation agency. If so, indicate whether the institution plans to pursue specialized accreditation for the proposed program and provide a timeline for achieving such accreditation. If the program is already accredited, indicate the date that accreditation was achieved and provide information on the next required review.*

The curriculum meets the American Association of Colleges of Nursing’s essentials standards for the bachelor’s degree. The program is certified by the Ohio Board of Nursing. The college has been accredited by the Commission on Collegiate Nursing Education since 1998; the next accreditation review of the college’s BSN degree is scheduled for 2018. In addition, the Kent State University College of Nursing has been designated, since 2013, as a Center of Excellence in Nursing Education by the National League for Nursing.

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

The need to offer a completer BSN degree for registered nurses is expected to increase in the near future. Although a hospital/school diploma or associate degree is the minimal education level required to become a registered nurse, the BSN degree is the primary pathway to professional nursing, as compared to technical-level practice. To meet the more complex demands of today’s healthcare environment, the National Advisory Council on Nurse Education and Practice has recommended that at least two-thirds of the basic nurse workforce hold a baccalaureate or higher in nursing. The National Academy of Medicine (formerly the Institute of Medicine) has called for an increase in the proportion of nurses with a bachelor’s degree, from 50 to 80 percent, by 2020.2

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In addition, employment opportunities are becoming more limited for registered nurses without a BSN degree. In a 2016 survey of 576 nursing schools offering baccalaureate and graduate programs, respondents indicated that 54 percent of hospitals and other healthcare settings are requiring new hires to have a bachelor’s degree in nursing (up 6.6 percentage points since 2015), while 98 percent of employers are expressing a strong preference for BSN degree graduates.\(^8\)

Most large hospital systems in Ohio are designated by the American Nurses Credentialing Center as “magnet,” which is highest level of recognition that an organization can receive for quality nursing care. Hospitals and other healthcare agencies seeking magnet status are required to have all their registered nurses hold a bachelor’s degree in nursing. Agencies in Northeast Ohio with magnet status include the Cleveland Clinic, Aultman Hospital, MetroHealth System, Summa Health System, Akron General Medical Center, University Hospitals of Cleveland and Mercy Health–St. Elizabeth Youngstown Hospital.

Registered nurses are seeking the BSN degree in increasing numbers. In 2010, 22,531 registered nurses with a diploma or associate degree graduated from BSN degree programs.\(^9\) A 2015 Ohio workforce data report\(^10\) found that more than half of registered nurses work in a hospital setting, however, only 32 percent of the current RN workforce in Ohio have earned a BSN degree.

Job opportunities continue to be strong for nurses. According to OhioMeansJobs.com, nursing is the most in-demand occupation in the state currently.\(^11\) The Ohio Department of Job and Family Services cites filling registered nursing positions as the “biggest employment challenge.”\(^12\) As reported by Ohio Action Coalition, more nurses work in Northeast Ohio than in any other region of Ohio.\(^13\) Kent State’s College of Nursing has graduated more than 40 percent of the nursing workforce in Northeast Ohio.\(^14\)

4.3 Collaboration with other Ohio institutions

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

As the program will be offered online only and will appeal to students who do not seek a specific location, comparison of program sites is not applicable in this situation.

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SECTION 5: STUDENT SERVICES

5.1 Admissions policies and procedures

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

Admission criteria for the RN-to-BSN program is selective. Applicants must have a current, active RN license and have earned diploma or associate degree with a minimum 2.000 GPA. To progress to the program's nursing sequences, students must complete (or have completed equivalent) required biology and chemistry science courses (BSCI 21010 Anatomy and Physiology I, BSCI 21020 Anatomy and Physiology II and CHEM 10055 Molecules for Life) with a minimum 2.000 GPA.

Admitted students to the online program must complete an online student orientation module. This orientation program includes four modules:

1. The Student Handbook module provides information on policies to progress through and graduate from the program and instructions for scheduling an advising appointment.

2. The resource module includes information on transfer credits, the graduation planning system (GPS) used to keep students on track to graduate, the quarterly nursing newsletter and clinical compliance requirements.

3. The technology support module helps student navigate an online course by providing information on computer software requirements, university email and Kent State's learning management system, Blackboard.

4. The financial aid module provides information for students applying for financial aid and scholarships. The module includes videos from the Kent State's Bursar's Office.

Describe the transfer credit policies for the proposed program, including the use of credit transfer review committees and the maximum number of hours that can be transferred into the program. In your response, specifically address the credit that may be transferred according to the Board of Regents' Transfer Assurance Guide (TAG) and Career Technical Credit Transfer (CT²) initiatives; and other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio).

Kent State's Credit Transfer Office reviews and applies transfer coursework where appropriate as determined by state policies and faculty review. Kent State's residence policy requires that transfer students complete a minimum 30 semester hours (including 9 semester hours of upper-division coursework in the major) at Kent State to be awarded a Kent State bachelor's degree.

The majority of courses in the Kent Core (general education requirements) are approved as Ohio Transfer Module courses. Kent State major courses are aligned with the Transfer Assurance Guide (TAG) and in progress with the Career Technical Assurance Guide (CTAG). Credit earned through military service, Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP) and Kent State's Credit-by-Exam, among others, is awarded for general education requirements and electives.
5.2 Student administrative services

Indicate whether the student administrative services (e.g., admissions, financial aid, registrar) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

As this program is existing and has been offered online for several years, student administrative services are adequate. The university has the capacity to absorb any projected growth.

5.3 Student academic services

Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

As this program is existing and has been offered online for several years, student academic services are adequate. Currently, advising services includes one full-time academic advisor and one part-time graduate assistant. Student advising is required for all students before beginning nursing courses and when registering for the final semester to ensure they are on track to graduate. Students are encouraged to schedule an academic advising appointment at any time throughout the program. The academic advisor meets online, by phone or in person with students. The graduate assistant assists with students’ registration and other clerical needs. This level of staff is sufficient to meet the needs of current enrollment in the RN-to-BSN program. If enrollment increases, the College of Nursing has the capacity to hire another full- or part-time academic advisor.

The online courses follow a template developed to meet Quality Matters standards and are accessible to students with disabilities. The College of Nursing employs a full-time instructional designer who is certified to apply the Quality Matters rubric to online courses. The college works closely with the Kent State’s Office of Student’s Accessibility Services to assure all students have access to the online courses.

SECTION 6: CURRICULUM

6.1 Introduction

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

The Bachelor of Science in Nursing degree in Nursing for Registered Nurses is for registered nurses (RN) with a diploma or associate degree who are seeking an accredited bachelor’s degree in nursing. The completer program is offered fully online for part- and full-time students. Expert faculty and administrators work closely with students to equip them to meet the future challenges of professional nursing and influence the future of health care.
6.2 Program goals and objectives

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

**Program Goals:**
1. Prepare students with a quality education that affords them the opportunity to achieve career success through licensure, certification or other professional distinction.
2. Cultivate an environment of collaboration, excellence, discovery, creativity and for learning, scholarship and professional development.
3. Provide leadership in the community and to the profession.
4. Engage with the world beyond our campuses.

**Program Objectives:**
1. Acquire competencies based on professional standards to assume the role of the professional nurse and for career advancement, including graduate studies.
2. Apply the nursing process in providing evidence-based, culturally sensitive care to promote health and adaptation of individuals, families, groups and communities.

The program’s curriculum meets the American Association Colleges of Nursing’s “essentials of baccalaureate education for professional nursing” standards. The curriculum includes system-based quality improvement strategies and experiences that involve collaboration with other healthcare professionals. Students learn and apply evidence-based practice to their nursing care and complete a quality improvement proposal in the clinical area.

The focus of the course assignments is the health and wellness of individuals, families, group, and communities. Students complete a leadership course and a community health needs assessment. Based on the outcomes of the community assessment, students complete a health promotion project. From those experiences, students learn the strategies to become a leader as a bedside nurse and to affect healthcare policies.

6.3 Course offerings/descriptions

*Complete the following table to indicate the courses that comprise the program.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Cr hrs</th>
<th>OTM TAG</th>
<th>New/-existing</th>
<th>Delivery</th>
</tr>
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<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>BSCI 20021 Basic Microbiology or BSCI 30171 General Microbiology</td>
<td>3-4</td>
<td>existing</td>
<td>existing</td>
<td>online/on-ground on-ground *</td>
</tr>
<tr>
<td>BSCI 30050 Human Genetics or BSCI 30156 Elements of Genetics</td>
<td>3</td>
<td>existing</td>
<td>existing</td>
<td>online/on-ground/hybrid on-ground *</td>
</tr>
<tr>
<td>NURS 35040 Complementary and Integrative Health ¹ or NURS 45030 Professional Literacy: Skills to Career Advancement ¹</td>
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<td>existing</td>
<td>existing</td>
<td>online on-ground online online</td>
</tr>
<tr>
<td>NURS 40075 Information and Patient Care Technology for Healthcare Professionals</td>
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<td>existing</td>
<td>online/hybrid</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Cr hrs</td>
<td>OTM TAG</td>
<td>New/ existing</td>
<td>Delivery</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
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<td>---------</td>
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<td>--------------------</td>
</tr>
<tr>
<td>NURS 40873 Introduction to Evidence-Based Practice for Registered Nurses</td>
<td>3</td>
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<td><strong>new</strong></td>
<td>online/hybrid</td>
</tr>
<tr>
<td>NURS 41000 Concepts and Issues for Professional Nursing Practice</td>
<td>3</td>
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<td>existing</td>
<td>online/hybrid</td>
</tr>
<tr>
<td>NURS 42000 Leadership and Management for Professional Nursing Practice</td>
<td>3</td>
<td></td>
<td>existing</td>
<td>online/on-ground/hybrid</td>
</tr>
<tr>
<td>NURS 43001 Health Promotion ²</td>
<td>3</td>
<td></td>
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<td>online/hybrid</td>
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<td>NURS 44000 Population-Based Nursing for Professional Nursing Practice</td>
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<td>existing</td>
<td>online/on-ground/hybrid</td>
</tr>
<tr>
<td>NURS 45000 Health Maintenance and Restoration for Professional Nursing Practice</td>
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<td>online/on-ground/hybrid</td>
</tr>
<tr>
<td>NURS 46000 Health Care Policy</td>
<td>3</td>
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<td>online/hybrid</td>
</tr>
<tr>
<td>NURS 47001 Capstone for Professional Nursing Practice ²</td>
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<td></td>
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<td>online</td>
</tr>
<tr>
<td>NUTR 23511 Science of Human Nutrition</td>
<td>3</td>
<td>TAG</td>
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<td>existing</td>
<td>online/on-ground/hybrid</td>
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<tr>
<td>MATH 10041 Introductory Statistics</td>
<td></td>
<td></td>
<td></td>
<td>online</td>
</tr>
<tr>
<td>NURS 31010 Application of Statistical Findings for Evidence-Based Practice in Nursing</td>
<td></td>
<td></td>
<td></td>
<td>online</td>
</tr>
<tr>
<td>PH 30002 Introductory Biostatistics</td>
<td></td>
<td></td>
<td></td>
<td>online</td>
</tr>
<tr>
<td>PSYC 21621 Quantitative Methods in Psychology</td>
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<tr>
<td>BSCI 21020 Anatomy and Physiology II (min C grade) ³</td>
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</tr>
<tr>
<td>CHEM 10050 Fundamentals of Chemistry</td>
<td>3</td>
<td>TAG</td>
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</tr>
<tr>
<td>or CHEM 10055 Molecules for Life</td>
<td></td>
<td></td>
<td></td>
<td>online/on-ground/hybrid</td>
</tr>
<tr>
<td>or CHEM 10050 General Chemistry I (min C grade)</td>
<td></td>
<td></td>
<td></td>
<td>on-ground *</td>
</tr>
<tr>
<td>PSYC 11762 General Psychology</td>
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<td>OTM</td>
<td>existing</td>
<td>online</td>
</tr>
<tr>
<td>SOC 12050 Introduction to Sociology</td>
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<td>online/on-ground</td>
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<td>Kent Core Additional</td>
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<tr>
<td>General Electives ⁴</td>
<td>39</td>
<td></td>
<td>existing</td>
<td>online/on-ground</td>
</tr>
</tbody>
</table>

1. With permission of the undergraduate program director, another upper-division nursing or health care course may be substituted for NURS 35040 or NURS 45030.
2. Students who have completed NURS 43000 may use it to substitute for NURS 43001. However, they must take NURS 47000, which will substitute for NURS 47001.
3. Registered nurses with an associate degree or diploma are expected to have completed anatomy and physiology coursework before beginning their studies in the BSN degree. If there are any deficiencies in this area, students must take the appropriate course(s) at Kent State (either online or on-ground depending on the course) or at another university or college to fulfill this requirement. Students who have successfully completed ATTR 25057 (or EXSC 25057) and ATTR 25058 (or EXSC 25058) with a minimum C grade may use those courses in place of BSCI 21010 and BSCI 21020.
4. General electives include credit hours earned from an associate degree or nursing diploma. Total credit hours depends on earning 120 credit hours, including 39 upper-division credit hours.

*These on-ground-only courses are listed in the program to accommodate transfer courses that articulate as equivalent.
** NURS 40873 is a new course that complements an existing course that all nursing students completed. With the new course, RN students and traditional students will take separate courses.

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

Courses listed below are major courses and count in the major GPA for graduation. See Appendix B for syllabus for NURS 40873.

**BSCI 20021 Basic Microbiology** 3 Credit Hours
Principles of microorganisms having a direct relationship on the health and well-being of humans. This course may not be used to fulfill requirements in the following programs: BA Biology, BS Biology, BS Botany, BS Environmental and Conservation Biology, BS Medical Technology, BS Biotechnology, BS Zoology, and Biological Sciences minor.
Prerequisite: BSCI 20019; or BSCI 21010; or BSCI 10005; or BSCI 11010; or ATTR 25057; or EXSC 25057; and CHEM 10050 or CHEM 10052 or CHEM 10055 or CHEM 10060.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

**BSCI 30050 Human Genetics** 3 Credit Hours
Modern concepts of genetics applicable to the human including examination of genetically related diseases and their societal implications. This course may not be used to fulfill requirements in the following programs: BA Biology, BS Biology, BS Botany, BS Environmental and Conservation Biology, BS Medical Technology, BS Biotechnology, BS Zoology and Biological Sciences minor.
Prerequisite: 8 credits of biology [BSCI] courses; and 3 credits of chemistry [CHEM] courses.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

**BSCI 30156 Elements of Genetics** 3 Credit Hours
Principles of organic mechanisms for expression and transmission of traits as studied in molecules, cells, organisms and populations.
Prerequisite: BSCI 10110 and 10120 with minimum C- grades; and MATH 10772 or MATH 10775 or MATH 11009 or MATH 11010 or MATH 12001 or MATH 12002 or MATH 12021.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

**BSCI 30171 General Microbiology** 4 Credit Hours
Fundamental principles of microbiology and of organisms including their structure, physiology, genetics, pathogenicity, classification, mechanisms of cultivation and control.
Prerequisite: BSCI 10110 with a minimum grade of C-; and BSCI 30140; and CHEM 10060, 10061, 10062 and 10063.
Schedule Type: Laboratory
Contact Hours: 3 lecture, 1 lab
Grade Mode: Standard Letter

**MATH 10041 Introductory Statistics** 4 Credit Hours
An introduction to statistical thinking and statistical methods. Emphasis is on statistical literacy, conceptual understanding and active learning in the classroom.
Prerequisite: Minimum 22 math ACT score; or minimum 520 math SAT score; or minimum 35 ALEKS math assessment score; or minimum C grade in MATH 00022, or any higher-level MATH course.
Schedule Type: Emporium
Contact Hours: 4 lecture
Grade Mode: Standard Letter
Attributes: Kent Core Mathematics and Critical Reasoning

**NURS 31010 Application of Statistical Findings for Evidence-Based Practice in Nursing** 3 Credit Hours
This is a three credit course focusing on an introduction to statistical techniques with an emphasis on application in the health care setting.
Prerequisite: none.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

**NURS 35040 Complementary and Integrative**

**NURS 42000 Leadership and Management for**
Health  3 Credit Hours
(Repeatable for credit) Explores and critically analyzes complementary and integrative health therapies, products, and supplements primarily being used in the United States through the review of evidenced based research and case studies. Synthesizing the exploration of complementary and integrative health practices that are often used in conjunction with traditional Western medicine, students examine the evolving Integrative Health, which has also been called Integrative Medicine, or Complementary and Alternative Medicine.
Prerequisite: none.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

NURS 40775 Information and Patient Care Technology for Healthcare Professionals  3 Credit Hours
(Gross-listed with RSPC 40775). Focuses on the use of information management and information systems, technology and the human technology interface utilized in healthcare. Students taking this course must be registered nurses.
Prerequisite: nursing (NURS) major.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

NURS 40873 Introduction to Evidence-Based Practice for Registered Nurses  3 Credit Hours
This course introduces the student to the process of identifying quality research studies and applying the findings to nursing practice to improve patient outcomes.
Prerequisite: NURS 41000
Corequisite: NURS 41000
Schedule Type: Lecture
Contact Hours: 3 lecture, 0 lab
Grade Mode: Standard Letter

NURS 41000 Concepts and Issues for Professional Nursing Practice  3 Credit Hours
Focuses on nursing concepts and theory, nursing process and the history of nursing as it relates to the development of professional nursing and the role of the professional nurse. Students taking this course must be registered nurses.
Prerequisite: nursing (NURS) major.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

NURS 45030 Professional Literacy: Skills to Career Advancement  3 Credit Hours

Professional Nursing Practice  3 Credit Hours
Allows the registered nurse (RN) to utilize personal and professional knowledge and experiences in the study of leadership and management. Facilitates discovery of how nursing and leadership theories define and enhance practice. Assists the RN in analyzing the relationship between nursing, the professional nurse’s leadership/management roles, and the articulation between nursing research and practice. Students taking the course must be registered nurses.
Prerequisite: nursing (NURS) major.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

NURS 43001 Health Promotion  3 Credit Hours
This course utilizes the nursing process to explore health promotion and disease prevention across the lifespan and healthcare settings. Theories and models are used to understand health behaviors. The course includes the role of the nurse; national health objectives; health literacy; education; counseling; transcultural considerations; factors affecting health promotion; and specific health promotion strategies. Students taking the course must be registered nurses.
Prerequisite: nursing (NURS) major.
Schedule Type: Clinic
Contact Hours: 2 lecture, 3 other
Grade Mode: Standard Letter
Attributes: Experiential Learning Requirement

NURS 44000 Population-Based Nursing for Professional Nursing Practice  3 Credit Hours
Focuses on concepts of population-based nursing practice with emphasis on improving the health of communities and populations. Students taking the course must be registered nurses.
Prerequisite: nursing (NURS) major.
Schedule Type: Clinic
Contact Hours: 2 lecture, 6 other
Grade Mode: Standard Letter

NURS 45000 Health Maintenance and Restoration for Professional Nursing Practice  3 Credit Hours
Focuses on issues related to health maintenance and restoration for individuals and families experiencing illness.
Prerequisite: nursing (NURS) major.
Schedule Type: Lecture
Contact Hours: 3 lecture

NUTR 23511 Science of Human Nutrition  3 Credit Hours
Explores career and professional growth through processes such as writing, publishing, presenting and portfolio development.
Prerequisite: None.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

**NURS 46000 Health Care Policy** 3 Credit Hours
Examines the organizational and societal context in which health care is delivered. Existing health care policy and delivery systems are examined, including historical perspectives, legislation, professional disciplines, organizations, health networks, forms of care delivery, consumer needs and economies and funding. The ability of the current health care system to serve all segments of the U.S. population is examined in depth as well as future forms of health care delivery. Global perspectives are also studied.
Prerequisite: Junior level standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

**NURS 47001 Capstone for Professional Nursing Practice** 3 Credit Hours
Allows RNs to apply previously learned nursing theory and clinical knowledge with their baccalaureate education in the identification and implementation of a scholarly nursing project. This project utilizes, but is not limited to, previously learned knowledge of leadership skills, principles of teaching learning, health care policy, change process, group process, team building, collaboration, healthcare policy and delivery systems, quality improvement, evidence-based care, diversity, nursing roles, information technology and systems, population-based care and ethical legal issues. Students taking this course must be registered nurses.
Prerequisite: NURS 40075 and NURS 41000.
Pre/corequisite: NURS 40085, NURS 42000, NURS 43001, NURS 44000, NURS 45000 and NURS 46000, and nursing (NURS) major.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter
Attributes: Writing Intensive Course
Grade Mode: Standard Letter

**PSYC 21621 Quantitative Methods in Psychology I** 3 Credit Hours
Application of quantitative, statistical methods in psychological research. Descriptive and inferential methods (includes ANOVA, t-test and correlation).
Prerequisite: PSYC 11762.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

6.4 Program sequence
As this is a completer degree for RNs with an associate degree or diploma, students will transfer in college-level credit hours (at minimum, 33 credit hours) that will be applied toward the degree as general elective credit to meet the minimum 120 credit hours to graduate.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Hours</th>
<th>Semester 2</th>
<th>Hours</th>
</tr>
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<tr>
<td>BSCI 21010 Anatomy and Physiology I</td>
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<td>BSCI 21020 Anatomy and Physiology II</td>
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<td>CHEM 10050 Fundamentals of Chemistry</td>
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<td>BSCI 20021 Basic Microbiology</td>
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<td>or CHEM 10055 Molecules for Life</td>
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<td>or BSCI 30171 General Microbiology</td>
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<td>or CHEM 10060 General Chemistry</td>
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<td>SOC 12050 Introduction to Sociology</td>
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<td>PSYC 11762 General Psychology</td>
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<td>First Year Experience</td>
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<tr>
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<th>Hours</th>
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<th>Hours</th>
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<tr>
<td>Kent Core Requirement</td>
<td>3</td>
<td>BSCI 30050 Human Genetics</td>
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<td>Kent Core Requirement</td>
<td>3</td>
<td>or BSCI 30156 Elements of Genetics</td>
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<td>Kent Core Requirement</td>
<td>3</td>
<td>NUTR 2351 Science of Human Nutrition</td>
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<td>Kent Core Requirement</td>
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<td>Statistics Elective</td>
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<td>General Elective</td>
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<th>Semester 6</th>
<th>Hours</th>
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<tr>
<td>NURS 40075 Information and Patient Care: Technology for Healthcare Professionals</td>
<td>3</td>
<td>NURS 35040 Complementary and Integrative Health</td>
<td>3</td>
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<tr>
<td>NURS 41000 Concepts and Issues for Professional Nursing Practice</td>
<td>3</td>
<td>or NURS 45030 Professional Literacy: Skills to Career Advancement</td>
<td></td>
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<tr>
<td>NURS 42000 Leadership and Management for Professional Nursing Practice</td>
<td>3</td>
<td>NURS 44000 Population-Based Nursing for Professional Nursing Practice</td>
<td>3</td>
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<tr>
<td>NURS 43001 Health Promotion</td>
<td>3</td>
<td>NURS 45000 Health Maintenance and Restoration for Professional Nursing Practice</td>
<td>3</td>
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<tr>
<td></td>
<td>12</td>
<td>NURS 46000 Health Care Policy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General Elective</td>
<td>3</td>
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<th>Semester 7</th>
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<tr>
<td>NURS 40873 Introduction to Evidence-Based Practice for Registered Nurses</td>
<td>3</td>
</tr>
<tr>
<td>NURS 47001 Capstone for Professional Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

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

- [X] More than 50% of the program will be offered using a fully online delivery model
- [ ] More than 50% of the program will be offered using a hybrid/blended delivery model
- [ ] More than 50% of the program will be offered using a flexible or accelerated delivery model

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

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

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

Students are required to complete one clinical experience while enrolled in NURS 43001 Health Promotion in Professional Nursing. Students complete a community health assessment, develop a nursing intervention that addresses the community healthcare need, and provide health education to a group of individuals within the community. Students are assigned a preceptor or mentor at the agency where they complete the clinical experience. The experience is supervised by a Kent State faculty member, who communicate with the preceptor/mentor via phone, email and skype. Faculty assign the student's grade based on preceptor/mentor input.

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

Describe the policies and procedures in place to assess and evaluate the proposed program. In your response, include the following: name of the unit/position responsible for directing assessment efforts; description of any committees or groups that assist the unit; description of the measurements used; frequency of data collection; frequency of data sharing; and how the results are used to inform the institution and the program.

The evaluation plan for the proposed Nursing for Registered Nurses major is the same as the existing program and includes course, faculty and program evaluation.

- **Courses Evaluation:** During the final week of the course delivery, students are provided an online link to the Student's Survey of Instruction. Specific questions about courses' delivery, content, expectations and organization are included. At the end of each semester, the college associate dean reviews all course evaluations. Faculty receive collated results during the following semester. Course issues are shared with the College of Nursing’s Baccalaureate Curriculum Committee to determine next steps to revise or adapt the course.

- **Faculty Evaluations:** The Student's Survey of Instruction includes questions specific to the instructor characteristics in the course—examples are faculty's responsiveness to students, knowledge of the subject matter, feedback on assignments and ability to motivate the student to learn. The answers to those questions are used for faculty evaluation. The college associate dean reviews all course evaluations at the end of each semester and shares any concerns with the college dean. Faculty who are of concern are then counseled or removed from teaching the course. Faculty receive survey results during the following semester. Faculty include the survey results in their three-year reappointment files for the Reappointment, Promotion and Tenure committee to review.

- **Program Evaluation:** The College of Nursing surveys students in their final month of the degree program using outside vendor Sky Factor. The Sky Factor survey asks questions based on the goals and objectives of the BSN degree, as well as the students' perception of their experience. Sky Factor results are reviewed by the college's associate dean, assistant dean of student services and Baccalaureate Curriculum Committee each fall semester.

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

Student success is tracked by the program’s academic advisor and college associate dean. Individual student grades and course progression is monitored by the academic advisor after every seven-week course. Students who are unsuccessful in a course are advised on their options to repeat the course and provided resources to assist with success in the program. Graduation rates are monitored by the academic advisor, the associate dean and the assistant dean of student services. Graduation rates are also monitored by the university to track six-year graduation rates. Six months after graduation, a survey is sent to all graduates to assess their employment status. This information is monitored by the college’s associate and assistant deans and reported to the Commission on Collegiate Nursing Education for the college’s accreditation review.

SECTION 8: FACULTY

8.1 Faculty appointment policies

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

Faculty teaching in the program include tenured, tenure-track, and non-tenured faculty. According to Kent State’s collective bargaining agreement, designations and definitions are the following:

- **Associate Lecturer, Lecturer and Senior Lecturer**: These ranks are reserved for full-time non-tenure-track faculty members who have not earned a terminal degree in their discipline, but whose professional experience and demonstrated performance warrant these ranks.

- **Assistant Professor**: A faculty member will not be considered for advancement to this rank until either completion of three years as an instructor and possession of at least the master’s degree, or until the academic credentials minimally required for initial appointment at the assistant professor’s level are achieved.

- **Associate Professor**: This is one of the two senior ranks in academia; accordingly, a faculty member must possess the terminal degree in his/her discipline before promotion consideration. In exceptional cases, this rule may be modified with the approval of the unit’s promotion committee and the provost. A faculty member will usually not be considered for advancement to this rank until completion of five years as an assistant professor, but in extraordinary cases may be considered after completion of fewer years as an assistant professor. A non-tenured faculty member applying for promotion to the rank of associate professor must also undergo a successful tenure review.
• Full Professor. As with associate professor, a faculty member must possess the terminal degree in his/her discipline before promotion consideration. In exceptional cases, this rule may be modified with the approval of the unit’s promotion committee and the provost. A faculty member will usually not be considered for advancement to this rank until completion of five years as an associate professor, but in extraordinary cases may be considered after completion of fewer years as an associate professor. A non-tenured faculty member applying for promotion to the rank of full professor must also undergo a successful tenure review.

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

Faculty teaching in the program must possess a master’s or doctoral in nursing (or similar field), completed two years of clinical practice and hold an unrestricted Ohio RN license. Online teaching experience is preferred.

**Describe the institution’s load/overload policy for faculty teaching in the program.**

Full-time, non-tenure track nursing faculty teach 15 workload equivalents each semester. Full-time tenured/tenure-track nursing faculty teach 12 workload equivalents each semester. A 3-credit nursing course equals three workload equivalents. Assignments over the stated workload equivalents for faculty require overload pay at the rate determined by the collective bargaining agreement for each faculty type. See the Kent State University College of Nursing Handbook, 2015 in Appendix C for more information.

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

As the enrollment increases, it is projected two part-time faculty members may be hired in year three after major implementation to teach one course each semester of the academic year. The hiring process will follow Kent State’s procedures for part-time faculty in the College of Nursing.

8.2 Program faculty

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

- Full time: 18
- Less than full time: 2

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

- Full time: 0
- Less than full time: 0
8.3 Expectations for professional development/scholarship

*Describe the institution’s general expectations for professional development/scholarship activities by the proposed program’s faculty. In your response, describe any differences in the expectations for tenure-track vs. non-tenure-track faculty and for full-time vs. part-time faculty. Indicate the financial support provided for such activities. Include a faculty handbook outlining the expectations and documenting support as an appendix item.*

Faculty development for teaching in the online program will be the same for all faculty regardless of rank. Faculty must have experience teaching online or complete online teaching education provided by Kent State’s Office of Continuing and Distance Education. Educational sessions are available for new faculty to earn Quality Matters certification. These services are provided at no additional costs for all Kent State faculty, full and part-time. In addition, full-time faculty in the College of Nursing are provided $1,000 each year to attend a conference or educational symposium of their choice.

8.4 Faculty matrix

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

The proposed major will be a combined effort from each of the eight Kent State campuses. Kent State’s College of Nursing has more than 20 faculty members who have taught in the current RN-to-BSN concentration and are available to teach in the proposed major. The following faculty on each campus have been identified to teach the nursing course requirements. See Appendix D for each nursing faculty member’s curriculum vitae.

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

| Name of instructor | Title/ Campus | Hire | Degree, discipline institution, year | Years teach | Course faculty will teach | Load *
<table>
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<tr>
<th></th>
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<th></th>
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<tbody>
<tr>
<td>Marcy Caplin</td>
<td>Lecturer Kent</td>
<td>FT</td>
<td>PhD, Curriculum and Instruction, Kent State University, 2016 MSN, Yale University, 1983</td>
<td>27</td>
<td>NURS 41000 Concepts and Issues for Professional Nursing Practice NURS 45030 Professional Literacy: Skills to Career Advancement</td>
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<td>Tamara Courey</td>
<td>Associate Professor Ashland</td>
<td>FT</td>
<td>DNP, Kent State University, 2014</td>
<td>8</td>
<td>NURS 42000 Leadership and Management for Professional Nursing Practice</td>
<td>2</td>
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<tr>
<td>Kimberly DePaul</td>
<td>Lecturer Trumbull</td>
<td>FT</td>
<td>MSN, Kent State University, 2013</td>
<td>4</td>
<td>NURS 46000 Health Care Policy</td>
<td>2</td>
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<tr>
<td>Joann Ferguson</td>
<td>Lecturer Geauga</td>
<td>FT</td>
<td>MS, Nursing Education, Walden University, 2008</td>
<td>7</td>
<td>NURS 43001 Health Promotion</td>
<td>4</td>
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<tr>
<td>Mariann Harding</td>
<td>Associate Professor Tuscarawas</td>
<td>FT</td>
<td>PhD, Nursing, West Virginia University, 2013</td>
<td>11</td>
<td>NURS 45000 Health Maintenance and Restoration for Professional Nursing Practice</td>
<td>4</td>
</tr>
<tr>
<td>Name of instructor</td>
<td>Title/Campus</td>
<td>Hire</td>
<td>Degree, discipline institution, year</td>
<td>Years teach</td>
<td>Course faculty will teach</td>
<td>Load *</td>
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<tr>
<td>Sue Hritz</td>
<td>Associate Lecturer Kent</td>
<td>FT</td>
<td>MEd, Community Counseling, Malone University BSN, San Francisco State University, 1980</td>
<td>9</td>
<td>NURS 35040 Complementary and Integrative Health</td>
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<tr>
<td>Robin Mermer</td>
<td>Lecturer East Liverpool</td>
<td>FT</td>
<td>MSN, Kent State University, 2012</td>
<td>3</td>
<td>NURS 44000 Population-Based Nursing for Professional Nursing Practice</td>
<td>4</td>
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<tr>
<td>Ruth Ann Mullen</td>
<td>Lecturer Salem</td>
<td>FT</td>
<td>MS, Information Architecture and Knowledge Management, Kent State University, 2015 MSN, Franciscan University of Steubenville, 2009</td>
<td>16</td>
<td>NURS 40075 Information and Patient Care Technology for Healthcare Professionals</td>
<td>4</td>
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<td>Tina Saunders</td>
<td>Senior Lecturer Kent</td>
<td>FT</td>
<td>MSN, Kent State University, 2004</td>
<td>10</td>
<td>NURS 47001 Capstone for Professional Nursing Practice</td>
<td>2</td>
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<tr>
<td>Julie Senita</td>
<td>Associate Professor Ashtabula</td>
<td>FT</td>
<td>MSN, Gannon University, 1994</td>
<td>19</td>
<td>NURS 42000 Leadership and Management for Professional Nursing Practice</td>
<td>2</td>
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<tr>
<td>Debra Shelestak</td>
<td>Assistant Professor Stark</td>
<td>FT</td>
<td>PhD, Evaluation and Measurement, Kent State University, 2007 MSN, Kent State University, 1986</td>
<td>21</td>
<td>NURS 31010 Application of Statistical Findings for Evidence-Based Practice in Nursing NURS 40873 Introduction to Evidence-Based Practice for Registered Nurses</td>
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<td>Lynne Walker</td>
<td>Lecturer Trumbull</td>
<td>FT</td>
<td>MSN, Kent State University, 2011</td>
<td>3</td>
<td>NURS 46000 Health Care Policy</td>
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### SECTION 9: LIBRARY RESOURCES AND INFORMATION LITERACY

#### 9.1 Library resources

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

Kent State University’s College of Nursing collaborates with an assigned librarian to ensure necessary reference materials are available for nursing students. The nursing library provides personalized and classroom instruction services; provides reference services in person, by phone, e-mail, and chat; and supports collection development in nursing.

As the RN-to-BSN program is existing, no additional planning was needed.
Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships).

Nursing students attending Kent State University benefit from one of the largest library systems in Ohio, supporting a student body comprising more than 30,000 full-time and 10,000 part-time students. The library hosts nearly three million titles, with more than one million available electronically. Catalog titles related to nursing include more than 10,000 volumes (including more than 1,000 electronic titles).

University Libraries offers research databases on the nursing subject, including CINAHL, Cochrane Library, Health Source, Web of Science and Lippincott Williams & Wilkins (LWW) Nursing and Health Professions Premier Collection. Electronic collections available to nursing students include the R2 Digital Library, Access Medicine and Bates’ Visual Guide to Physical Examination. Kent State’s serial holdings sub-classified as nursing include more than 400 subscriptions.

University Libraries Collections Allocations for Nursing (12/7/2016)

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<thead>
<tr>
<th>Campus</th>
<th>Material Type</th>
<th>Fiscal 2014</th>
<th>Fiscal 2015</th>
<th>Fiscal 2016</th>
<th>Fiscal 2017</th>
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<td>Kent</td>
<td>Books</td>
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<td>$3,325.55</td>
<td>$3,658.11</td>
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<td>Kent</td>
<td>Standing Orders</td>
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<tr>
<td>Kent</td>
<td>Serials</td>
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<td>$65,469.09</td>
<td>$58,649.89</td>
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<tr>
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<td>Standing Orders</td>
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<td>$ -</td>
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<td>$79,310.25</td>
<td>$78,419.79</td>
<td>$73,903.19</td>
</tr>
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</table>

9.2 Information literacy

Describe the institution’s intent to incorporate library orientation and/or information literacy into the proposed program. In your response, describe any initiatives (e.g., seminars, workshops, orientations) that the institution uses or intends to use for faculty and students in the program.

Kent State’s University Libraries offer numerous online tutorials to assist students with using the library resources. Students complete the library orientation tutorial to learn how to search databases for professional nursing journals, avoid plagiarism and evaluate web sources while enrolled in their first nursing course. The library also offers online tutorials on writing using the American Psychological Association style (APA) used in all nursing courses.

SECTION 10: BUDGET, RESOURCES and FACILITIES

10.1 Resources and facilities

Describe additional resources (e.g., classrooms, laboratories, technology) that will be needed to support the proposed program and provide a timeline for acquiring/implementing such resources.

As the proposed major will be delivered online only, no additional classroom space will be required. All full-time faculty are each provided a desk computer or laptop. Technology upgrades occur every three years per Kent State’s faculty collective bargaining agreement. A full-time instructional designer in the College of Nursing assists with course development for online students.
10.2 Budget/financial planning

Fiscal Impact Statement

<table>
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<tr>
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<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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<td>Headcount full time</td>
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<td>40</td>
<td>50</td>
<td>50</td>
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<tr>
<td>Headcount part time</td>
<td>270</td>
<td>360</td>
<td>400</td>
<td>450</td>
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<tr>
<td>Full-time equivalent (FTE) enrollment</td>
<td>132</td>
<td>176</td>
<td>200</td>
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<td>II. Projected Program Income</td>
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<tr>
<td>Tuition (paid by student or sponsor)</td>
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<td>$2,112,000</td>
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<td>$1,599,840</td>
<td>$1,818,000</td>
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<td>Externally funded stipends, as applicable</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<td>Other income</td>
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<td><strong>Total Projected Program Income</strong></td>
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<td><strong>$3,711,840</strong></td>
<td><strong>$4,218,000</strong></td>
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<td>III. Program Expenses</td>
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<td>New personnel</td>
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<td>$ -</td>
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<td>Instruction part time: 2</td>
<td>$ -</td>
<td>$ -</td>
<td>$15,548</td>
<td>$16,548</td>
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<tr>
<td>Non-instruction full time: 1</td>
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<td>$ -</td>
<td>$32,484</td>
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<td>$ -</td>
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<tr>
<td>Current personnel</td>
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<tr>
<td>Benefits for all personnel</td>
<td>$48,128</td>
<td>$63,580</td>
<td>$76,010</td>
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<tr>
<td>New facilities/building/space renovation</td>
<td>$ -</td>
<td>$ -</td>
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<td>$ -</td>
</tr>
<tr>
<td>Scholarship/stipend support</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>Additional library resources</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>Additional technology or equipment needs</td>
<td>$ -</td>
<td>$ -</td>
<td>$1,000</td>
<td>$ -</td>
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<tr>
<td>Other expenses (see table below)</td>
<td>$1,525,111</td>
<td>$2,033,481</td>
<td>$2,310,774</td>
<td>$2,541,851</td>
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<tr>
<td><strong>Total Projected Expenses</strong></td>
<td><strong>$1,706,213</strong></td>
<td><strong>$2,273,616</strong></td>
<td><strong>$2,607,344</strong></td>
<td><strong>$2,872,087</strong></td>
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| Total Program Net | **$1,077,667** | **$1,438,224** | **$1,610,656** | **$1,767,713** |

<table>
<thead>
<tr>
<th>Other Expenses</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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</thead>
<tbody>
<tr>
<td>Allocation of expenses covered by general fee</td>
<td>$291,852</td>
<td>$389,136</td>
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<td>RCM tuition allocation to other colleges</td>
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<td><strong>Total Other Expenses</strong></td>
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<td><strong>$2,033,481</strong></td>
<td><strong>$2,310,774</strong></td>
<td><strong>$2,541,851</strong></td>
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</table>

Budget Narrative:

Kent State University's College of Nursing has the resources to elevate the RN-to-BSN concentration to a major. The revenue projected in the table assumes an increase in enrollment based on the growing need for registered nurses to earn a BSN degree to practice and enroll in graduate programs. The following assumptions are made for the table above:

- An average faculty salary of $50,000 (plus benefits) was used to determine faculty expense.
- A three-percent increase in faculty salaries will occur each year.
- The College of Nursing’s enrollment goal for this program is 500 students per year.
- Class sizes are projected to remain at a 30:1 student-to-faculty ratio.
- All required nursing courses are offered as accelerated, for seven weeks, except NURS 47001 Capstone for Professional Practice, which is offered for the full, 15-week semester.
- In year 3, as the enrollment increases, it is projected two part-time faculty may be hired to teach one course each semester of the academic year.
- Non-instructional new hire in year 3 will be a full-time academic advisor to meet student’s needs in admission, progression and graduation.
- State subsidies will remain in effect.

## APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Curriculum Vitae for Associate Dean Tracey Motter</td>
</tr>
<tr>
<td>B</td>
<td>Syllabus for New Course NURS 40873</td>
</tr>
<tr>
<td>D</td>
<td>Kent State University College of Nursing Handbook</td>
</tr>
<tr>
<td>D</td>
<td>Nursing Faculty Curriculum Vitae</td>
</tr>
</tbody>
</table>

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

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

Respectfully,

Todd A. Diacon, PhD  
Senior Vice President for Academic Affairs and Provost  
Kent State University
From: GSS Graduate Student Senate [mailto:gss@kent.edu]
Sent: Thursday, February 02, 2017
To: Smith, Deborah
Subject: A Message From the Graduate Student Senate

Dear Chair Smith and Faculty Senate,

On January 30th, 2017, The Graduate Student Senate (GSS) held our first meeting of the spring semester. Throughout the last few weeks, the Executive Board and Senators have heard from a number of students who are nervous, and outright fearful of the current climate in our nation. This fear has arisen out of the current U.S. President's stance and actions regarding immigration in our country. Given the executive order signed on Friday, January 27th, the GSS Executive Board felt compelled to stand with President Warren's support of an environment of inclusion and care here at Kent State University (KSU). On Monday morning, we sent an email to all graduate students currently enrolled at KSU, urging them to fully support our international student population in whatever ways possible. We want to ensure that our international students understand the resources available to them, and to feel that their colleagues will support them at all times.

These statements and calls for inclusion are excellent, and they certainly send the right message, but they are likely not enough. For example, through the National Association of Graduate-Professional Students (NAGPS), we learned that over the weekend the President of the Stony Brook University Graduate Student Organization, a PhD student in linguistics, was stopped at the border for holding an Iranian passport, despite having obtained the appropriate visa. Sunday afternoon she was released, but only after being held for 24 hours at JFK Airport.

At our meeting Monday, the Senate discussed the issues surrounding President Trump's executive order and agreed that incidents like the one described above are unacceptable. In addition, we were informed of a petition that is currently circulating regarding the potential to establish KSU as a "Sanctuary Campus." The Senate, while aware of possible federal funding repercussions, voted unanimously to support this initiative.

This petition already has widespread support from student organizations, faculty, staff, and individual students. The petition can be found here. We urge the University community at large, and particularly the Administration, to explore becoming a Sanctuary Campus as a symbol to our community that not only do we speak about inclusion and care for others, we act on these ideals.

This University community thrives because of the diversity of our student body, our faculty, and our staff. In particular, students who attend this University do so with the goal of enhancing their understanding and knowledge of the world.

In sum, the Graduate Student Senate unanimously supports Kent State University as a Sanctuary Campus.

Sincerely,

The Graduate Student Senate of Kent State University

GSS Website
gss@kent.edu

Attachment for Item 10.
Petition for Kent State Campuses to be Declared Sanctuary Status Places/Spaces
(https://docs.google.com/forms/d/e/1FAIpQLSesH6BCjGsTmWQLZO34ldUWmn0RIPHPaeQ_Qb7oCS36wi6A3A/viewform).

Dear President Warren, Provost Todd Diacon, and Members of the Board of Trustees:

Kent State University has a unique place in United States history, first as a normal school established to provide teachers for a burgeoning educational system and then as a touchstone for social justice and non-violence before and after the events of May 4, 1970. We are proud of Kent State’s historical role and current place in the world as a vibrant, intellectual community committed to inclusivity, diversity of thought, and passionate discourse. It is in this spirit of thought, care, and justice that we write you today.

The University Policy Regarding Equal Opportunity (6-02) states:
In academic and student programs. It is the policy of this university that there shall be no unlawful discrimination against any student or applicant for admission as a student because of race, color, religion, gender, sexual orientation, national origin, disability, military status, or identity as a veteran with a disability or veteran of the Vietnam era. Such policy shall apply to, but not necessarily be limited to, the following: recruiting, admission, access to programs, financial aid, and social, recreational and health programs. This policy shall be applicable to all campuses and units of the university. This policy also shall apply with reference to discrimination on a basis of age insofar as required by law.

In employment. It is the policy of this university that there shall be no unlawful discrimination against any employee or applicant for employment because of age, race, color, religion, gender, sexual orientation, national origin, disability, military status, or identity as a veteran with a disability or veteran of the Vietnam era. Such policy shall apply to, but not necessarily be limited to, the following: employment, upgrading, demotion or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other compensation; and selection for training, including apprenticeship. This policy shall be applicable to all campuses and units of the university. This policy also shall apply with reference to discrimination on the basis of age insofar as required by law.

We applaud the university for its establishment of these conditions. However, there remains a loophole in our policy in the phrase “insofar as required by law.” In response to promises and threats made throughout the election process that potentially undermine our current policies and practices—responses that include verbal and physical threats, violence, and aggression throughout the recent presidential election season with a steep rise in such aggressions since the election both on and off campus—we the undersigned students, faculty, staff, and community members at Kent State are calling on the university to implement a plan declaring all campuses of Kent State University sanctuary spaces.

As further outlined below, we understand the schools in our campus system to be safe spaces for undocumented and DACAmented students, staff, and their families who face deportation; students of color; international students; LGBTQIA+ students; Islamic, Jewish, and all other religious groups; all veterans regardless of their status; and individuals who might require services for their needs as they pertain to their “disabilities.”
It is our belief that this action is in keeping with our current status and policies at Kent State as our requests simply extend policies and practices that are already in place. In so doing, not only do we align ourselves with our university’s stated mission, we also reassert Kent State’s longstanding positions towards inclusion, diversity, and social justice.

According to an internal memo presented to the US Immigration and Customs Enforcement (ICE) in 2011, ICE officers are subject to certain restrictions upon entering college campuses without authorization (See: https://www.ice.gov/doclib/ero-outreach/pdf/10029.2-policy.pdf). We see establishing the Kent State system as sanctuary campuses as a concrete action the university can take to support and protect our community.

We ask that you implement the following actions before February 20, 2017:

1. Declare Kent State University systems a sanctuary campus that will actively refuse to comply with immigration authorities regarding deportations or raids.

2. Guarantee student privacy by refusing to release information regarding the immigration status of our students and community members to any government agency.

3. Publicize resources available to undocumented students, with a staff member in the Office of Diversity, Equity, and Inclusion who is specifically trained to aid undocumented students, and offer free on-campus access to legal counsel.

4. Identify particular spaces on campus where those who feel threatened can seek refuge and protection, such as safe areas where trained staff and faculty are available to aid and engage students who are undocumented.

5. Continue and further current commitments to students of color on campus by ensuring the rights and safety for students of color on our campus by refusing to honor or recognize federal, state, or regional laws, statutes, or regulations that target students of color.

6. Continue and further current commitments to and international students on our campus by refusing to honor or recognize federal, state, or regional laws, statutes, or regulations that target international students.

7. Continue and further current commitments to the members of the LGBTQIA+ communities by refusing to honor or recognize federal, state, or regional laws, statutes, or regulations that target members of the LGBTQIA+ community.

8. Continue and further current commitments to Islamic, Jewish, and all other religious communities by refusing to honor or recognize federal, state, or regional laws, statutes, or regulations that either express a preference for a particular religion and/or target specific religious communities (students, faculty, staff, etc).

9. Continue and further current commitments to students with disabilities by refusing to honor or recognize federal, state, or regional laws, statutes, or regulations that target students with disabilities.
Faculty Senate Executive Committee
Minutes of the Meeting
November 28, 2016

Present: Deb Smith (Chair), Kathy Wilson (Vice Chair), Kathy Kerns (Secretary), Tracy Laux (At-large), Theresa Walton-Fisette (Appointed), Chris Fenk (Appointed), Tess Kail (Office Secretary)

1. Call to Order

Chair Smith called the meeting to order at 3:02PM in the Faculty Senate office.

2. Approval of Minutes

The committee reviewed and made corrections to the November 9, 2016 Faculty Senate Executive Committee meeting minutes. A motion was made to approve the minutes (Laux/Walton-Fisette). The minutes were approved.

3. Review of EPC Items

Chair Smith presented EPC items that she was proposing to place on the agenda for the December 12, 2016 Faculty Senate meeting. The first was to revise the name of a major offered by the Department of Modern and Classical Languages (from Spanish Literature, Culture and Translation to Spanish). A motion to approve the item in Executive Committee and add the item to the Faculty Senate agenda as an information item was made (Wilson), and the motion was approved. A second EPC item from the School of Lifespan Development and Educational Services involves changing the name of their counseling center (from Counseling and Human Development Center to Counseling Center). A motion to approve the item in Executive Committee and add the item to the Faculty Senate agenda as an information item was made (Wilson), and the motion was approved. Several other EPC items, which involve items submitted by the Provost's office, the School of Library and Information Science, or jointly by the Colleges of Applied Engineering, Sustainability and Technology and Architecture and Environmental Design, were discussed. A motion to add these EPC items to the Faculty Senate agenda as action items was made (Walton-Fisette), and the motion was approved.
4. Revision of Office Hour Policy

Chair Smith distributed a revised version of the Office Hours policy that was drafted by the Professional Standards Committee. The committee briefly reviewed the draft. This item will be added to the agenda for the December Faculty Senate meeting.

5. Proposed revision of the University Policy on Plagiarism and Cheating

Chair Smith distributed materials that were put together by Senator Williams that outline proposed changes to the plagiarism and cheating policy. The proposal will be discussed at the December Faculty Senate meeting.

6. Petition to Declare Kent State University a Sanctuary Campus

Chair Smith reported that there is an effort underway to petition the Board of Trustees to declare that Kent State University is a sanctuary campus. This would mean that KSU would be a safe place for undocumented students, staff, and families as well as a place where discrimination based on color, country of origin, sexual orientation, or religion will not be tolerated. Regarding immigrants, the university would also pledge not to comply with raids conducted by immigration authorities, would not provide personal information about immigrant students, and would provide information about resources to members of this vulnerable group. The KSU effort is led by a faculty member, Walter Gershon, who is working with student groups on developing a policy that would be modeled after policies that have been adopted at other universities. A draft of the proposed policy was distributed. Chair Smith indicated she would forward updates on this effort as they are received.

7. Faculty Representation at Board of Trustees

Chair Smith provided information on Ohio public institutions that allow for faculty representation on their Board of Trustees, allow faculty representation on committees of their Board, or that routinely have reports from Faculty Senate at their Board meetings. The list included institutions with faculty collective bargaining agreements (Cleveland State University, University of Cincinnati, University of Toledo, Cincinnati State Technical and Community College) as well as some without collective bargaining agreements (Miami University, Ohio University). There was brief discussion of what might be proposed for faculty representation on the KSU Board of Trustees. Chair Smith has provided this information to President Warren and requested her assistance in setting up a meeting with the KSU Board Chair for the Spring semester.
8. Part-Time Faculty Representation

There was discussion of some of the practicalities of holding an election if Faculty Senate
decides to allow representation for part-time instructors. At the last meeting of Faculty
Senate, Senators offered few comments on the idea of granting representation to part-time
faculty when invited to do so, although some Senators later contacted Chair Smith with
comments or questions. Before proceeding further with the idea, it was decided to first
survey Senators at the December Faculty Senate meeting to gauge the level of support for
providing Senate representation to part-time faculty. Chair Smith and Senator Kerns will
develop a short survey that can be administered at the meeting.

9. Proposed Agenda for the December 12, 2016 Faculty Senate Meeting

Chair Smith distributed a draft of the agenda for the December Faculty Senate meeting.
Some changes were suggested. A motion was made to approve the revised agenda
(Fenk/Laux), and the agenda was approved.

10. Additional Items

a. Chair Smith reported that Faculty Senate will be getting a new laptop computer.

b. The committee reviewed the list of concerns raised by Senator Garrison at the
   November Senate meeting regarding the university’s response to events that have
   occurred at other campuses following the elections. Chair Smith will follow up to
   request more information from Senator Garrison. It was also suggested that Chair
   Smith contact the administration to find out what actions have already been taken.

11. Adjournment

   The committee adjourned at 5:14PM.

Respectfully submitted by Kathryn Kerns
Secretary, Faculty Senate
Present: Deb Smith (Chair), Kathy Wilson (Vice Chair), Kathy Kerns (Secretary), Tracy Laux (At-large), Theresa Walton-Fisette (Appointed), Chris Fenk (Appointed), Tess Kail (Office Secretary)

Guest: President Beverly Warren

1. Call to Order

Chair Smith called the meeting to order at 3:04PM in the Faculty Senate office.

2. Approval of Minutes

The committee reviewed and made corrections to the November 28, 2016 Faculty Senate Executive Committee meeting minutes. A motion was made to approve the minutes (Fenk/Walton-Fisette). The minutes were approved.

3. Review of Items to Discuss with the President

The committee agreed on the items to discuss with the President at today's meeting.

4. Discussion of Survey Results: PT Faculty Representation at Senate

Chair Smith reported the results of the survey that was taken at the December 12, 2016 Faculty Senate meeting. Of the 29 people present, 20 indicated either strong support or support with reservations for the idea of having 1-2 part-time faculty representatives at Senate, although 2 of these people indicated they did not support granting voting right (i.e., they appeared to be endorsing observer status). A change in the Charter & Bylaws would require a two thirds vote of approval. The findings were discussed, and it was noted that part-time representatives have been informed of Faculty Senate meetings this Fall but have not been attending. Chair Smith will inquire with her two contacts whether part-time faculty are still interested in attending Faculty Senate meetings.
5. Potential Ad Hoc Committee to Review Data on Student Conduct Activity

Senator Vande Zande, who is an academic hearing officer, reported to Chair Smith that there has been a recent and large increase in reports of student incidents that violate the student conduct policy. Almost half the cases involve international students. Senator Vande Zande recommended that an ad hoc committee of faculty members be appointed to review the data. The Faculty Senate Executive Committee decided that they would be interested in reviewing any information obtained through a review.

President Warren joined the meeting at 4:03PM.

6. Nomination for Committee

Chair Smith shared that Faculty Senate has been asked to nominate someone to a stakeholder committee called "Enterprise Print Solutions". President Warren clarified that the committee will be charged with examining ways to reduce printing costs at the university.

7. Updates from President Warren

President Warren indicated that she and Provost Diacon have been following up on requests to arrange for some invited guests at upcoming Faculty Senate Executive Committee meeting (i.e., Library Dean Bracken, Human Resources VP Witt, and KSU Chair of the Board of Trustees Mr. Pollack). She also suggested that Faculty Senate might be able to provide a report for the Board of Trustees meeting in March, either to the full board or to the academic excellence committee. Chair Smith noted faculty were required to report academic presence of students for the first time this Fall, and she asked whether data from that effort could be shared with faculty. President Warren will follow up on that request.

8. Internal Communications at the University

There was a wide ranging discussion of how the university has responded to incidents of hate speech following the recent contentious election, including the need to encourage respectful communication. The university response has included the establishment of the Diversity Stewards program, and there are also plans for trainings on cultural competency and unintentional bias. President Warren will be meeting soon with a group of student leaders from underrepresented groups. Chair Smith suggested that Shay Little or Alfreda Brown provide a report at Faculty Senate of the university's response to recent incidents. There was also discussion of how best to communicate with faculty members (e.g., how to involve the Senate Chair, department chairs, use of web sites), and President Warren indicated she could provide to faculty a list of support resources for students.
9. Communication with Faculty Groups

Chair Smith indicated there were some difficulties in communicating with target groups, providing as an example recent efforts to communicate about upcoming changes to the SSIs. President Warren agreed to raise these concerns with the incoming VP for Communications.

President Warren left the meeting.

10. Additional Items:

   a. Chair Smith asked for a nominee for the stakeholder committee that will be evaluating printing services.

   b. Chair Smith reported that one topic under consideration as part of the RCM 2.0 review is revenue sharing around the Kent Core.

11. Adjournment

    The committee adjourned at 5:27PM.

Respectfully submitted by Kathryn Kerns
Secretary, Faculty Senate