BGSU | Faculty Senate
BOWLING GREEN STATE UNIVERSITY

FACULTY SENATE AGENDA // MAY 5, 2020 // 2:30 PM – 4:30 PM
WebEx https://bgsu.webex.com/bgsu/j.php?MTID=md16179aef337e8056bfbdc9792d66c78

REMINDER: MEETING FORMAT AND PROCEDURES

>> Click the link at the top of this page to join the Faculty Senate Webex Meeting.
If you attempt to join the meeting directly from your Webex app, you may be prompted for a password.
The meeting password is embedded in the link above. You may find these Webex help pages helpful:
Get Started with Cisco Webex Meetings for Attendees.
Get Started Joining a Meeting, Event, or Training Session with the Webex Web App.

>> All attendees will be muted upon entering the meeting.
Please *keep yourself muted at all times* during the meeting unless recognized by the Chair to speak.
See this WebEx guide for information on how to mute or unmute yourself.

>> Please open the chat window when you arrive to the meeting.
Faculty Senate officers will monitor the chat window to facilitate discussion and recognize senators who wish
to speak.
– *Open the meeting chat window by clicking the* ⬤ *meeting control (the third button from the right).*

**>> Voting for items indicated on this agenda will be conducted via a Qualtrics survey emailed
directly to voting members of the faculty senate.**
The survey will be delivered to the Senators' BGSU email address by 4:30 pm. Senators will have two hours to
vote by completing the survey. When the survey closes at 6:30 pm, all ballots that have not been cast by Senators
who were present at the meeting will be considered abstentions.

**>> When asked if there are any objections to a procedural parliamentary action, please type
"i object" in the chat box if you object.**
Per Robert's Rules of Order, many parliamentary actions may be conducted by consensus, provided no member
present objects. We anticipate that most procedural decisions or votes on motions from the floor for which discussion
suggests broad consent of the group may be decided in this manner. In such cases, the Chair indicate the apparent
consensus of the group and then ask, "Does any Senator object?" If objection is indicated, then a vote will be taken.

>> Voting for motions taken from the floor will be conducted via the Webex polling feature.
If necessary, the polling feature within Webex will be used for motions taken from the floor during the meeting.
Polls will be open for 2 minutes to provide all Senators ample time to respond.
– *Note that only Faculty Senators vote in Webex polls per paragraph (A)(4)(e)(iv) of the Academic Charter.*

>> Use the chat window to indicate that you have a comment or question.
When Senators are given an opportunity to ask questions of speakers, please type "I have a question" into the chat
window. Faculty Senators will be called in the order they appear in the chat window. You may also type your question
directly into the chat window to be read by one of the Faculty Senate Officers on your behalf.
– *Note that only Faculty Senators will be invited to speak per paragraph (A)(4)(e)(iv) of the Academic Charter.*

**>> Use the chat window to indicate that you wish to speak in support or in opposition
of a motion.**
During discussion, the Chair will alternate asking, "Is there any Senator who wishes to speak in opposition to the
motion?" and "Is there any Senator who wishes to speak in support of the motion?" Indicate by typing into the chat
box either, "I wish to speak in opposition," or "I wish to speak in support." Faculty Senators will be called in the order
they appear in the chat window.

>> Use the chat window to indicate that you wish to move or second.
Using the chat window to move and second will not only facilitate a smooth meeting, but will assist in the generation
of accurate minutes.

FACULTY SENATE AGENDA

CALL TO ORDER
ROLL CALL
Roll will not be called aloud. Instead, the Secretary of Faculty Senate will take attendance during the chair remarks (and communications, if necessary) by comparing the WebEx Participants list to the Faculty Senate roster and will announce whether a quorum has been reached before any business of the Faculty Senate is conducted.

CHAIR REMARKS // Jenn Stucker, 2019 – 20 Faculty Senate Chair

COMMUNICATIONS
- Dr. Rodney Rogers, President
- Dr. Joe Whitehead, Provost and SVPAA
- Ashley Hendricks, GSS Vice President
- Marcus Goolsby, USG President

OLD BUSINESS (none)

NEW BUSINESS

1 // STATEMENT OF ACADEMIC QUALITY PRINCIPLES presented by Vice Chair Matt Lavery

2 // CURRICULUM // Votes taken through Qualitrics
- New Master Degree: MASTERS OF DESIGN in INTEGRATIVE DESIGN presented by Lori Young
- New Master Degree: LOGISTICS and SYSTEMS ENGINEERING presented by MD Sarder
- New School: SCHOOL OF NURSING presented by HHS Dean Ciesla
- New School: SCHOOL OF PHYSICAL THERAPY presented by HHS Dean Ciesla

3 // CURRICULUM // Informational // No vote taken
- Graduate Certificate: SUPPLEMENTAL CAREER TECHNICAL WORKFORCE EDUCATION
- Graduate Certificate: COMPUTER SCIENCE EDUCATOR
- Graduate Certificate: INTERNATIONAL STUDIES
- Graduate Certificate: CREATIVE WRITING
- New Graduate Policy: DUAL SPECIALIZATION
- New Graduate Policy: DUAL MASTERS and SECOND MASTERS

4 // PASSING THE GAVEL

REPORTS FROM COMMITTEES
SENATE STANDING COMMITTEES
- Committee on Academic Affairs (CAA)
- Committee on Professional Affairs (CPA)
- Adjunct Faculty Committee (AFC)
- Fiscal Affairs Advisory Committee (FAAC)
- Committee on Committees (Com/Com)
- Committee on Amendments + Bylaws (A+B)

UNIVERSITY COMMITTEES

AD-HOC COMMITTEES, WORK GROUPS
- Student Evaluation of Teaching (SET)
- Classroom Enrollment Capacity Determination

BGSU FACULTY ASSOCIATION

ISSUES AND CONCERNS / SUGGESTIONS FOR FUTURE AGENDA ITEMS

ADJOURNMENT

NOTE: Senate meetings are open to the public. Supplemental materials supporting proposed action item(s) are available to Senators in the Faculty Senate Canvas shell. Senators are expected to stay on the call through adjournment.

3341-1-??　　**Statement of Academic Quality Principles**.

(A) Preamble

    (1) The principles of academic quality that follow are foundational for Bowling Green State University.

    (2) Many of these principles are historically and presently rooted in the culture, best practices, and highly regarded identity, image, and success of the American (USA) Academy. Many of these principles are codified in the AAUP's "Redbook" and are long practiced and respected by the members of the Bowling Green State University Community.

    (3) These principles constitute a sound foundation from which to govern, organize, administer, and lead academic affairs. They remain foundational for interpreting, implementing, preserving, and developing the Academic Charter. They remain foundational for the Faculty Senate, the Faculty Association, and for the University Community when addressing all things directly and indirectly related to the Academy and its faculty in regard to rights, roles, responsibilities, and relationships.

    (4) The faculty of BGSU, through its representatives elected to the Faculty Senate and as members of the Academy, affirm our obligation to promote to the fullest extent possible, equity and excellence with regard to all policies, procedures, and principles of academic quality expressed or implied in the Statement of Academic Quality Principles and The Academic Charter.

(B) Academic Freedom & Governance

    (1) Academic freedom, which is the foundation of collegial, shared governance, benefits scholarship, learning, and citizenship and is an inalienable right for BGSU faculty and students.

    (2) Support within the Academic Charter

        (a) "Essential to the atmosphere of a University is academic freedom, the full freedom of speech, freedom to teach, to learn, and to conduct inquiry in a spirit of openness necessary to the acceptance of criticism, the expression of differing opinions, and the pursuit of truth. The exercise of academic freedom by faculty and students carries with it responsibilities for the good of the academic community and society" (The Academic Charter, para. (A)(1)(a)).

        (b) "The Senate, as a representative body of the faculty and subject to the faculty's right to review, advise, and consent as set forth in (4)(c)(iv), (14)(b)(v), and (14)(b)(vi), is obligated through its policy and standards framing authority and by other means to promote to the fullest extent

possible (a) a climate of academic freedom for all faculty; (b) equity and excellence with regard to all academic policies and standards; (c) an optimal academic environment throughout the University; (d) the definition and establishment of standards and procedures of accountability concerning professional faculty ethics and responsibilities …" (The Academic Charter, para. (A)(4)(c)(i))

    (a) "The Senate has the discretion to offer recommendations and advice on issues germane to the academic function of the institution and to the welfare of its students …" (The Academic Charter, para. (A)(4)(c)(ii)).

(C) Academic Quality, Reputation, Integrity & Work

    (1) Faculty peer, student, alumni, employer, and accreditor evaluations of curriculum and pedagogy are accepted contributions to ongoing assessments for improvement.

    (2) Academic work completed at, on behalf of, or for BGSU (including but not limited to teaching, scholarship, service, advising, assessment, grading, and curriculum development) is exclusively completed by BGSU faculty members who have been appointed following an approved and rigorous faculty hiring process during which BGSU faculty participate in developing search announcements, reviewing applications and making recommendations. Applicants are selected and vetted for employment at BGSU because of their academic expertise, experience, and abilities.

    (3) The academic work of BGSU faculty members may be supported by BGSU-employed academic advisors who deliver BGSU faculty approved academic information; BGSU-employed instructional design, technical, and library specialists who support the faculty's course design, delivery, and management; and BGSU-employed graduate assistants and post-docs appointed via an approved process that requires BGSU faculty review and recommendation.

    (4) The hiring of all of the above BGSU educators is a vetted and comprehensive process involving search committees and interviews to ensure quality in teaching and scholarship.

    (5) No academic work, as defined in this Statement of Academic Quality Principles, shall be performed on behalf of BGSU by any persons who are not members of the University Community as defined by Part (A), Article (2) of the Academic Charter.

    (6) Support within the Academic Charter

        (a) "It is essential to the character and mission of a mature university that the faculty have the primary authority and responsibility to develop, sustain, and enhance the intellectual quality and reputation of the institution and

maintain its academic integrity …" (The Academic Charter, para. (A)(4)(c)(i)).

(D) Curriculum and Pedagogy

    (1) The curriculum taught at this institution is developed by BGSU faculty members and, before it is published and taught, passes through curriculum approval processes at department, college, senate, and university levels as outlined in the Charter.

    (2) Faculty commit to facilitating student engagement through active learning, critical thinking, deep content knowledge, and the development and application of relevant skills, all to accomplish desired learning outcomes and regularly improved as a result of assessment.

    (3) Course enrollment caps, an object of curriculum and pedagogy, are established in the curriculum approval process, and are primarily based upon normed faculty-to-student ratios relative to the learning outcomes and the intended pedagogy, technology, and facility.

    (4) Periodic and exigent reviews of enrollment caps are to be conducted through the approved curricular process in the Academic Charter. Appropriate exigent reviews may be triggered by course enrollment increase beyond an accepted maximum cap, decline below accepted minimum enrollment, and unanticipated personnel changes. In order to maintain the highest standards of academic quality in each course, the offering of additional sections is the preferred adjustment when enrollment increases beyond an established enrollment cap.

    (5) Support within the Academic Charter

        (a) "The primary responsibility for the development and maintenance of the University's academic programs belongs to the faculty …" (The Academic Charter, para. (A)(1)(d)).

(E) Review

    (1) This Statement of Academic Quality Principles is subject to review and revision under the same processes utilized to review and revise The Academic Charter. A review should be regularly scheduled every five years and when large scale crises jeopardize the spirit, letter, and application of this statement and/or The Academic Charter.

NEW GRADUATE PROGRAM PROPOSAL FORM

Instructions for filling out the proposal form can be found on the Graduate College Documents & Forms webpage (https://www.bgsu.edu/graduate/documents-and-forms.html)

* - Denotes a required field

A. DESIGNATION OF NEW DEGREE PROGRAM

A.1. Degree designation (e.g., MA, MS, MFA, PhD, EdD, etc.) *****

> MDES (MASTER OF DESIGN)

A.2. New program name (e.g., History) *****

> INTEGRATIVE DESIGN

A.3. Administrative unit of program (name[s] of the participating department[s] or school[s]) *****

Graphic Design Division and the School of Art

A.4. PROGRAM DELIVERY METHODS
FACE-TO-FACE

A.4.1. Are you requesting this program be approved as a 100% face-to-face program? *****

> No ⌄

WEB-CENTRIC (HYBRID)

A.4.2. Are you requesting this program be approved as web-centric (hybrid) program? *****

> Yes ⌄

A.4.2.1. Projected year the program will commence *****

> 2021 ⌄

A.4.2.2. Projected term the program will commence *****

> Fall ⌄

A.4.2.3. For which campus would this program be coded? *

☐ Distance/Extended

☑ Main

A.4.2.4. If there is a current onsite program, indicate whether the online or blended program is equivalent to the onsite program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain. *

No current on-site

A.4.2.5. If there is a current onsite program, will the online or blended program be offered instead of or in addition to the onsite program? *

N/A

A.4.2.6. Approximately what percentage of program content will be completed online? *

70	⌄

ONLINE

A.4.3. Are you requesting this program to be approved as a 100% online program? *

No	⌄

B. JOINT PROGRAMS

B.1. Will this be a joint program with another institution of higher learning? *

No	⌄

C. PROGRAM CURRICULUM
C.1. CATALOG

C.1.1. Catalog description (no more than 200 words) *

The Master of Design (MDes) degree in Integrative Design is a low-residency, online hybrid program that supports the growing need for more designers with creative, adaptive, and strategic skills for doing interdisciplinary work and research for corporate and non-profit partners facing ever-changing communication complexities. This degree will guide individuals who want to extend their impact, experiences and marketability within the profession as well as those interested in or migrating into the design discipline for the purposes of taking on integrative design problems that reside in a variety of complex systems.

C.2. SPECIFIC CURRICULUM

C.2.1. List any new courses being created for this program. (Any new courses specifically for the new program must accompany the new program modifications form when it moves to Full Graduate Council for review.) *

DSGN 5000 // Design Research + Methods
DSGN 5010 (ARTD 4010, currently we have u-grad) // Graphic Design History + Integrative Models
DSGN 5015 (ARTH 4010, currently we have u-grad)) // Design for Social Impact
DSGN 5020 // Design Studio I: Complex Systems + Studio II: Context + Culture
DSGN 6020 // Design Studio III: Integrative Strategies + Studio IV: Theory + Implementation
DSGN 6050 // Collaborative Design Studio I: Social Innovation + Studio II: Social Innovation II
DSGN 6130 // Design Thesis // Exhibition Project + Oral Defense

C.2.2. Required hours in degree (certificate programs with 12-20 hours are approve by BGSU; 21 or more credit hours necessitate approval by BGSU and CCGS) *

The required 60 credit hours in the degree meets the National Association Schools for Art + Design standards for accreditation through 48 hours of required Core Integrative Design courses and 12 hours of required Elective courses. See checksheet for complete list.

The following only apply to programs that are 100% Online or Web-Centric. For related questions, contact the Office of Online and Summer Academic Programs at osap@bgsu.edu (mailto:osap@bgsu.edu).

C.2.3. REQUIRED FOR OSAP: Explain how students are supported and counseled to ensure that they have the skills and competencies to successfully complete the curriculum in an online learning environment. *

As part of the admission requirements for entry into the program, all applicants must submit a portfolio. This submission will allow us to assess the digital and technical skills of the applicant. In the application letter, candidates will outline their current skills and competencies for working in this field. Integrative Design course syllabi across the MDes program include course delivery and instructional strategies with defined course expectations to support student learning and access. Additional student support is available through the The Technology Support Center, The Learning Commons and The CollabLab. MDes teaching faculty will also be trained by the CFE in Quality Matters training.

C.2.4. REQUIRED FOR OSAP: Explain the process for academic attendance and academically related activities that show regular and substantive interaction between students and instructors. *

Online Attendance (regular participation in the online classroom) is essential for maintaining the best learning experience. Learning occurs in relationship not only between student and course materials, but, just as importantly, peer to peer, professor to student, and student to professor. These blended courses require that the student be self-motivated and self disciplined, therefore students are responsible to keep up with the schedule, discussion boards, assignments and critique criteria and review dates. It is expected that the online and offline work be about 11 hours for 6 credits (5.5 hours for 3 credits) per week.

Further, students will be expected to login the first day of class and regularly. Student logins and online activity will be recorded as part of her/his attendance. Students are expected to participate in online discussions. Questions will be provided centering on appropriate issues as related to the current course topic. Students must make at least three postings per module. For each module, one posting must be in response to a professor's prompt, and additional postings should be in response to a question/comment posted by another student relating to the current module.

Every week, on the same day of the week and time, the class will be an assigned virtual critique time of 2.5 hours to discuss each person's work as a collective. Attendance and participation during these sessions is required and student's work should be complete and ready for discussion.

Face-to-Face Attendance is required three times at weeks 5, 10 and 15 for completion of 6 credits in the course (twice, in weeks 5 and 10 for 3 credits.) Missing any face-to-face sessions is automatic failure for the course. An excused absence for missing these sessions will only be granted for extenuating circumstances and is at the discretion of the professor to grant variance.

Excessive virtual and physical absences and lack of engagement is grounds for failure of the course.

C.3. EVALUATION

The following only apply to programs that are 100% Online or Web-Centric. For related questions, contact the Office of Online and Summer Academic Programs at osap@bgsu.edu (mailto:osap@bgsu.edu).

C.3.1 Describe process to ensure the program uses Quality Matters or similar metric-driven online course design/assessment tools *

All MDes faculty will go through Quality Matters training provided by the CFE. The evaluation system for measuring the quality and effectiveness of the program will be determined by several factors. The program will: track the parallels between student learning outcomes and assessment; administer post-survey evaluations of the student experience at the conclusion of the courses and the degree program; usage of Quality Matters rubrics; record job placement of our graduates; and monitor the development and implementation of thesis/social innovation projects as evidence of the format success.

D. RESOURCE IMPLICATIONS

D.1. FACULTY AND STAFF IMPLICATIONS

The following only apply to programs that are 100% Online or Web-Centric. For related questions, contact the Office of Online and Summer Academic Programs at osap@bgsu.edu (mailto:osap@bgsu.edu).

D.1. Projected list of advisors for the program *

The MDes Faculty would include: Associate Professor and Division Chair of Graphic Design, Jenn Stucker (Focus: Collaborative Models, Creative Placemaking, Design as Artist and Practitioner, Design as Scholarship of Engagement, and the Scholarship of Design Pedagogy); Associate Professor of Graphic Design, Todd Childers (Focus: Typography, Design History, Design Systems and Social Practices); Associate Professor of Graphic Design, Lori Young (Focus: Typography Development, Information Graphics, Semiotic Theory, Civic Engagement); Assistant Professor Andrea Cardinal (Focus: Information Design, Exhibition Design, Time-based Media and Immersive Experiences); and Senior Lecturer of Graphic Design, Amy Fidler (Focus: Community-based Design, Service Learning, Collaboration Design and Systems thinking). The MDes faculty have graduate status and may act as advisors to current and potential graduate students.

Additional support will be provided by the School of Art Graduate Coordinator, Mike Arrigo, along with MDes Faculty listed above.

D.2. Describe how all instructors will be trained in offering online content and online assessments. *

MDes faculty have started development training through the Center for Faculty Excellence (CFE) workshops, specifically on Learning Outcomes and Assessment, Accessibility and Content Creation, and the Active Learning Classroom. Additionally all MDes faculty will complete CFE workshops on Quality Matters, Canvas Communication & Collaboration Tools, Canvas Conferences & WebEx, and Introduction to Online Course Design & Teaching. Currently, MDes faculty Jenn Stucker and Lori Young have earned CFE Teaching + Learning Certificates. Jenn Stucker is a Faculty Associate for the CFE, thus will be a champion for her division to complete all training.

D.3. Will the program be offered in partnership with a third-party commercial online service provider? *

No	∨

E. OTHER INFORMATION

E.1. Provide other information that may be helpful in the review process, as appropriate.

F. ATTACHMENTS

Please click the "Supporting Docs & Reviews" tab to attach/view attachments.

SUBMIT FORM

There are two options below for your proposal. Please find the description below and select the appropriate button.

Save – This option saves your proposal, but does not yet submit it for processing. You will receive an email with a link to retrieve your proposal for further updates and eventual submission.

Submit – When your proposal is complete, please select this option to immediately submit your proposal for processing. After submission, you will no longer have access to edit your proposal, but you will receive an email with a link to review and share your proposal.

SAVE

Master of Design (MDes) in Integrative Design
PROPOSAL

July 31, 2019

Division of Graphic Design / School of Art

Bowling Green State University

TABLE OF CONTENTS

Appendix A – Faculty Matrix and Two-Page Vitae for Each Faculty Member Involved [required]

Appendix B – Course Descriptions [required]

Appendix C – Fiscal Impact Statement [required]

Appendix D – Needs Surveys/Market Analysis [if applicable]

Appendix E – Consultants' Reports [if applicable]

Appendix F – Online/Blended Delivery Form [if applicable; required for State of OH submission]

1. Characteristics of the New Degree Program

a. Brief Description of the Disciplinary Purpose and Significance of the Proposed Degree
[max 300 words]

The field of graphic design is entwined in the information age, the user experience, and the growth of the knowledge and experience economies, further diversifying and expanding this profession's multi-dimensional opportunities and making it more in demand and more demanding. A plethora of name changes reflect a continuous state of flux with titles such as communication design, visual communication, design thinking, social design, experience design, service design, transdisciplinary design, etc., all trying to capture the evolving ethos in design practices. Designers have transitioned from being the last in the chain of decision making to the forefront, and within interdisciplinary teams developing strategies, defining audiences, connecting diverse stakeholders, and innovating products and services with consideration for larger social and cultural contexts. The curriculum of the Master of Design degree addresses the need for flexible and resilient designers versed in emerging tools, methods and processes for taking on collaborative and integrative design problems that reside in a variety of complex systems.

• Rationale for designation [max 100 words]

The Division of Graphic Design of the School of Art in the College of Arts & Sciences at Bowling Green State University propose to institute a new Master of Design (MDes) in Integrative Design degree. The MDes is a recognized degree designation through our accrediting body The National Association for Schools of Art and Design and is widely recognized internationally. This degree designation is currently granted from comparative programs at the University of Michigan, the University of Cincinnati, Carnegie Mellon University, Harvard, Columbus College of Art + Design and the University of Washington, as well as from a variety of International institutions.

• Definition of the focus of the program [max 300 words]

The MDes Integrative Design, a 60-hour terminal degree, provides a combination of theoretical and practical curriculum to develop adaptive, strategic, and collaborative educators, innovators, and leaders who address complex problem-solving including creating connective, human-centered design experiences. Topics in design research and methods, complex systems, context and culture, integrative strategies, theory and implementation, and collaborative design studio intensives shape the focus of this program.

b. Total Credit Hours
60 Hours, compliant with NASAD, our accrediting body.

c. Typical Length of Time to Complete the Program
2 Years full-time. We also offer two types of 3-Year plans, one without summer study and one with summer study. All MDes program models include study during winter session.

d. Proposed Initial Date for Implementation
Fall 2021

e. Primary Target Audience for the Program [max 300 words]

The Master of Design (MDes) degree in Integrative Design is a low-residency, online hybrid program that supports the growing need for more designers with creative, adaptive, and strategic skills for doing interdisciplinary work and research for corporate and non-profit partners facing ever-changing communication complexities. This degree will attract and guide individuals who want to extend their impact, experiences and marketability within the design profession as well as those interested in or migrating into the design discipline for the purposes of taking on integrative design problems that reside in a variety of complex systems. Recruitment will focus on graphic design professionals in design businesses, the nonprofit sector, higher education and international settings serving US markets.

f. Special Efforts to Enroll and Retain Underrepresented Groups [max 500 words]

The division will work with the Graduate College and their Diversity Scholarship Program to increase enrollments of underrepresented groups. To retain this population successfully, we will guide our students toward participation in Project Search, a Graduate College program designed to assist underrepresented populations to succeed in graduate work.

BGSU is a McNair Scholars Institution. Ronald E. McNair Post-Baccalaureate Achievement Scholars Program is for first generation, low-income students or students who are from a group underrepresented at the doctoral level (e.g., African-American, Latino-American, or Native American). The MDes in Integrative Design will publicize this program to peer undergraduate programs, including HBCU and HSI's, in graphic design and design related fields to encourage minority students to apply. Online advertising and promotions of our program will include a broad base, such as, the Organization of Black Designers (OBD), Diversity x Design conferences, Association of Hispanic Advertising Agencies and Association of Latino Professionals for America.

Inspired by the "Inclusive Competitiveness: Empowering Underrepresented Ohioans to Compete in the Innovation Economy" report by the Ohio Board of Regents, published October 2014, our strategic plan is to, first: cultivate relationships with other stakeholders in social, human and education services organizations in areas serving underrepresented students. Second, the division will support the School of Art in diversity action plans. Third, we will align the education and training offerings to job opportunities, both current and future, so students will get a return on their investment in terms of wages earned. Fourth, the BGSU Graphic Design Division will work closely with the BGSU Office of Multicultural Affairs to explore options to create a design-specific scholarship research resource center specifically for underrepresented target groups, plus utilize the office's current supportive resources for our students. Fifth, the division of Graphic Design will continue to bring a diverse representation of speakers and workshops to our campus to reflect a more inclusive environment of design practice. In the last few years we have hosted Gail Anderson, John Jennings, Antionette Carroll, Jacinda Walker and will host Maurice Cherry in Fall of 2019.

2.   Institutional Planning for the Program

[Also attach Needs Surveys/Market Analysis as Appendix if applicable]

a. Physical Facilities and Equipment and Staff Needed

Physical Facilities: Nearly all graduate students to the MDes will be working professionals with use and access to their own hardware and software, thus we anticipate low use of our physical resources. As a majority of degree content will be completed online, studio spaces for MDes graduate students will not be provided. Limited storage of in-progress physical projects will be provided as needed and with permission of the MDes faculty.

To support on campus meetings, the program will be supported by the School of Art, which is housed in the Fine Arts Center and the Wolfe Center with some of the most advanced art facilities supporting the latest computer and production technology in the region. The Graphic Design Division has state of the art computer labs in both the Fine Arts Center and the Wolfe Center outfitted with the latest design software, Adobe OpenType typeface Library, scanners and high-resolution video equipment. Graduate students will have 24-hour access to the GD labs as needed.

Additional facility resources to support physical work includes the School of Art Integrated Shop where graduate students will have access to use machines/tools for fabrication. Students will have access to laser cutters, a Shopbot CNC machine owned by the division, 3D printers and access to large format printing through the School of Art mCap lab. Other equipment is available through the Collab Lab on campus and the Big FabLab in the city of Bowling Green. Access to this wide-range of technologies and equipment will give any MDes student ample opportunity to formally create tangible components for their thesis exhibition.

Staff needed: The division of Graphic Design recently hired a new tenure-track faculty member to support current undergraduate Design courses and graduate course needs for this impending program. As the program grows an additional hire will likely be necessary. See *MDes_StaffingProjections.pdf* attachment. The division has submitted

this course staffing plan, which has been reviewed and approved by the Director of the School of Art. The plan has also been reviewed and approved by the Dean of the College of Arts and Sciences.

The regulated admittance and selective size of the cohort group will place minimal need on existing resources while generating new income. All students enrolled into the program will be self-funding and working primarily with their own equipment and home facilities.

b. Evidence That a Market for the New Program Exists [max 500 words. How has estimated program demand been factored into realistic enrollment projections? How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?]

Intregrative design is a fairly new title, thus designers are often exposed to the field through their undergraduate study of graphic design or from working in design related field. The title "Graphic Designer" is a general term and doesn't accurately fit the many industries employing similar qualifications. A sampling of AIGA: The Professional Association for Design Survey of Design Salaries in 2014 gives the median salary for designer (print or web) at $46k; design managers at $76K; freelance contractor working through a staffing agency at $54K, user experience designer at $80K and creative directors at 100K.[1] AIGA posts verify that the national average annual salaries for designers continues to grow. The annual salaries for 2017 from Creative Group (TCG) a creative staffing organization lists visual designers $66-99K and web designers 83-118K.[2] The U.S Bureau of Labor Statistics (BLS) shows the median income for a graphic designer is $47,640K and an art director is $89,820K.

Employers are hiring designers and visual communicators in a wide variety of industry sectors such as advertising, online business, food and beverage, finance, healthcare, government, publishing, IT, customer care, web, technology, manufacturing, marketing, media, insurance, telecommunications, military, consulting, education, and much more. There is no shortage of opportunities for employment with design related skills, particularly skills that incorporate integrative thinking, leadership, management, and critical thinking, such as: Hybrid Designer, Art Director, Brand/Product Manager, **Content Strategist *(5.4%)*,** Content Manager, Creative Director, Digital Marketing Manager, Digital Project Manager, **Digital Strategist *(4.6%)***, Graphic Designer, Environmental Designer, Information Graphics Designer, Interactive Art Director, Interaction Designer, Instructional Systems Designer, Marketing Director, **MarCom Manager *(4.2%)*,** Media Director, Motion Designer, Multimedia Designer, Package Designer, Presentation Specialist, Production Artist, **Project Manager *(4.6%)*,** Proposal Specialist, Public Relations Director, Public Relations Manager, Public Relations Communication Specialist, Social Media Manager, Social Media Specialist, User Experience Designer, Vice President of Marketing, Vice President of Public Relations, and **Visual Designer *(5.3%)*.**

Bold type denotes top creative and marketing jobs to watch in 2017– 2019 and their growth from 2016. The positions align with the skills of an integrative designer. *Sources: The Creative Group's (TCG) 2017, 2018 and 2019 Salary Guides.*

Taken from current job postings at Aquent.com, Career.com and AIGA design jobs. The overwhelming applicants are asked to "Apply conceptual thinking to create world-class digital services across multiple platforms; Smartly bringing together user needs, business goals and technical realities; Exceptional problem solving; Ability to think critically/analytically; Strong presentation skills; Excellent people skills with comfort/confidence in client facing role; Strong level of detail, problem solving and organizational skills; Advanced design skills and business acumen; Evolve a brand to the look of a market leader; Raise the bar with thought provoking imagery with a focus on printed materials; Brainstorming, concepting, layout, production and presentation; Understand outcomes of project, audience, schedule, necessary resources; Recommend alternative design ideas for communications when needed." The MDes curriculum is designed to graduate students with the types of skill required to be a successful design profession, ready for more complex roles, specifically design leadership.

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[1] http://designsalaries.aiga.org/#position/design-manager

[2] https://www.roberthalf.com/creativegroup/salary-center-for-creative-and-marketing-professionals

Regionally, there is strong interest in the program by employers and designers wishing to participate further study, (see attached support letters from NW Ohio agencies). A survey of 153 recent BGSU graphic design and visual communication technology alumni reveals a strong interest in an advanced degree in Design, with 53 (35%) indicating an interest and/or are considering enrolling. Of that group, 11 respondents expressed an interest in being contacted immediately (see attached support letters from prospective students.)

- **Student interest and demand**

The BGSU MDes Integrative Design program is responsive to the increased interest by commerce and social sectors in design leaders by developing strategic design thinkers and innovators who are working at levels focused on the big picture of authenticity, impact and value. According to InVision's 2019 Product Design Hiring Report found "70% of people managers increased the headcount of their design team in the past year. 92% of companies who rank at the highest levels of design maturity can draw a straight line between the efforts of their design team and their organization's revenue. Survey respondents expect their design teams to grow over the next year by an average of 21%. Design is reshaping product development and corporate portfolios at nearly 70% of companies." Additionally, research in "The Business Value of Design" by *McKinsey Quarterly* reported, "the best businesses with design at the heart of their business increase their revenues and shareholder returns at nearly twice the rate of their industry counterparts."

Additionally, according to the 2018 economic impact study by the Ohio Citizens for the Arts Foundation (https://ohiocitizensfortheartsfoundation.org/), the creative industry contributes $41 billion in economic activity while supporting nearly 290,000 jobs annually, and every creative category has experienced an increase in output since 2015. Ohio creative industries generate 4.5 billion in federal, state and local tax revenue annually. The report also outlines, "A region's creative "buzz" plays a large role in the decision-making process of firms looking to expand or relocate." BGSU's MDes program can be an integral player in leveraging design for positive local and regional impact.

- **Institutional need**

The MDes degree will allow us BGSU to expand its role in the design field. The undergraduate graphic design program is well respected in the state and the only one of its quality in the region. The addition of a graduate degree in design will add value to BGSU's offerings and its presence as an institution contributing to integrative design thinking and innovation. The School of Art's strategic plan is aligned with the University's Focus on the Future strategic plan. The MDes program supports these objectives in several ways. Objective number one, "redefining student success" is met through the unique delivery of a hybrid program for an innovative learning experience, as well as creative research focus that connects with the ideals of meaningful and productive lives. The MDes of Integrative Design will encourage collaborative and interdisciplinary partnerships with corporate and non-profit sectors, which supports BGSU's strategic goal four, advancing our impact through engagement. As the Integrative Design degree tackles complex human-centered programs, public good is at the heart of the degree purpose, whereby we intend to widely tell these stories.

- **Societal demand**

In tandem with BGSU's Focus on the Future Strategic Plan of Objective 2, *Increasing and Connecting our Research and Creative Activities for Public Good*, the MDes Integrative Design program is poised to support these ideals. The MDes program is aimed at creative problem-solving and research study in a variety of social, technological, economic, political and environmental aspects that impact the human experience. Through collaboration and strategic thinking, integrative designers will be at the forefront in approaching today's most challenging and complex problems in climate change, healthcare, education, diversity and equity, poverty, and globalization. The job market seeks people with a strong training in collaboration, strategic thinking, design research methods, and social innovation. The design of this new degree program will provide graduates with strong skills and perspectives in areas related to these complex issues for the public good.

- **Scope**

Today's market is looking for designers with integrative design expertise. In our fast-paced and ever-changing world, Integrative Designers are able to aggregate and maximize the interconnectedness of today's complex

systems through the examination of research, application of methods, and collaborative approaches to create specific and effective solutions. This program intends to partner with corporate and non-profit sectors, diverse professions and educational sectors and students to deconstruct challenging questions and identify viable outputs. Through deep research and investigation this program incorporates design studio with other disciplines of digital technologies, business, science, data science, public policy and education to manifest innovative solutions in integrative design teams, for information design, experience design, service design and/or social impact design. The program's multifaceted approach to design education creates a cross-disciplinary collaborative program is attractive to professionals looking to incorporate creative approaches in their work or companies. This specific and highly sought-after integration is understood in industry as the cornerstone of innovation as indicated by benchmarking, research of similar programs, and successful graphic design alumni careers.

3.   Statewide Alternatives

[max 300 words]

There are few other institutions in the United States offering the MDes degree. Nationally, there are Integrative Design programs at other universities at Harvard (design studies), the University of Washington, California College of the Arts (interaction design), the School of the Art Institute of Chicago (designed objects) and Carnegie Mellon (communication planning and information design). BGSU's MDes in Integrative Design would be the most affordable program and ONLY hybrid online MDes degree in the country. These unique features will allow our program to attract a broad base of students from many regions.

a.   Programs available in other Ohio institutions [include how they may differ from the program being proposed]

Currently two programs are offered in the State of Ohio: The University of Cincinnati (public) and Columbus College of Art + Design (private). The next closest institution is the University of Michigan. All of these institutions are more expensive than BGSU and do not offer the flexibility for working professionals due to residency requirements. Academically, our program will be mining from the strengths of our faculty who are highly engaged designers in civic and community-engagement work.

b.   Appropriateness of specific locale for the program

In Northwest Ohio, BGSU boasts the strongest undergraduate graphic design progam in the region. Agencies in the Toledo area consistently hire our graduates within weeks of their graduation from our program. The offering of the MDes Integrative Design program will be attractive to students in the Toledo and NW Ohio region, but because of its hybrid, low residency requirement will be inticing and easily accessible to students across the country and the world. Additionally, as BGSU has recently started its Data Science Masters and PhD programs, this will provide a significant opportunity to connect graduate students to interdisciplinary research in data science and visual design aimed at examining complex social problems.

c.   Opportunities for inter-institutional collaboration

Information about this new MDes program will be shared with other institutions of higher education, especially those who are in close proximity. Where and when applicable, we hope to encourage collaborative efforts among the institutions and will also invite their interested undergraduate students to apply to this program. There are two other MDes programs in the State of Ohio, which might provide our program with opportunities to collaborate.

4.   Growth of the Program

[max 200 words]

The students for the program will come from four primary groups, all with undergraduate degrees in graphic design or related fields aiming to prepare for leadership roles in the field:
1) professionals in design businesses seeking new design, creative and digital technology skills;
2) design professionals in the nonprofit sector requiring new skills in design for social impact;
3) designers who intend to take up teaching careers in higher education; and
4) international students seeking design skills applicable in countries serving US markets.

5) recent undergraduates who wish to continue their studies in order to enhance both their knowledge and marketability.

A minimum of seven participants will be admitted annually, building to a cohort of 19 students over the three-year program. We are optimistic about this program thus enrollment number is expected to grow. The goal is for part-time students to move through the program as a cohort in three years (with summers). A two-year full-time model also available. We estimate 12 part-time students will annually apply to the program. Case-by-case exceptions to students without the degree requirement will be made to accommodate individuals who demonstrate a wealth of practical experience and background as employees in the design field.

5. Curriculum and Instructional Design

[Also attach Course Descriptions as Appendix]

a. Admissions Procedures and Requirements

All candidates completing the application process will be evaluated by the Division of Graphic Design, the Graduate Coordinator and Graduate Faculty representatives from the School of Art. On the basis of the Admissions Team's evaluation of the applicant's academic profile and assessment of the applicant's likelihood for success in the MDes degree program by reviewing transcripts, resume, personal statements, and recommendation letters in a holistic manner, and a portfolio of work, the program's Graduate Coordinator will make a recommendation for admission to the Graduate College and the Graduate College would then grant admission if all requirements are met.

Applicants will submit a letter of intent, digital portfolio consisting of 10-15 recent works/examples /contributions, resume and three letters of recommendation denoting competencies in creative thinking, problem-solving and leadership skill sets. The letter of intent should draw a correlation between applicants work, thinking and processes to illuminate their ability to develop creative work through visual and critical research and the motivation to explore and experiment while focusing on their studies. Prospective students should ideally demonstrate an ability to develop creative work through extensive visual and critical research and motivation to explore and experiment while focusing on their studies.

b. Prerequisites [if applicable]

It is recognized that students will enter the program with different experiences and backgrounds. Some, without previous professional design work experience or an undergraduate degree in design, may need to complete additional coursework prior to or shortly after entering the program. Prerequisite coursework includes experience in visual design courses with technical proficiency in the Adobe Software. Students lacking this background will need to take courses before beginning the program and will be counseled through process.

c. Proposed Curriculum [create a table listing your curriculum, including course numbers, titles, and credit hours, and categorize them as required vs. electives as appropriate and identify if any will be new courses

Highlight indicates new courses. Italics listed in electives indicate courses we are waiting on official permission to include.

DEGREE REQUIREMENTS (minimum 60 hours)

Integrative Design Studio Core

(36 credit hours within the Design division)
HRS
_____ **DSGN 5020** Integrative Design Studio I:
Complex Systems (6)
_____ **DSGN 5020** Integrative Design Studio II:
Context + Culture (6)
_____ **DSGN 6020** Integrative Design Studio III:
Integrative Strategies (6)
_____ **DSGN 6020** Integrative Design Studio IIII:
Theory + Implementation (6)
_____ **DSGN 6050** Collaborative Design Studio I:
Social Innovation (6)
_____ **DSGN 6050** Collaborative Design Studio II:
Social Innovation (6)

Integrative Design Research Core

(9 credit hours within the Design division)
_____ **ARTD5010** Graphic Design History + Integrative
Models (3)
_____ **ARTD5015/DSGN5015** Design for Social Impact (3)
_____ **DSGN 5000** Design Research + Methods (3)

Integrative Design Thesis Project

(3 credit hours within the Design division)
_____ **DSGN 6130** Exhibition Project + Oral Defense (3)

_____ **Subtotal**

Electives

(12 credit hours) Chose from*:
HRS
_____ **ART 6930** Pedagogy & Research Studio
_____ **ARTH 6030** Seminar in American Culture Studies
_____ **ARTH 5650** Critical Issues in Art and Technologies
_____ **ARTH 5690** Critical Issues in Modern and
Contemporary Art
_____ **ART 6010** Contextualizing Practice and Research
_____ **ARTC 5000** Special Topics in Digital Arts
_____ **ARTC 5030** Digital Art Development
_____ **ARTC 5410** Collaborative Multimedia Development
_____ **ARTE 6010** Perspectives in Visual Arts Education
_____ ***ETHN 6200*** Theories of Race Relations, Ethnicity
and Multiculturalism
_____ ***ETHN 6400*** Women and Globalization
_____ ***ETHN 6500*** Sexuality, Race and Nation
_____ **MBA 6080 or MBA6080P*** Leading for
Organizational Development (*extra fee)
_____ **MBA 6100** Challenges and Responses of the
Global Firm
_____ **MC 5610** Audience Research
_____ **MC 5670** Gender, Media and Culture
_____ **POLS 5040** 20th Century Political Thought
_____ **POLS 5600** Law and Society
_____ **POLS 5430** Mass Media and Politics
_____ **POPC 6610** International Popular Culture
_____ **POPC 6660** Television as Popular Culture
_____ **SOC 5200** Techniques of Demographic Analysis
_____ **WS 6800** Topics in Women's Studies
* other interdisciplinary electives can be proposed by the student as substitution to the above list.

_____ **Subtotal**

d. **Description of Required Culminating, or Intergrated Learning, Experience** [max 500 words]

The MDes in Integrative Design is a terminal degree in the design discipline and requires significant course work of design research, theory and methods through individual and collaborative projects addressing complex problem-solving through creating connective, human-centered design experiences culminating in an oral defense and thesis exhibition.

e. **Learning Outcomes and Assessment** *[4-8 outcomes suggested. Add rows as needed. An assessment strategy can be used to assess more than one outcome. List corresponding learning outcome(s) in parentheses next to each assessment (e.g., {LO1, LO4}).]*

Learning Outcomes	Assessments
1. Develop researchable questions that are appropriately scaled to time, resources, and expertise	1. Literature reviews, presentations, and research papers on theorectical integrations, case studies in DSGN 5000, 5015, 5020, 6020 and 6050. (LO 1, 2, 6 + 7)
2. Apply research methods and quality standards that are consistent with academic investigations and/or the constraints of professional practice	2. Literature reviews, research proposal and research paper on theorectical integrations, case studies in DSGN 5000 and 5015 (LO 1, 2 + 7)
3. Construct tools, methods, and processes for investigating design solutions	3. Written proposals, development a design projects that includes the investigation of design tools and methods, the creation of a visual diagrams to represent a journey, project presentations; DSGN 5020, 6020 and 6050 (LO 1–7)
4. Develop collaborative processes for working in interdisciplinary teams	4. Collaborative projects in DSGN 5020, 6020 and 6050 (LO 1–7)

5. Define and develop economically and ethically viable models for social innovation	5. Research and development of solutions that includes research of ethics, equity, diversity and authenticity; DSGN 6050 (LO 1–7)
6. Analyze data-aware tools and methods that trace behaviors to identify meaningful information in response to the needs of the user	6. Completion of research and design projects in DSGN 5020 and 6130 which reframe complexity as it relates to an individual's experience, the relationship of an individual to data-aware tools and the investigation of design solutions. (LO 1, 2, 6 + 7)
7. Analyze how modern visual and spatial design practices with social impact, and their histories and theories portray societal values	7. Research Paper: Design Practices in Societal Values in DSGN 5015 (LO 1, 2, + 7)
8. Design a MDes thesis show/event/project aimed at complex social issues; write a thesis paper defending work	8. Writing, proposal, design and creation of culminating project in DSGN 6130. (LO 1–8)

6. Institutional Staffing, Faculty, and Student Support

[Also attach Faculty Matrix and Two-Page Vitaes as Appendix]

a. Faculty [How many and what types of faculty (full-time and part-time) will be employed in the program? Describe how the number and type of faculty is sufficient to support the program, especially if the program contains a research or heavily mentored activity. How many, if any, new faculty will be hired for the program?]

Currently there are five full time Graphic Design faculty. The following faculty members are currently teaching and doing creative research in the design domains and hold graduate teaching status in the School of Art to participate in teaching courses and advising of MDes students.

The MDes Faculty would include: Associate Professor and Division Chair of Graphic Design, Jenn Stucker (Focus: Collaborative Models, Creative Placemaking, Design as Artist and Practitioner, Design as Scholarship of Engagement, and the Scholarship of Design Pedagogy); Associate Professor of Graphic Design, Todd Childers (Focus: Typography, Design History, Design Systems and Social Practices); Associate Professor of Graphic Design, Lori Young (Focus: Typography Development, Information Graphics, Semiotic Theory, Civic Engagement); Assistant Professor Andrea Cardinal (Focus: Information Design, Exhibition Design, Time-based

Media and Immersive Experiences); and Senior Lecturer of Graphic Design, Amy Fidler (Focus: Community-based Design, Service Learning, Collaboration Design and Systems thinking).

As the program grows an additional hire will likely be necessary. See *MDes_StaffingProjections.pdf and Fiscal Impact Statement* attachment for current staffing coverage and future staffing plans.

   b. Administrative arrangements [where will the program be administratively housed?]
The MDes Integrative Design program will be housed administratively in the Graphic Design Division of the School of Art in the College of Arts & Sciences.

[Please see Part A.II. of the CCGS guidelines (pages 8-9) if the new degree program is an entry-level graduate program, professional graduate program, or professional science masters for additional proposal sections needed.]

CCGS Guidelines + Procedures (pages 8 + 9)

1. Academic Quality

b) In addition to the analysis given in the first paragraph above under Part A, Section II.B.1.a for **professional graduate degree programs**, *academic quality assessment will also focus on the adequacy of the answers provided in response to the following questions:*

I. What admission criteria, in addition to the traditionally required transcripts, standardized test scores, letter of recommendation, and personal statements of purpose, are relevant to assess the potential for academic and professional success of prospective students? Will there be special consideration of student experience and extant CCGS Guidelines and Procedures 9 practical skills within the admission process? If so, please elaborate.

All candidates completing the application process will be evaluated by the Division of Graphic Design, the Graduate Coordinator and Graduate Faculty representatives from the School of Art. On the basis of the Admissions Team's evaluation of the applicant's academic profile and assessment of the applicant's likelihood for success in the MDes degree program by reviewing transcripts, resume, personal statements, and recommendation letters in a holistic manner, and a portfolio of work, the program's Graduate Coordinator will make a recommendation for admission to the Graduate College and the Graduate College would then grant admission if all requirements are met.

Applicants will submit a letter of intent, digital portfolio consisting of 10-15 recent works/examples /contributions, resume and three letters of recommendation denoting competencies in creative thinking, problem-solving and leadership skill sets. The letter of intent should draw a correlation between applicants work, thinking and processes to illuminate their ability to develop creative work through visual and critical research and the motivation to explore and experiment while focusing on their studies. Prospective students should ideally demonstrate an ability to develop creative work through extensive visual and critical research and motivation to explore and experiment while focusing on their studies.

It is recognized that students will enter the program with different experiences and backgrounds. Some, without previous professional design work experience or an undergraduate degree in design, may need to complete additional coursework prior to or shortly after entering the program. Prerequisite coursework includes experience in visual design courses with technical proficiency in the Adobe Software. Students lacking this background will need to take courses before beginning the program and will be counseled through process.

ii. Is field/clinical experience subsumed within the academic experience? If so, how does that experience relate to the academic goals of the professional graduate degree program? Provide a description of the involvement of supervisory personnel. Describe the nature of the oversight of the field/clinical experience by the academic department. Provide an outline of the anticipated student activities as well as student requirements.

Field experience is incorporated into the curriculum through two sections of Collaborative Design Studio in Social Innovation during Winter Session. These courses will work with corporate and non-profit sectors to critically study problems and explore solutions to social challenges through an intensive three-week collaborative studio workshop held on-site in BGSU's Fine Arts Center and CollabLab located in Jerome Library. Oversight of the field experience will be conducted by the assigned faculty member for the course, who will be present for all class and partnership meetings.

Field experience in Social Innovation activities includes:
- Working with partners to develop clarity and purpose, detail, craft and overall design visualizations in reframing complexity;
- Investigation of design solutions aimed at viable possibilities;
- Investigation of economically and environmentally responsible solutions;
- Development of solutions that includes research of ethics, equity, diversity and authenticity;
- Project presentation demonstrating skills in leadership, communication and negotiation.

iii. Are the faculty qualifications associated with the professional graduate degree program appropriate for such faculty? Provide the specific qualifications for such faculty.

All MDes Faculty have professional experience in client based work in the corporate and non-profit sectors through current practice. The MDes Faculty are engaged in various levels of civic, community-based, collaborative and immersive experiences utilizing design thinking and integrative models.

The MDes Faculty would include: Associate Professor and Division Chair of Graphic Design, Jenn Stucker (Focus: Collaborative Models, Creative Placemaking, Design as Artist and Practitioner, Design as Scholarship of Engagement, and the Scholarship of Design Pedagogy); Associate Professor of Graphic Design, Todd Childers (Focus: Typography, Design History, Design Systems and Social Practices); Associate Professor of Graphic Design, Lori Young (Focus: Typography Development, Information Graphics, Semiotic Theory, Civic Engagement); Assistant Professor Andrea Cardinal (Focus: Information Design, Exhibition Design, Time-based Media and Immersive Experiences); and Senior Lecturer of Graphic Design, Amy Fidler (Focus: Community-based Design, Service Learning, Collaboration Design and Systems thinking).

iv. How does accreditation by the appropriate professional organization relate to the academic curriculum and experience outlined in the program plan? Describe the specific aspects of the program plan, if any, that are necessary to achieve professional accreditation. Is completion of the degree program required for professional accreditation in the field?

The National Association for Schools of Art and Design, our granting body for the School of Art, requires 65% of the terminal degree to include studio coursework. Our MDes in Integrative Design meets this standard by requiring 40 credit hours through the Integrative Design Studio Core. The completion of the degree is not required for professional accreditation in the field.

v. How are theory and practice integrated within the curriculum?

The MDes Integrative Design curriculum is a combination of theoretical and practical study in emerging tools, methods and processes in design thinking and making through the lens of complex systems that reside in contemporary problems. Studio course work in DSGN 5020: Integrative Design Studios I + II (Complex Systems, Context and Culture) and DSGN 6020: Design Studio III + IV (Integrative Strategies, Theory and Implementation) are aimed at theoretical and future-casting solutions to complexity, while DSGN 6050: Collaborative Design Studio in Social Innovation are intended to apply and practice integrative design work.

vi. What is the national credit hour norm for this degree program in your field? How was this norm derived? Is the number of credit hours required for graduation influenced by mandated professional experiences? If so, how?

The Master of Design (MDes) is a 60-hour terminal degree and is a recognized designation through our accrediting body, The National Association for Schools of Art and Design (NASAD.) The MDes designation is widely recognized internationally and is currently granted nationally from comparative Integrative Design programs at the University of Michigan, the University of Cincinnati, Carnegie Mellon University, Harvard, Columbus College of Art + Design and the University of Washington. The number of credit hours is not mandated by professional experiences.

vii. Describe the required culminating academic experience and how it will contribute to the enhancement of the student's professional preparation.

The MDes in Integrative Design requires significant course work of design research, theory and methods through individual and collaborative projects addressing complex problem-solving through creating connective, human-centered design experiences culminating in an oral defense and thesis exhibition/project. This program, aimed at developing a holistic design thinker, is responsive to the increased interest by commerce and social sectors in design leaders by developing strategic design thinkers and innovators who are working at levels focused on the big picture of authenticity, impact and value.

CULTY MATRIX

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, licate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below). **A copy of each faculty member's 2-ge CV must be included with this matrix as an appendix item.]**

Name of Instructor	Rank or Title	Full-Time or Part-Time	Degree Titles, Institution, Year Include the Discipline/Field as Listed on the Diploma	Years of Teaching Experience In the Discipline/ Field	Additional Expertise in the Discipline/ Field (e.g., licenses, certifications, if applicable)	Title of the Course(s) This Individual Will Teach in the Proposed Program Include the course prefix and number
Jenn Stucker	*Associate Professor*	*FT*	*BFA, BGSU, 1997 Graphic Design* *MFA, Eastern Michigan University, 2008 Graphic Design*	*21 years*		DSGN 5020: Design Studio 1 and 2 DSGN 6020: Design Studio 3 and 4 DSGN 6050: Social Innovation
Todd Childers	*Associate Professor*	*FT*	*BED, North Carolina State University, 1986 Visual Design* *MFA, California Institute of the Arts (CalArts), 1993 Visual Communication*	*24 years*		DSGN 5010: Graphic Design History and Integrative Models (alternate)
Lori Young	*Associate Professor*	*FT*	*BFA, University of Michigan, 1989 Art* *MA, Eastern Michigan University, 1998 Graphic Design* *MFA, Eastern Michigan University, 2005 Graphic Design*	*26 years*		DSGN 5010: Graphic Design History and Integrative Models DSGN 6130: Design Thesis Exhibition and Defense

Andrea Cardinal	Assistant Professor	FT	*BA, University of Michigan, 2003 Art History* *BFA, University of Michigan, 2003 Graphic Design* *MFA, Cranbrook Academy of Art, 2009 2D Design*	8 years		DSGN 5000: Design Methods
Amy Fidler	Senior Lecturer	FT	*BFA, BGSU, 1997 Graphic Design* MFA, School of the Art Institute of Chicago, 2004, Visual Communication	15 years		DSGN 5015: Design for Social Impact

JENN STUCKER

106 Fine Arts Center // Bowling Green State University
Bowling Green, Ohio 43403 // 419.372.2160 // jstuck@bgsu.edu

ACADEMIC DEGREES

May 2008	Master of Fine Arts – M.F.A. / Graphic Design Eastern Michigan University (EMU) / Ypsilanti, MI
May 1997	Bachelor of Fine Arts – B.F.A. / Graphic Design Bowling Green State University (BGSU) / Bowling Green, OH

ACADEMIC POSITIONS

2017–Present	Associate Professor / Fall 2016–present // Division Chair BGSU School of Art / Division of Graphic Design // Bowling Green, OH
2011–2017	Assistant Professor
1998–2011	Instructor BGSU School of Art / Division of Graphic Design // Bowling Green, OH

NON-ACADEMIC POSITIONS

1997 –	Graphic Designer/Owner // SiSU Design / Personal Design Practice Bowling Green, OH /www.sisudesign.com
2005 – 2006	Graphic Designer // TRUE Visionary Marketing / Marketing Firm 504 Flint Street / Jonesboro, AR
1997 – 2001	Art Director + Designer // Mitchell & Co. / Integrated Marketing Firm 136 N. Summit / Toledo, OH

TOPICS TAUGHT

Graphic Design Thinking, Graphic Design Theory, Graphic Design Senior Thesis, Senior Studio in Graphic Design , Cross-Disciplinary Collaborations in Whole Brain Problem Solving, Principles of Typography, Principles of Graphic Design, Three-Dimensional Graphic Design, Sustainable Graphic Design, Problem Solving Using Technology, Packaging Design, Visual Design at SACI in Florence, Italy, and Introduction to Art (for non-majors)

RESEARCH/CREATIVE WORK

Scholarship of engagement through creative placemaking and collaborative models of making; Scholarship of design pedagogy; and investigations in personal narratives

FUNDED PROJECTS

2016	***$10,000 / Nuts + Bolts / AIGA Design Educators Conference*** Co-awarded with Amy Fidler / AIGA Design Educators Community Steering Committee
2015–16	***$37,500 / The Sit & Tell Project*** $30,000 in-kind // MTS Seating / 100 Chairs $5,000 // Toledo Community Foundation $2,500 // Communica
2011	***$64,000 / The You Are Here Project*** $38,000 in-kind // Hanson Inc. / App and Web development $26,000 // City of Toledo's 1% for Art Programs administered by the Art in Public Places Committee of the Toledo Arts Commission
2010	***$10,000 / response_ability / AIGA Design Educators Conference*** Co-awarded with Matt Davis and Amy Fidler / Adobe Grant
2009	***$25,000*** ***The Urban Forest Project*** Co-awarded with Amy Fidler / City of Toledo's 1% for Art Programs administered by the Art in Public Places Committee of the Toledo Arts Commission

SELECT PUBLICATIONS OF CREATIVE WORK

2019 *(forthcoming)*	Tegtmeyer, R. and Maxwell Lane, M., *COLLAB + DESIGN EDUCATION /* publisher Bloomsbury Press / two case studies selected*: **Shrinking the Distance for a Curious Exchange** (collaborator Rick Valicenti) and **Intersections of Collaborative Exchange and Hyperteaching** (collaborator Amy Fidler)
Nov 2017	Sherin, A., *Introduction to Graphic Design: A Guide to Thinking, Process and Style* London UK: Bloomsbury Press / "Design in Action" Section for **The You Are Here** p. 44-45
Nov 2018	*2018 GD USA* American Graphic Design Awards / Certificate of Excellence **12 Commandments** poster series / 10,000 entries received / only 10 percent received recognition / Kaye Publishing Corp. / p. 202
Oct 2018	*48th Creativity International Print & Packaging Design* Awards / Silver Award **12 Commandments, Proceed** + **Be Bold** poster series / Entries from 25 Countries
Feb 2018	**People to Watch 2018** / *Graphic Design USA (GD USA) Magazine / p.48* http://gdusa.com/peopletowatch2018/jenn-stucker
Sept 2017	*2017 GD USA* Awards / Certificate of Excellence / **The Sit&Tell Project** materials just under 10,000 entries received / only 15 percent received recognition

SELECT CONFERENCE PRESENTATIONS

May 2019	**Colleagues, Classrooms and Communities:** **Lessons in the Ups and the Downs of Collaborative Work** UCDA Design Education Summit / East Tennessee State University Johnson City, Tennessee
Aug 2018	**Community Engagement Design Projects Utilizing Hybrids of Digital and Physical Experiences for Enriching Social Participation** Ohio Campus Compact Annual Meeting / Ohio State University / Columbus, OH
May 2018	**Stepping Up and Inspiring Change: How Good Design Works in Toledo** Co-authored with Amy Fidler UCDA Design Education Summit / Youngstown State University / Youngstown, OH
May 2017	**I YOU / YOU ME : The Meaning of The Material** UCDA Design Education Summit / Kutztown University of Pennsylvania Kutztown, Pennsylvania
May 2016	**A Ripple in the Pond: Inspiring Students to Throw Themselves into Leading Positive Change in Their Communities** UCDA Design Education Summit / Kean University / Union, New Jersey
Apr 2015	**Inner & Outer Learning Spaces :: Small Worlds, Coincidence and Serendipity** *Spaces of Learning* :: AIGA Design Educators International Conference Toronto, ON, Canada
May 2015	**Collaboration ≠ Less Work :: Redefining Perceptions for Promotion and Tenure** UCDA Design Education Summit / South Dakota State University Brookings, South Dakota
Feb 2015	**You Are Here and There : A Case Study of Design Shaping a Sense of Place** Design Studies Forum panel presenter / College Art Association (CAA) / New York, NY
Sept 2014	**Intersections of Collaborative Exchange and Hyperteaching** Co-authored & co-presented with Amy Fidler *New Ventures* :: AIGA Design Educators National Conference / Portland, OR

Lori Young, (Abbreviated CV)

School of Art, 1000 Fine Arts Center, BG, OH 43403
419-372-7763; lyoung@bgsu.edu

ACADEMIC DEGREES

2005	Master of Fine Arts, Eastern Michigan University, Ypsilanti, MI
1998	Master of Arts, Eastern Michigan University, Ypsilanti, MI
1989	Bachelor of Fine Arts, University of Michigan, Ann Arbor, MI

ACADEMIC POSITIONS

2007–Present	Associate Professor, Bowling Green State University
2011	Guest Instructor, SACI , Florence, Italy
2008–2009	Visiting Instructor, Watkins College, Nashville, TN
2001–2007	Assistant Professor, Bowling Green State University
2006	Visiting Instructor, Watkins College, Nashville, TN
2000–2001	Instructor, Bowling Green State University
1999–2000	Lecturer, Wayne State University
2000	Adjunct Faculty, Washtenaw Community College
1995	Adjunct Faculty, Washtenaw Community College
1996–1999	Adjunct Faculty, Center for Creative Studies
1992–1999	Adjunct Faculty, Davis College

NON-ACADEMIC POSITIONS

1992–Present	Designer/ Proprietor, Les Cheneaux Design Type, LLC, Bowling Green, OH
2004–2005	Craft Event Coordinator, Michaels, Rossford, OH
1995–1996	Senior Graphic Designer, Jacque Consulting, Inc., Dearborn, MI
1990–1995	Graphic Designer, Gelman Sciences, Ann Arbor, MI
1989–1990	Graphic Designer, PhotoSystems Inc., Dexter, MI

TOPICS TAUGHT

Undergraduate

History of Graphic Design, Principles of Typography, Independent Study Design, Graphic Design Senior, Interactive Graphic Design, Graphic Design Practicum, Graphic Design Internship, Intermediate Graphic Design, Three-Dimensional Graphic Design, Experimental Typography, Visualization and Production, Senior Design Seminar and System-Based Graphic Design

Graduate

ART 6050: Studio Critique, ART 6930, Pedagogy& Research Studio

SELECT PRESENTATIONS

2012	Guest Speaker, Mid-America College Art Association, Detroit, MI
2009	Guest Instructor, GRD370.01 Special Problems, BGSU, Bowling Green, OH
2009	Guest Presenter, Letter Press Processes, Typography I Class, Eastern Michigan University, Ypsilanti, MI
2008	Guest Instructor, GRD370.01 Special Problems, Watkins College, Nashville, TN
2008	Typography Design, Typography I Class, Eastern Michigan University, Ypsilanti, MI
2006	Typography Design, Typography I Class, Eastern Michigan University, Ypsilanti, MI

2005	Portfolio Development and Technology Organization, Visual Communication, BGSU, Bowling Green, OH
2001	Workshop Facilitator, Photoshop Introduction and Intermediate Workshops , Eastern Michigan University, Ypsilanti, MI

RESEARCH/CREATIVE WORK

2010-2019	Design letterpress letters for CNC fabrication; Ornamented typography development FIL: Alphabet and ornament research, grave markers, 13 colonies

PUBLICATIONS AND RESEARCH ACCOMPLISHMENTS

1) Chapters of books

2011	Young, L., Atzmon, L., (ed.), "Regen(d)erating Decorations: Cultural Narrative in Ornamented Fonts", Visual Rhetoric and the Eloquence of Design, Anderson, SC: Parlor Press, pp. 391–405. International distribution

b. Journal articles
    1) Refereed articles
      a) Journals:

2005	Young, L., Triggs, T. (ed.), "Decoration By Design: Magneto Motivity", Visual Communication, London: Sage Publications, 4/2, pp. 152–157. International distribution.

Refereed/International:

2015	Young, Lori, "Thanks Congress", Pedersen, Martin, B., "Graphis Posters Annual 2015", NY, NY, Graphis, Inc., pp. 207
2012	Young, L., "Print Werkman", in Meggs, P.B. and Pruvis, A.W., "Meggs' History of Graphic Design, 5th edition," Hiboken: Wiley, pp. 372.
2007	Young, L. (Les Cheneaux Design), "Magneto Motivity Typography", in Martin Pedesen, B. (ed), "Graphis Design Annual", New York: Graphis Press, pp. 246.
2006	Young, L., (Les Cheneaux Design), "Snook's Dream Cars Giftshop Signage", in Carter, D.E. (ed), "Creativity 35: The Creativity Annual", Ashland, KY: Collins Design, pp. 302.
2006	Young, L., (Les Cheneaux Design), "Magneto Motivity Typography", in Carter, D.E. (ed), "Creativity 35: The Creativity Annual", Ashland, KY: Collins Design, pp. 336.

WORKS IN PERMANENT COLLECTIONS

2017	Maumee Valley Unitarian Universalist Congregation, "Let Peace Begin with Me" NOIT Poster
2006	The Kohler Library, Univ. of Wisconsin-Madison (public) Genetically Enhanced Super Printmakers; "Werkman" Poster

AMY FIDLER *Abbreviated Curriculum Vitae*

1000 Fine Arts Center, Bowling Green State University, Bowling Green, Ohio 43403
419.372.8688 • afidler@bgsu.edu • @amyfidler • www.amyfidler.design

Academic Degrees

May 2004 **Master of Fine Arts, Visual Communication**
School of the Art Institute of Chicago, Chicago, Illinois

May 2002 **Post-Baccalaureate Certificate, Visual Communication**
School of the Art Institute of Chicago, Chicago, Illinois

May 2001 **Bachelor of Fine Arts, Graphic Design**
Bowling Green State University, School of Art, Bowling Green, Ohio

Academic Positions

2013-2019 **Lecturer of Graphic Design**
2004-2013 **Instructor of Graphic Design**
Bowling Green State University, School of Art, Bowling Green, Ohio

Non-academic Positions

2013-2019 **Steering Committee Co-Chair + Member, AIGA Design Educators Community**
(National appointment). The goals of this community are to: facilitate communication among design educators; create, foster and promote dialogue; produce design education events such as conferences and competitions; present current research and teaching methods; establish standards for design education; differentiate between design's various sub-disciplines; raise the level of design-driven thinking in schools across the country; and communicate the value of design education to the larger profession. Serving as secretary (2015-2016, 2016-2017) and Co-Chair 2017-2019.

2005-Present **Fidler Design, Inc. (principal & owner)**
Clients include LaPlante Real Estate, AIGA, BGSU, Lial Catholic School, Essence Mind Body Studio, The Avalon Foundation, Ridge Stone Builders House for Hope, Wilhelms Law, The Village of Swanton, Ohio, The Arts Commission, Tailford Mitchell, PT Designs, The United States Pony Clubs, the Chicago Girls' Coalition, VM Systems, Learn Great Foods, Humane Society of Wood County, The Boys and Girls Clubs of Toledo, Top Duck Products

Research/Creative Work

Research interests:
Ethics, pedagogy, design education, collaborative and/or community based projects.
Integration of mindfulness and yoga in the design studio classroom to facilitate creativity.
Systems-based design and branding including interactivity, motion and print.
Information graphics, book design, web design, and collaborative and/or community based projects, typographic murals.

Funded Projects

June 2016	**Funded Project** Nuts+Bolts Conference Proceedings. AIGA DEC. $5000
February 2016	**Funded Project** Nuts+Bolts Conference Video Documentation. AIGA DEC. $4500
January 2016	**Funded Project** Nuts+Bolts Conference. AIGA DEC + Adobe. $10,000 000 *(Co-funded with Jenn Stucker)*
May 2010	**Funded Project** response_ability Conference. AIGA DEC + Adobe. $10,000 000 *(Co-funded with Jenn Stucker)*
October 2009	**Funded Project** The Urban Forest Project Toledo. City of Toledo's 1% for Art Program, admin. by Arts Commission of Greater Toledo. Toledo, Ohio $25,000 *(Co-funded with Jenn Stucker)*

Topics Taught

Principles of Typography, Principles of Graphic Design, Senior Studio,
Graphic Design Internship, Interactive Graphic Design, Sustainable Design,
Collaborative & Community Engagement, Three Dimensional Design,
Design for Good and Graphic Design Theory

Select Publications

| 2004 | Lavin, M., Archer, M., Beaton, A., Fidler, A., Finch, B. and Warriner, J.
The Business of Holidays. Also Production Manager & co-designer of the
book. Monacelli Press, October 2004 |
| 2008 | Halverson, Margo., (ed), "Two Heads are Better than One*". Identity*,
Vinalhaven, ME: DesignInquiry. |

Recent Conference Presentations

April 2019	**AIGA National Conference.** Pasadena, CA Moderator: *Design Education Symposium* Roundtable: *Dialectic, Writing for Design*
February 2019	**Inclusion x Design:** *Using Yoga in the Design Studio Classroom to Serve* *Neurodiverse Students and Support Student Mental Health* Keynote speaker. BGSU Undergraduate Symposium on Diversity.
June 2018	**MAKE: AIGA Design Education Conference.** Herron School of Art and Design, Indianapolis, IN Workshop: *Using Yoga and Meditation in the Design Studio Classroom* Mainstage Presentation: *DEC Ongoing and Upcoming Initiatives*
October 2017	**AIGA National Conference.** Minneapolis, Minnesota. Moderator and Panelist: *The Designer of 2025 Reflections and Projections:* *A Town Hall with Meredith Davis* Roundtable Leader: *AIGA Design Educators Community*

ANDREA LOUVAIN CARDINAL
CURRICULUM VITAE

andreacardinal.com

EDUCATION

2007–2009	**CRANBROOK ACADEMY OF ART** M.F.A. 2D Design
2005	**COLLEGE FOR CREATIVE STUDIES** Continuing Education: Printmaking
2003–2005	**WASHTENAW COMMUNITY COLLEGE** Continuing Education: Welding & Piano
1998–2003	**UNIVERSITY OF MICHIGAN** B.F.A. Graphic Design, School of Art & Design B.A. History of Art, College of Literature, Science & Art, Residential College

ACADEMIA

2015–PRESENT	**LECTURER I** *University of Michigan* Stamps School of Art & Design **3/3** *Instructor of Record*
W19	220 Second Year Studio (006), 200 Social Spaces (001), 130 Methods of Inquiry (002)
F18	210 Typography (004), 115 Studio 2D (004), 176 Graphic Design for Non-Majors (004)
W18	499 Integrative Project (002), 220 Second Year Studio (002), 176 Graphic Design for Non-Majors (001)
F17	498 Integrative Project (002), 210 Typography (003), 115 Studio 2D (011)
W17	130 Methods of Inquiry (002, 003), 176 Graphic Design for Non-Majors (001)
F16	115 Studio 2D (009, 011), 176 Graphic Design for Non-Majors (002)
W16	151 Art & Design History Discussion (006, 007, 010), 130 Methods of Inquiry (009, 010)
F15	115 Studio 2D (002)
2010–11, 2015–16	**ADJUNCT LECTURER** *Eastern Michigan University*, Graphic Design
W16	353 Intermediate GD II, 352 Intermediate GD I, 350 Graphic Design II
F15	452 Advanced Graphic Design, 451 Image Making II, 350 Graphic Design II, 250 Graphic Design I
W11	334 Web Design
F10	451 Image Making II, 334 Web Design
2011–2015	**LECTURER** *Wayne State University* **3/3** *Instructor of Record*
W15	Senior Seminar, Web Design, Graphic Design III
F14	Senior Seminar, Graphic Design III, Orientation to Graphic Design
W14	Senior Seminar, Web Design, Graphic Design III
F13	Senior Seminar, Graphic Design III, Introduction to Software
W13	Senior Seminar, Intro to Interactivity
F12	Intro to Interactivity, Graphic Design I
W12	Typography, Intro to Interactivity
F11	Typography, Graphic Design III, Graphic Design I

PROFESSIONAL

2006–PRESENT **PRINCIPLE & DESIGNER** *Tooth & Rag, LLC, Detroit, MI*
Exhibition, interactive, print, web, branding, and illustration services.

SELECTED CLIENT & PROJECT LIST
Detroit Institute of Arts
Exhibition Design: *Julie Mehretu, City Sitings*
Publications: *Margaret Herz Demant Exhibition Catalog,*
Ann Arbor Hands On Museum
Wind Power, traveling exibition funded by **U.S. Department of Energy**
Keep Smiling, exhibition sponsored by **Delta Dental**
UM Natural History Museum
Edsel & Eleanor Ford House
UM Office of Multi-Cultural Initiatives
Design of MLK Symposium Mark, Identity emblems for Graduation Celebrations
Sindecuse Museum of Dentistry
Women Dentists: Changing the Face of Dentistry
Grand Valley State University: Seidman College of Business

2018 **INTERIM LEAD DESIGNER** *Work Dept., Detroit, MI*
Art Direction and design for clients: Downtown Detroit Partnership, Detroit
Environmental Agency, FoodLab Detroit, Detroit IFF

2008 **EXHIBITION DESIGN INTERN** *Museum of the American Indian, New York, NY*
Exhibition and educational materials design for exhibition *Song for the Horse Nation.*

2006–2008 **GRAPHIC DESIGNER** *The Detroit Institute of Arts, Detroit, MI*
Print, exhibition, and outdoor designer. Highlights include the re-design of the members'
magazine, *Your DIA,* and the scholarly publication, the *Bulletin of the Detroit Institute of Arts.*

2004–2006 **BUSINESS MANAGER/DESIGN ASSOCIATE** *Q LTD, Ann Arbor, MI*
Designer for print and web with a focus on brand identity case studies including naming, logo
development, and marketing strategies. Managed accounts payable and receivable, payroll and
client coordination.

COLLABORATIVE PROJECTS

2011–PRESENT **CO-DIRECTOR** *Talking Dolls, LLC, Detroit, MI*
Interdisciplinary Art & Design Studio. We are focused on social justice, community organizing, and
supporting the art and design careers of fellow visual communicators. We have held an artist residency
program since 2012, offering space and access to our woodshop, silkscreen facility, and 7,000 sq. feet of
shop and gallery space for creation and collaboration. We also house a banner lending library and archive
of posters available for checkout for actions.

SELECTED COLLABORATORS
Sidewalk Festival Detroit
Allied Media Projects, Create NED
complex movements
Center for Community-Based Enterprise

TODD CHILDERS (abbreviated CV)
School of Art, btoddch@bgsu.edu,
419-372-8374, 115 Fine Art Center

Academic Degrees

1993   MFA, California Institute of the Arts (CalArts)
                 Visual Communication

1986   BED, North Carolina State University, Visual Design

Academic Positions

1994 - present Associate Professor of Graphic Design
                 Bowling Green State University

Ongoing Research/Creative Work

Activist Graphic Design
Developing a range of activist graphic designs in response to local and global environmental issues and political activist causes:

- Soak Up The Sun environmental activist float in BG Thanksgiving Parade
- Creation Care poster and campaign
- Come Receive the Light poster and campaign
- Black Swamp Green Team graphic identity system and campaign
- Citizens for a Livable Future graphic identity and campaign

League of Women's Voters Bowling Green
Currently developing BG graphic identity following national graphics standards

The True Origin of the Serif
Researching the radical hypothesis that the serif letter or Roman letter may have originated outside Rome. The hypothesis is based upon first hand observations of unusual serif like projections on the lettering found on Macedonian and Hellenistic coins that antecede Roman artifacts for at least a century at the The British Museum Coins and Medallions Library Study Room in July 2013.

Three Dimensional Humanist Typography
Continuing FIL project through researching mediums for interpreting Humanist calligraphy in three dimensions. NOTE: this includes both digital & traditional media (glass, computer punch cards etc)

Modulux Stencil font family
Developing a family of related stencil fonts that will cover the full range of typographic styles from Oldstyle, Transitional, Modern, Slab Serif and Sans Serif

Recent Publications

Bobby Campbell & Joshua Singer Editors
Open House Design Inquiry Design Cities
Design Inquiry publisher

Berlin Layout, Anton Stankowski's Revolutionary Design for a Divided City
pp. 40-47 also published online: http://designinquiry.net/contributions/berlin-catalogue/

Martin Pederson Editor
Graphis Design Annual, Graphis Publisher
Identity Conference poster
Published on line: http://www.graphis.com/entry/d9277547-dd55-40b4-8e2c-7f89fb4c0617/

Select Conference Presentations + Awards

2012   Adobe Achievement Awards "Ironically Digital Typography," Mountain View, CA
Semi-finalist in Innovation in Traditional Media

2012   Type Directors Club *TDC 57* Exhibition "Ironically Digital Typography,"
New York City, Typographic Excellence in Lettering

2010   ATypI The Word conference, Dublin, Ireland
Presentation: All Type Is Dimensional

2003   Bibliothèque Nationale, Paris, France,
Poster designs for the "Graphism" collection of contemporary graphic design

2003   Letterforms: Bawdy Bad & Beautiful "BGSU Art Faculty Exhibition invitation,"
"Blade Runner promotional poster," "Change It!" political campaign poster, "Ennis Brown"
font design, "BurnOut promotional video," "Invision" business card, "Design Club?"
promotional poster, selected for New York Times graphic design critic Steven Heller's book
of cutting edge typography

Professional Consultantships

1998-present   Font Design, FontShop International Inc.
149 9th Street, Suite 402
San Francisco, CA

1998-present   Font Design, Garage Fonts Typefoundry
Washington, DC

Topics Taught

        Principles of Typography, Principles of Graphic Design, Three Dimensional Design,
Typographic Systems, Graphic Design History and System-based Graphic Design,
Graphic Design Thesis, Graduate committee member

MDES in INTEGRATIVE DESIGN // COURSE DESCRIPTIONS

DSGN 5000 // Design Research + Methods
This online course is a study of research-based design in the Master of Design (MDes) Integrative Design curriculum, which introduces traditional and emerging methods and processes of examining complex problems. The course will challenge the student to deeply question, investigate, and formulate their coursework to reflect and propel the value of design research in finding viable and meaningful solutions.

DSGN 5010 // Graphic Design History + Integrative Models
This online course is a survey course on the history of graphic design and its intersection with social, economic, political and religious influences as well as natural resources, geography and technology. This class is a dialogue about these major influences and investigates the integrative relationships that shape visual culture in art, design and commerce.

DSGN 5015 // Design for Social Impact
This online course examines how product of materials, labor and thought, design embodies societal values. Images, artifacts and spaces spring from culturally contested ideas, practices and values; a student of their histories and theories must know the histories, theories and geographies of their creation and reception, and how values underpin their practices.

DSGN 5020 // Integrative Design Studio I + II :
Complex Systems, Context and Culture
This hybrid (online + face-to-face) course is a combination of theoretical and practical study in the Master of Design (MDes) Integrative Design curriculum and introduces emerging tools, methods and processes in design thinking and making through the lens of complex systems that reside in contemporary problems. Additionally, the second sequence of this course will examine the relationship of context and visual culture in mediating systems and how integrative design approaches can work toward solving the complexities of today's wicked problems.

DSGN 6020 // Integrative Design Studio III + IV :
Integrative Strategies, Theory + Implementation
This hybrid (online + face-to-face) course expands the examination of complexity, context and culture started in DSGN 5020 through application of integrative strategies, ideological exploration and project development. This supervised study encompasses phases of preparation for continued Master of Design studies in shaping process for a student's curiosity and understanding of their specific conceptual, practical and social design goals as they expand their research and development of their thesis project.

DSGN 6050 // Collaborative Design Studio I + II
This hybrid (online + face-to-face) course is a Social Innovation course in combination of theoretical and practical study in the Master of Design (MDes) Integrative Design curriculum and

introduces collaborative and integrative processes for the purpose of developing innovative solutions to complex social problems. The course will explore collaborative methods along with design thinking applications to examine, research and respond to interconnected systems in challenging issues that face today's society. Innovation in context to business, economic and societal impact will be explored.

DSGN 6130 // Exhibition Project + Oral Defense
This hybrid (online + face-to-face) course is an independent studio course to prepare students for the final step in developing and implementing their thesis paper, exhibition and oral thesis defense.

FIS: Master of Design in Integrative Design	Year 1	Year 2	Year 3	Year 4
Projected Enrollment				
Head-count full time (including 1st and 2nd years)	2.0	4.0	4.0	4.0
Head-count part time	5.0	10.0	15.0	15.0
Full Time Equivalent (FTE) enrollment	4.5	9.0	9.5	9.5
Projected Program Income				
Tuition (paid by student or sponsor) 1	$ 60,129.00	$ 120,258.00	$ 126,939.00	$ 126,939.00
Externally funded stipends, as applicable				
Expected state subsidy 2			$ 107,874.00	$ 214,848.00
Other income (if applicable, describe in narrative section below) 3				
TOTAL PROJECTED PROGRAM INCOME:	$ 60,129.00	$ 120,258.00	$ 234,813.00	$ 341,787.00
Program Expenses				
New Personnel · Faculty (e.g. tenure-track, clinical, professional) · Full ___1_ Part Time _____ Part time funds · Non-instruction (indicate role(s) in narrative section below) Full _____ Part time _____		$ 60,000.00	$ 62,000.00	$ 64,000.00
New facilities/building/space renovatione (if applicable, describe in narrative section below)				
Tuition Scholarship Support (if applicable, describe in narrative section below)				
Stipend Support (if applicable, describe in narrative section below)				
Additional library resources (if applicable, describe in narrative section below)				
Other expenses (e.g., waived tuition and fees, travel, office supplies, accreditation costs) (if applicable, describe in narrative section below) 4	$ 10,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00
TOTAL PROJECTED EXPENSE:	$ 10,000.00	$ 65,000.00	$ 67,000.00	$ 69,000.00
NET	$ 50,129.00	$ 55,258.00	$ 167,813.00	$ 272,787.00

Budget Narrative:

1. Tuition calculated at $445.40 per credit hour with an average of 30 credits per student per year for each FTE. This is also limited to in-state tuition in order to be conservative with revenue projections.

2. SSI was calculated based on the BES 5 rate of $23,872. This rate is estimated per graduating student after the student has graduated; therefore beginning in year 3.

3. "Other income" is expected by pursuing sponsored partnerships through social innovation projects produced in DSGN 6050. However, projections were not included here in order to be conservative in our estimation.

4. "Other expenses" includes marketing and recruitment expenses as well as small start-up office supplies.

Integrative Design

Name _____ BGSU ID_____

Address_____

Phone Number _____ Expected Date of Graduation _____

DEGREE REQUIREMENTS (minimum 60 hours)

Integrative Design Studio Core

(36 credit hours within the Design division)
HRS
_____ **DSGN 5020** Integrative Design Studios I and II:
     Complex Systems, Context & Culture (12)
_____ **DSGN 6020** Integrative Design Studio III and IV:
     Integrative Strategies, Theory & Implementation (12)
_____ **DSGN 6050** Collaborative Design Studio I:
     Social Innovation (6)
_____ **DSGN 6050** Collaborative Design Studio II:
     Social Innovation (6)

Integrative Design Research Core

(9 credit hours within the Design division)
_____ **ARTD5010** Graphic Design History + Integrative
     Models (3)
_____ **ARTD5015/DSGN5015** Design for Social Impact (3)
_____ **DSGN 5000** Design Research + Methods (3)

Integrative Design Thesis Project

(3 credit hours within the Design division)
_____ **DSGN 6130** Exhibition Project + Oral Defense (3)

_____ **Subtotal**

Electives

(12 credit hours) Chose from*:
HRS
_____ **ART 6930** Pedagogy & Research Studio
_____ **ARTH 6030** Seminar in American Culture Studies
_____ **ARTH 5650** Critical Issues in Art and Technologies
_____ **ARTH 5690** Critical Issues in Modern and
     Contemporary Art
_____ **ART 6010** Contextualizing Practice and Research
_____ **ARTC 5000** Special Topics in Digital Arts
_____ **ARTC 5030** Digital Art Development
_____ **ARTC 5410** Collaborative Multimedia Development
_____ **ARTE 6010** Perspectives in Visual Arts Education
_____ **ETHN 6200** Theories of Race Relations, Ethnicity
     and Multiculturalism
_____ **ETHN 6400** Women and Globalization
_____ **ETHN 6500** Sexuality, Race and Nation
_____ **MBA 6080 or MBA6080P*** Leading for
     Organizational Development (*extra fee)
_____ **MBA 6100** Challenges and Responses of the
     Global Firm
_____ **MC 5610** Audience Research
_____ **MC 5670** Gender, Media and Culture
_____ **POLS 5040** 20th Century Political Thought
_____ **POLS 5600** Law and Society
_____ **POLS 5430** Mass Media and Politics
_____ **POPC 6610** International Popular Culture
_____ **POPC 6660** Television as Popular Culture
_____ **SOC 5200** Techniques of Demographic Analysis
_____ **WS 6800** Topics in Women's Studies

** other interdisciplinary electives can be proposed by the
 student as substitution to the above list.*

_____ **Subtotal**

_____ **TOTAL**

EST. UNDERGRAD + MDES // COURSE OFFERINGS/YEAR

Undergraduate AY Course Offerings // *28 Courses*

Fall	Spring
ARTD2010 x 3	**ARTD2010** x 2
ARTD2020 x 2	**ARTD2015** x 3
ARTD3010 x 2	**ARTD3040** x 2
ARTD3060 x 2	**ARTD3055** x 2
ARTD4015 x 1	**ARTD4010** x 1
ARTD4055 x 2	**ARTD4030** x 2
ARTD4060 x 1	**ARTD4060** x 1
TOTAL : 13 Courses	**ARTD4080** x 2
	TOTAL : 15 Courses

Graduate AY Course Offerings // *5 Courses*

Fall	Spring	Summer
DSGN5000 x 1	**DSGN5010** (4010 stack)	**DSGN6050** x 1
DSGN5015 x 1 (4015 stack)	**DSGN5020** x 1 ⌐ **DSGN6020***	
DSGN5020 x 1 ⌐ **DSGN6020***	**DSGN6130** x 1	
TOTAL : 2 Courses	*TOTAL : 2 Courses*	*TOTAL : 1 Course*
*not offered first year in launch of program	**not offered first year in launch of program*	

Total: 33 Courses // Not included : ARTD 4070, 4700, 4890, 4950

TOTAL AVAILABLE FACULTY LOADS // *33 Courses*

Fall //*15 Courses*	Spring //*17 Courses*	Summer // *1 Course*
Faculty A x 2	**Faculty A** x 2	**Summer Teaching**
Faculty B x 3	**Faculty B** x 2	
Faculty C x 2	**Faculty C** x 3	
Faculty D x 2	**Faculty D** x 3	
Faculty E x 3	**Faculty E** x 3	
Faculty F x 3	**Faculty F** x 4	
TOTAL : 15 Courses	*TOTAL : 17 Courses*	

MASTER OF DESIGN (MDES) in INTEGRATIVE DESIGN // FULL-TIME TWO YEAR MODEL = 60 HOURS

YEAR 1 // *Seeking + Investigating* // 30 Semester Hours

Fall	Spring	Summer
DSGN 5020 // *(6)* *Design Studio: Complex Systems* *Hybrid : 3 campus visits + online*	**DSGN 5020** // *(6)* *Design Studio: Context + Culture* *Hybrid : 3 campus visits + online*	**DSGN 6050** // *(6)* *Collaborative Design Studio I: Social Innovation* *Hybrid: 1 week intensive residency + online*
DSGN 5000 // *(3)* *Design Research + Methods (online)*	**DSGN 5010** // *(3)* *GD History + Integrative Models (online)*	
DSGN 5015 // *(3)* *Histories + Theories of Design for Social Impact (online)*	**ELECTIVE** // *(3)* *(online or face to face suggested list)*	
	Graduate Thesis Review 1	

YEAR 2 // *Approaching + Solving* // 30 Semester Hours

Fall	Spring	Summer
DSGN 6020 // *(6)* *Design Studio: Integrative Strategies* *Hybrid : 3 campus visits + online*	**DSGN 6020** // *(6)* *Design Studio: Theory + Implementation* *Hybrid : 3 campus visits + online*	**DSGN 6050** // *(6)* *Collaborative Design Studio II: Social Innovation* *Hybrid: 1 week intensive residency + online*
ELECTIVE // *(3)* *(online or face to face suggested list)*	**DSGN 6130** // *(3)* *Design Thesis Exhibition/Project* *Hybrid : 2 campus visits + online*	
ELECTIVE // *(3)* *(online or face to face suggested list)*	**ELECTIVE** // *(3)* *(online or face to face suggested list)*	
Graduate Thesis Review 2	*Graduate Thesis Review 3*	

MASTER OF DESIGN (MDES) in INTEGRATIVE DESIGN // THREE YEAR MODEL A = 60 HOURS

YEAR 1 // *Seeking + Investigating* = 24 Semester Hours

Fall	Spring	Summer
DSGN 5020 // *(6)* *Design Studio: Context + Culture* *Hybrid : 3 campus visits + online*	**DSGN 5020** // *(6)* *Design Studio: Complex Systems* *Hybrid : 3 campus visits + online*	**DSGN 6050** // *(6)* *Collaborative Design Studio I: Social Innovation* *Hybrid: 1 week intensive residency + online*
DSGN 5000 // *(3)* *Design Research + Methods (online)*	**ELECTIVE** // *(3)* *(online or face to face suggested list)*	
	Graduate Thesis Review 1	

YEAR 2 // *Approaching* = 24 Semester Hours

Fall	Spring	Summer
DSGN 6020 // *(6)* *Design Studio: Integrative Strategies* *Hybrid : 3 campus visits + online*	**DSGN 5010** // *(3)* *GD History + Integrative Models (online)*	**DSGN 6050** // *(6)* *Collaborative Design Studio II: Social Innovation* *Hybrid: 1 week intensive residency + online*
	ELECTIVE // *(3)* *(online or face to face suggested list)*	
DSGN 5015 // *(3)* *Histories + Theories of Design for Social Impact (online)*	**ELECTIVE** // *(3)* *(online or face to face suggested list)*	
Graduate Thesis Review 2		

YEAR 3 // *Solving* = 12 Semester Hours

Fall	Spring
DSGN 6020 // *(6)* *Design Studio: Theory + Implementation* *Hybrid : 3 campus visits + online*	**DSGN 6130** // *(3)* *Design Thesis Exhibition/Project* *Hybrid : 2 campus visits + online*
	ELECTIVE // *(3)* *(online or face to face suggested list)*
	Graduate Thesis Review 3

MASTER OF DESIGN (MDES) in INTEGRATIVE DESIGN // THREE YEAR FLEX MODEL B = 60 HOURS

YEAR 1 // *Seeking + Investigating* = 21 Semester Hours

Fall	Spring	Summer
DSGN 5020 // *(6)* *Design Studio: Complex Systems* *Hybrid : 3 campus visits + online*	**DSGN 5020** // *(6)* *Design Studio: Context + Culture* *Hybrid : 3 campus visits + online*	**DSGN 6050** // *(6)* *Collaborative Design Studio I: Social Innovation* *Hybrid: 1 week intensive residency + online*
DSGN 5000 // *(3)* *Design Research + Methods (online)*	**DSGN 5010** // *(3)* *GD History + Integrative Models (online)*	**ELECTIVE** // *(3)* *(online or face to face suggested list second session only)*
	Graduate Thesis Review 1	

YEAR 2 // *Approaching* = 21 Semester Hours

Fall	Spring	Summer
DSGN 6020 // *(6)* *Design Studio: Integrative Strategies* *Hybrid : 3 campus visits + online*	**DSGN 5010** // *(3)* *GD History + Integrative Models (online)*	**DSGN 6050** // *(6)* *Collaborative Design Studio II: Social Innovation* *Hybrid: 1 week intensive residency + online*
	ELECTIVE // *(3)* *(online or face to face suggested list)*	
DSGN 5015 // *(3)* *Histories + Theories of Design for Social Impact (online)*	**ELECTIVE** // *(3)* *(online or face to face suggested list)*	**ELECTIVE** // *(3)* *(online or face to face suggested list second session only)*
Graduate Thesis Review 2		

YEAR 3 // *Solving* = 18 Semester Hours

Fall	Spring
DSGN 6020 // *(6)* *Design Studio: Theory + Implementation* *Hybrid : 3 campus visits + online*	**DSGN 6130** // *(3)* *Design Thesis Exhibition/Project* *Hybrid : 2 campus visits + online*
	ELECTIVE // *(3)* *(online or face to face suggested list)*
DSGN 5015 // *(3)* *Histories + Theories of Design for Social Impact (online)*	**ELECTIVE** // *(3)* *(online or face to face suggested list)*
	Graduate Thesis Review 3

MASTER OF DESIGN (MDES) in INTEGRATIVE DESIGN // FOUR YEAR MODEL (6 HOURS/SEMESTER) = 60 HOURS

YEAR 1 // *Inquiring* = 12 Semester Hours

Fall	Spring
DSGN 5000 // *(3)* *Design Research + Methods (online)*	**DSGN 5010** // *(3)* (ARTD 5010) *GD History + Integrative Models (online)*
DSGN 5015 // *(3)* (ARTH 5010) *Histories + Theories of Design for Social Impact (online)*	**ELECTIVE** // *(3)* *(online or face to face suggested list)*

YEAR 2 // *Seeking + Investigating* = 18 Semester Hours

Fall	Spring	Summer
DSGN 5020 // *(6)* *Design Studio: Complex Systems* *Hybrid : 3 campus visits + online*	**DSGN 5020** // *(6)* *Design Studio: Context + Culture* *Hybrid : 3 campus visits + online*	**DSGN 6050** // *(6)* *Collaborative Design Studio I: Social Innovation* *Hybrid: 1 week intensive residency + online*
	Graduate Thesis Review 1	

YEAR 3 // *Approaching* = 18 Semester Hours

Fall	Spring	Summer
DSGN 6020 // *(6)* *Design Studio: Integrative Strategies* *Hybrid : 3 campus visits + online*	**ELECTIVE** // *(3)* *(online or face to face suggested list)*	**DSGN 6050** // *(6)* *Collaborative Design Studio II: Social Innovation* *Hybrid: 1 week intensive residency + online*
	ELECTIVE // *(3)* *(online or face to face suggested list)*	
Graduate Thesis Review 2		

YEAR 4 // *Solving* = 12 Semester Hours

Fall	Spring
DSGN 6020 // *(6)* *Design Studio: Theory + Implementation* *Hybrid : 3 campus visits + online*	**DSGN 6130** // *(3)* *Design Thesis Exhibition/Project* *Hybrid : 2 campus visits + online*
	ELECTIVE // *(3)* *(online or face to face suggested list)*
	Graduate Thesis Review 3

MASTER OF DESIGN // INTEGRATIVE DESIGN

Course Contact Hours // INSTRUCTION: 2250 minutes = 1 credit hour (37.5 Hours)
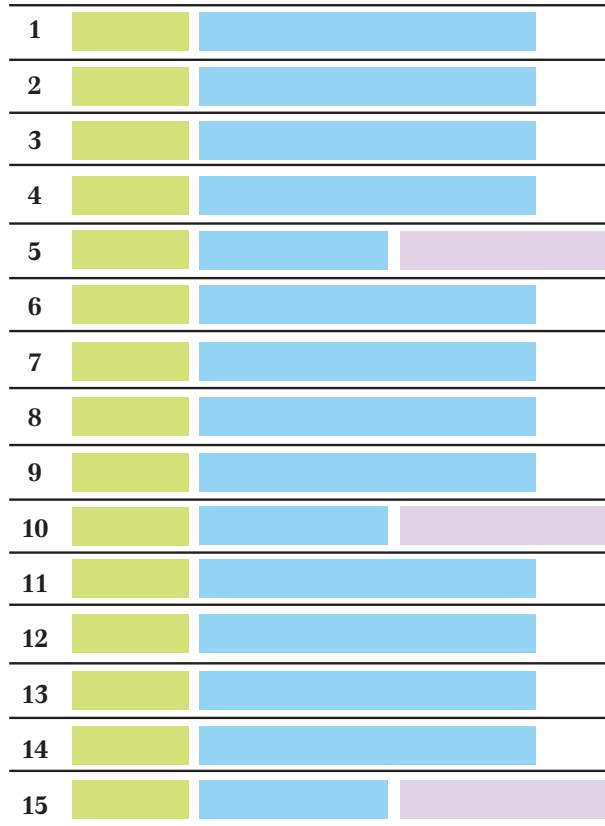
https://www.bgsu.edu/content/dam/BGSU/provost/documents/curriculum-modification/contact-hour-requirements.pdf

6 CREDITS
DSGN 5020 // DSGN 6020: Design Studios
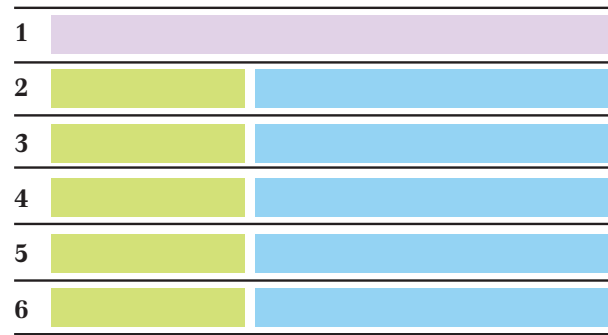*Total: 225 Hours /15 weeks*
Avg. 15 hours of class work/week

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Online Synchronous
37.5 hours
2.5 hours/week
skype crit/discussions

Online Asynchronous
133.5 hours
8.9 hours/week
readings/videos/projects

Face-to-Face
54 hours
3 campus visits
9 hour days/ Fri. + Sat.

3 CREDITS
DSGN 5000 // DSGN 5010 // DSGN 5015
Total: 112.5 Hours /15 weeks
Avg. 7.5 hours of class work/week

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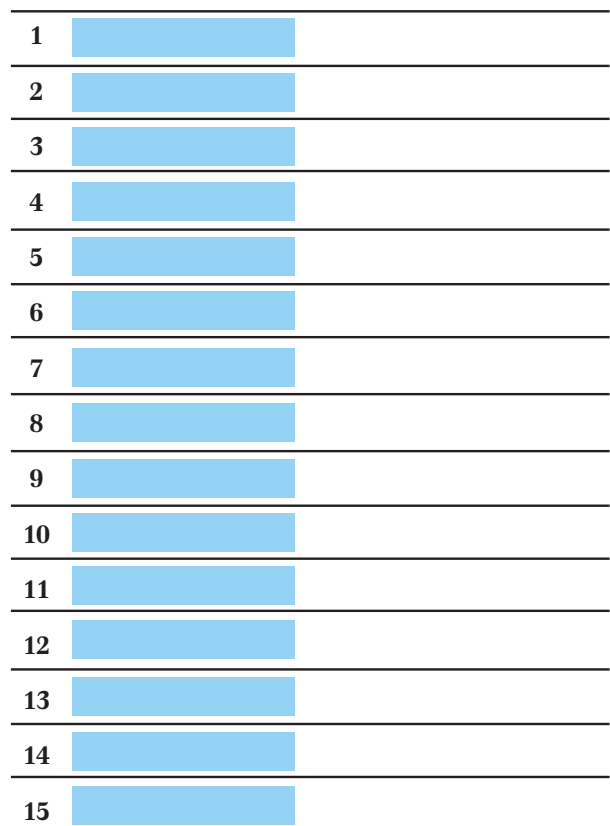
Online Asynchronous
112.5 hours
7.5 hours/week
readings/videos/projects

MASTER OF DESIGN // INTEGRATIVE DESIGN

Course Contact Hours // INSTRUCTION: 2250 minutes = 1 credit hour (37.5 Hours)

https://www.bgsu.edu/content/dam/BGSU/provost/documents/curriculum-modification/contact-hour-requirements.pdf

6 CREDITS
DSGN 6050: Collaborative Design Studios
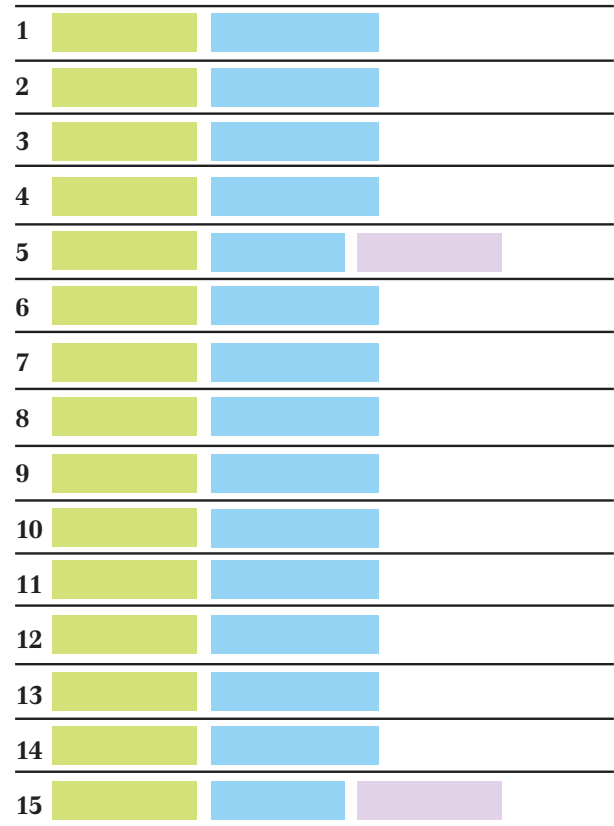*Total: 225 Hours /6 weeks*
Avg. 40 hours of class work/week

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Face-to-Face
45 hours
1 week intensive residency

Online Asynchronous
167.5 hours
33.5 hours/week (collaborative projects / project management / digital conferencing)

Online Synchronous
12.5 hours
2.5 hours/week skype crit/discussions

3 CREDITS
DSGN 6130: Design Thesis Studio
Total: 112.5 Hours /15 weeks
Avg. 7.5 hours of class work/week

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Online Synchronous
37.5 hours
2.5 hours/week skype crit/discussions

Online Asynchronous
57 hours
3.8 hours/week readings/videos/ projects

Face-to-Face
18 hours
2 campus visits 9 hour days/Thurs.

OSAP Online and Blended Program Endorsement Form

Program Name: _____

College: _____ **Department**: _____

Program Level:

Associate
Degree Completion (2+2/3+1)
Bachelor
Master
Specialization/Other _____

Online/blended programs must include the following items in the proposal:

- List of all the courses required in the program.
- Projected term the program will commence.
- Projected list of faculty who will teach the courses.
- Projected list of advisors for the program.
- Development plan for faculty training and course development

Attach a document which answers the following questions:

- If there is a current onsite program, will the online or blended program be offered instead of or in addition to the onsite program?
- If there is a current onsite program, indicate whether the online or blended program is equivalent to the onsite program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain.
- Describe how interaction (synchronous or asynchronous) between the instructor and the students and among the students is reflected in the design of the program and its courses.
- Explain how students are supported and counseled to ensure that they have the skills and competencies to successfully complete the curriculum in an online learning environment.
- Describe the evaluation systems used to measure the quality and effectiveness of the program delivered in an online or blended format.
- Explain the process for academic attendance and academically related activities that show regular and substantive interaction between students and instructors.

NOTE: Chair signature indicates understanding of state and federal regulations as related to online and blended program development.

Department/College Approval: _____ **Date:** _____

Office of Online & Summer Academic Programs:

This signature indicates that the program has been discussed with the OSAP and that standards contained in the BGSU online course checklist will be utilized in the development and delivery of online courses.

_____   ***Date****: _____*

OSAP Online and Blended Program Endorsement Form
ADDITIONAL QUESTIONS DOCUMENT : MDes in Integrative Design

Attach a document which answers the following questions:
If there is a current onsite program, will the online or blended program be offered instead of or in addition to the onsite program? If there is a current onsite program, indicate whether the online or blended program is equivalent to the onsite program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain.

There is no current onsite program.

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

ONLINE:
Weekly, students will typically have an assigned 2.5 hours of online "skype" group critique of course work with their peers and her/his professor. Additionally each week the student will have asynchronous engagement in the course through readings, assignments and discussion boards. Online communications will be through announcements posted on Canvas and email; therefore, students must have a reliable internet connection and check their BGSU email and Canvas frequently during the duration of the course. To be an active participant, students will be expected to go on the Canvas course page at least once a day during the week and spend at least 11 hours (5.5 hours for 3 credits) per week completing assignments, readings, participating in discussion groups and critiques and posting or responding to posts on Canvas. Students will be expected to follow the participation guidelines and meet due dates and deadlines for all readings, assignments, discussions and critiques.

FACE-TO-FACE:
Students will also be expected to attend face-to-face class meetings on campus at weeks 5, 10 and 15 (those earning 3 credits will only attend weeks 10 and 15.) These meeting times will occur on Fridays and Saturdays and will meet from 9:30am to 6:30pm. Winter Session (DSGN 6050) will have face-to-face meeting sessions for the entire first week of the session. The remainder of the course will be conducted through online interactions. These sessions will include in-person critiques, collaborative group work and advising of thesis development. Content delivery strategies include: use of the Internet with text/video links that will be provided; online and/or face-to-face critiques; email exchanges between individual students and the professor; use of the discussion board, project and process-oriented individual and collaborative projects; and posting materials online for assessment by both the professor and other students. Brief lectures with assignment instructions, slides, rubrics or other materials will be provided via Canvas.

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

As part of the admission requirements for entry into the program, all applicants must submit a portfolio. This submission will allow us to assess the digital and technical skills of the applicant. In the application letter, candidates will outline their current skills and competencies for working in this field. Integrative Design course syllabi across the MDes program include course delivery and instructional strategies with defined course expectations to support student learning and access. Additional student support is available through the The Technology Support Center, The Learning Commons and The CollabLab. MDes teaching faculty will also be trained by the CFE in Quality Matters training.

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

The evaluation system for measuring the quality and effectiveness of the program will be determined by several factors. The program will: track the parallels between student learning outcomes and assessment; administer post-survey evaluations of the student experience at the conclusion of the courses and the degree program; usage of Quality Matters rubrics; record job placement of our graduates; and monitor the development and implementation of thesis/social innovation projects as evidence of the format success.

Jenn,

You're welcome to include SOC 5200 in your list of electives for this new program.

Happy 4th!
Susan

On Jul 4, 2019, at 1:27 PM, jenn stucker <jstuck@bgsu.edu> wrote:

> Hi Susan,
> Happy 4th of July! I hope you are enjoying your day. I have a special and fast request for your assistance to a task we are trying to complete over the summer. I am hopeful that you might find a few minutes to approve a Sociology class as part of our elective courses for our new Masters of Design program in Integrative Design we are putting forward. *All that is needed is an email response granting approval by the Sociology program to list this course on our elective list. As we are in a rush, your soonest approval is most appreciated.*
>
> As an Integrative Design program, it is important for our students to be engaged with other disciplines. Below is the SOC course we would like to include on our list for our program. Our program is listing over 20 courses for our electives and when the program gets rolling we will have around 12 graduate students. As students will have several options for their elective courses as it relates to their research, I don't anticipate you will have a mass amount of our students, but could have around two or three. I don't foresee these students being a large burden on your staffing, thus I am hopeful you will permit SOC on our listing. If there are other graduate level courses you would like to suggest, we are amenable to your input. We are trying to offer courses that have flexibility for working professionals that are either online or hybrid, so when making alternative suggestions this would be most helpful.
>
> Here is the class we would like to list ::
>
> - SOC 5200 // Techniques of Demographic Analysis
>
> Here is the description of our proposed program ::
> The Division of Graphic Design of the School of Art in the College of Arts & Sciences at Bowling Green State University propose to institute a new Master of Design (MDes) in Integrative Design degree.
>
> **The degree pathway will include:** a 60 credit hour terminal degree path for students through interdisciplinary research and studio coursework along with fieldwork practice.
>
> **Focus of Program:** The MDes Integrative Design degree provides a combination of theoretical and practical curriculum to develop adaptive, strategic, and collaborative educators, innovators, and leaders who address complex problem-solving through creating connective, human-centered design experiences. Topics in design research and methods, complex systems, context and culture, integrative strategies, theory and implementation, and collaborative design studio intensives shape the focus of this program.
>
> **Description, disciplinary purpose and significance:** The field of graphic design is entwined in the information age, the user experience, and the growth of the knowledge and experience economies, further diversifying and expanding this profession's multi-dimensional opportunities and making it more demanding. A plethora of name changes reflect a continuous state of flux with titles such as communication design, visual communication, design thinking, social design, experience design, service design, transdisciplinary design, etc., all trying to capture the evolving ethos in design practices. Designers have transitioned from being the last in the chain of decision making to the forefront, and within interdisciplinary teams developing strategies, defining audiences, connecting diverse stakeholders, and innovating products and services with consideration for larger social and cultural contexts. The curriculum of the Master of Design degree addresses the need for flexible and resilient designers versed in emerging tools, methods and processes for taking on collaborative and integrative design problems that reside in a variety of complex systems.
>
> Please let me know if you have any questions.
> Thanks!
> jenn

Hi Jenn,

Thank you for checking in. I think that David Chatfield and I can grant the request you're seeking. That said, you should be aware that MBA 5050 hasn't been offered in a while – at least since I started 6 years ago. However, the other two courses would be acceptable. One challenge your students may have is that both of those courses are likely to be Summer courses starting next year. The MBA 6100 course has always been a Summer I course and likely will continue for the foreseeable future. MBA 6080 was historically a Spring semester course but it is likely being moved to Summer II due to other coursework.

One other item to be aware of concerning MBA 6080. We do offer MBA 6080**P** and MBA 6080**X**. While these are extremely similar to the MBA 6080 course, they are designed for working professional who are enrolled in the **P**rofessional MBA and E**x**ecutive MBA programs. It is possible we could approve someone to take MBA 6080**P** but not MBA 6080**X**, as the executive version includes a global business trip that is paid via the additional fees students pay throughout the EMBA program. The Professional versions of the course meet in Findlay and Perrysburg (not on campus) and also have a surcharge of about $600.

Please let me know your thoughts.

Best regards,
Tom

From: jenn stucker <jstuck@bgsu.edu>
Sent: Thursday, July 4, 2019 1:27 PM
To: Thomas Daniels <tdanie@bgsu.edu>; Deborah A O'Neil <oneild@bgsu.edu>
Subject: MBA approval for graduate electives

Hi Tom and Deborah,
Happy 4th of July! I hope you are enjoying your day. I need your help. I have a special and fast request for your assistance to a task we are trying to complete over the summer. I am hopeful that you might find a few minutes to approve these MBA classes as part of our elective courses for our new Masters of Design program in Integrative Design we are putting forward. If you are not the ones to get these approvals, can you please direct me to the correct party? All that is needed is an email response granting approval by the Ethnic Studies program to list these courses on our elective list. As we are in a rush, your soonest approval is most appreciated.

As an Integrative Design program, it is important for our students to be engaged with other disciplines. Below are the list of MBA courses we would like to include on our list for our program. Our program is listing over 20 courses for our electives and when the program gets rolling we will have around 12 graduate students. As students will have several options for their elective courses as it relates to their research, I don't anticipate you will have a mass amount of our students, but could have around two or three. I don't foresee these students being a large burden on your staffing, thus I am hopeful you will permit MBA on our listing. If there are other graduate level courses you would like to suggest, we are amenable to your input. We are trying to offer courses that have flexibility for working professionals that are either online or hybrid, so when making alternative suggestions this would be most helpful.

Here are the classes we would like to list ::

- MBA 5050 // Electronic Commerce
- MBA 6080 // Leading for Organizational Development
- MBA 6100 // Challenges and Responses of the Global Firm

Here is the description of our program ::
The Division of Graphic Design of the School of Art in the College of Arts & Sciences at Bowling Green State University propose to

Jeffrey Allan Brown   3:07 PM   JB

Re: POPC approval for graduate elective

To: jenn stucker

Hi Jenn,

Sounds good. Please feel free to add these course to your list of electives.

Happy 4th!

Best

Jeff

Jeffrey A. Brown, PhD
Professor/Chair
Department of Popular Culture
School of Cultural and Critical Studies
Bowling Green State University
Bowling Green, OH 43403-0190

jabrown@bgsu.edu
(419) 372-2982

From: jenn stucker <jstuck@bgsu.edu>
Date: Thursday, July 4, 2019 at 1:27 PM
To: Jeffrey Allan Brown <jabrown@bgsu.edu>
Subject: POPC approval for graduate elective

Hi Jeff,
Happy 4th of July! I hope you are enjoying your day. I have a special and fast request for your assistance to a task we are trying to complete over the summer. I am hopeful that you might find a few minutes to approve these Popular Culture classes as part of our elective courses for our new Masters of Design program in Integrative Design we are putting forward. *All that is needed is an email response granting approval by the Popular Culture program to list this course on our elective list. As we are in a rush, your soonest approval is most appreciated.*

As an Integrative Design program, it is important for our students to be engaged with other disciplines. Below are the POPC courses we would like to include on our list for our program. Our program is listing over 20 courses for our electives and when the program gets rolling we will have around 12 graduate students. As students will have several options for their elective courses as it relates to their research, I don't anticipate you will have a mass amount of our students, but could have around two or three. I don't foresee these students being a large burden on your staffing, thus I am hopeful you will permit POPC on our listing. If there are other graduate level courses you would like to suggest, we are amenable to your input. We are trying to offer courses that have flexibility for working professionals that are either online or hybrid, so when making alternative suggestions this would be most helpful.

Here are the classes we would like to list ::

- POPC 6610 // International Popular Culture
- POPC 6660 // Television as Popular Culture

Here is the description of our proposed program ::
The Division of Graphic Design of the School of Art in the College of Arts & Sciences at Bowling Green State University propose to institute a new Master of Design (MDes) in Integrative Design degree.
The degree pathway will include: a 60 credit hour terminal degree path for students through interdisciplinary research and studio coursework along with fieldwork practice.
Focus of Program: The MDes Integrative Design degree provides a combination of theoretical and practical curriculum to develop adaptive, strategic, and collaborative educators, innovators, and leaders who address complex problem-solving through creating connective, human-centered design experiences. Topics in design research and methods, complex systems, context and culture, integrative strategies, theory and implementation, and collaborative design studio intensives shape the focus of this program.
Description, disciplinary purpose and significance: The field of graphic design is entwined in the information age, the user experience, and the growth of the knowledge and experience economies, further diversifying and expanding this profession's multi-dimensional opportunities and making it more demanding. A plethora of name changes reflect a continuous state of flux with titles such as communication design, visual communication, design thinking, social design, experience design, service design, transdisciplinary design, etc., all trying to capture the evolving ethos in design practices. Designers have transitioned from being the last in the chain of decision making to the forefront, and within interdisciplinary teams developing strategies, defining audiences, connecting diverse stakeholders, and innovating products and services with consideration for larger social and cultural contexts. The curriculum of the Master of Design degree addresses the need for flexible and resilient designers versed in emerging tools, methods and processes for taking on collaborative and integrative design problems that reside in a variety of complex systems.
Please let me know if you have any questions.
Thanks!
jenn

Jenn Stucker
Associate Professor + Chair of The Graphic Design Division
Chair of Faculty Senate
Faculty Associate // Center of Faculty Excellence

Bowling Green State University
School of Art // 1000 Fine Arts Center
Bowling Green, OH 43403

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www.bgsu.edu/graphicdesign

From: **Neil Andrew Englehart** neile@bgsu.edu
Subject: Re: POLS approval for graduate elective
Date: July 12, 2019 at 3:28 PM
To: jenn stucker jstuck@bgsu.edu

OK. Given the nature of the program, maybe POLS 5430 (Mass media in politics0 would be appropriate?

Neil

From: jenn stucker <jstuck@bgsu.edu>
Date: Wednesday, July 10, 2019 at 2:35 PM
To: Neil Andrew Englehart <neile@bgsu.edu>
Subject: Re: POLS approval for graduate elective

Hi Neil,
Thank you for the reply.

Our program is intended to be predominately a hybrid online course and I was looking for courses that were available to students online. We are also encouraging students to reach out to other units for face-to-face courses as needed for their interdisciplinary units, but they will have to get approval.

I am open to suggestions.

best,
jenn

Jenn Stucker
Associate Professor + Chair of The Graphic Design Division
Chair of Faculty Senate
Faculty Associate // Center of Faculty Excellence

Bowling Green State University
School of Art // 1000 Fine Arts Center
Bowling Green, OH 43403

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www.bgsu.edu/graphicdesign

SiSU Design :: the work of jenn stucker
www.sisudesign.com

> On Jul 10, 2019, at 1:25 PM, Neil Andrew Englehart <neile@bgsu.edu> wrote:
>
> jenn –
>
> I don't have any objection to listing those courses. I am however curious about how those two in particular were selected. I'm not sure they are the most obvious ones to me, but maybe I am missing something.

Also, you should be aware those courses have not been taught a lot recently. As we beef up our staffing in law, they may get taught more frequently.

Neil

From: jenn stucker <jstuck@bgsu.edu>
Date: Thursday, July 4, 2019 at 1:27 PM
To: Neil Andrew Englehart <neile@bgsu.edu>
Subject: POLS approval for graduate elective

Hi Neil,
Happy 4th of July! I hope you are enjoying your day. I have a special and fast request for your assistance to a task we are trying to complete over the summer and I understand you are not on contract. I am hopeful that you might find a few minutes to approve a Political Science class as part of our elective courses for our new Masters of Design program in Integrative Design we are putting forward. *All that is needed is an email response granting approval by the Political Science program to list this course on our elective list. As we are in a rush, your soonest approval is most appreciated.*

As an Integrative Design program, it is important for our students to be engaged with other disciplines. Below are the POLS courses we would like to include on our list for our program. Our program is listing over 20 courses for our electives and when the program gets rolling we will have around 12 graduate students. As students will have several options for their elective courses as it relates to their research, I don't anticipate you will have a mass amount of our students, but could have around 2 or three. I don't foresee these students being a large burden on your staffing, thus I am hopeful you will permit POLS on our listing. If there are other graduate level courses you would like to suggest, we are amenable to your input. We are trying to offer courses that have flexibility for working professionals that are either online or hybrid, so when making alternative suggestions this would be most helpful.

Here are the classes we would like to list ::
- POLS 5040 // 20th Century Political Though
- POLS 52600 // Law and Society

Here is the description of our proposed program ::
The Division of Graphic Design of the School of Art in the College of Arts & Sciences at Bowling Green State University propose to institute a new Master of Design (MDes) in Integrative Design degree.
The degree pathway will include: a 60 credit hour terminal degree path for students through interdisciplinary research and studio coursework along with fieldwork practice.
Focus of Program: The MDes Integrative Design degree provides a combination of theoretical and practical curriculum to develop adaptive, strategic, and collaborative educators, innovators, and leaders who address complex problem-solving through creating connective, human-centered design experiences. Topics in design research and methods, complex systems, context and culture, integrative strategies, theory and implementation, and collaborative design studio intensives shape the focus of this program.
Description, disciplinary purpose and significance: The field of graphic design is entwined in the information age, the user experience, and the growth of the knowledge

entwined in the information age, the user experience, and the growth of the knowledge and experience economies, further diversifying and expanding this profession's multi-dimensional opportunities and making it more demanding. A plethora of name changes reflect a continuous state of flux with titles such as communication design, visual communication, design thinking, social design, experience design, service design, transdisciplinary design, etc., all trying to capture the evolving ethos in design practices. Designers have transitioned from being the last in the chain of decision making to the forefront, and within interdisciplinary teams developing strategies, defining audiences, connecting diverse stakeholders, and innovating products and services with consideration for larger social and cultural contexts. The curriculum of the Master of Design degree addresses the need for flexible and resilient designers versed in emerging tools, methods and processes for taking on collaborative and integrative design problems that reside in a variety of complex systems.

Please let me know if you have any questions.

Thanks!

jenn

Jenn Stucker
Associate Professor + Chair of The Graphic Design Division
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Bowling Green State University
School of Art // 1000 Fine Arts Center
Bowling Green, OH 43403

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www.sisudesign.com

From: **Emily Brooke Anzicek** emilya@bgsu.edu
Subject: Re: MC approval for graduate electives
Date: July 30, 2019 at 3:39 PM
To: jenn stucker jstuck@bgsu.edu
Cc: Joshua D Atkinson jatkins@bgsu.edu, Laura Stafford llstaff@bgsu.edu

Hi Jenn,
You can go ahead and list those two classes.

Emily

From: jenn stucker <jstuck@bgsu.edu>
Sent: Tuesday, July 30, 2019 3:26:36 PM
To: Emily Brooke Anzicek <emilya@bgsu.edu>
Cc: Joshua D Atkinson <jatkins@bgsu.edu>; Laura Stafford <llstaff@bgsu.edu>
Subject: Re: MC approval for graduate electives

HI Emily,
Thank you for responding. :)

Well, we currently don't have a program launched or students yet as the program won't be up available until Fall 2021, so no enrollments are needed right now. The Graduate School is asking us to get permission to list MC courses for our electives on our check sheet to be included in our proposal. I have attached our proposed check sheet (courses in italics are not yet approved), in case this might help in decision making as you can see the complete list of offerings from other units. Typically this decision is provided by the chair of the program as an agreement to list versus individual instructors on a per class/semester bases. I guess I am trying to say that permission is granted wholly.

As the degree is an integrative design degree, we would like as much interdisciplinarity as possible, which is why I am reaching out to the School of Media and Communications. Our graduate program will likely only have 7 students the first year (5 of them part-time), and they have quite a few choices for their electives, so I would imagine there would only be 1 or 2 students enrolling in the course.

Should I assume at this point you would prefer NOT to commit these MC classes and remove them from our list? Or can we keep it on the offering and see what happens? Please advise.

Thank you again,
Jenn

Jenn Stucker
Associate Professor + Chair of The Graphic Design Division
Chair of Faculty Senate
Faculty Associate // Center of Faculty Excellence

Bowling Green State University
School of Art // 1000 Fine Arts Center
Bowling Green, OH 43403

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www.sisudesign.com

> On Jul 30, 2019, at 3:09 PM, Emily Brooke Anzicek <emilya@bgsu.edu> wrote:
>
> Jenn,
> I think your students would need the permission of the instructor to enroll in those courses. As Laura mentioned before, there can be some variation depending on who is teaching in a given semester and we also have to ensure that we have adequate seats in the 5000-level courses for our own MA students.
>
> Emily
>
> ---
>
> **From:** jenn stucker <jstuck@bgsu.edu>
> **Sent:** Tuesday, July 30, 2019 1:44:19 PM
> **To:** Joshua D Atkinson <jatkins@bgsu.edu>; Emily Brooke Anzicek <emilya@bgsu.edu>
> **Cc:** Laura Stafford <llstaff@bgsu.edu>
> **Subject:** Re: MC approval for graduate electives
>
> Hello Josh and Emily,
> I am following up regarding an email from earlier this month. I recognize faculty are not on contract, so I understand the lack of reply. I am still hopeful you might have a few minutes to determine if our graduates students might be able to take the courses below as possible electives? I am in process of trying to complete our paperwork for our new program proposal before classes get back in session, hence my summer request. My hope was to have this submitted by the end of July. I would kindly appreciate your feedback.
>
> Thank you,
> Jenn
>
>
> **Jenn Stucker**
> Associate Professor + Chair of The Graphic Design Division
> Chair of Faculty Senate
> Faculty Associate // Center of Faculty Excellence

On Jul 7, 2019, at 1:50 PM, jenn stucker <jstuck@bgsu.edu> wrote:

Thank you Laura for the information. This is very helpful.

Josh and Emily, would we be able to list 5610 and 5670? Also, would there be any other courses to consider on our listing?

best,
jenn

On Jul 5, 2019, at 7:53 AM, Laura Stafford <llstaff@bgsu.edu> wrote:

Jenn,

Josh and Emily are both away. However, I can give you my thoughts, though not my decision. It would be a graduate program committee decision or at least graduate director. That said, I'm actually not sure that any of the one's you've listed are great fits for you. We no longer offer MC 5050. We actually just submitted a green sheet to have that eliminated entirely so it doesn't exist. MC 6000 is required of all our incoming doctoral and incoming research MA students. It would never be offered online or hybrid. It is always full to capacity with the incoming group of students and it is highly theoretical. (You might have seen it online in the past, but that is no longer the case.)   The other two are bridge courses that are sometimes (but not always) online. They are typically capped at 30 and 25-27 of those are undergraduate students. The courses and the instructors get good evaluations and undergraduates and early "traditional" MA students like them. But our professional oriented people haven't always liked the predominantly undergraduate nature of the courses and sometimes, pending who is teaching them, find them too theoretical. That said, if you want Josh and Emily to consider the two 5610 and 5670, they certainly can. But again, that's not something I can simply say yes to.

Sorry I don't have a better answer at this time. Sounds like a really cool program.

From: jenn stucker <jstuck@bgsu.edu>
Sent: Thursday, July 4, 2019 1:28 PM
To: Laura Stafford <llstaff@bgsu.edu>; Lisa Hanasono <lisakh@bgsu.edu>; Terry Lynn Rentner <trentne@bgsu.edu>
Subject: MC approval for graduate electives

Hi Laura, Lisa and Terry,
Happy 4th of July! I hope you are enjoying your day. I have a special and fast request for your assistance to a task we are

trying to complete over the summer and I understand you are not on contract. I am hopeful that you might find a few minutes for one of you to approve these four Media Communication classes as part of our elective courses for our new Masters of Design program in Integrative Design we are putting forward. *All that is needed is an email response granting approval by the Media Communications program to list these courses on our elective list. As we are in a rush, your soonest approval is most appreciated.*

As an Integrative Design program, it is important for our students to be engaged with other disciplines. Below are the list of MC courses we would like to include on our list for our program. Our program is listing over 20 courses for our electives and when the program gets rolling we will have around 12 graduate students. As students will have several options for their elective courses as it relates to their research, I don't anticipate you will have a mass amount of our students, but could have around two or three. I don't foresee these students being a large burden on your staffing, thus I am hopeful you will permit MC on our listing. If there are other graduate level courses you would like to suggest, we are amenable to your input. We are trying to offer courses that have flexibility for working professionals that are either online or hybrid, so when making alternative suggestions this would be most helpful.

Here are the classes we would like to list ::

- MC 5050 // Mediated Cultures & Identities
- MC 5610 // Audience Research
- MC 5670 // Gender, Media & Culture
- MC 6000 // Introduction to Media & Communication

Here is the description of our program ::

The Division of Graphic Design of the School of Art in the College of Arts & Sciences at Bowling Green State University propose to institute a new Master of Design (MDes) in Integrative Design degree.

The degree pathway will include: a 60 credit hour terminal degree path for students through interdisciplinary research and studio coursework along with fieldwork practice.

Focus of Program: The MDes Integrative Design degree provides a combination of theoretical and practical curriculum to develop adaptive, strategic, and collaborative educators, innovators, and leaders who address complex problem-solving through creating connective, human-centered design experiences. Topics in design research and methods, complex systems, context and culture, integrative strategies, theory and implementation, and collaborative design studio intensives shape the focus of this program.

Description, disciplinary purpose and significance: The field of graphic design is entwined in the information age, the user experience, and the growth of the knowledge and experience economies, further diversifying and expanding this profession's multi-dimensional opportunities and making it more demanding. A plethora of name changes reflect a continuous state of flux with titles such as communication design, visual communication, design thinking, social design, experience design, service design, transdisciplinary design, etc., all trying to capture the evolving ethos in design practices. Designers have transitioned from being the last in the chain of decision making to the forefront, and within interdisciplinary teams developing strategies, defining audiences, connecting diverse stakeholders, and innovating products and services with consideration for larger social and cultural contexts. The curriculum of the Master of Design degree addresses the need for flexible and resilient designers versed in emerging tools, methods and processes for taking on collaborative and integrative design problems that reside in a variety of complex systems.

Please let me know if you have any questions.

Thanks!

jenn

Jenn Stucker
Associate Professor + Chair of The Graphic Design Division
Chair of Faculty Senate
Faculty Associate // Center of Faculty Excellence

Bowling Green State University
School of Art // 1000 Fine Arts Center
Bowling Green, OH 43403

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www.sisudesign.com

From: **Sandra L Faulkner** sandraf@bgsu.edu
Subject: Re: WS approval for graduate elective
Date: July 30, 2019 at 7:53 PM
To: jenn stucker jstuck@bgsu.edu

SF

Hello!

I was out of town, so I am glad you checked in again. I like your proposal. Count us in.

Cheers,

Sandra

From: jenn stucker <jstuck@bgsu.edu>
Date: Tuesday, July 30, 2019 at 3:51 PM
To: Sandra L Faulkner <sandraf@bgsu.edu>
Subject: Re: WS approval for graduate elective

Hi Sandra,
Happy Summer. I am following up regarding an email from earlier this month. I recognize faculty are not on contract, so I understand the lack of reply. I am still hopeful you might have a few minutes to determine if our graduates students might be able to take the course below as possible electives? I am in process of trying to complete our paperwork for our new program proposal before classes get back in session, hence my summer request. My hope was to have this submitted by the end of July. I would kindly appreciate your feedback. I am also attaching our program check sheet so you can see the full list of offerings.

As the degree is an integrative design degree, we would like as much interdisciplinarity as possible, which is why I am reaching out to Women's Studies and for how it relates to our content. Our graduate program will likely only have 7 students the first year (5 of them part-time), and they have quite a few choices for their electives, so I would imagine there would only be 1 or 2 students enrolling in the course.

Should I assume at this point you would prefer NOT to commit the WS class and remove them from our list? Or can we keep it on the offering and see what happens? Please advise.

Thank you,
Jenn

Jenn Stucker
Associate Professor + Chair of The Graphic Design Division
Chair of Faculty Senate
Faculty Associate // Center of Faculty Excellence

Bowling Green State University
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Bowling Green, OH 43403

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www.sisudesign.com

On Jul 4, 2019, at 1:27 PM, jenn stucker <jstuck@bgsu.edu> wrote:

Hi Sandra,
Happy 4th of July! I hope you are enjoying your day. I have a special and fast request for your assistance to a task we are trying to complete over the summer. I am hopeful that you might find a few minutes to approve a Women's Studies class as part of our elective courses for our new Masters of Design program in Integrative Design we are putting forward. *All that is needed is an email response granting approval by the Women's Studies program to list this course on our elective list. As we are in a rush, your soonest approval is most appreciated.*

As an Integrative Design program, it is important for our students to be engaged with other disciplines. Below is the WS course we would like to include on our list for our program. Our program is listing over 20 courses for our electives and when the program gets rolling we will have around 12 graduate students. As students will have several options for their elective courses as it relates to their research, I don't anticipate you will have a mass amount of our students, but could have around two or three. I don't foresee these students being a large burden on your staffing, thus I am hopeful you will permit WS on our listing. If there are other graduate level courses you would like to suggest, we are amenable to your input. We are trying to offer courses that have flexibility for working professionals that are either online or hybrid, so when making alternative suggestions this would be most helpful.

Here is the class we would like to list ::

- WS 68200 // Topics in Women's Studies

Here is the description of our proposed program ::
The Division of Graphic Design of the School of Art in the College of Arts & Sciences at Bowling Green State University propose to institute a new Master of Design (MDes) in Integrative Design degree.

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Focus of Program: The MDes Integrative Design degree provides a combination of theoretical and practical curriculum to develop adaptive, strategic, and collaborative educators, innovators, and leaders who address complex problem-solving through creating connective, human-centered design experiences. Topics in design research and methods, complex systems, context and culture, integrative strategies, theory and implementation, and collaborative design studio intensives shape the focus of this program.

Description, disciplinary purpose and significance: The field of graphic design is entwined in the information age, the user experience, and the growth of the knowledge and experience economies, further diversifying and expanding this profession's multi-dimensional opportunities and making it more demanding. A plethora of name changes reflect a continuous state of flux with titles such as communication design, visual communication, design thinking, social design, experience design, service design, transdisciplinary design, etc., all trying to capture the evolving ethos in design practices. Designers have transitioned from being the last in the chain of decision making to the forefront, and within interdisciplinary teams developing strategies, defining audiences, connecting diverse stakeholders, and innovating products and services with consideration for larger social and cultural contexts. The curriculum of the Master of Design degree addresses the need for flexible and resilient designers versed in emerging tools, methods and processes for taking on collaborative and integrative design problems that reside in a variety of complex systems.

Please let me know if you have any questions.
Thanks!
jenn

July 7, 2019

To whom it may concern,

I'm writing in support of the proposed Master of Design in Integrative Design degree at Bowling Green State University. I'm a 1994 graduate of BGSU's graphic design program. The skills I learned while at BG have helped me progress through my career and have led me to my current role as the Executive Creative Director and Brand strategist at Interrupt. We are a strategic branding firm focused on helping Fortune 500 building material companies redefine their brands in the market. In this current role, I'm responsible for hiring the creative talent at Interrupt. I've hired multiple design graduates from BGSU who have helped contribute to our company's success. Hiring can be a challenge in Northwest Ohio, so we're very fortunate to have such a quality design program nearby.

I'm really excited about the proposed Master of Design program. This will prepare graduates for the new normal in communication. The days of designing for mass media are long gone. We are targeting down to the zip code to find our perfect customer. We talk to our clients about the importance of human to human interactions, providing their customers information before they even know they want it. This strategic thinking will now be introduced through this program allowing these students to differentiate themselves as they move into the workforce. Currently we nurture our new designers to understand and design for this kind of thinking. We believe it sets Interrupt apart from our competitors. After reviewing the focus of this proposed program, I'm confident students would be better prepared to join our team.

Sincerely,

Anita Holman
Executive Creative Director and Brand Strategist

interruptdelivers.com

From: **Steve Hanson** Steve.Hanson@hansoninc.com
Subject: [EXTERNAL] Some thinking ...
Date: July 8, 2019 at 3:30 PM
To: jenn stucker jstuck@bgsu.edu

Good afternoon Jenn.

I wanted to take a moment to share some thinking regarding the BGSU Masters of Design Program.

First and foremost, this will be a huge delineator for BG Grads. As an employer we are looking for people that really understand how to be collaborative and solve problems — not just execute an assignment. Graduates need to be adaptive and most importantly, be innovative.

As a BGSU alum, I pride myself in promoting BG grads — having this program takes the game up significantly and shines a brighter light on these prospective employees. Our company has had great success with hiring from the BGSU BFA Program and this Masters degree would make them even more desirable.

Kind regards,

Steve

Steve Hanson
President/CEO

H A N S O N   I N C .
Four Seagate Building
Suite 203
Toledo, OH 43604
P. 1 419 794 0505
M. 1 419 450 0911

To Whom It May Concern:

These past 25 years, RP Marketing has been proud to hire the best and brightest design talent in Northwest Ohio, nearly all of whom have been BFA Graphic Design graduates of Bowling Green State University.

In our work, strategic thinking and critical insight are essential. Our *Fortune 500* and healthcare clients across the country count on RP to think beyond current circumstances to design powerful and long-term solutions. It's this ability to strategically that I have come to rely on in BGSU design graduates.

The addition of a Master of Design program will only serve to strengthen the attractiveness of BGSU's program. I can see it being a very attractive professional development option for experienced graphic designers, like those on my staff, as well as the in-house design teams several local *Fortune 500* companies have built.

I strongly encourage you to expand your program to include a Master of Design offering, strengthening the reputation of BGSU as a pre-eminent design school in the region and providing local designers pathways to deep and meaningful professional development.

Sincerely,

Stephanie Johnston, MBA
President & CEO
RP Marketing & Transcend Strategy Group

07/ 07 / 2019

Memorandum

To: Jenn Stucker, Chair of Graphic Design
From: Lindsy Buser
Re: Interest Letter in the MDes in Integrative Design

Dear Jenn,

I am writing this letter to express my interest in your impending Master of Design Degree program in Integrative Design. Upon graduating from Bowling Green State University in 2009 with a BFA in graphic design, I excitedly looked forward to celebrating the proud accomplishment. Nonetheless, I was also thinking about the next step — and wishing a Master of Design Degree was achievable at BGSU. Years have passed since then and I have enjoyed numerous design experiences; corporate, freelance, education, volunteer, and more. One such experience was that of an employee and designer at Handmade Toledo, a small business built from the ground up that has been rapidly growing and benefiting the local creative communities in addition to a variety of local and regional businesses. Design helped elevate Handmade Toledo in a multitude of ways: increased and improved communication in print and web that informs customers and generates new business, information designed to improve the experience of events, and in house product design to create more profit. Additionally, I have had the opportunity to teach Graphic Design in a higher education environment. This experience re-ignited my passion for education; its necessity and power in creating new generations of exceptional individuals, creators, and innovators.
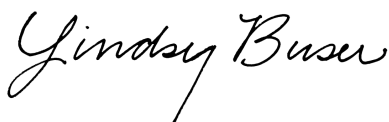
Throughout these career experiences, the desire to pursue a Master of Design Degree has been alive and well, and I am passionate about the possibility of having this opportunity at BGSU. I have always kept a plan on hand should the opportunity arise, including being financially responsible for this endeavor. Long term, I believe this experience will not only hone my design skills and broaden my professional opportunities; it will push my critical thinking and creative solution processes further. Not only would a Master of Design Degree make me a more robust designer, but also a more proficient citizen, employee, and leader.

One of the reasons why I prefer to pursue this degree at BGSU is because of location. The Midwest is often a misunderstood region where a large number of resilient, diverse, hardworking, and creative people reside. It has the people, the strength, and the spirit to continue its path toward a promising future. This path includes investment in resources that empower residents, such as higher education programs. Offering a Master of Design Degree at BGSU supports continued positive progress in our area. Additionally, there are diverse industries available to inspire, collaborate, or pursue a career in: art, healthcare, education, financial services, technology, nonprofit, and more. This can help create a more rich experience, but also benefits one seeking employment opportunities after receiving this degree. Higher education options to the west and east of us, while fine establishments, lack the unique collection of opportunity, history, and creativity to draw from.

Another largely advantageous resource we have on hand is the extremely talented BGSU design faculty. The faculty has had a profound positive effect on my life, and nurtured my already existing desire for art, design, and education and transformed it into a productive way of life. Experience with the highly skilled faculty has led me on a fruitful path of various design experiences. Personal and professional success in my life have been achieved in part of their encouragement, discipline, and emphasis upon critical thinking. Pursuing a Master of Design Degree is the logical and desired next step to continue my work, as it is for others in the local creative communities.

My sincere gratitude for your time and consideration concerning my thoughts about establishing a Master of Design Degree at BGSU. Best wishes to you and the School of Art, always.

Warm Regards,

Lindsy Buser

Lindsy Buser

7/ 10 / 2019

Memorandum

To: Jenn Stucker, Chair of Graphic Design
From: Irene Martin
Re: Interest Letter in the MDes in Integrative Design

Dear Jenn,
I am writing this letter to express my interest in your impending Master of Design Degree program in Integrative Design. In my current role as Marketing Graphic Designer for the University of Findlay I have gained an interest in pursuing teaching design at the college level, but more importantly my interest in the MDes program is to further my knowledge of our ever-changing field. I am challenged daily to research, problem solve and help our team make decisions on how to reach new younger generations through strategic design. In this new program I am specifically interested in learning how to connect to these audiences through more human-centered design experiences and how research and real-life play a role in design best practices.

Though my ultimate goal is to teach, I also currently own and operate a design & printing company and hope to implement more social impact design and continue to stay up-to-date with the tools and methods in design and also in design leadership.

Sincerely,

Irene R Martin

Irene Martin
Findlay, OH
irenermartin.com

7/9/ 2019

Memorandum

To: Jenn Stucker, Chair of Graphic Design
From: Alyssa Batch, Graphic Designer
Re: Interest Letter in the MDes in Integrative Design

Dear Jenn,

I am writing this letter to express my interest in your impending Master of Design Degree program in Integrative Design. I have been looking for a program that aligns my future goals, and feel this program allows me to further my career in a way I am most passionate about. I'm interested in many areas such as business, entrepreneurship, marketing, and teaching and feel this is the perfect program to achieve all of these skills. I would like to continue to grow and learn to advance in my career.

There are many benefits a Master's Degree in graphic design can present, getting my MDes will allow me to teach young creative minds at a college level. Being able to help students achieve their career and academic success would be very rewarding, especially with design constantly changing and evolving. I'm also very passionate about marketing and business; getting my MDes will give me many more employment opportunities. For example, it's the perfect degree for entrepreneurs who want to open their own studios or simply work as home-based freelancers or work in an agency doing advertising.

In closing, I feel strongly about the advantages an MDes can provide me. There are many ways I can use my knowledge in what I have learned in marketing and push my thinking in many directions, making myself a stronger designer. I finally can say I'm a lot more confident in how I can advance my professional career, after hearing about the impending Master of Design Degree program in Integrative Design.

Sincerely,

Alyssa Batch

memorandum

to: jenn stucker
re: interest letter in the MDes in Integrative Design

07\08\19

06^h 22^m 44.503^s

617.684.5574
singularitydesign.co
curiosity@singularitydesign.co

Jenn,

I am writing this letter to express my interest in your impending Master of Design Degree program in Integrative Design. As a graduate of BGSU in Graphic Design I have a keen interest in expanding my own design education through the very same organization that has given me the foundational skills to build my own design practice.

BGSU is an advantageous choice due to it's location to my studio, meaning I could pursue a masters without relocating. But it also has the potential to draw great talent to the area helping to build my team and expand the design community, and my business in northwest Ohio.

The Midwest design community is diverse, hardworking, and resilient. We have a proven track record in building communities centerd on the arts, providing opportunities within our community, and being an example of the value design can contribute. The addition of an MDes in Integrative Design program would only serve to further the impact of this design community; and under the helm of BGSU GD's already highly visible and extremely talented faculty would undoubtedly be successful.

Thank you for your consideration.

All the best,

benjie wilhelm
founder + creative director

−00° 20' 44.72"

Begin forwarded message:

From: Angela M Spence Nelson <anelson@bgsu.edu>
Subject: RE: ETHN approval for graduate electives
Date: July 31, 2019 at 2:57:10 PM EDT
To: jenn stucker <jstuck@bgsu.edu>
Cc: Angela M Spence Nelson <anelson@bgsu.edu>

July 31, 2019

Dear Jenn,

I grant the approval of Ethnic Studies graduate courses on the electives list of the Masters of Design program in Integrative Design in the School of Art.

Thanks for including Ethnic Studies courses in your new program!

Sincerely,
Angela

Angela M. Nelson, Ph.D.
Pronouns: She/Her/Hers
Associate Professor, Department of Popular Culture
Chair & Graduate Coordinator, Department of Ethnic Studies
School of Cultural and Critical Studies
228 Shatzel Hall, Bowling Green State University
Bowling Green OH 43403-0214
anelson@bgsu.edu; +1-419-372-0284; 249 Shatzel Hall

From: jenn stucker <jstuck@bgsu.edu>
Sent: Thursday, July 4, 2019 1:27 PM
To: Angela M Spence Nelson <anelson@bgsu.edu>
Subject: ETHN approval for graduate electives

Hi Angela,
Happy 4th of July! I hope you are enjoying your day. I have a special and fast request for your assistance to a task we are trying to complete over the summer and I understand you are not on contract. I am hopeful that you might find a few minutes to approve three Ethnic Studies classes as part of our elective courses for our new Masters of Design program in Integrative Design we are putting

forward. *All that is needed is an email response granting approval by the Ethnic Studies program to list these courses on our elective list. As we are in a rush, your soonest approval is most appreciated.*

As an Integrative Design program, it is important for our students to be engaged with other disciplines. Below are the list of ETHN courses we would like to include on our list for our program. Our program is listing over 20 courses for our electives and when the program gets rolling we will have around 12 graduate students. As students will have several options for their elective courses as it relates to their research, I don't anticipate you will have a mass amount of our students, but could have around two or three. I don't foresee these students being a large burden on your staffing, thus I am hopeful you will permit ETHN on our listing. If there are other graduate level courses you would like to suggest, we are amenable to your input. We are trying to offer courses that have flexibility for working professionals that are either online or hybrid, so when making alternative suggestions this would be most helpful.

Here are the classes we would like to list ::
- ETHN 6200 // Theories of Race Relations, Ethnicity, and Multiculturalism
- ETHN 6400 // Women and Globalization
- ETHN 6500 // Sexuality, Race, and Nation

Here is the description of our program ::

The Division of Graphic Design of the School of Art in the College of Arts & Sciences at Bowling Green State University propose to institute a new Master of Design (MDes) in Integrative Design degree.

The degree pathway will include: a 60 credit hour terminal degree path for students through interdisciplinary research and studio coursework along with fieldwork practice.

Focus of Program: The MDes Integrative Design degree provides a combination of theoretical and practical curriculum to develop adaptive, strategic, and collaborative educators, innovators, and leaders who address complex problem-solving through creating connective, human-centered design experiences. Topics in design research and methods, complex systems, context and culture, integrative strategies, theory and implementation, and collaborative design studio intensives shape the focus of this program.

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Please let me know if you have any questions.

Thanks!

jenn

Jenn Stucker
Associate Professor + Chair of The Graphic Design Division

Chair of Faculty Senate
Faculty Associate // Center of Faculty Excellence

Bowling Green State University
School of Art // 1000 Fine Arts Center
Bowling Green, OH 43403

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www.bgsu.edu/graphicdesign

SiSU Design :: the work of jenn stucker
www.sisudesign.com

To: Jenn Stucker
        Chair of the Graphic Design Division
        School of Art

From: Dawn M. Shinew
        Dean, College of Education and Human Development

Re: Proposed Master of Design (MDes) in Integrative Design

Date: September 16, 2019

I have reviewed the proposal for the Master of Design (MDes) in Integrative Design from the School of Art in the College of Arts and Sciences.

Later, if you have students interested in higher education and leadership studies, you may wish to review CSP, HIED, and EDLS courses as potential electives.

This is a strong proposal with no significant duplication of existing EDHD courses and I support its approval.

From: Stephanie Boman
To: Stephanie Boman
Subject: RE: Masters of Design in Integrative Design
Date: Thursday, September 26, 2019 12:14:34 PM

Begin forwarded message:

From: Raymond William Braun <rwbraun@bgsu.edu>
Subject: Masters of Design in Integrative Design
Date: September 24, 2019 at 3:53:11 PM EDT
To: jenn stucker <jstuck@bgsu.edu>
Cc: Bai-Yau Yeh <byeh@bgsu.edu>

Hi Jenn,

We review the proposed Master of Design in Integrative Design and give our full support of the proposed master degree. We also support including two MBA courses, MBA 6080 and 6100, as part of the elective courses for the proposed Master degree program.

Please let me know if you have any questions.

Best,

Ray

Date: October 14, 2019

To: Charles Kanwischer, Director School of Art
From: Jennie J. Gallimore, Ph.D, Dean

Re: Maters of Design (MDes) in Integrated Design

Thank you for sharing your proposal for the Maters of Design (MDes) in Integrated Design degree.
Our faculty reviewed the proposal and we have no objections or concerns. We support your
program and look forward to collaborations with the School of Art

Sincerely,

Jennie J. Gallimore, Ph.D, Dean
College of Technology, Architecture, and Applied Engineering
Bowling Green State University

NEW GRADUATE PROGRAM FORM

GENERAL INFORMATION

Note: Do not submit for specializations. New specializations go through the Program Modification form.

Instructions for filling out the proposal form can be found on the Graduate College Documents & Forms webpage (https://www.bgsu.edu/graduate/documents-and-forms.html)

Proposer BGSU Username:
MSARDER

A. DESIGNATION OF NEW DEGREE PROGRAM

1. New program name and degree designation*

MASTER OF SCIENCE IN LOGISTICS AND SYSTEMS ENGINEERING (MS-LSE).

2. Rationale for degree designation (degree designation examples: MA, MS, M.Ed, Ph.D)*

A Logistics and Systems Engineering graduate Program is immensely needed due to a huge unfulfilled demand for multi-disciplinary engineering professionals. This program will fulfill employers' demands for such professionals in the state of Ohio and in the national and global marketplace. It will prepare STEM graduates for a variety of different positions by giving them the ability to design systems, components, or process to meet desired needs within realistic constraints, including economic, environmental, social, political, ethical, health and safety, manufacturing, and sustainability. The program will teach students to solve engineering problems that arise in logistic and systems engineering settings, and to understand the impact of engineering solutions within global, economic, environmental, and societal contexts.

3. Program delivery method (if you want the ability to offer multiple options, you must check all options that apply)

☐ 100% Face-to-face

☑ Web-centric (hybrid)

☑ 100% Online

4.1 Required for the Office of Online and Summer Academic Programs (OSAP): If there is a current onsite program, will the online or blended program be offered instead of or in addition to the onsite program?
There is not currently a different delivery method of this program. We are suggesting all delivery methods here because we envision working professionals to enroll in this program. They will need flexibility as to when and how they take their courses.

4.2 Required for OSAP: If there is a current onsite program, indicate whether the online or blended program is equivalent to the onsite program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain.
n/a

4.3 Required for OSAP: Projected term the program will commence.

Year: | 2020

Term: | FALL

B. PROVIDE A BRIEF OVERVIEW OF THE NEW PROGRAM (MAX. 50 WORDS)*

This program emphasizes engineering design, systems integration, modeling, problem solving, teamwork, and communication skills in order to prepare students for the tasks of their future professions. The graduates would be competent in designing and improving a variety of complex systems such as manufacturing, logistics, healthcare, and retail.

C. PROGRAM CURRICULUM

1. Catalog description

1.1 Program description*

The Logistics and Systems Engineering program is a multi-disciplinary engineering program that applies systems approach to solve contemporary problems in the field. This program is designed to meet growing industry demand for tech-savvy engineers who can design, integrate, and improve highly complex systems including logistics, production, healthcare, and retail

1.2 Prerequisites*

Students of this program will come primarily from engineering disciplines. They may also come from technology, business, and applied science backgrounds with a BS degree in related fields. These students will have basic math, statistics, and science skills. Students will be required to take all core and elective courses before they can take synthesis courses (TECH 6960 or TECH 6990). They also need to take LSE 5020 and LSE 5030 before they can take LSE 6750. The rest of the core and elective courses do not require any prerequisite courses except MSA 6440, which has MSA 5020 as prerequisite. A detailed prerequisite requirement is shown in Appendix A.

1.3 Admissions procedures*

To be considered for admission, applicants may apply to enter the program at the beginning of any semester and must have a bachelor's degree from a regionally accredited institution (or its equivalent) in an engineering, technology, applied sciences, or related academic fields.
To gain regular admission, applicants must have a minimum of a 3.0 undergraduate grade point average (GPA) on a 4.0 scale. Applicants are required to submit scanned copies of official or unofficial transcripts from all institutions attended. Upon admission, final official or notarized copies of transcripts from all institutions where degrees were earned and diplomas from international institutions must be submitted. Applicants are also required to submit the following:
• A current CV or resume listing educational background and job experience among others.
• Two letters of recommendation from individuals with knowledge of the applicant's qualifications and ability to successfully complete graduate study.
• Official scores from the Graduate Record Examination (GRE) or the Graduate Management Admissions Test (GMAT). Test scores may be waived when an applicant has a graduate degree from a U.S. institution or at least five years of relevant and progressive work experience.
• International applicants are also required to submit scores from the International English Language Testing System (IELTS), the Pearson Test of English Academic (PTEA), or the Test of English as a Foreign Language (TOEFL).

1.4 General degree requirements (e.g. total credit hours, Plan I and/or Plan II options) *

The Master of Science in Logistics and Systems Engineering is a joint program between the College of Technology, Architecture and Applied Engineering and the College of Business. This degree requires 30 credit hours from three areas. The core consists of 15 credit hours; 9 credit hours from engineering and 6 credit hours from supply chain management. At least 18 credit hours of 6000 or higher-level courses must be taken. Synthesis hours cannot be taken without the consent of the advisor and graduate coordinator.

2. Specific curriculum: List program courses

2.1 List program required courses*

_____ LSE 5020- Logistics Transportation Systems
_____ LSE 5030- Logistics Distribution Systems
_____ MBA 5420- Integrated Logistics Planning and Analysis
_____ MBA 6040- Supply Chain Management
_____ LSE 6750- Logistics Systems Design and Analysis
_____TECH 6990- Thesis Research (6 hours) or TECH 6960- Supervised Practicum in Applied Engineering (3 hours)

2.2 List elective courses*

_____LSE 6760- Healthcare Systems Optimization
_____MHSA 6450- Quality Management in Healthcare Delivery
_____MBA 5450- Demand Driven Supply Chain Planning and Operations
_____MSA 5020-Regression Analysis
_____MSA 6440 or CS 6440 or STAT 6440- Data Mining
_____QS 6160- Quality Culture Assessment
_____QS 6270- Lean Systems Analysis
_____ SCM 6010- Category Management and Strategic Sourcing
_____TECH 6500- Sustainability
_____TECH 6200- Project Management in Applied Engineering or SCM 6030 Strategic Project Management for Supply Chain Change
_____TECH 6710- Automation and Robotics in Manufacturing
_____SYE 5700- Study Abroad Experience or TECH 6890- Graduate Internship
_____Other courses as approved by Graduate Coordinator

2.3 List any courses from B.2.1 and B.2.2 that are new courses being created for this program. (*Any new courses specifically for the new program must accompany the new program modification form when it moves to Full Graduate Council for review.*)*

LSE 5020- Logistics Transportation Systems (Graduate section of SYE 4020)
LSE 5030- Logistics Distribution Systems (Graduate section of SYE 4030)
LSE 5700- Study Abroad Experience (Elective, graduate section of SYE 4700)
LSE 6750- Logistics Systems Design and Analysis
LSE 6760- Healthcare Systems Optimization

2.4 Required hours in degree, elective hours, cognates (if applicable). Justify the number of credits required (certificate programs with 12 - 20 hours are approved by BGSU; 21 or more credit hours necessitate approval by BGSU and OSAP.)*

This degree will require a total of 30 credit hours: 15 credit hours required core; 3-6 credit hours synthesis (thesis or capstone project); and 9-12 credit hours elective.

2.5 If appropriate, describe any restrictions regarding the choice or sequence of courses within the proposed program/certificate.

Students will be required to take all core and elective courses before they can take synthesis courses (TECH 6960 or TECH 6990). They also need to take LSE 5020 and LSE 5030 before they can take LSE 6750. The rest of the core and elective courses do not require any prerequisite courses except MSA 6440, which has MSA 5020 as a prerequisite.

2.6 Required for OSAP: Describe how interaction (synchronous or asynchronous) between the instructor and the students and among the students is reflected in the design of the program and its courses. For questions, contact the Office of Online and Summer Academic Programs at OSAP@bgsu.edu

This program will pursue ABET accreditation and will follow ABET program evaluation process for ensuring the high standard. ABET follows structured assessment for program educational outcomes, students' outcomes, and continuous improvement irrespective of their deliveries.

2.7 Required for OSAP: Explain how students are supported and counseled to ensure that they have the skills and competencies to successfully complete the curriculum in an online learning environment. For questions, contact the Office of Online and Summer Academic Programs at OSAP@bgsu.edu

All Students will be assigned to the program coordinator as advisees and program faculty members will serve as their mentors. Students will be able to access their advisors, mentors, and other university resources in a face-to-face format and/or via electronic formats such as emails, telephone, and other web based communications.

2.8 Required for OSAP: Explain the process for academic attendance and academically related activities that show regular and substantive interaction between students and instructors. For questions, contact the Office of Online and Summer Academic Programs at OSAP@bgsu.edu

In each course, every week there will be a lecture covering specific course materials followed by discussions. Students are required to review online lectures, participate in discussions, and project communications through Canvas. Because of the online nature of some courses, students are required to be on top of all assignments.
- Students are required to read the assigned chapters, ancillary materials, and proactively participate in fruitful discussion.
- Students will complete all assignments in a timely fashion.

Attach a copy of the program check sheet or sample TDP*

3. Learning Outcomes and Assessment: List the program's expected learning outcomes and corresponding plan for assessing the outcomes. (*Suggested 4 - 8 outcomes: add as needed*)*

Learning Outcomes	Assessment Methods

ADD TO LIST	ADD TO LIST
1. Perform planning and strategic decision-making effectively in the field of logistics and systems engineering.	1. Midterm and Final Exams. LSE 5030
2. Perform modeling and analysis of systems and integrate the results.	2. Final exam and class project. Feedback will be collected via exit surveys. LSE 5020 & LSE 6750
3. Design systems with a clear understanding of complex dynamics in the field of logistics and systems engineering.	3. Evaluation of performance in class project. LSE 5020
4. Adapt effective leadership in project management through clear communication and collaborative teamwork.	4. . Written assignments, oral presentations and collaborative work on team projects. TECH 6960 or TECH 6990
5. Integrate core competencies to develop solutions to complex systems problems in the field of logistics and systems engineering	5. Evaluation of performance in thesis and capstone project experiences. TECH 6960 or TECH 6990
Clear All	Clear All

*Note: An assessment strategy can be used to assess more than one outcome.

4. Evaluation

Required for OSAP: Describe the evaluation systems used to measure the quality and effectiveness of the program delivered in an online or blended format. For questions, contact the Office of Online and Summer Academic Programs at OSAP@bgsu.edu

This program will pursue ABET accreditation and will follow ABET program evaluation process for ensuring the high standard. ABET follows structured assessment for program educational outcomes, students' outcomes, and continuous improvement irrespective of their deliveries.

D. ADMINISTRATIVE STRUCTURE

1. Where will the program be housed administratively (e.g. department or school)?*

The Logistics and Systems Engineering program will be a joint program between the College of Technology, Architecture and Applied Engineering and the College of Business. It will be housed in the Department of Engineering Technologies within the College of Technology, Architecture, and Applied Engineering. Staff for the College will handle the admissions inquiries, advising, academic support, while Department faculty will be responsible for program and course design, content, and teaching. The Chair for the Department of Engineering Technologies will designate the Systems Engineering Program Coordinator. Initially, the Chair will serve as Program Coordinator and oversee marketing/promotion, recruitment, retention, curriculum development, scheduling, and resource allocation for the program. Overall, the program operation will be the same as that of existing programs in the Department of Engineering Technologies.

2. How will the proposed program influence or be influenced by other programs, including:

2.1 In the department/school*

The proposed Logistics and Systems Engineering program will not negatively affect existing programs within the Department or College. This program will attract different sets of students (looking for engineering and Logistics), who do not come to any of our existing programs. This program plans to use several courses from MTM-ENGT & MTM-QS programs. Dr. Kluse and Dr. Mayyas support such uses (please see their support letters attached). Existing MTM programs within the college will allow this program to fulfill its program requirements with existing courses related to the major. The proposed program will bring new students to BGSU over the years, but the excess capacity in most of those courses will satisfy the increased demand.
This program will be the first engineering graduate program within the College and within BGSU. This will improve the reputation of the College and the University. As this program grows, it will focus on engineering research and has a higher potential to bring funded grants.

2.2 In other BGSU departments/colleges*

We do not see any negative impact of the proposed program on any existing programs available at BGSU. Rather, the program will positively influence BGSU through the retention and recruitment of diverse students that are not currently served by the BGSU. This program will use MBA 5420 and MBA 6040 as a core course and SCM 6010, 6030 & MBA 5040 as elective. It will also use MHSA 6450, MSA 5020, and MSA 6440 as electives. Numerous conversations/meetings involving department faculty, chairs, associate deans, and Deans were organized to discuss this proposal resulting in their support for the proposed program (please find support letters and email communications attached).

The proposed program's online/hybrid availability will make it accessible to industry professionals and students across the country while it's higher-level curriculum will attract students interested in studying engineering, which is not currently available at BGSU. With the broad-reaching availability of the program, diversity and revenue should increase at BGSU, as it is estimated to bring 35 students by the end of the fourth year. As an online/hybrid program, Logistics and Systems Engineering can be advertised to both national and international students. The high demand for employees with Logistics and Systems Engineering degree will provide high retention rates for the program that will reflect positively on the University, as well.

2.3 At other universities?*

The impact on related programs at other universities will be negligible due to the proposed program's nature, particular location and hybrid/online format. BGSU's Logistics and Systems Engineering program will target a student population that are working professionals, non-traditional, and looking for multi-disciplinary engineering skills. Other universities within the state of Ohio are not offering a graduate engineering degree that is focused on logistics, healthcare, and manufacturing. BGSU is located in the North West Ohio region that does not offer systems engineering program. The closest university is the University of Toledo, which has no focus in the logistics and systems engineering field. University of Toledo supports our initiative to develop a multi-disciplinary based engineering program as indicated in the support letter from the Chair of Electrical Engineering (please see attached).

Attach correspondence from above units (departments, colleges) that will be influenced.

3. If applicable, what are the implications regarding accreditations of this program or of associated programs in the college/university?

Engineering graduate programs in the U.S. are rarely accredited by any accrediting agencies. Our ENGT and ECET undergraduate programs are already accredited, so pursuing ABET accreditation of the proposed graduate program will make this program highly valued by potential students

E. RATIONALE FOR PROGRAM

1. Reason/Need for the new program or certificate. Provide the rationale for new program including disciplinary focus and how this proposal fits within the unit's Strategic Plan.*

Logistics and Systems Engineering program is an immensely needed discipline because it fulfills a demand for multi-disciplinary engineers in the State of Ohio and beyond. It will prepare students for a variety of different positions by giving them the ability to design a system, component, or process to meet desired needs within the realistic constraints. The program will teach students to solve problems that arise in logistic and systems engineering settings, and to understand the impact of engineering solutions in global, economic, environmental, and societal context. This new program will increase our graduate enrollment and enhance our research activities, which are justly aligned with our strategic plan.

2. Prospective demand for a new degree or certificate (level of student interest)

2.1 Describe how this responds to the societal needs*

Engineering is increasingly becoming more complex than it has been in the past. Today's problems are multi-disciplinary in nature and warrants holistic approach to solve them. Logistics and Systems Engineering is a multi-disciplinary program that overlaps with other areas related to the field such as, manufacturing, logistics, transportation, healthcare and many areas in the industrial field. Logistics and Systems Engineering takes a deeply analytical approach to solving problems and considers various societal effects. Society is changing with technology advancing every day and hence the need for Logistics and Systems Engineers is growing tremendously who can comply with these changes.

2.2 Describe the demand considering the needs of the state of Ohio, the region, and nationally*

In the Midwest, the demand for employees with a master's degree in Systems Engineering rose 50% from 2013 to 2017, based on a market research study conducted by EAB Global, Inc. Nationally, there was an even greater increase in demand for Systems Engineering Masters's degree holding students by employers. Since BGSU plans to offer the Logistics and Systems Engineering program both online and hybrid formats, students from across the nation will be able to earn this degree while working full time. Please see Appendix B for detail perspective demand of this degree.

F. RECRUITMENT AND ADMISSIONS

1. Recruitment Plan (Identify responsible individuals and resources for recruitment)*

The Logistics and Systems Engineering Program will attract prospective students by attending graduate career fairs in Bowling Green and at neighboring universities. Sponsoring regional conferences, online marketing, industry visits, and social media will play a crucial role in increasing the enrollment in Bowling Green State University's Logistics and Systems Engineering Program. The program may also be featured as one of our targeted Professional Pathways Programs, marketed to working professionals who wish to work part-time on a degree. Students will be recruited from overseas as well.

2. Outline special efforts to recruit underrepresented populations*

The field of any engineering including Logistics and Systems Engineering lacks representation from women and minority groups within the U.S. As a result, sustained efforts must be made to attract this population, who could be contributing to the field. This program will work closely with campus organizations that either represent or have strong connections with underrepresented populations such as Academic Investment in Math and Science program whose purpose is to increase the number of women and students of color who graduate from BGSU in STEM fields. External organizations will also be targeted such as the Ohio Celebration of Women in Computing conference and the National Center for Women & Information Technology workshops. Our Department of Engineering Technology has a student organization named Women in Technology that can be used to retain female students through various activities. This program will target working professionals who cannot pursue an engineering degree because they are not online/hybrid.

3. Explain the admissions review process (how will portfolio be evaluated for acceptance?)*

Program coordinator and program faculty will constitute an admission committee. The admission committee will review application materials including resume, reference letters, GRE scores, completed degree transcripts and GPA, and relevant experiences. After a thorough review, program committee will post a composite score, make recommendation, and provide rationale for the particular recommendation.

4. List the specific criteria for admission including:

4.1 Acceptable fields of previous study*

Applicants may apply to enter the program with a bachelor's degree in an engineering, technology, applied sciences, or related academic fields

4.2 Minimum GPA (NOTE: see Grad Catalog for minimum Graduate College requirement).*

A minimum undergraduate GPA of 3.0 (on a 4.0 scale) is required for regular admission to the program.

4.3 Requirements for admissions testing (e.g. GRE, Praxis, GMAT)*

Applicants must submit official scores from the Graduate Record Examination (GRE). The Graduate Management Admissions Test (GMAT) may be submitted in place of the GRE. GRE may be waived in case-by-case instances when an applicant has a graduate degree from a U.S. institution or at least five years of relevant and progressive experience. To be considered for a GRE or GMAT waiver, applicants must submit their graduate transcripts showing degree completion or a one-page summary of their job experience stating job responsibilities, duration, accomplishments, and supervisor contact information.

4.4 Any other requirements (e.g. portfolio, performance)

Students are required to submit a current professional resume and two letters of recommendation from individuals with knowledge of the applicant's qualifications and ability to successfully complete graduate study. Applicants are required to submit scanned copies of official or unofficial transcripts from all institutions attended. Upon admission, final official or notarized copies of transcripts from all institutions where degrees were earned and diplomas from international institutions must be submitted. International applicants are also required to submit scores from the International English Language Testing System (IELTS), the Pearson Test of English Academic (PTEA), or the Test of English as a Foreign Language (TOEFL).

G. RESOURCE IMPLICATIONS

1. Faculty and staff implications:

1.1 Identify graduate faculty available now with appropriate expertise. If current faculty is insufficient, how will they be recruited?*

The proposed program introduces three new core courses, one elective course and a study abroad course, which is also elective. The rest of the courses are from various BGSU programs. Dr. Sarder will be teaching 1-2 courses and the other 1-2 courses will be taught by the new TTF faculty, currently open for hire. The Provost approved a new TTF position for QS and this new LSE/SYE program starting in fall 2020. The search is open as of now with the submission due date of February 3rd, 2020. So far, 12 candidates applied and still,

more than 2 months remain to apply for this position. Departmental faculty for program courses will include:

Dr. MD Sarder (Logistics & Systems Engineering)

Dr. Sudershan Jetley (Engineering Technology)

Dr. Christopher Kluse (Quality & Lean System)

Dr. Mohammad Mayyas (Robotics & Advanced Manufacturing)

A new TTF hire is in progress for both QS and this program. This faculty will cover 1-2 LSE courses.

1.2 Identify support staff available now with appropriate expertise. If current staffing is insufficient, how will they be recruited?*

Present staff from the College of Technology, Architecture, and Engineering, as well as, the Department of Engineering Technologies will handle the responsibilities of the program. Julie Ault will be responsible for assisting in recruitment and outreach activities, program coordinator (Dr. MD Sarder) for the academic advising, Kip McDowell, assistance with laboratories and facilities, Melissa Partin-Harding, assisting in cooperative and internship education of students, and Linda Leimgruber will help with scheduling and communications.

1.3 How will this program affect the allocation of faculty and staff in the department/school/college (e.g. will this influence workload)?*

No change

1.4 Required for OSAP: Projected list of advisors for the program.

Program coordinator (Dr. MD Sarder)

1.5 Required for OSAP: Development plan for faculty training and course development. For questions, contact the Office of Online and Summer Academic Programs at OSAP@bgsu.edu.

Dr. MD Sarder has extensive experience in Logistics and Systems Engineering. He developed all these courses in his past institution. He is also an ABET evaluator, who is an expert in curriculum development and assessment in systems engineering. Dr. Sarder is a content expert in this area and he retains the course materials for all the proposed courses. He will couch any new faculty in developing these courses. All these courses will be taught through distance format. BGSU's CFE will be helpful for new faculty training and distance course delivery.

2. Physical Resources

2.1 Indicate unique or additional library, computer, or instructional media resources that will be needed for the new program.*

This program will use existing laboratory facilities within the Department. No hard laboratory equipment or additional library is required. However, the program will need to provide student web access to Siemens software in the classroom through the Siemens Academic Partner Program. The industry software tools will include ILOG CPLEX, and Arena simulation, which will be incorporated into the proposed curriculum and labs. An initial expenditure of $20K will be required to purchase this software. Dr. Sarder recently (last month) received a software grant of $108,000 to purchase 45 licenses of simulation software that will be used in this program.

2.2 Indicate unique or additional space requirements for the new program.*

n/a

3. Fiscal Impact Statement: Complete the linked Fiscal Impact Statement.*

Click here to access the Fiscal Impact Statement. (https://www.ohiohighered.org/files/uploads/racgs/racgs-fiscal-impact-statement_09242010.doc)

H. <u>JOINT PROGRAMS</u>: WILL THIS BE A JOINT PROGRAM WITH ANOTHER INSTITUTION OF HIGHER LEARNING?*

Yes ◯ No ●

I. OTHER INFORMATION:

1. Provide other information that may be helpful in the review process, as appropriate.

Please see Appendices B & D in addition to A & C

<u>Note:</u> There are two options below to submit your proposal. Please find the description below and select the appropriate button when they are available.

<u>Save</u> – This option saves your proposal to the system and sends a follow-up email to you. In order to complete your proposal, you need to click on the link in the email. This allows you to upload attachments. Please select this option if your proposal requires supporting documentation.

<u>Submit</u> – This option is available only after you Save the proposal for the first time. When your proposal is complete, please select the Submit option to immediately submit your proposal for processing. After submission, you will no longer have access to edit your proposal.

SAVE

Appendix A: LSE Program Check Sheet

MASTER OF SCEINCE IN LOGISTICS AND SYSTEMS ENGINEERING (MS-LSE)
The Master of Science in Logistics and Systems Engineering is a joint program between the College of Technology, Architecture and Applied Engineering and the College of Business. This degree requires 30 credit hours from three areas. The core consists of 15 credit hours; 9 credit hours from engineering and 6 credit hours from supply chain management. At least 18 credit hours of 6000 or higher level courses must be taken. Synthesis hours cannot be taken without the consent of advisor and graduate coordinator.

Core Courses (15 hours)
- ☐ LSE 5020- Logistics Transportation Systems
- ☐ LSE 5030- Logistics Distribution Systems
- ☐ MBA 5420- Integrated Logistics Planning and Analysis
- ☐ MBA 6040- Supply Chain Management
- ☐ LSE 6750- Logistics Systems Design and Analysis

Elective Courses (9-12 Credit Hours)
- ☐ LSE 6760- Healthcare Systems Engineering
- ☐ MBA 5450- Demand Driven Supply Chain Planning and Operations
- ☐ MHSA 6450- Quality Management in Healthcare Delivery
- ☐ MSA 5020-Regression Analysis
- ☐ MSA 6440 or CS 6440 or STAT 6440- Data Mining
- ☐ QS 6160- Quality Culture Assessment
- ☐ QS 6270- Lean Systems Analysis
- ☐ SCM 6010- Category Management and Strategic Sourcing
- ☐ TECH 6500- Sustainability
- ☐ TECH 6200 or SCM 6030- Project Management
- ☐ TECH 6710- Automation and Robotics in Manufacturing
- ☐ SYE 5700- Study Abroad Experience or TECH 6890- Graduate Internship
- ☐ *Other courses as approved by Graduate Coordinator*

Synthesis Courses (3-6 hours) -Either Plan I or Plan II
Plan I: Thesis
The thesis option is a major project of original research, conducted under the supervision of the student's major advisor. Students electing this option must register for no fewer than six credit hours of thesis research as part of their degree program.
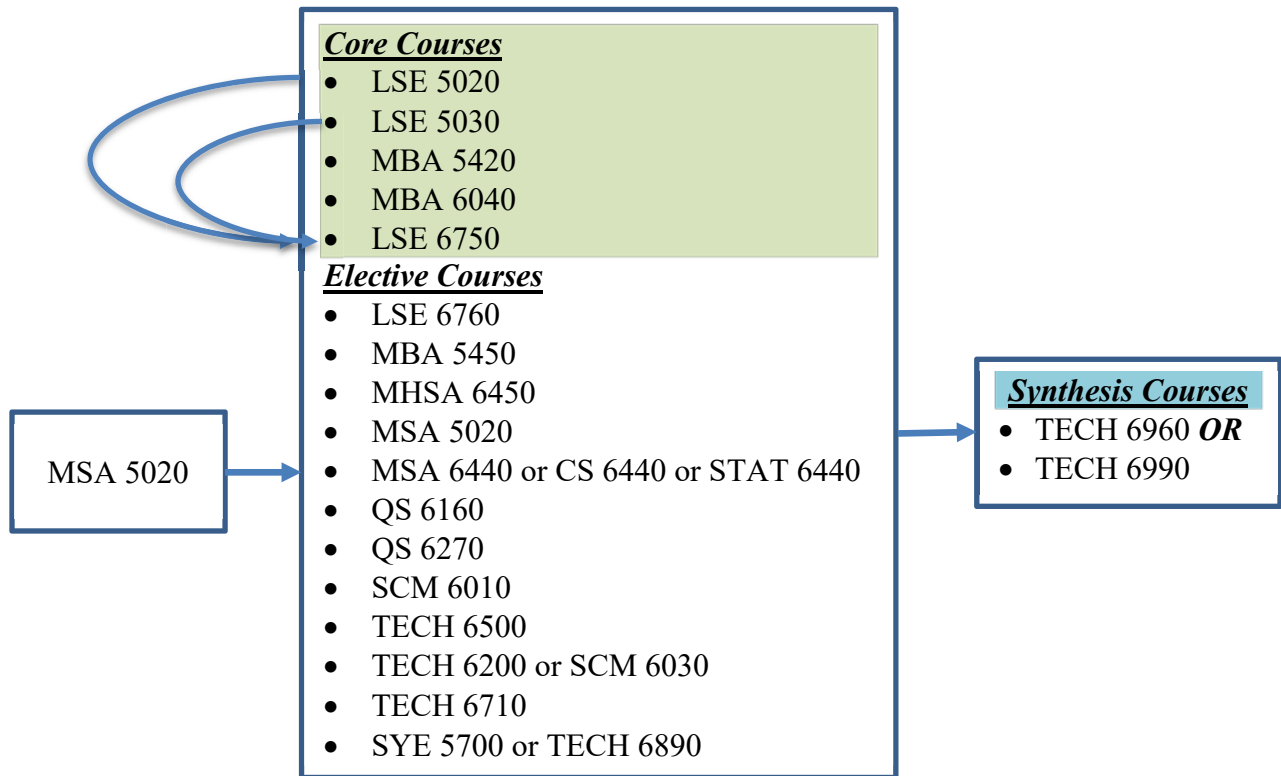- ☐ TECH 6990- Thesis Research (6 hours)

Plan II: Capstone Project
Students choosing this option will conduct an applied project with a company to address a real world problem using skills learned from various program courses. The students will write a project report and present the findings.
- ☐ TECH 6960- Supervised Practicum in Applied Engineering (3 hours)

Prerequisites: Students of this program will come primarily from engineering disciplines. They may also come from technology, business, and applied science backgrounds with a BS degree in related fields. These students will have basic math, statistics, and science skills. Students will be required to take all core and elective courses before they can take synthesis courses (TECH 6960 or TECH 6990). They also need to take LSE 5020 and LSE 5030 before they can take LSE 6750. The rest of the core and elective courses do not require any prerequisite courses except MSA 6440, which has MSA 5020 as prerequisite. A detailed prerequisite requirement is shown in the following chart.

Core Courses
- LSE 5020
- LSE 5030
- MBA 5420
- MBA 6040
- LSE 6750

Elective Courses
- LSE 6760
- MBA 5450
- MHSA 6450
- MSA 5020
- MSA 6440 or CS 6440 or STAT 6440
- QS 6160
- QS 6270
- SCM 6010
- TECH 6500
- TECH 6200 or SCM 6030
- TECH 6710
- SYE 5700 or TECH 6890

MSA 5020

Synthesis Courses
- TECH 6960 *OR*
- TECH 6990

Curriculum Alignment [with other BGSU programs]
The proposed joint program is carefully aligned with various other programs within BGSU to minimize the number of new proposed courses, while meeting the ABET accreditation requirements. The core consists of 15 credit hours; 9 credit hours from engineering and 6 credit hours from supply chain management. The proposed program will use existing courses from several programs including ENGT, MET, QS, MGMT, MHSA, MSA, MATH, CS, etc. Since this is professional MS degree program, most of the graduates will work in the industry. Those who want to pursue Ph.D. program, they would be able to go for Ph.D. in logistics, industrial and systems, or similar programs across the globe.
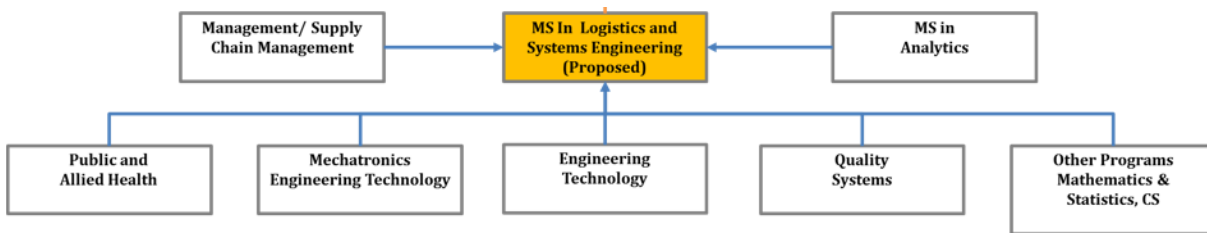
Program Delivery Format: The proposed Logistics and Systems Engineering program will be offered both in hybrid as well as completely online. All core courses are approved or being approved for distance deliveries. MBA 5420 is going through EZ blue sheet change. Complete online students will have to select their electives, which are approved for distance deliveries. More than 50% of the elective courses are currently available at distance format. Distance courses are highlighted below.

Program Required Courses (18 -21 Hours)
___ LSE 5020- Logistics Transportation Systems
___ LSE 5030- Logistics Distribution Systems
___ MBA 5420- Integrated Logistics Planning and Analysis (Going thru EZ blue sheet change for online delivery)
___ MBA 6040- Supply Chain Management
___ LSE 6750- Logistics Systems Design and Analysis
___TECH 6990- Thesis Research (6 hours) or TECH 6960- Supervised Practicum in Applied Engineering (3 hours)

Other Elective Courses (9-12 Hours)
___LSE 6760- Healthcare Systems Optimization
___MHSA 6450- Quality Management in Healthcare Delivery – approved for 50% online
___MBA 5450- Demand Driven Supply Chain Planning and Operations
___MSA 5020-Regression Analysis
___MSA 6440 or CS 6440 or STAT 6440- Data Mining
___QS 6160- Quality Culture Assessment
___QS 6270- Lean Systems Analysis
___ SCM 6010- Category Management and Strategic Sourcing
___TECH 6500- Sustainability
___TECH 6200- Project Management in Applied Engineering or SCM 6030 Strategic Project Management for Supply Chain Change
___TECH 6710- Automation and Robotics in Manufacturing
___SYE 5700- Study Abroad Experience or TECH 6890- Graduate Internship - proposed for 50% online with 8 days face to face in Panama

Appendix B: Evidence of Need for LSE Program

a. Student Interest and Demand

A Logistics and Systems Engineering degree will set students up for financial success. The average advertised annual salary for System Engineering degree-holding employees in $102,000 for Master's degrees. As seen in the charts below, the advertised annual salaries for almost 90% of professionals with Systems Engineering degrees is over $75,000. No universities in the region offer a Logistics and Systems Engineering program fully online, and thus, this program will fill a gap and allow students to earn their degree and meet the demand from employers for systems engineers. With a Logistics and Systems Engineering degree, students can quickly enter the field and begin to make connections that will lead to a lifelong career. Students with a master's degree will earn enough money to set them up for a financially successful future.

Advertised Annual Salaries for Master's-Level Systems Engineering Professionals

November 2016-October 2017, Regional Data[14]

Administrators should note **94 percent** of job postings do not specify a salary.

n=3,748 job postings, 3,540 unspecified postings

1% 1%

9%

Average Annual Salary: $102,000

■ More than $75,000
■ $50,000 to $74,999
■ $35,000 to $49,999
■ Less than $35,000

89%

13) Burning Glass Labor/Insight™
14) Burning Glass Labor/Insight™

It is evident that students with a Logistics and Systems Engineering degree have a bright future with a number of career opportunities wherein they will be able to earn a high salary just after graduation. This program is necessary in the Midwest region due to the wide-range of career opportunities afforded by the automotive industry and its significance as the primary location for job-seeking alumni from BGSU. Instituting a Logistics and Systems Engineering program at the master's level at BGSU will benefit students by setting them up for a successful career. By offering the program online, BGSU will be able to bring in a large number of students and set them up for careers across the country.

b. Institutional Need

Logistics and Systems Engineering program is an immensely needed discipline because it fulfills a demand for multi-disciplinary engineers in the State of Ohio and beyond. It will prepare students for a variety of different positions by giving them the ability to design a system, component, or process to meet desired

needs within the realistic constraints. The program will teach students to solve problems that arise in logistic and systems engineering settings, and to understand the impact of engineering solutions in global, economic, environmental, and societal context. This new program will increase our graduate enrollment and enhance our research activities, which are justly aligned with our strategic plan.
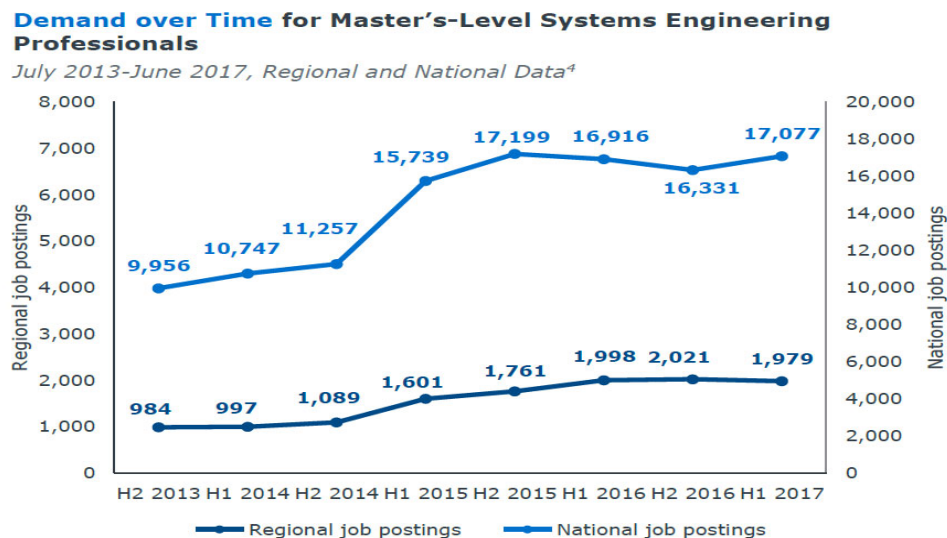
This program will be the first engineering graduate program within the College and within BGSU. This will improve the reputation of the College and the University. As this program grows, it will focus on engineering research and has a higher potential to bring funded grants.

c. Societal Demand

Engineering is increasingly becoming more complex than it has been in the past. Today's problems are multi-disciplinary in nature and warrants holistic approach to solve them. Logistics and Systems Engineering is a multi-disciplinary program that overlaps with other areas related to the field such as, manufacturing, logistics, transportation, healthcare and many areas in the industrial field. Logistics and Systems Engineering takes a deeply analytical approach to solving problems and considers various societal effects. Society is changing with technology advancing every day and hence the need for Logistics and Systems Engineers is growing tremendously who can comply with these changes.

d. Local, Regional, National, and International Need

In the Midwest, the demand for employees with a master's degree in Logistics and Systems Engineering rose 50% from 2013 to 2017, based on a market research study conducted by EAB Global, Inc. and shown in a chart below. Nationally, there was an even greater increase in demand for Logistics and Systems Engineering Masters' degree holding students by employers. Since BGSU plans to offer the Logistics and Systems Engineering program online, they will be able to admit students from across the nation, thus fulfilling the increasing demand for

Demand over Time for Master's-Level Systems Engineering Professionals
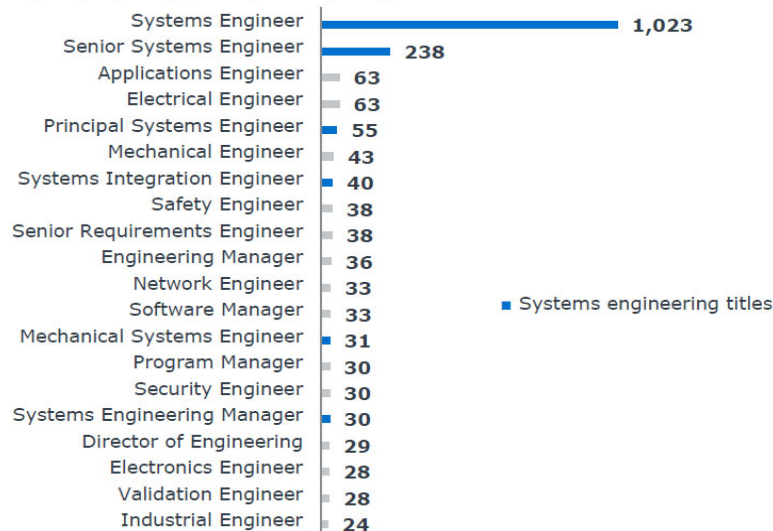*July 2013-June 2017, Regional and National Data[4]*

employees with a Logistics and Systems Engineering degree. Fulfilling this increased demand by providing BGSU students with a Logistics and Systems Engineering degree will likewise have a regional and national economic benefit. The salary earned even by mid-level Systems Engineering professionals will allow them to contribute to the economic system. Furthermore, the high quality of BGSU's Logistics and Systems Engineering program will prepare BGSU alumni working in Logistics and Systems Engineering-related fields to improve the systems in place in industrial settings and allow for increased productivity.

The automotive industry makes up 20% of employers in the region and have a high demand for student interns as well as full time positions in Logistics and Systems Engineering programs, as well. Students with a degree in Logistics and Systems Engineering can work in a variety of related fields, making them highly valued potential employees. As seen in graph below, though the majority of students with a master's degree in Systems Engineering go on to work as Systems Engineers, there are a plethora of other positions available to them.

Top Titles for Master's-Level Systems Engineering Professionals
November 2016-October 2017, Regional Data[10]

n=3,748 job postings, 0 unspecified postings

Title	Count
Systems Engineer	1,023
Senior Systems Engineer	238
Applications Engineer	63
Electrical Engineer	63
Principal Systems Engineer	55
Mechanical Engineer	43
Systems Integration Engineer	40
Safety Engineer	38
Senior Requirements Engineer	38
Engineering Manager	36
Network Engineer	33
Software Manager	33
Mechanical Systems Engineer	31
Program Manager	30
Security Engineer	30
Systems Engineering Manager	30
Director of Engineering	29
Electronics Engineer	28
Validation Engineer	28
Industrial Engineer	24

■ Systems engineering titles

e. Prospective enrollment

We expect to see strong interest in the proposed Master Program. Students residing in the Northwest region of Ohio are likely to become prospective students due to proximity of the University. Non-traditional students working in industry, out of state students, and international students are also prospective students due to the design of the online programs. Many international students travel to develop their knowledge of engineering and with this program, it will increase BGSU's international enrollment.

We expect a smaller number of prospective students following the approval of the program. However, as the program is established, we expect to see a steady growth of students that are local, online, and international. By the year 2025, we hope to have over fifty students enrolled in the Master of Science in Logistics and Systems Engineering Program at Bowling Green State University. Following table shows the projected enrollment in all categories from 2020 to 2025.

Type of Students	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Local Students	3	5	7	9	13	15
Online Students	7	12	14	16	20	25
International Students	3	6	8	10	12	15
Total	13	23	29	35	45	55

Appendix C: Financial Impact

Assuming about 60% of students are coming from out of state and international and 40% of students come from in state, the total projected income from the proposal will begin around $32,000. The average of both in and out of state tuition was taken and then multiplied by the expected enrollment for each year. We are expecting to hire two adjuncts ($10K) who are highly qualified in the discipline to teach two courses per year. This program is truly a collaborative program with the Department of Management, who is offering two core courses and 2-3 elective courses. This will require a 50% load of a QRF at $80K salary with benefits. We expect to offer 3 graduate assistantship in year 1, 4 GAs in year 2, and 5 GAs in year 3 & 4. Each GA will receive $15K scholarship and $9K stipend ($1000 per month for 9 months). The Logistics and Systems Engineering does not expect any new resources except for a software. We just received a $108,000 simulation software grant from SIMIO that will be used for this program. We also plan to purchase $20,000 software for 20 licenses, and $4,000 annual renewal subscription fees. Following table shows the Fiscal Impact Statement (FIS) documents.

FIS: [PROGRAM NAME]	Year 1	Year 2	Year 3	Year 4
Projected Enrollment	13	23	29	35
Head-count full time	10	15	20	25
Head-count part time	3	8	9	10
Full Time Equivalent (FTE) enrollment	11	19	24	30
Projected Program Income				
Tuition (paid by student or sponsor)	$154,000	$266,000	$336,000	$420,000
Externally funded stipends, as applicable				
Expected state subsidy				
Other income (if applicable, describe in narrative section below)				
TOTAL PROJECTED PROGRAM INCOME:	**$ 154,000**	**$ 266,000**	**$ 336,000**	**$ 420,000**
Program Expenses				
New Personnel · Faculty (e.g. tenure-track, clinical, professional) Full__ 0.5 load for a QRF Part Time _X_	$ 10,000	$10,000	$10,000	$52,000 $10,000

· Non-instruction (indicate role(s) in narrative section below) Full ____ Part Time ___				
New facilities/building/space renovation (if applicable, describe in narrative section below)				
Tuition Scholarship Support (if applicable, describe in narrative section below)	$45,000	$60,000	$75,000	$75,000
Stipend Support if applicable, describe in narrative section below)	$27,000	$36,000	$45,000	$45,000
Additional library resources (if applicable, describe in narrative section below)				
Additional technology or equipment needs (if applicable, describe in narrative section below)	$20,000	$4,000	$4,000	$4,000
Other expenses (e.g., waived tuition and fees, travel, office supplies, accreditation costs) (if applicable, describe in narrative section below)				
TOTAL PROJECTED EXPENSE:	**$ 102,000**	**$ 110,000**	**$ 134,000**	**$ 186,000**
NET	**$ 32,000**	**$ 156,000**	**$ 202,000**	**$ 234,000**

Appendix D: Support Letters/ Communications with Department Chairs & Faculty Members

From:	Mohammad A Mayyas
Sent:	Thursday, March 21, 2019 4:22 PM
To:	MD Baniamin Sarder
Subject:	Re: MS in LSE Support

MD.
I support to use Tech6710 in the MS in logistics and systems engineering program.
Thanks
Mohammad mayyas

Sent from my iPhone

On Mar 21, 2019, at 1:54 PM, MD Baniamin Sarder <msarder@bgsu.edu> wrote:

Chris and Mohammad,

You already supported this, but I need an email verification stating that you fine with using QS and TECH courses in the proposed MS in Logistics & Systems Engineering program. I am using two QS courses and recently approved TECH 6710.

Best Regards,

MD

****

MD B. Sarder, Ph.D.
Professor and Chair

<image001.jpg>

Email: msarder@bgsu.edu
Office: 419-372-6085; Fax: 419-372-7570

<LSE Degree Plan.docx>

MD Baniamin Sarder

From: Christopher John Kluse
Sent: Wednesday, February 13, 2019 1:20 PM
To: MD Baniamin Sarder
Subject: RE: SYE Blue Sheets

Hi MD;

I believe I replied yes on 11/19.

I support and I am fine using QS courses in the proposed Systems Engineering program.

Thanks

Chris

From: MD Baniamin Sarder
Sent: Wednesday, February 13, 2019 11:19 AM
To: Christopher John Kluse <ckluse@bgsu.edu>
Subject: SYE Blue Sheets

Chris,

I asked this last semester and you have forgot completely. Could you please let me know whether you are comfortable with using your QS courses in the proposed SYE programs? You can send an email reply or a support letter stating your opinion.

Best Regards,

MD

MD Baniamin Sarder

MSA

From: Tammy Lyn Oelkrug
Sent: Friday, November 30, 2018 2:04 PM
To: MD Baniamin Sarder
Subject: MS in Logistics and Systems Engineering

Dr. Sarder,

Good afternoon. I am contacting you to confirm that the MSA program would support students in the MS in Logistics and Systems Engineering program taking MSA courses (5020 and 6440) as electives. At this time, we typically have capacity in these courses.

If you have any questions, please let me know.

Best Regards,

Tammy

Tammy L. Oelkrug, M.A.
Director, Master of Science in Analytics Program
Graduate College
BGSU | 120 McFall Center | Bowling Green, OH 43403
phone: 419-372-7671 | fax: 419-372-8569
toelkru@bgsu.edu

MD Baniamin Sarder

Dear Amelia,

Hope you had a great holidays! I really appreciate you for organizing multiple conversations with you and your faculty members in the last couple of months. The feedback provided by you and your faculty members were really helpful. I would like to move ahead with the proposed BS and MS in Systems Engineering programs as outlined below. Based on our conversations, I will develop several new courses and planning to use several of your courses as core and elective if you are ok with that. As part of your suggestion, I will add a paragraph in the proposal stating the resource needs for your department. I remain excited to collaborate with your department in the near future with new interdisciplinary graduate program, courses, study abroad program, etc. Please let me know if you are ok with the following plan at your convenience.

BS in Systems Engineering
New Courses:
-SYE 1010-Intro to Systems Engineering
-SYE 2010-Engineering Economics
-SYE 3010-Facility Design and Plant Layout
-SYE 3020-Workplace Design
-SYE 3030-Production and Material Handling Systems
-SYE 4010-Systems Simulation and Modeling
-SYE 4020-Logistics Transportation Systems
-SYE 4030-Logistics Distribution Systems
-SYE 4700-Study Abroad to Panama
-SYE 4900-Capstone Project

Proposed inclusion of your courses:
-MGMT 3000-Integrated Operations and Supply Chain Management*
-MGMT 3050*- Principles of Organization and Management

MS in Systems Engineering
Core Courses (12 hours)
LSE 5020- Logistics Transportation Systems
LSE 5030- Logistics Distribution Systems
SCM 5420- International Logistics Planning and Analysis
LSE 6750- Logistics Systems Design and Analysis

Elective Courses (12-15 hours)
LSE 6760- Healthcare Systems Optimization
MBA 6040- Supply Chain Management
TECH 6200- Project Management for Applied Engineering or SCM 6030

MD

MD B. Sarder, Ph.D.
Professor and Chair

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BOWLING GREEN STATE UNIVERSITY

Email: msarder@bgsu.edu
Office: 419-372-6085; Fax: 419-372-7570

From: Janet Lea Hartley <jhartle@bgsu.edu>
Sent: Saturday, November 3, 2018 12:39 PM
To: MD Baniamin Sarder <msarder@bgsu.edu>
Subject: RE: Summary of LSE/SCM meeting 11/1/2018

HI, MD:

Sounds good. I agree with your assessment of MGMT 4450 but let's go with David's thoughts since he is teaching this course. We do cover the EOQ in MGMT 4420 but do not go into the more advanced models. Time series forecasting is covered in depth in MGMT 3380. I like the tweak on the title you suggested.

MGMT 3000 is Integrated Operations and Supply Chain Management
MGMT 3050 is Principles of Organization and Management.

Have a good weekend! Jan

Thanks, Jan

From: MD Baniamin Sarder
Sent: Friday, November 2, 2018 5:50 PM
To: David Dobrzykowski <daviddd@bgsu.edu>; Janet Lea Hartley <jhartle@bgsu.edu>
Cc: Amelia S Carr <ascarr@bgsu.edu>; Karen Elizabeth C Eboch <eboch@bgsu.edu>; Hokey Min <hmin@bgsu.edu>; William J Sawaya <wsawaya@bgsu.edu>; Bai-Yau Yeh <byeh@bgsu.edu>
Subject: RE: Summary of LSE/SCM meeting 11/1/2018

Hello again,

Based on our conversations, I will move ahead with the following:
1) Add SCM 5420 as a core course in the newly proposed MS in LSE program
2) Move LSE 6780 (Healthcare Systems Improvement) from the core to elective.
   David: 6450 Quality Management in Health Services Delivery seems different from LSE 6780. Whom should I contact for the syllabus? I may be able to tweak the title as "Healthcare Systems Optimization" if that is a better fit for all of us.
3) I will add SCM 6030 as equivalent to Tech 6200 under elective
4) I will keep MBA 5420 and MBA 5450 as electives as I proposed originally
5) I will keep MGMT 3000 and MGMT 3050 as part of the proposed BS in SE program as I proposed originally
   Jan: Please send me the correct title for these courses. Do you recommend any other undergrad MGMT or SCM courses as part of our BS in SE program?
6) Regarding MGMT 4450 and SYE 3030, I am not sure whether MGMT 4450 will serve our purpose or not. Your MGMT 4450 focuses on operations management and it uses Introduction to Materials Management book, while SEY 3030 covers most inventory control models in depth, stochastic variability, line balancing, material handling in addition to forecasting and scheduling. I have attached couple of sample lecture materials and course

2

descriptions & students learning outcomes for your review to see whether these courses are equivalent. I am open to tweak the title such as Production & Material Handling Systems.

SYE 3030 Course descriptions & SLOs:

Course Description
Principles of production and inventory planning and control. Variabilities and how to account that in production planning, forecasting techniques, EOQ, EPL, Wagner-Whitin, Base Stock, (Q, r) model, MRP, production scheduling, line balancing, material handling.

Course Overview
This course is a foundation course for systems engineering. To get the most out of the SYE curriculum, students should come out of this course with a deep consciousness of the need for constant improvement in manufacturing and service operations. This course will teach the time-tested successful tools that systems/industrial engineers use to improve operations production & inventory control activities. It includes performance measures, forecasting, capacity planning, optimization principles applied to inventory planning; JIT systems; aggregate planning models; material requirement planning; stochastic variabilities; scheduling; and material handling.

SLO: At the completion of this course, students should be able to:
- Analyze inventory system in a typical production environment
- Perform Economic Order Quantity calculations, JIT, MRP, pull and push production systems, production scheduling, forecasting and capacity management
- Understand stochastics variability and apply that to production planning
- Design material handing for production environment
- Analyze the inventory control issues and identify the necessary tools to address those issues
- Apply basic inventory control tools to improve the process
- Communicate project findings effectively with the report and presentation
- Prepare the production and inventory control portion of the Fundamentals of Engineering exam

Required Text (s) and Readings
Students will be provided with the lecture materials and additional handouts which are not available in the text and reference books.
- *Text Book:* Factory Physics, Foundations of Manufacturing Management, by Wallace J. Hopp and Mark L. Spearman, 2008, 3rd edition, McGraw Hill Inc, New York
- Reference Book: Production and Inventory Control – principles and techniques, by George W. Plossl, 2nd edition, Prentice-Hall, Inc., Upper Saddle River, NJ

Does any of your courses will require any pre requisite, provided our students will have sufficient math and science backgrounds? I forgot to mention in the meeting with you that I am looking for one of your faculty members to co-teach a study abroad course in Panama during winter session. I have taken students (engineering, business, and others) in the past to Panama, where we visited Panama Canal, Port of Balboa, and several other Logistics companies. It was a great experience for both engineering and business students. Please let me know if any of you are interested. I am proposing this idea to our International Studies folks.

I look forward to hear from you. I will be out for a conference from Monday – Wednesday, but I will be back on Thursday. Have a great weekend.

Best Regards,
MD

3

MD B. Sarder, Ph.D.
Professor and Chair

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BOWLING GREEN STATE UNIVERSITY

Email: msarder@bgsu.edu
Office: 419-372-6085; Fax: 419-372-7570

From: MD Baniamin Sarder
Sent: Thursday, November 1, 2018 7:09 PM
To: David Dobrzykowski <daviddd@bgsu.edu>; Janet Lea Hartley <jhartle@bgsu.edu>
Cc: Amelia S Carr <ascarr@bgsu.edu>; Karen Elizabeth C Eboch <eboch@bgsu.edu>; Hokey Min <hmin@bgsu.edu>;
William J Sawaya <wsawaya@bgsu.edu>; Bai-Yau Yeh <byeh@bgsu.edu>
Subject: RE: Summary of LSE/SCM meeting 11/1/2018

It was a very productive meeting today and I felt very welcomed. I also appreciate your candid feedback on
the proposed programs proposal.
I will get back with you soon with action plan.

Best Regards,

MD

MD B. Sarder, Ph.D.
Professor and Chair

BGSU | DEPARTMENT OF
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TECHNOLOGIES
BOWLING GREEN STATE UNIVERSITY

Email: msarder@bgsu.edu
Office: 419-372-6085; Fax: 419-372-7570

From: David Dobrzykowski
Sent: Thursday, November 1, 2018 2:07 PM
To: Janet Lea Hartley <jhartle@bgsu.edu>; MD Baniamin Sarder <msarder@bgsu.edu>
Cc: Amelia S Carr <ascarr@bgsu.edu>; Karen Elizabeth C Eboch <eboch@bgsu.edu>; Hokey Min <hmin@bgsu.edu>;
William J Sawaya <wsawaya@bgsu.edu>; Bai-Yau Yeh <byeh@bgsu.edu>
Subject: RE: Summary of LSE/SCM meeting 11/1/2018

Hi MD and everyone.

Attached please find my syllabus for MGMT 4450/5450. I have also included the material that I shared with the MHSA
colleagues who were developing the proposal in HHS. I do not have a copy of the syllabus for MHSA 6450 Quality
Management in Health Services Delivery.

Please contact me if I can assist further. Best wishes, - David

David Dobrzykowski, PhD
Associate Professor | Director, Supply Chain Management Institute

4

BGSU. | **Supply Chain**
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B O W L I N G   G R E E N   S T A T E   U N I V E R S I T Y

College of Business Administration | Department of Management | Bowling Green, OH 43403 | O: (419) 372-6962 | C: (419) 297-6600 | E: daviddd@bgsu.edu | Academic Scholar, Cornell Institute for Healthy Futures

READ ABOUT OUR TOP 25 SCM GARTNER RANKING (click)

From: Janet Lea Hartley
Sent: Thursday, November 1, 2018 1:58 PM
To: MD Baniamin Sarder <msarder@bgsu.edu>
Cc: Amelia S Carr <ascarr@bgsu.edu>; David Dobrzykowski <daviddd@bgsu.edu>; Karen Elizabeth C Eboch <eboch@bgsu.edu>; Hokey Min <hmin@bgsu.edu>; William J Sawaya <wsawaya@bgsu.edu>; Bai-Yau Yeh <byeh@bgsu.edu>
Subject: Summary of LSE/SCM meeting 11/1/2018

Hi, MD:

Thanks for meeting with us today!

1) We agreed to the use of MBA/SCM 5420 as a core course in the LSE curriculum. Hokey will send you a copy of the syllabus for this class.
2) We would also like for you to consider allowing SCM 6030 or Tech 6200 as an elective.
3) David will send you the syllabus for MGMT 4450 so you can consider if it can be used rather than SYE 3030.
4) We will need additional faculty resources to support the SYE and LSE programs.

Our existing MBA Courses will be approved for online delivery as part of the proposed Graduate Certificate in Supply Chain and we will add the new SCM prefix. We will be removing MBA 6040 as a perquisite. Our plan is to offer these courses in the 7-week format through e-campus. I will let you know as these progress through the approval process.

SCM 5410 Customer Driven Design and Delivery of Quality Goods and Services (3)
SCM 5420 Integrated Logistics Planning and Analytics (3)
SCM 5450 Demand Driven Supply Chain Operations and Planning (3)

New Courses—in approval process for online 7-week delivery
SCM 6030 Strategic Project Management for Supply Chain Change (3)
SCM 6010 Category Management and Strategic Sourcing (3)

Thanks, Jan

Janet L. Hartley, PhD
Professor
President-Elect Decision Sciences Institute
Department of Management
College of Business
Bowling Green State University
Bowling Green, OH 43403
jhartle@bgsu.edu
(419) 372-8645

From:	David Dobrzykowski
Sent:	Thursday, November 1, 2018 2:07 PM
To:	Janet Lea Hartley; MD Baniamin Sarder
Cc:	Amelia S Carr; Karen Elizabeth C Eboch; Hokey Min; William J Sawaya; Bai-Yau Yeh
Subject:	RE: Summary of LSE/SCM meeting 11/1/2018
Attachments:	Dobrzy_MGMT4450-5450_Fall18_Syllabus_ToAmy.pdf; HSM_Schedule_4_6_17.pdf; Dob_SyllabusHSM_Sprng2017_FINAL.pdf; Master of Health Services Administration Check Sheet9_27_17.docx; SYLLABUS_HOM_COURSE10_24_17.docx

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David Dobrzykowski, PhD
Associate Professor | Director, Supply Chain Management Institute

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READ ABOUT OUR TOP 25 SCM GARTNER RANKING (click)

From: Janet Lea Hartley
Sent: Thursday, November 1, 2018 1:58 PM
To: MD Baniamin Sarder <msarder@bgsu.edu>
Cc: Amelia S Carr <ascarr@bgsu.edu>; David Dobrzykowski <daviddd@bgsu.edu>; Karen Elizabeth C Eboch <eboch@bgsu.edu>; Hokey Min <hmin@bgsu.edu>; William J Sawaya <wsawaya@bgsu.edu>; Bai-Yau Yeh <byeh@bgsu.edu>
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New Courses—in approval process for online 7-week delivery
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Thanks, Jan

Janet L. Hartley, PhD
Professor
President-Elect Decision Sciences Institute
Department of Management
College of Business
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Bowling Green, OH 43403
jhartle@bgsu.edu
(419) 372-8645

MD Baniamin Sarder

From: MD Baniamin Sarder
Sent: Tuesday, January 29, 2019 1:00 PM
To: Janet Lea Hartley
Cc: Amelia S Carr
Subject: RE: Support for Systems Engineering Programs

Thanks a lot Jan. I appreciate your candid feedback. I thought I had addressed the name change issue based on your faculty suggestions, especially Hokey. He shared his syllabus and I shared mine one with him and apparently he was fine the suggestion. Please find the following:

Originally proposed name: SYE 3030-Production and Inventory Systems
Current/modified name: SYE 3030-Production and Material Handling Systems (Based on Hokey, Bill, and your suggestions)

Originally proposed name: LSE 6760- Healthcare Systems Process Improvement
Current/modified name: LSE 6760- Healthcare Systems Optimization (Based on David's suggestion and with the discussion with Dawn & Philip)

I am sorry to bother you while you are in FIL, but I wish you the best!

Best Regards,

MD

From: Janet Lea Hartley <jhartle@bgsu.edu>
Sent: Tuesday, January 29, 2019 12:36 PM
To: MD Baniamin Sarder <msarder@bgsu.edu>
Cc: Amelia S Carr <ascarr@bgsu.edu>
Subject: RE: Support for Systems Engineering Programs

Hi, MD: I am on FIL this semester (yeah) so will not be attending. I think it is especially important to meet with Hokey since he teaches our logistics courses and thus is most familiar with the concerns. I think the content that you have planned is more engineering oriented. Is it possible as Amelia suggested to modify the titles slightly so they have more of a systems engineering flavor? I do support this program and think there is a need in the region. Thanks for all of your work in developing this! Jan

From: MD Baniamin Sarder <msarder@bgsu.edu>
Sent: Tuesday, January 29, 2019 11:26 AM
To: Amelia S Carr <ascarr@bgsu.edu>
Cc: Hokey Min <hmin@bgsu.edu>; David Dobrzykowski <daviddd@bgsu.edu>; Janet Lea Hartley <jhartle@bgsu.edu>; Karen Elizabeth C Eboch <eboch@bgsu.edu>; William J Sawaya <wsawaya@bgsu.edu>
Subject: RE: Support for Systems Engineering Programs

Good morning All!
I would be glad to meet you regarding this and do my best to clarify any concerns you may have. How about next Monday or Tuesday? I am quite open.

Best Regards,

MD

Hello MD,

I sent your message to my SCM faculty. There are a number of concerns about your undergraduate and graduate proposals. Mainly, Dr. Hokey Min and Dr. David Dobrzykowski agree that the program that you are proposing will be in competition with out SCM program and will impact our courses and staffing in a negative way.

I suggest that more discussion is needed. As I mentioned when we first met to discuss your proposed program, this would be our concern. I hope that you will slow the process and take more time to work with the SCM faculty in the Department of Management to make sure that the program that you are proposing is strictly an engineering program with engineering course titles that do not give students, employers and others the feeling that it is in any way similar to the business SCM program.

Please feel free to reach out to the SCM faculty to possibly set up another meeting to discuss their concerns.

Thanks,

Amelia

Dear Amelia,

Hope you had a great holidays! I really appreciate you for organizing multiple conversations with you and your faculty members in the last couple of months. The feedback provided by you and your faculty members were really helpful. I would like to move ahead with the proposed BS and MS in Systems Engineering programs as outlined below. Based on our conversations, I will develop several new courses and planning to use several of your courses as core and elective if you are ok with that. As part of your suggestion, I will add a paragraph in the proposal stating the resource needs for your department. I remain excited to collaborate with your department in the near future with new interdisciplinary graduate program, courses, study abroad program, etc. Please let me know if you are ok with the following plan at your convenience.

BS in Systems Engineering
New Courses:
> -SYE 1010-Intro to Systems Engineering
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2

-SYE 3030-Production and Material Handling Systems
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MS in Systems Engineering
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MBA 6040- Supply Chain Management
TECH 6200- Project Management for Applied Engineering or SCM 6030

MD

++

MD B. Sarder, Ph.D.
Professor and Chair

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TECHNOLOGIES
BOWLING GREEN STATE UNIVERSITY

Email: msarder@bgsu.edu
Office: 419-372-6085; Fax: 419-372-7570

From: Janet Lea Hartley <jhartle@bgsu.edu>
Sent: Saturday, November 3, 2018 12:39 PM
To: MD Baniamin Sarder <msarder@bgsu.edu>
Subject: RE: Summary of LSE/SCM meeting 11/1/2018

HI, MD:

Sounds good. I agree with your assessment of MGMT 4450 but let's go with David's thoughts since he is teaching this course. We do cover the EOQ in MGMT 4420 but do not go into the more advanced models. Time series forecasting is covered in depth in MGMT 3380. I like the tweak on the title you suggested.

MGMT 3000 is Integrated Operations and Supply Chain Management
MGMT 3050 is Principles of Organization and Management.

Have a good weekend! Jan

Thanks, Jan

MD Baniamin Sarder

From: MD Baniamin Sarder
Sent: Tuesday, January 29, 2019 1:00 PM
To: Janet Lea Hartley
Cc: Amelia S Carr
Subject: RE: Support for Systems Engineering Programs

Thanks a lot Jan. I appreciate your candid feedback. I thought I had addressed the name change issue based on your faculty suggestions, especially Hokey. He shared his syllabus and I shared mine one with him and apparently he was fine the suggestion. Please find the following:

Originally proposed name: SYE 3030-Production and Inventory Systems
Current/modified name: SYE 3030-Production and Material Handling Systems (Based on Hokey, Bill, and your suggestions)

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I am sorry to bother you while you are in FIL, but I wish you the best!

Best Regards,

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From: Janet Lea Hartley <jhartle@bgsu.edu>
Sent: Tuesday, January 29, 2019 12:36 PM
To: MD Baniamin Sarder <msarder@bgsu.edu>
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Hi, MD: I am on FIL this semester (yeah) so will not be attending. I think it is especially important to meet with Hokey since he teaches our logistics courses and thus is most familiar with the concerns. I think the content that you have planned is more engineering oriented. Is it possible as Amelia suggested to modify the titles slightly so they have more of a systems engineering flavor? I do support this program and think there is a need in the region. Thanks for all of your work in developing this! Jan

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To: Amelia S Carr <ascarr@bgsu.edu>
Cc: Hokey Min <hmin@bgsu.edu>; David Dobrzykowski <daviddd@bgsu.edu>; Janet Lea Hartley <jhartle@bgsu.edu>; Karen Elizabeth C Eboch <eboch@bgsu.edu>; William J Sawaya <wsawaya@bgsu.edu>
Subject: RE: Support for Systems Engineering Programs

Good morning All!
I would be glad to meet you regarding this and do my best to clarify any concerns you may have. How about next Monday or Tuesday? I am quite open.

Best Regards,

MD

Hello MD,

I sent your message to my SCM faculty. There are a number of concerns about your undergraduate and graduate proposals. Mainly, Dr. Hokey Min and Dr. David Dobrzykowski agree that the program that you are proposing will be in competition with out SCM program and will impact our courses and staffing in a negative way.

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Please feel free to reach out to the SCM faculty to possibly set up another meeting to discuss their concerns.

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Amelia

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Hello again,

Based on our conversations, I will move ahead with the following:

1) Add SCM 5420 as a core course in the newly proposed MS in LSE program
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   David: 6450 Quality Management in Health Services Delivery seems different from LSE 6780. Whom should I contact for the syllabus? I may be able to tweak the title as "Healthcare Systems Optimization" if that is a better fit for all of us.
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5) I will keep MGMT 3000 and MGMT 3050 as part of the proposed BS in SE program as I proposed originally
   Jan: Please send me the correct title for these courses. Do you recommend any other undergrad MGMT or SCM courses as part of our BS in SE program?
6) Regarding MGMT 4450 and SYE 3030, I am not sure whether MGMT 4450 will serve our purpose or not. Your MGMT 4450 focuses on operations management and it uses Introduction to Materials Management book, while SEY 3030 covers most inventory control models in depth, stochastic variability, line balancing, material handling in addition to forecasting and scheduling. I have attached couple of sample lecture materials and course descriptions & students learning outcomes for your review to see whether these courses are equivalent. I am open to tweak the title such as Production & Material Handling Systems.

SYE 3030 Course descriptions & SLOs:

Course Description
Principles of production and inventory planning and control. Variabilities and how to account that in production planning, forecasting techniques, EOQ, EPL, Wagner-Whitin, Base Stock, (Q, r) model, MRP, production scheduling, line balancing, material handling.

Course Overview
This course is a foundation course for systems engineering. To get the most out of the SYE curriculum, students should come out of this course with a deep consciousness of the need for constant improvement in manufacturing and service operations. This course will teach the time-tested successful tools that systems/industrial engineers use to improve operations production & inventory control activities. It includes performance measures, forecasting, capacity planning, optimization principles applied to inventory planning; JIT systems; aggregate planning models; material requirement planning; stochastic variabilities; scheduling; and material handling.

SLO: At the completion of this course, students should be able to:
- Analyze inventory system in a typical production environment
- Perform Economic Order Quantity calculations, JIT, MRP, pull and push production systems, production scheduling, forecasting and capacity management
- Understand stochastics variability and apply that to production planning
- Design material handing for production environment
- Analyze the inventory control issues and identify the necessary tools to address those issues
- Apply basic inventory control tools to improve the process
- Communicate project findings effectively with the report and presentation

4

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4

- Prepare the production and inventory control portion of the Fundamentals of Engineering exam

Required Text (s) and Readings
Students will be provided with the lecture materials and additional handouts which are not available in the text and reference books.
- *Text Book:* Factory Physics, Foundations of Manufacturing Management, by Wallace J. Hopp and Mark L. Spearman, 2008, 3rd edition, McGraw Hill Inc, New York
- Reference Book: Production and Inventory Control – principles and techniques, by George W. Plossl, 2nd edition, Prentice-Hall, Inc., Upper Saddle River, NJ

Does any of your courses will require any pre requisite, provided our students will have sufficient math and science backgrounds? I forgot to mention in the meeting with you that I am looking for one of your faculty members to co-teach a study abroad course in Panama during winter session. I have taken students (engineering, business, and others) in the past to Panama, where we visited Panama Canal, Port of Balboa, and several other Logistics companies. It was a great experience for both engineering and business students. Please let me know if any of you are interested. I am proposing this idea to our International Studies folks.

I look forward to hear from you. I will be out for a conference from Monday – Wednesday, but I will be back on Thursday. Have a great weekend.

Best Regards,

MD

++

MD B. Sarder, Ph.D.
Professor and Chair

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Email: msarder@bgsu.edu
Office: 419-372-6085; Fax: 419-372-7570

From: MD Baniamin Sarder
Sent: Thursday, November 1, 2018 7:09 PM
To: David Dobrzykowski <daviddd@bgsu.edu>; Janet Lea Hartley <jhartle@bgsu.edu>
Cc: Amelia S Carr <ascarr@bgsu.edu>; Karen Elizabeth C Eboch <eboch@bgsu.edu>; Hokey Min <hmin@bgsu.edu>; William J Sawaya <wsawaya@bgsu.edu>; Bai-Yau Yeh <byeh@bgsu.edu>
Subject: RE: Summary of LSE/SCM meeting 11/1/2018

It was a very productive meeting today and I felt very welcomed. I also appreciate your candid feedback on the proposed programs proposal.
I will get back with you soon with action plan.

Best Regards,

MD

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MD B. Sarder, Ph.D.
Professor and Chair

5

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BOWLING GREEN STATE UNIVERSITY

Email: msarder@bgsu.edu
Office: 419-372-6085; Fax: 419-372-7570

From: David Dobrzykowski
Sent: Thursday, November 1, 2018 2:07 PM
To: Janet Lea Hartley <jhartle@bgsu.edu>; MD Baniamin Sarder <msarder@bgsu.edu>
Cc: Amelia S Carr <ascarr@bgsu.edu>; Karen Elizabeth C Eboch <eboch@bgsu.edu>; Hokey Min <hmin@bgsu.edu>; William J Sawaya <wsawaya@bgsu.edu>; Bai-Yau Yeh <byeh@bgsu.edu>
Subject: RE: Summary of LSE/SCM meeting 11/1/2018

Hi MD and everyone.

Attached please find my syllabus for MGMT 4450/5450. I have also included the material that I shared with the MHSA colleagues who were developing the proposal in HHS. I do not have a copy of the syllabus for MHSA 6450 Quality Management in Health Services Delivery.

Please contact me if I can assist further. Best wishes, - David

David Dobrzykowski, PhD
Associate Professor | Director, Supply Chain Management Institute

BGSU. | **Supply Chain**
MANAGEMENT INSTITUTE

BOWLING GREEN STATE UNIVERSITY
College of Business Administration | Department of Management | Bowling Green, OH 43403 | O: (419) 372-6962 | C: (419) 297-6600 | E: daviddd@bgsu.edu | Academic Scholar, Cornell Institute for Healthy Futures

READ ABOUT OUR TOP 25 SCM GARTNER RANKING (click)

From: Janet Lea Hartley
Sent: Thursday, November 1, 2018 1:58 PM
To: MD Baniamin Sarder <msarder@bgsu.edu>
Cc: Amelia S Carr <ascarr@bgsu.edu>; David Dobrzykowski <daviddd@bgsu.edu>; Karen Elizabeth C Eboch <eboch@bgsu.edu>; Hokey Min <hmin@bgsu.edu>; William J Sawaya <wsawaya@bgsu.edu>; Bai-Yau Yeh <byeh@bgsu.edu>
Subject: Summary of LSE/SCM meeting 11/1/2018

Hi, MD:

Thanks for meeting with us today!

1) We agreed to the use of MBA/SCM 5420 as a core course in the LSE curriculum. Hokey will send you a copy of the syllabus for this class.
2) We would also like for you to consider allowing SCM 6030 or Tech 6200 as an elective.
3) David will send you the syllabus for MGMT 4450 so you can consider if it can be used rather than SYE 3030.
4) We will need additional faculty resources to support the SYE and LSE programs.

Our existing MBA Courses will be approved for online delivery as part of the proposed Graduate Certificate in Supply Chain and we will add the new SCM prefix. We will be removing MBA 6040 as a perquisite. Our plan is to offer these courses in the 7-week format through e-campus. I will let you know as these progress through the approval process.

SCM 5410 Customer Driven Design and Delivery of Quality Goods and Services (3)
SCM 5420 Integrated Logistics Planning and Analytics (3)
SCM 5450 Demand Driven Supply Chain Operations and Planning (3)

New Courses—in approval process for online 7-week delivery
SCM 6030 Strategic Project Management for Supply Chain Change (3)
SCM 6010 Category Management and Strategic Sourcing (3)

Thanks, Jan

Janet L. Hartley, PhD
Professor
President-Elect Decision Sciences Institute
Department of Management
College of Business
Bowling Green State University
Bowling Green, OH 43403
jhartle@bgsu.edu
(419) 372-8645

—

From:	Dawn Lynnette Anderson
Sent:	Monday, January 28, 2019 8:16 AM
To:	MD Baniamin Sarder
Subject:	FW: LSE 6760--Healthcare Systems Optimization

Hello, MD,

Sorry for my delay in getting back to you. Please see below the comments from Phil Welch and Jinha Lee. There are similarities in both courses, but they are also different. We would support LSE 6760 as a new course and MHSA 6320 as an elective in the proposed MS in Systems Engineering. I will send you a formal memo very soon for you to include with your "greensheets."

Keep warm!

Dawn

From: Philip John Welch <pjwelch@bgsu.edu>
Sent: Friday, December 21, 2018 7:07 PM
To: Dawn Lynnette Anderson <dawna@bgsu.edu>
Subject: Re: LSE 6760--Healthcare Systems Optimization

Hi Dawn,
After reading Jinha's comments a few times, it seems like there is enough disparity between MHSA 6320 and LSE 6760. Our two programs may be sharing students in the future. I think both courses can exist and serve students well by tackling similar issues from different points of view (service management vs. mathematics).
Phil

Philip J. Welch, PhD, MCHES
Assistant Professor
Graduate Coordinator
Dept of Public & Allied Health
Bowling Green State University
124 Health & Human Services
Bowling Green, OH 43403
419-372-0368

From: Dawn Lynnette Anderson
Sent: Friday, December 21, 2018 9:20:12 AM
To: Philip John Welch
Subject: FW: LSE 6760--Healthcare Systems Optimization

Any comments, Phil? It seems like a lot of duplication.

Dawn

-----Original Message-----
From: Jinha Lee <jinhal@bgsu.edu>
Sent: Thursday, December 20, 2018 3:34 PM

1

Subject: RE: LSE 6760--Healthcare Systems Optimization

Hi Dawn,

Many of this syllabi overlaps with MHSA 6320: Healthcare Operations and Supply Chain Management.

Also, week 9 and 11 in this syllabi will be covered in MHSA 6220: Healthcare Data Analytics and Decision Making.

Proposed LSE 6760 seems very similar with what I'm planning in MHSA 6320 but our MHSA 6320 would be less mathematical approach.

The biggest difference between LSE 6760 and MHSA 6320 is that MHSA 6320 will include service management concept in healthcare industry. However, LSE 6760 is rather focusing on workflows in hospital. I'm certain that this LSE 6760 course must be prepared by production system expert with industrial engineering background.

MHSA 6450 could be very good candidate for LSE's elective course. As I said, I will provide service management concept in each course, so LSE student would get potential benefit from our program.

If you need anything further from me, please let me know.

Have a wonderful holiday.

Jinha

-----Original Message-----
From: Dawn Lynnette Anderson <dawna@bgsu.edu>
Sent: Thursday, December 20, 2018 3:01 PM
To: Jinha Lee <jinhal@bgsu.edu>
Subject: LSE 6760--Healthcare Systems Optimization

Hi, Jinha,

Phil and I met recently with Dr. MD Sarder in the College of Technology, Architecture, and Applied Engineering. He is proposing a new Master's of Science in Logistics and Systems Engineering degree and some new courses. Please review the attached syllabi for the proposed LSE 6760--Healthcare Systems Optimization course. Does it overlap with any of the MHSA courses (checksheet attached) or would it be a possible elective for the MHSA? We also discussed including MHSA 6450 as an elective for the LSE degree. I'd appreciate your expert opinion in this area.

Enjoy the holiday break!

Dawn

DATE: January 30, 2019

TO: Dr. MD Baniamin Sarder
Chair, Department of Engineering Technologies

FROM: Dr. Dawn Anderson
Chair, Department of Public and Allied Health

RE: Proposed MS in Systems Engineering

The health services administration faculty and I support LSE 6760—Healthcare Systems Optimization as a new course and the use of MHSA 6320—Healthcare Operations and Supply Chain Management (3) as an elective in the proposed MS in Systems Engineering degree program. Topics that will be addressed in LSE 6730 are similar to those in MHSA 6320 and MHSA 6220—Healthcare Data Analytics and Decision Making; however, the topics are taught from different points of view (service management vs. mathematics).

MD Baniamin Sarder

From: MD Baniamin Sarder
Sent: Tuesday, January 29, 2019 1:00 PM
To: Janet Lea Hartley
Cc: Amelia S Carr
Subject: RE: Support for Systems Engineering Programs

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Thanks,

Amelia

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Sent: Tuesday, January 29, 2019 12:36 PM
To: MD Baniamin Sarder <msarder@bgsu.edu>
Cc: Amelia S Carr <ascarr@bgsu.edu>
Subject: RE: Support for Systems Engineering Programs

Hi, MD: I am on FIL this semester (yeah) so will not be attending. I think it is especially important to meet with Hokey since he teaches our logistics courses and thus is most familiar with the concerns. I think the content that you have planned is more engineering oriented. Is it possible as Amelia suggested to modify the titles slightly so they have more of a systems engineering flavor? I do support this program and think there is a need in the region. Thanks for all of your work in developing this! Jan

From: MD Baniamin Sarder <msarder@bgsu.edu>
Sent: Tuesday, January 29, 2019 11:26 AM
To: Amelia S Carr <ascarr@bgsu.edu>
Cc: Hokey Min <hmin@bgsu.edu>; David Dobrzykowski <daviddd@bgsu.edu>; Janet Lea Hartley <jhartle@bgsu.edu>; Karen Elizabeth C Eboch <eboch@bgsu.edu>; William J Sawaya <wsawaya@bgsu.edu>
Subject: RE: Support for Systems Engineering Programs

Good morning All!
I would be glad to meet you regarding this and do my best to clarify any concerns you may have. How about next Monday or Tuesday? I am quite open.

Best Regards,

MD

Hello MD,

I sent your message to my SCM faculty. There are a number of concerns about your undergraduate and graduate proposals. Mainly, Dr. Hokey Min and Dr. David Dobrzykowski agree that the program that you are proposing will be in competition with out SCM program and will impact our courses and staffing in a negative way.

I suggest that more discussion is needed. As I mentioned when we first met to discuss your proposed program, this would be our concern. I hope that you will slow the process and take more time to work with the SCM faculty in the Department of Management to make sure that the program that you are proposing is strictly an engineering program with engineering course titles that do not give students, employers and others the feeling that it is in any way similar to the business SCM program.

Please feel free to reach out to the SCM faculty to possibly set up another meeting to discuss their concerns.

Thanks,

Amelia

Dear Amelia,

Hope you had a great holidays! I really appreciate you for organizing multiple conversations with you and your faculty members in the last couple of months. The feedback provided by you and your faculty members were really helpful. I would like to move ahead with the proposed BS and MS in Systems Engineering programs as outlined below. Based on our conversations, I will develop several new courses and planning to use several of your courses as core and elective if you are ok with that. As part of your suggestion, I will add a paragraph in the proposal stating the resource needs for your department. I remain excited to collaborate with your department in the near future with new interdisciplinary graduate program, courses, study abroad program, etc. Please let me know if you are ok with the following plan at your convenience.

BS in Systems Engineering
New Courses:
      -SYE 1010-Intro to Systems Engineering
      -SYE 2010-Engineering Economics
      -SYE 3010-Facility Design and Plant Layout
      -SYE 3020-Workplace Design

2

-SYE 3030-Production and Material Handling Systems
-SYE 4010-Systems Simulation and Modeling
-SYE 4020-Logistics Transportation Systems
-SYE 4030-Logistics Distribution Systems
-SYE 4700-Study Abroad to Panama
-SYE 4900-Capstone Project

Proposed inclusion of your courses:
-MGMT 3000-Integrated Operations and Supply Chain Management*
-MGMT 3050*- Principles of Organization and Management

MS in Systems Engineering
Core Courses (12 hours)
LSE 5020- Logistics Transportation Systems
LSE 5030- Logistics Distribution Systems
SCM 5420- International Logistics Planning and Analysis
LSE 6750- Logistics Systems Design and Analysis

Elective Courses (12-15 hours)
LSE 6760- Healthcare Systems Optimization
MBA 6040- Supply Chain Management
TECH 6200- Project Management for Applied Engineering or SCM 6030

MD

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MD B. Sarder, Ph.D.
Professor and Chair

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TECHNOLOGIES
BOWLING GREEN STATE UNIVERSITY

Email: msarder@bgsu.edu
Office: 419-372-6085; Fax: 419-372-7570

From: Janet Lea Hartley <jhartle@bgsu.edu>
Sent: Saturday, November 3, 2018 12:39 PM
To: MD Baniamin Sarder <msarder@bgsu.edu>
Subject: RE: Summary of LSE/SCM meeting 11/1/2018

HI, MD:

Sounds good. I agree with your assessment of MGMT 4450 but let's go with David's thoughts since he is teaching this course. We do cover the EOQ in MGMT 4420 but do not go into the more advanced models. Time series forecasting is covered in depth in MGMT 3380. I like the tweak on the title you suggested.

MGMT 3000 is Integrated Operations and Supply Chain Management
MGMT 3050 is Principles of Organization and Management.

Have a good weekend! Jan

Thanks, Jan

Hello again,

Based on our conversations, I will move ahead with the following:
1) Add SCM 5420 as a core course in the newly proposed MS in LSE program
2) Move LSE 6780 (Healthcare Systems Improvement) from the core to elective.
   David: 6450 Quality Management in Health Services Delivery seems different from LSE 6780. Whom should I contact for the syllabus? I may be able to tweak the title as "Healthcare Systems Optimization" if that is a better fit for all of us.
3) I will add SCM 6030 as equivalent to Tech 6200 under elective
4) I will keep MBA 5420 and MBA 5450 as electives as I proposed originally
5) I will keep MGMT 3000 and MGMT 3050 as part of the proposed BS in SE program as I proposed originally
   Jan: Please send me the correct title for these courses. Do you recommend any other undergrad MGMT or SCM courses as part of our BS in SE program?
6) Regarding MGMT 4450 and SYE 3030, I am not sure whether MGMT 4450 will serve our purpose or not. Your MGMT 4450 focuses on operations management and it uses Introduction to Materials Management book, while SEY 3030 covers most inventory control models in depth, stochastic variability, line balancing, material handling in addition to forecasting and scheduling. I have attached couple of sample lecture materials and course descriptions & students learning outcomes for your review to see whether these courses are equivalent. I am open to tweak the title such as Production & Material Handling Systems.

SYE 3030 Course descriptions & SLOs:

Course Description
Principles of production and inventory planning and control. Variabilities and how to account that in production planning, forecasting techniques, EOQ, EPL, Wagner-Whitin, Base Stock, (Q, r) model, MRP, production scheduling, line balancing, material handling.

Course Overview
This course is a foundation course for systems engineering. To get the most out of the SYE curriculum, students should come out of this course with a deep consciousness of the need for constant improvement in manufacturing and service operations. This course will teach the time-tested successful tools that systems/industrial engineers use to improve operations production & inventory control activities. It includes performance measures, forecasting, capacity planning, optimization principles applied to inventory planning; JIT systems; aggregate planning models; material requirement planning; stochastic variabilities; scheduling; and material handling.

SLO: At the completion of this course, students should be able to:
- Analyze inventory system in a typical production environment
- Perform Economic Order Quantity calculations, JIT, MRP, pull and push production systems, production scheduling, forecasting and capacity management
- Understand stochastics variability and apply that to production planning
- Design material handing for production environment
- Analyze the inventory control issues and identify the necessary tools to address those issues
- Apply basic inventory control tools to improve the process
- Communicate project findings effectively with the report and presentation

4

Hello again,

Based on our conversations, I will move ahead with the following:
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   David: 6450 Quality Management in Health Services Delivery seems different from LSE 6780. Whom should I contact for the syllabus? I may be able to tweak the title as "Healthcare Systems Optimization" if that is a better fit for all of us.
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- Communicate project findings effectively with the report and presentation

4

- Prepare the production and inventory control portion of the Fundamentals of Engineering exam

Required Text (s) and Readings
Students will be provided with the lecture materials and additional handouts which are not available in the text and reference books.
- *Text Book:* Factory Physics, Foundations of Manufacturing Management, by Wallace J. Hopp and Mark L. Spearman, 2008, 3rd edition, McGraw Hill Inc, New York
- Reference Book: Production and Inventory Control – principles and techniques, by George W. Plossl, 2nd edition, Prentice-Hall, Inc., Upper Saddle River, NJ

Does any of your courses will require any pre requisite, provided our students will have sufficient math and science backgrounds? I forgot to mention in the meeting with you that I am looking for one of your faculty members to co-teach a study abroad course in Panama during winter session. I have taken students (engineering, business, and others) in the past to Panama, where we visited Panama Canal, Port of Balboa, and several other Logistics companies. It was a great experience for both engineering and business students. Please let me know if any of you are interested. I am proposing this idea to our International Studies folks.

I look forward to hear from you. I will be out for a conference from Monday – Wednesday, but I will be back on Thursday. Have a great weekend.

Best Regards,

MD

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MD B. Sarder, Ph.D.
Professor and Chair

BGSU | DEPARTMENT OF **ENGINEERING** TECHNOLOGIES
BOWLING GREEN STATE UNIVERSITY

Email: msarder@bgsu.edu
Office: 419-372-6085; Fax: 419-372-7570

From: MD Baniamin Sarder
Sent: Thursday, November 1, 2018 7:09 PM
To: David Dobrzykowski <daviddd@bgsu.edu>; Janet Lea Hartley <jhartle@bgsu.edu>
Cc: Amelia S Carr <ascarr@bgsu.edu>; Karen Elizabeth C Eboch <eboch@bgsu.edu>; Hokey Min <hmin@bgsu.edu>; William J Sawaya <wsawaya@bgsu.edu>; Bai-Yau Yeh <byeh@bgsu.edu>
Subject: RE: Summary of LSE/SCM meeting 11/1/2018

It was a very productive meeting today and I felt very welcomed. I also appreciate your candid feedback on the proposed programs proposal.
I will get back with you soon with action plan.

Best Regards,

MD

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MD B. Sarder, Ph.D.
Professor and Chair

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TECHNOLOGIES

BOWLING GREEN STATE UNIVERSITY

Email: msarder@bgsu.edu
Office: 419-372-6085; Fax: 419-372-7570

From: David Dobrzykowski
Sent: Thursday, November 1, 2018 2:07 PM
To: Janet Lea Hartley <jhartle@bgsu.edu>; MD Baniamin Sarder <msarder@bgsu.edu>
Cc: Amelia S Carr <ascarr@bgsu.edu>; Karen Elizabeth C Eboch <eboch@bgsu.edu>; Hokey Min <hmin@bgsu.edu>;
William J Sawaya <wsawaya@bgsu.edu>; Bai-Yau Yeh <byeh@bgsu.edu>
Subject: RE: Summary of LSE/SCM meeting 11/1/2018

Hi MD and everyone.

Attached please find my syllabus for MGMT 4450/5450. I have also included the material that I shared with the MHSA
colleagues who were developing the proposal in HHS. I do not have a copy of the syllabus for MHSA 6450 Quality
Management in Health Services Delivery.

Please contact me if I can assist further. Best wishes, - David

David Dobrzykowski, PhD
Associate Professor | Director, Supply Chain Management Institute

BGSU. | **Supply Chain**
MANAGEMENT INSTITUTE

BOWLING GREEN STATE UNIVERSITY
College of Business Administration | Department of Management | Bowling Green, OH 43403 | O: (419) 372-6962 | C: (419) 297-6600 | E:
daviddd@bgsu.edu | Academic Scholar, Cornell Institute for Healthy Futures

READ ABOUT OUR TOP 25 SCM GARTNER RANKING (click)

From: Janet Lea Hartley
Sent: Thursday, November 1, 2018 1:58 PM
To: MD Baniamin Sarder <msarder@bgsu.edu>
Cc: Amelia S Carr <ascarr@bgsu.edu>; David Dobrzykowski <daviddd@bgsu.edu>; Karen Elizabeth C Eboch
<eboch@bgsu.edu>; Hokey Min <hmin@bgsu.edu>; William J Sawaya <wsawaya@bgsu.edu>; Bai-Yau Yeh
<byeh@bgsu.edu>
Subject: Summary of LSE/SCM meeting 11/1/2018

Hi, MD:

Thanks for meeting with us today!

1) We agreed to the use of MBA/SCM 5420 as a core course in the LSE curriculum. Hokey will send you a copy of the
   syllabus for this class.
2) We would also like for you to consider allowing SCM 6030 or Tech 6200 as an elective.
3) David will send you the syllabus for MGMT 4450 so you can consider if it can be used rather than SYE 3030.
4) We will need additional faculty resources to support the SYE and LSE programs.

Our existing MBA Courses will be approved for online delivery as part of the proposed Graduate Certificate in Supply Chain and we will add the new SCM prefix. We will be removing MBA 6040 as a perquisite. Our plan is to offer these courses in the 7-week format through e-campus. I will let you know as these progress through the approval process.

SCM 5410 Customer Driven Design and Delivery of Quality Goods and Services (3)
SCM 5420 Integrated Logistics Planning and Analytics (3)
SCM 5450 Demand Driven Supply Chain Operations and Planning (3)

New Courses—in approval process for online 7-week delivery
SCM 6030 Strategic Project Management for Supply Chain Change (3)
SCM 6010 Category Management and Strategic Sourcing (3)

Thanks, Jan

Janet L. Hartley, PhD
Professor
President-Elect Decision Sciences Institute
Department of Management
College of Business
Bowling Green State University
Bowling Green, OH 43403
jhartle@bgsu.edu
(419) 372-8645

From:	Dawn Lynnette Anderson
Sent:	Monday, January 28, 2019 8:16 AM
To:	MD Baniamin Sarder
Subject:	FW: LSE 6760--Healthcare Systems Optimization

Hello, MD,

Sorry for my delay in getting back to you. Please see below the comments from Phil Welch and Jinha Lee. There are similarities in both courses, but they are also different. We would support LSE 6760 as a new course and MHSA 6320 as an elective in the proposed MS in Systems Engineering. I will send you a formal memo very soon for you to include with your "greensheets."

Keep warm!

Dawn

From: Philip John Welch <pjwelch@bgsu.edu>
Sent: Friday, December 21, 2018 7:07 PM
To: Dawn Lynnette Anderson <dawna@bgsu.edu>
Subject: Re: LSE 6760--Healthcare Systems Optimization

Hi Dawn,
After reading Jinha's comments a few times, it seems like there is enough disparity between MHSA 6320 and LSE 6760. Our two programs may be sharing students in the future. I think both courses can exist and serve students well by tackling similar issues from different points of view (service management vs. mathematics). Phil

Philip J. Welch, PhD, MCHES
Assistant Professor
Graduate Coordinator
Dept of Public & Allied Health
Bowling Green State University
124 Health & Human Services
Bowling Green, OH 43403
419-372-0368

From: Dawn Lynnette Anderson
Sent: Friday, December 21, 2018 9:20:12 AM
To: Philip John Welch
Subject: FW: LSE 6760--Healthcare Systems Optimization

Any comments, Phil? It seems like a lot of duplication.

Dawn

-----Original Message-----
From: Jinha Lee <jinhal@bgsu.edu>
Sent: Thursday, December 20, 2018 3:34 PM

Subject: RE: LSE 6760--Healthcare Systems Optimization

Hi Dawn,

Many of this syllabi overlaps with MHSA 6320: Healthcare Operations and Supply Chain Management.

Also, week 9 and 11 in this syllabi will be covered in MHSA 6220: Healthcare Data Analytics and Decision Making.

Proposed LSE 6760 seems very similar with what I'm planning in MHSA 6320 but our MHSA 6320 would be less mathematical approach.

The biggest difference between LSE 6760 and MHSA 6320 is that MHSA 6320 will include service management concept in healthcare industry. However, LSE 6760 is rather focusing on workflows in hospital. I'm certain that this LSE 6760 course must be prepared by production system expert with industrial engineering background.

MHSA 6450 could be very good candidate for LSE's elective course. As I said, I will provide service management concept in each course, so LSE student would get potential benefit from our program.

If you need anything further from me, please let me know.

Have a wonderful holiday.

Jinha

-----Original Message-----
From: Dawn Lynnette Anderson <dawna@bgsu.edu>
Sent: Thursday, December 20, 2018 3:01 PM
To: Jinha Lee <jinhal@bgsu.edu>
Subject: LSE 6760--Healthcare Systems Optimization

Hi, Jinha,

Phil and I met recently with Dr. MD Sarder in the College of Technology, Architecture, and Applied Engineering. He is proposing a new Master's of Science in Logistics and Systems Engineering degree and some new courses. Please review the attached syllabi for the proposed LSE 6760--Healthcare Systems Optimization course. Does it overlap with any of the MHSA courses (checksheet attached) or would it be a possible elective for the MHSA? We also discussed including MHSA 6450 as an elective for the LSE degree. I'd appreciate your expert opinion in this area.

Enjoy the holiday break!

Dawn

BOWLING GREEN STATE UNIVERSITY

Public and Allied Health
College of Health and Human Services

DATE: January 30, 2019

TO: Dr. MD Baniamin Sarder
       Chair, Department of Engineering Technologies

FROM: Dr. Dawn Anderson
       Chair, Department of Public and Allied Health

RE: Proposed MS in Systems Engineering

The health services administration faculty and I support LSE 6760—Healthcare Systems Optimization as a new course and the use of MHSA 6320—Healthcare Operations and Supply Chain Management (3) as an elective in the proposed MS in Systems Engineering degree program. Topics that will be addressed in LSE 6730 are similar to those in MHSA 6320 and MHSA 6220—Healthcare Data Analytics and Decision Making; however, the topics are taught from different points of view (service management vs. mathematics).

November 12, 2018

To: Dr. MD Sarder

Professor and Chair, Department of Engineering Technologies

Bowling Green State University

I fully support BGSU's proposal for offering a *BS degree in System Engineering* and an *MS degree in Logistics and Systems Engineering* programs led by the Department of Engineering Technologies. These two degree programs will fulfil a need currently lacking in this area of Northwest Ohio.

I value this initiative to create professional and integrative programs that will encompass all the aspects needed for Systems Engineering in our society. These programs will be helpful to our students in expanding their knowledge of Systems Engineering. Our University always looks for ways to develop partnerships with surrounding institutions, agencies and organizations to provide opportunities to our students for advancing their professional career goals.

These additional programs will provide specialized education that will lead to improved financial and economic advancement in the Midwest area, as well as nationally and internationally. The new Systems Engineering programs will provide the training needed to establish a better workforce for economic growth.

Sincerely,

Dr. Mansoor Alam,

Professor and Chair,

Electrical Engineering and Computer Science Department

The University of Toledo

From: Sheila J Roberts
To: Robert Charles Green; Stephanie Boman
Subject: comments on
Date: Friday, February 21, 2020 9:01:52 AM

Rob and Stephanie-

As I told you both at grad council, I wasn't entirely satisfied with MD's answer about recruiting and retaining students from underrepresented groups. He mentioned some of the support services available to students in CTAAE (mainly services that would help students who aren't academically prepared for the degree) but mentioned nothing about recruiting graduate students (I think he said something about high schools, but he won't be recruiting high school students). I'm sure there are national/international student groups (e.g. associated with professional organizations) for women in engineering, minorities in engineering, etc. that could be contacted and encouraged to apply to this program. I would also like him to think about supporting women and students of color who are academically prepared but may not feel like they belong in the program.

Thanks,

Sheila

Dr. Sheila J. Roberts

She, her, hers

Associate Dean, College of Arts & Sciences

CO-PI and Chair, Inclusive Leadership Committee, BGSU ALLIES

Bowling Green State University

sjrober@bgsu.edu

Phone: 419 372 0354

CREATION OF A SCHOOL OF NURSING

Proposed: October 7, 2019

In accordance with the BGSU Academic Charter (Article XI), the creation of a School of Nursing in the College of Health and Human Services (HHS) is proposed.

History of Nursing Program at BGSU

In September 1971, a nursing baccalaureate program was begun with the implementation of a consortium between BGSU and the Medical College of Ohio. After receiving approval in May 1974 by the State of Ohio, Board of Nursing Education and Nurse Registration, the first cohort of 18 students was awarded Bachelor of Science in Nursing (BSN) degrees in June 1974. Also, in June 1974, the Ohio Board of Regents gave approval to the University of Toledo (UT) to grant BSN degrees. Implementation of the BGSU and UT nursing consortium began in September 1974. Initial accreditation was granted on December 12, 1974, and accreditation was most recently renewed for the BGSU/UT consortium in 2019. In the consortium agreement, nursing students complete general education and supportive courses (e.g. chemistry, anatomy and physiology) at BGSU during the first two years, complete clinical experiences at UT/MC during the junior and senior years, then graduate with a BSN from BGSU. Since1976, a separate educational track for preparing registered nurses (RN) has been offered on the Firelands campus in Huron and in Lima and Archbold. In 2001, the RN to BSN program was created within the BGSU/UT consortium to offer nursing transfer students, who already possess diplomas or associate degrees in nursing, a seamless pathway to degree completion.

In 2018, an agreement was signed to dissolve the BGSU/UT consortium with a teach-out of the last students who will be admitted in Summer 2021. A Memorandum of Understanding (MOU) was signed in 2019 for a Dual Degree nursing program with Mercy College of Ohio. Through this new partnership, students will earn both a Bachelors of Applied Health Science from BGSU and a BSN from Mercy College with clinical nursing instruction provided by Mercy College. In Fall 2019 BGSU began a native (i.e. not accredited as part of a consortium or partnership) online RN to BSN post-licensure program in collaboration with Firelands Regional Medical Center (FRMC). An accreditation visit by the Commission on Collegiate Nursing Education (CCNE) is scheduled for October 2020. Once the BGSU RN to BSN program is accredited by CCNE, then an addendum will be submitted to gain approval for an accredited native BSN degree. In the future, CCNE accreditation will be pursued for graduate nursing degrees.

In the past, the Nursing program resided as a standalone academic program within the College of Health and Human Services, and the college staff handled administrative tasks, such as nursing consortium course scheduling. In 2018, the Nursing program was moved to the Department of Public and Allied Health (PAH) to give it an academic home and for administrative oversight. In addition to nursing, PAH contains three program areas (Food and Nutrition, Medical Laboratory Science, and Public Health) with 14 faculty, two administrative staff, offering six undergraduate degrees, and two master's degrees. There are currently two

nursing Qualified-Rank Faculty (QRFs) who are appointed as faculty members within PAH and are governed by the personnel and curriculum policies of PAH. Housing the nursing program in a separate School of Nursing within the College of Health and Human Services is necessitated as BGSU develops a native nursing program and expands into graduate nursing education. Nationally, most baccalaureate nursing programs are found in colleges or schools of nursing. Additional faculty will be needed for theory and clinical instruction. Locations of clinical sites for the native BSN students are being explored along with facilities needed for a skills lab and simulation lab.

Mission Statement

The proposed School of Nursing offers pathways for the preparation and professional development of registered nurses and nurse leaders to provide safe and quality care to diverse patient populations across the lifespan using evidence-based practice. Graduates will use leadership and clinical judgment to improve the spectrum of complex healthcare issues throughout Ohio, the nation, and the world.

The School of Nursing mission aligns well with the HHS mission, which states "The College of Health and Human Services provides a superior academic curriculum through nationally recognized innovative programs, rigorous practical experiences and strong professional partnerships. Through these experiences we seek to promote and enhance the well-being and safety of people and their communities."

Need for Nurses with BSN Degree

As the largest group of health care providers, nurses perform a crucial role in the health care system. According to the Bureau of Labor Statistics, the demand for nurses will increase by 26 percent in 2020, and the expected growth rate (15 percent) of nursing employment opportunities will surpass that of all other occupations from 2016-2026. The increasing demand for nurses is due in part to the expansion of the aging population.

Although the demand for nurses is increasing, there is a shortage especially of bedside nurses, who provide personalized care. Overwhelmed by patient caseloads and increased work expectations, many nurses are going into advanced practice or nurse leader positions. According to the Ohio Board of Nursing, approximately 30 percent of RNs in Ohio are 55 years or older as of 2017 and so will likely retire or otherwise leave the workforce in the near future. On the OhioMeansJobs.com website, registered nurse is the most posted job listing. On October 4, 2019, there were 4,917 posted RN job openings across Ohio with 488 of these in northwest Ohio.

Obtainment of higher levels of education, such as a BSN degree, improves overall safety, quality, and patient outcomes (American Association of Colleges of Nursing, April 2019). The BSN degree will also prepare a nurse for leadership roles and career advancement. Legislation is being reconsidered about requiring a BSN as entry into practice for registered nurses. At BGSU, BSN students compete for limited clinical placement seats available through our external academic partners. Establishment of a native BSN program with clinical placements in rural and small town hospitals in northwestern Ohio will increase the opportunities for additional well-

prepared students to become registered nurses, which will help to address the nursing shortage in Ohio.

The Institute of Medicine's Future of Nursing Report from 2010 recommended increasing the number of BSN-prepared nurses to 80 percent by 2020. Currently, 56 percent of the nurses in the United States and 64 percent in Ohio have a BSN degree. In the 2017 Ohio Workforce Data Summary Report, 35 percent (22,148) of nurses renewing their RN license planned to obtain a BSN or higher degree. Many health care institutions, such as the Cleveland Clinic and University Hospital, require nurses to obtain a BSN degree within 3 years and 5 years, respectively, of being hired. The RN to BSN program at BGSU will provide an opportunity for Registered Nurses with an associate degree or diploma in nursing to obtain a BSN in a flexible and meaningful manner while improving the care of their patients and communities.

<div align="center">

Consultant Report

</div>

BGSU hired Terry Ward, BSN, MSN, Ph.D. as a consultant to evaluate perceived readiness for implementation of a BSN nursing program. Dr. Ward visited with internal stakeholders on July 22, 2019. Below are direct excerpts from her summary report relevant to this proposal to create a School of Nursing.

"BGSU is poised to establish a standalone Traditional Bachelors of Science in Nursing (BSN) Program to address the growing nursing shortage. The establishment of a new traditional BSN option at BGSU is needed to address public universities' obligation to act in the public interest and create public good."

Mission and Governance

"The existing organizational structure in the College of Health and Human Services (CHHS) is supportive and indicates the needs and expectations of the communities of interest are important to its existence. The already existing bachelor of nursing completion program demonstrates there is congruency between BGSU and CHHS mission and governance." "A weakness is the lack of a chief nurse administrator for the proposed nursing unit."

Institutional Commitment and Resources

"BGSU and CHHS demonstrate ongoing commitment and sufficient resources to support the nursing program. The team [internal stakeholders] supports the leadership and establishment of a School of Nursing versus a department within the organization structure of the CHHS."

"A meeting with the Chief Financial Offer [*sic*] indicates there are sufficient fiscal resources. We discussed typical nurse administrator and faculty salaries and standards for operational budgets for learning space. Enrollment trends were discussed with the Vice President of Enrollment Management. From 2016-July 2019 the applicant pool for freshman pre-nursing at BGSU has increased 12%. Of those applicants, 68% were admitted to BGSU. This is comparable enrollment for schools of nursing with a four a year option. There were stated plans to offer direct admission to nursing in 2020 (I believe this is for students enrolling in nursing at Mercy College). This will in all likelihood result in an increase in interest and

enrollment potentially creating a pool of students for admission to upper division in nursing at BGSU in fall 2022."

Curriculum and Teaching

"The major strength in curriculum at BGSU is the sound pre-nursing curriculum. The pre-nursing curriculum offers 57 credits of general education and science courses to successfully support the rigor of a core-nursing curriculum. This is demonstrated by the success rates of students who are completing the core nursing courses at the University of Toledo and Mercy College. Another strength of curriculum teaching and learning at BGSU is the current RN-BSN completion program, which may have aspects which are transferable to the development of the four-year program and options. The courses in the RN-BSN completion plan of study are core courses, which can be added to the four-year plan of study. The suggested plan of study is one that prepares graduates to meet the essential competencies of nursing as identified within the Baccalaureate Essentials and Quality and Safety Education for Nursing."

Learning Practices and Assessment and Achievement of Program Outcomes

"While it was not reviewed, outcomes indicate data is available from pre-nursing students, which reflect students successfully achieving expected outcomes of nursing program in current consortiums."

Recommendations

"After consulting with the key internal stakeholders, it is recommended BGSU move forward with a plan to implement a four-year nursing program with admission to upper division or core nursing in fall of 2022. The priority activity recommended is recruitment and selection of a chief nurse administrator. It is recommended that BGSU continue to support the process of gaining internal and external stakeholder buy in."

Suggested Implementation Timeline

"The implementation timeline begins with a consultation from a nurse educator expert with key stakeholders of BGSU. The timeline lists the perceived activities essential to the proposed 4-year nursing program including BGSU Board of Trustee approval and a submission of a letter of intent to the Ohio Board of Nursing (OBN). A priority in moving forward with the new program development is the recruitment and hiring of the nursing program administrator who meets the requirements of both the OBN and accreditation bodies." "Upon hire, the nursing program administrator will prepare the new program proposal for the nursing program."

Organizational Structure

The School of Nursing will be the basic administrative unit within the University organized to carry out and develop the instructional and research activities of its faculty. The School will be the tenuring unit.

The School will consist of a Director, Nursing Student Services Coordinator, Executive Council, Program Coordinators, classified staff, and the program units and their Bargaining Unit

Faculty Members (BUFM). The *School Director* will be the chief executive officer of the school with responsibilities and duties as outlined in the Academic Charter. The *Nursing Student Services Coordinator* will coordinate administrative aspects of undergraduate nursing programs offered in the School of Nursing. The tasks will include but are not limited to serving as a liaison with partner institutions, recruitment and selection, monitoring of degree progress, assisting with learning communities, advising of nursing students, and providing advisement training to nursing faculty. The *Executive Council* will consist of the Director, Nursing Student Services Coordinator, and the program coordinators. The Executive Council will serve in an advisory capacity to the Director regarding School policies and practices. The School will be organized into three program areas. Program coordinators will provide leadership within each program area, as shown below.

1. Undergraduate Studies Program Area
    a. BSN Program Coordinator
    b. RN to BSN Program Coordinator

2. Graduate Studies Program Area
    a. Graduate Program Coordinator

3. Experiential Learning Program Area
    a. Skills Lab Program Coordinator
    b. Simulation Program Coordinator
    c. Clinical Placement and Partnerships Coordinator

A full-time administrative assistant will assist with operation of the School. Responsibilities of these positions are described in the proposed Charter of the School of Nursing. Appendix A shows proposed staffing and budget projections for a School of Nursing.

Faculty

Faculty of the School will consist of all Bargaining Unit Faculty Members (BUFM) as described in the CBA who have been appointed to the School with the consent of other members of the School faculty. Faculty may hold tenured, tenure-track, or qualified rank faculty appointments. Qualified rank faculty (QRF) will have the title Assistant/Associate Teaching Professor if primarily teaching nursing theory courses and the title Assistant/Associate Clinical Professor if primarily teaching experiential (e.g. skills lab, simulation, clinical) courses and eventually teaching professor or clinical professor. Nursing faculty must have a Master of Science in Nursing (MSN) or doctorate degree in nursing. Graduate faculty in the nursing program must hold a doctorate degree (Ph.D., Doctorate of Nursing Practice, or Doctorate of Nursing Science).

As BGSU develops a native nursing program, faculty will be needed to teach nursing theory and clinical courses, which are currently being taught by institutional partners (UT and Mercy College). Full-time nursing faculty will be needed to provide consistency, advise incoming or prospective students, and assist with accreditation and continuous program improvement and development. An adjunct pool of nursing instructors is available and will

assist in providing a 10:1 student to faculty ratio for the skills lab and an 8:1 student to faculty ratio for clinical practice. In August 2019, BGSU received a $200,000 grant from the Ohio Board of Nursing to hire a 12-month QRF for two years, who will be teaching and advising students in the online RN to BSN program.

Academic Programs

The proposed School of Nursing will be comprised of three program areas: Undergraduate Studies, Graduate Studies, and Experiential Learning.

Undergraduate Studies Program Area

The Undergraduate Studies Program Area will provide pathways for a) pre-licensure nursing students to obtain a B.S. in Nursing degree in preparation for successfully passing the National Council Licensure Examination (NCLEX) to become a Registered Nurse and b) RNs to obtain a B.S. in Nursing for degree completion. Currently, BGSU students earn a BSN degree through the BGSU/UT Consortium or as part of the Dual Degree nursing program with Mercy College of Oho. BGSU will soon develop a native BSN program with a clinical judgement emphasis in which nursing theory and clinical courses will be taught by BGSU faculty instead of institutional partners (UT and Mercy College). In this traditional 4-year option, students are admitted as pre-nursing students and take general education and supportive courses during the first two years. During the final two years, students are competitively admitted into the BSN and complete nursing courses to meet the core professional competencies for eligibility to take the NCLEX.

The native RN to BSN program began Fall 2019 with an inaugural cohort of 20 students. It is 100% online and assists the working Registered Nurse to complete the BSN degree in a flexible and convenient manner. The program can be completed in as little as three semesters or at a slower pace. The RN to BSN program comprises 30 credit hours (10 core nursing courses). Students are awarded transfer credit for previous college courses that match the BG Perspective (general education) courses and Support Course Requirements. Practice experience hours allow students to apply theory to practice while achieving end-of-program learning outcomes. Each student chooses an individualized practice experience based on his or her own learning needs and professional interests. Registered nurses will build upon previous knowledge and skills to enhance their clinical judgment and leadership skills when caring for diverse patient populations across a variety of healthcare settings. This post-licensure program offered through eCampus currently has three possible start dates (fall, spring, and summer) with future plans to increase to two start dates per semester/term. Many of the associate degree programs in the geographic area have two graduation dates (May and December). Multiple start dates would provide an opportunity for students to graduate, pass the NCLEX, and then transition to the RN to BSN program without a delay in admission.

Graduate Studies Program Area

Future plans for the Graduate Studies Program Area include: a Master of Science in Nursing (MSN); possible masters degrees or certificates in Nursing Education, Nursing Informatics, Nursing Administration, Clinical Nurse Specialist, and Advanced Practice Nurses; a

Master of Science in Nursing bridge program for students with a non-nursing bachelor's degree (RN pathway); a Doctorate in Nursing Practice (DNP); and a Ph.D. in Nursing. A Doctor of Nursing Practice (DNP) is pursued by those seeking positions in nurse leadership roles, career advancement in clinical practice. A Doctor of Nursing Philosophy (Ph.D.) is a research-focused degree that advances the theoretical foundation of nursing practice. These proposals will depend on the availability of additional resources (faculty lines, graduate assistantships, and operating budget) and the approval of appropriate bodies. Faculty involved in graduate education within the School must maintain Graduate Faculty Status.

Experiential Learning Program Area

In the Experiential Learning Program Area, students will be provided opportunities in the Nursing Skills Lab, Simulation Lab, and clinical placements to demonstrate knowledge, skills, clinical judgement, and professional behavior in the context of which nurses practice. Students are introduced to the Skills Lab early in the program and advance to care of high fidelity simulation mannequins. During the last two years of the 4-year BSN program, students spend several hours each week in different rotations gaining clinical experience under supervision of clinical professors.

<div align="center">

Enrollment

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Most students desiring a career in nursing are admitted initially as Pre-Nursing students, and matriculate into the B.S. in Nursing after completing the BG Perspective and prerequisite supportive courses. To assist with recruitment of high quality students and retention, direct admission to the BSN is offered to applicants with proven high levels of academic achievement. Students transferring from another major within BGSU or another institution often have already completed the general education and supportive courses and so are admitted into the BSN major. Current and past enrollment in nursing is shown in Table 1.

Table 1. Nursing enrollment and graduation history.*

	2016-2017	**2017-2018**	**2018-2019**	**2019-2020**
Enrollment				
Pre-Nursing	280	225	249	130
Pre-Nursing: Dual degree w/ Mercy College				161
B.S. in Nursing**	103	108	145	119
Total	383	333	394	410
Graduation				
B.S. in Nursing	54	73	38	59

 *Source: Falcon Info database, searched 9/26/2019.
**Consortium with the University of Toledo.

RN to BSN

In Fall 2019, BGSU began offering its first native online RN to BSN program with 20 students in the inaugural cohort. An additional 25 new students are expected to enroll in both Spring 2020 and Summer 2020, expanding to 50+ students each semester during subsequent years. Articulation agreements have been established with Owens Community College and Firelands Regional Medical Center. In addition, articulation agreements are being developed with Lorain County Community College and Northwest State Community College to provide pathways for Associate degree nurses to complete the BSN in a seamless fashion. Pathway's are also being explored with diploma programs and technical schools of nursing. There is great potential for increased nursing enrollment at BGSU. Over the next 2-3 years, 200 students are expected to enroll in the online RN to BSN degree completion program (Appendices B and C).

Student Support

Scholarships

Several scholarships are available within HHS that specifically support nursing students.

- Dr. Ruth L. Kelly Alumni Nursing Scholarship recognizes a rising junior or senior in the nursing program.
- Joanne Navin Nursing Scholarship provides scholarship support to non-traditional students who are pursuing nursing degrees with preference to students who intend to become Certified Nurse Practitioners.
- Jones Family Nursing Scholarship supports students who are majoring in nursing.
- Lloyd L. & Sara Jane Casteel Scholarship provides scholarship support to pursue a career in nursing
- Olive H. Schlink Nursing Scholarship provides annual scholarship assistance to a full-time undergraduate student majoring in nursing.
- Nursing Foundation Scholarship provides scholarship support based on need.

Appendix A: Proposed Staffing and Budget Projections for a School of Nursing

	Appointment	Course Releases	Hire to start
Faculty Administrator			
School Director	12 month	4	July 2020
Bargaining Unit Faculty Member			
BSN Program Coordinator	9 month	1	August 2021
RN to BSN Program Coordinator	12 month	1	July 2020
Nursing Skills Lab Program Coordinator	9 month	1	January 2022
Simulation Program Coordinator	9 month	1	January 2022
Graduate Program Coordinator	9 month	1	August 2023
Administrative Staff			
Nursing Student Services Coordinator	12 month		August 2020
Clinical Placement & Partnership Coordinator	12 month		January 2022
Administrative Assistant	12 month		July 2021

Appendix B. Projected Enrollment for RN to BSN Program*

Fall 2019	Spring 2020	Summer 2020
25 Total	50 Total 25 new	75 Total 25 new
Fall 2020 125 Total 50 new	**Spring 2021** 125 Total 50 new 50 graduating	**Summer 2021** 125 Total 25 new 25 graduating
Fall 2021 175 Total 100 new 50 graduating	**Spring 2022** 225 Total 100 new 50 graduating	**Summer 2022** 225 Total 25 new 25 graduating
Fall 2022 225 Total 100 new 100 graduating	**Spring 2023** 225 Total 100 new 100 graduating	**Summer 2023** 225 Total 25 new 25 graduating

*Takes into consideration that Firelands Regional Medical College, Owens Community College, and Lorain County Community College graduate 600 RNs per year. Doesn't include RNs graduating from other institutions for which articulation agreements are currently being explored or RNs working in a health care facility who want to pursue a BSN.

Appendix C.   Proposed Course Offerings (25 students per section) and Enrollment for RN to
BSN program.

Fall 2020	Spring 2021	Summer 2021
Session 1	**Session 1**	**Session 1**
NURS 3028 = 50 students	NURS 3028 = 50 students	NURS 3028 = 25 students
NURS 3098 = 50 students	NURS 3098 = 50 students	NURS 3038 = 100 students
AHS 3568 = 100 students	NURS 3038 = 25 students	NURS 3808 = 100 students
Session 2	NURS 3428 = 25 students	**Session 2**
NURS 3808 = 25 students	NURS 3908 = 100 students	NURS 3428 = 100 students
NURS 4048 = 50 students	**Session 2**	NURS 3908 = 25 students
PUBH 4250 = 100 students	NURS 4048 = 25 students	NURS 4048 = 50 students
	AHS 4010 = 125 students	
1125 SCHs	1200 SCHs	1200 SCHs

Fall 2020—7 sections NURS courses, 4 sections AHS 3568, and 4 sections of PUBH 4250
Spring 2021—11 sections NURS courses, 5 sections AHS 4010
Summer 2021—16 sections NURS courses
*34 sections NURS courses—three 12-month instructors (4 courses taught per semester/term)
*13 sections PUBH and AHS courses

Fall 2021	Spring 2022	Summer 2022
Session 1	**Session 1**	**Session 1**
NURS 3028 = 100 students	NURS 3028 = 100 students	NURS 3028 = 25 students
NURS 3098 = 125 students	NURS 3098 = 100 students	NURS 3038 = 200 students
AHS 3568 = 225 students	NURS 3038 = 25 students	NURS 3808 = 200 students
	NURS 3908 = 200 students	
	NURS 3428 = 25 students	
Session 2	**Session 2**	**Session 2**
NURS 3808 = 25 students	NURS 4048 = 25 students	NURS 3428 = 200 students
NURS 4048 = 100 students	AHS 4010 = 225 students	NURS 3908 = 25 students
PUBH 4250 = 225 students		NURS 4048 = 100 students
2400 SCHs	2085 SCHs	2250 SCHs

Fall 2021—14 sections NURS courses, 9 sections AHS 3568, and 9 sections of PUBH 4250
Spring 2022—19 sections NURS courses, 9 sections AHS 4010
Summer 2022—30 sections NURS courses
*63 sections NURS courses—five 12-month instructors (4 courses taught per semester/term)
*27 sections PUBH and AHS courses

Fall 2022	Spring 2023	Summer 2023
Session 1	**Session 1**	**Session 1**
NURS 3028 = 100 students	NURS 3028 = 100 students	NURS 3028 = 25 students
NURS 3098 = 125 students	NURS 3098 = 100 students	NURS 3038 = 200 students
AHS 3568 = 225 students	NURS 3038 = 25 students	NURS 3808 = 200 students
	NURS 3908 = 200 students	
	NURS 3428 = 25 students	
Session 2	**Session 2**	**Session 2**
NURS 3428 = 25 students	NURS 4048 = 25 students	NURS 3428 = 200 students
NURS 4048 = 125 students	AHS 4010 = 225 students	NURS 3908 = 25 students
PUBH 4250 = 225 students		NURS 4048 = 100 students
2475 SCHs	2100 SCHs	2250 SCHs

Fall 2022—15 sections NURS courses, 9 sections AHS 3568, and 9 sections of PUBH 4250
Spring 2023—19 sections NURS courses, 9 sections AHS 4010
Summer 2023—30 sections NURS courses
*64 sections NURS courses—five 12-month instructors (4 courses taught per semester/term)
*27 sections PUBH and AHS courses

Charter of the School of Nursing
(proposed October 7, 2019)

These bylaws establish regulations for the governance of the School of Nursing in the College of Health and Human Services and are in accordance with Bowling Green State University (BGSU) Academic Charter and the BGSU and BGSU Faculty Association Collective Bargaining Agreement (CBA).

I. MISSION STATEMENT

The School of Nursing offers pathways for the preparation and professional development of registered nurses and nurse leaders to provide safe and quality care to diverse patient populations across the lifespan using evidence-based practice. Graduates will use leadership and clinical judgment to improve the spectrum of complex healthcare issues throughout Ohio, the nation, and the world.

II. ORGANIZATIONAL STRUCTURE

The School of Nursing is the basic administrative unit within the University organized to carry out and develop the instructional and research activities of its faculty. The School is the tenuring unit. The School consists of a Director, Nursing Student Services Coordinator, Executive Council, Program Coordinators, administrative staff, and the program units and their Bargaining Unit Faculty Members (BUFM).

A. School Director

The Director is the chief executive officer of the school with responsibilities and duties as outlined in the Academic Charter. The Director is a Faculty Administrator (FAD) who serves at the pleasure of the Dean of the College of Health and Human Services with a renewable 4-year term. The Director's distribution of effort in teaching, research, and administration will be in accordance with the College guidelines or as negotiated with the Dean. Faculty participation in the selection, appointment, evaluation, reappointment, and extraordinary review of the School Director is described in the CBA (Article 10, Section 4).

B. Nursing Student Services Coordinator

The Nursing Student Services Coordinator coordinates administrative aspects of undergraduate nursing programs offered in the School of Nursing. The tasks include but are not limited to serving as a liaison with partner institutions, recruitment and selection, monitoring of degree progress, assisting with learning communities, advising of nursing students, and providing advisement training to nursing faculty.

C. Executive Council

The Executive Council will consist of the Director, Nursing Student Services Coordinator, and the program coordinators. The Executive Council will meet at least six times during the academic year and serve in an advisory capacity to the Director regarding School policies and practices.

D. Programs

The School is organized into three program areas. Program coordinators provide leadership within each program area.

1. Undergraduate Studies Program Area
    (1) BSN Program Coordinator
    (2) RN to BSN Program Coordinator
2. Graduate Studies Program Area
    (1) Graduate Program Coordinator
3. Experiential Learning Program Area
    (1) Skills Lab Program Coordinator
    (2) Simulation Program Coordinator
    (3) Clinical Placement and Partnerships Coordinator

E. Faculty

Faculty of the School shall consist of all Bargaining Unit Faculty Members (BUFM) as described in the CBA who have been appointed to the School with the consent of other members of the School faculty. Faculty may hold tenured, tenure-track, or qualified rank faculty appointments.

F. Administrative Staff

A full-time administrative assistant shall assist with operation of the School.

III.   RESPONSIBILITIES AND DUTIES

A. Director (FAD)

The responsibilities of the Director of a School are described in the BGSU Academic Charter, XI.D, Section D as follows:

The Director shall be administratively responsible for all activities of the school. The Director of a school shall be responsible to the Dean of the college with which the school is associated and through the Dean to the Provost. Through this administrative line, the Director derives the authority to execute the Director's responsibilities. Further, the Director is the primary representative of the school faculty with authority and responsibility, by virtue of election, to represent its views and to promote its best interests as a school.

The responsibilities of the Director are:

1. To organize, in conjunction with the faculty, the administrative structure of the school; within the limits of the school budget, appoint whatever administrative personnel appear to be requisite to the effective functioning of the school office; and assign the respective functions of all personnel working in the school;

2. To serve as the fiscal officer of the school, with the responsibility for preparing the budget in consultation with the division/program coordinators; allocating resources to the program units; monitoring the administration of operating and personnel budgets; and supervising the use of resources, including facilities, equipment, and supplies;

3. To provide academic leadership for the instructional, research, service and administrative personnel of the school and to be involved in the recruitment, selection, employment, in-service training, appointment, reappointment, promotion, and tenure of BUFMs;
4. To perform or delegate and monitor the development of the curricula and programs of instruction, sharing this responsibility with committees of the school and with program units; and
5. To supervise any graduate programs within the school. The Director or designated graduate coordinator shall administer the program.
6. To provide leadership in maintaining Commission on Collegiate Nursing Education (CCNE) accreditation.

B. **Nursing Student Services Coordinator (Administrative Staff)**
The Nursing Student Services Coordinator coordinates administrative aspects of the undergraduate nursing programs.
1. Administrative aspects of nursing curriculum, including coordinating admission to partner institutions, assisting with learning communities, maintaining records, collaborating with BGSU offices, such as financial aid, registration and records, and admissions. Assists with preparation for nursing accreditation, Ohio Board of Nursing approval, and other reporting critical to program success. Provides orientation to nursing students.
2. Provides academic advising for nursing students and other agreed-upon populations of students, such as HHS 1000 class, BGSU 1910, NURS 1015, etc.
3. Provides administrative consultations for BGSU administration, college faculty, and advising staff regarding policy clarification, requirements for majors/programs, and concerns related to students being served.
4. Utilizes university systems to retrieve information for College of Health and Human Services for the purposes of planning, enrollment, outreach, and other data needs.
5. Serves on departmental and University committees regarding advising, curriculum, orientation of pre-nursing students, and collaborative University issues.

C. **Program Coordinators**
Program Coordinators are BUFMs, who represent the concerns and interests of the faculty of their program areas to the School Director. Their duties include:
1. Serve as a member of the School Executive Council.
2. Review the program's personnel needs and present requests to the Director.
3. Submit special or program specific budget requests to the Director.
4. Initiate program curriculum revisions.
5. Oversee program assessment procedures
6. Develop course schedules
7. Assist with maintaining accreditation standards and preparation and participation in accreditation reviews.

D. Executive Council
The Executive Council will consist of the Director, Nursing Student Services Coordinator, and the program coordinators. The Executive Council is advisory to the School Director in all School academic, budgetary, and administrative functions. As part of these duties, the Executive Council also shall:
1. Advise the Director on the creation of School policies (see Section VIII, Policies) and strategic planning.
2. Advise the Director on long-term needs of the School, such as faculty recruitment.
3. Serve as the voice of the faculty to the Director regarding any matter relating to the function or operation of the School.
4. Assist in the development and evaluation of strategic goals.
5. Perform other tasks as recommended by the faculty of the School.

E. **Faculty**
1. Program faculty is defined as all full-time BUFM whose workload is primarily in one of the program areas of the School. Program faculty shall:
   a. Provide representation on School-wide committees.
   b. Provide advice to the School Director regarding personnel requests and faculty appointments.
   c. Be responsible for implementing their academic programs.
   d. Fulfill teaching, research, and service obligation in the program area as appropriate to their faculty appointment and be evaluated according to School policy and consistent with the CBA.
   e. Participate in meetings of the faculty.
   f. Participate in hiring of BUFMs as outlined in the CBA (Article 14, Section 4).

F. Administrative Assistant
A full-time administrative assistant shall assist with operation of the School including but not limited to:
1. Management of day-to-day administrative operations.
2. Preparation of correspondence and reports.
3. Monitor budget expenditures.
4. Assist with personnel searches.
5. Serve as a liaison with other University offices.

IV. ACADEMIC PROGRAMS
A. Undergraduate Studies Program Area
The School will provide pathways for a) pre-licensure nursing students to obtain a B.S. in Nursing degree in preparation for successfully passing the NCLEX examination to become a Registered Nurse and b) RNs to obtain a B.S. in Nursing for degree completion.
1. **Bachelor of Science in Nursing (BSN) Program Coordinator (BUFM)**
   Responsibilities and duties are outlined in III.3.
2. **RN to BSN Program Coordinator (BUFM)**
   Responsibilities and duties are outlined in III.3.

B. Graduate Studies Program Area

Future plans include a Master of Science in Nursing (MSN), a Master of Science in Nursing bridge program for students with a non-nursing bachelor's degree (RN pathway), a Doctorate in Nursing Practice (DNP), and a Ph.D. in Nursing. These proposals will depend on the availability of additional resources (faculty lines, graduate assistantships, and operating budget) and the approval of appropriate bodies. Faculty involved in graduate education within the School must maintain Graduate Faculty Status

    1. Graduate Program Coordinator (BUFM)

    In addition to the responsibilities and duties outlined in III.3., the Graduate Program Coordinator shall:

    a. Advise nursing graduate students on curricular matters.
    b. Be responsible for recruitment of nursing graduate students.
    c. Make decisions about the allocation of tuition scholarships and stipends.
    d. Make graduate assistantship assignments.
    e. Maintain School records for all nursing graduate students

C. Experiential Learning Program Area

The School will provide experiential learning experiences for students to demonstrate knowledge, skills, critical judgement, and professional behavior in the context of which nurses practice.

    1. Nursing Skills Lab Program Coordinator (BUFM)

    In addition to the responsibilities and duties outlined in III.3., the Nursing Skills Lab Coordinator shall:

    a. Manage space allocated to the program area.
    b. Manage inventory of equipment, supplies, and chemicals needed for the nursing skill lab experiences.
    c. Supervise maintenance of the equipment.
    d. Oversee student experiences in the skills lab.

    2. Simulation Program Coordinator (BUFM)

    In addition to the responsibilities and duties outlined in III.3., the Simulation Coordinator shall:

    a. Manage space allocated to the program area.
    b. Manage inventory of equipment, supplies, and chemicals needed for the simulation experiences.
    c. Supervise maintenance of the equipment.
    d. Oversee student simulation experiences.
    e. Coordinating simulation space with local health care agencies.

    3. Clinical Placement and Partnership Coordinator (Administrative Staff)

    In addition to the responsibilities and duties outlined in III.3., the Clinical Placement and Partnership Coordinator shall:

    a. Arrange for placement of nursing students in clinical sites.
    b. Monitor the students' clinical experiences and make adjustments, if necessary to improve the learning experience or take remedial action.

    c. Establish and maintain affiliation agreements with the clinical sites.
    d. Serve as the liaison between the School and the clinical sites.

V. STANDING COMMITTEES

The standing committees of the School consist of a Curriculum Committee; Graduate Program Committee; Reappointment, Promotion, and Tenure Committee; and Merit Committee.

A. Curriculum Committee

The Curriculum Committee shall:

1. Consist of one (1) faculty member who will represent each of the following areas: BSN, RN to BSN, Nursing Skills, Simulation, and Clinical Placement. The representatives will be elected by the School BUFMs.
2. Be responsible for the School undergraduate curriculum and programs.
3. Review and approve new and revised undergraduate courses and program proposals. New and revised courses or programs will first be reviewed and endorsed by the appropriate program area.

B. Graduate Program Committee

The Graduate Program Committee shall:

1. Be comprised of a minimum of two (2) BUFMs within the School who hold Graduate Faculty Status, who are elected by the School graduate faculty, plus the Graduate Program Coordinator.
2. Be responsible for the School graduate curriculum and programs.
3. Review and approve new or modified graduate courses and programs.
4. Review graduate applications and make admission decisions.
5. Advise the Graduate Coordinator on awarding of graduate assistantships and graduate assistant assignments.

C. Reappointment, Promotion, Tenure Committee (RPTC)

The Reappointment, Promotion, Tenure Committee shall:

1. Consist of three (3) BUFMs, who are eligible based on rank and TF/QRF to vote on the candidate according to the CBA (Article 14).
2. Be elected by the School BUFMs.
3. Elect a chair from within the committee members.
4. Assist candidates for reappointment, promotion, and/or tenure in the preparation of their credentials.
5. Evaluate faculty in accordance with the School's governing document.
6. Prepare a written evaluation of the candidate that includes the vote and recommendation of the eligible BUFMs.

D. Merit Committee

The Merit Committee shall:

1. Consist of three (3) BUFMs, who are eligible to serve on merit committees according to the CBA.

2. Be elected by the School BUFMs.
3. Elect a chair from the committee members.
4. Develop, review, and, when necessary revise, merit policy. All new or revised merit policies must be voted on and approved by the School faculty, Director, and Dean.
5. Annually evaluate all BUFMs of the School in relation to the merit criteria for teaching, research, and service commensurate with each individual's assigned workload.
6. The "General Procedure for Faculty Evaluation and Score of Merit" as outlined in the "Merit Policy Part I: University-Wide Processes Required by the CBA" will be followed.
   a. Each faculty member will confirm his/her allocation of effort (e.g., 60/30/10 for teaching, scholarship, and service) with the Director.
   b. The School merit committee is responsible for assigning an overall merit score to every faculty member.
   c. Faculty members who fail to submit a merit portfolio by the deadline will receive an automatic rating of "unacceptable" and will not be eligible for any salary adjustments (Article 17, Sections 3.2.1 and 3.3.1). For QRF in years one through six, a merit rating of "unacceptable" will be independent from the APR process.
   d. The submitted merit dossier must include the elements outlined in the School's merit policy document.
   e. A description of how the overall merit score is calculated, including how annual scores are averaged over a three-year period, can be found in the School's merit policy document.
   f. The School may report its merit score recommendation to no greater than one-tenth of a decimal place.
7. Merit score recommendations shall be reported by the Chair of the merit committee to the BUFMs. After the opportunity for rebuttal by the faculty, the Chair shall forward the merit recommendations to the School Director. The School Director will share the recommendations of the School Merit Committee along with his/her own independent merit recommendations to the Dean.

VII. BUDGET

A. Operating Budgets
1. The School Director is responsible for the School budget.
2. Individual program areas within the School may request funds for special programming or needs. As a general principle, the School Director will allocate funding equitably across all program areas.

B. Research Funds
1. The School Director is an applicant's budgetary representative for the purpose of grant applications.

C. Foundation Accounts
  1. Foundation accounts will reside at the School level with the Director having budgetary authority.

VIII. POLICIES

A. Reappointment, Promotion, and Tenure (RPT) and Annual Performance Reviews

Criteria and standards for annual performance, reappointment, promotion, and tenure for BUFMs within the School shall be developed by the School Reappointment, Promotion, and Tenure, Committee (RPTC) and approved by the School faculty, Director, Dean, and Provost within one year of the formation of the School. Any School faculty appointments made before such criteria have been approved shall use the criteria in the RPT policy document of the Department of Public and Allied Health as guidelines. Procedures for conducting enhanced performance and reappointment, promotion, and tenure reviews will be followed according to the "Reappointment, Tenure, and Promotion Policy Part I: University-Wide Processes Required by the CBA."

B. Merit

The merit criteria, performance indicators and expectations for the criteria, and the calculation of the component merit scores for BUFMs within the School shall be developed by the School Merit Committee and approved by the School faculty, Director, Dean, and Provost within one year of the formation of the School. The School's merit document shall follow the "Merit Policy Part I: University-Wide Processes Required by the CBA." If University merit recommendation deadlines occur before the School's merit policy document is developed and approved, then the School BUFMs shall be evaluated using the criteria in the merit policy document of the Department of Public and Allied Health as guidelines. Merit determinations will be based on a three-year rolling average of accomplishments in teaching, research, and service, in relation to workload and appointment.

C. Workload Policy
  1. The typical allocation of effort for School tenure/tenure-track faculty will be 60% teaching, 30% research, and 10% service. The typical allocation of effort for Qualified Rank Faculty will be 80% teaching and 20% service.
  2. The School's standard teaching workload for tenured and tenure-track faculty is 2/3 or 3/2 (15 credit hours per academic year).
  3. The School's standard teaching workload for qualified rank faculty is 4/4 (24 credit hours) for 9-month appointments and 4/4/4 (36 credit hours) for 12-month appointments.
  4. Workload is a management right. Differential teaching workload, with a minimum reduction of one course per academic year, may be approved at the discretion of the School Director and Dean for exceptional service, such as but not limited to appointment as a program coordinator, leadership for accreditation review, supervision of a learning community; buy-out from a grant; or other exceptional activity. Teaching workload may also be increased at the discretion of the School Director and Dean due to an approved change in allocation of effort.

5. Faculty may be eligible for Overload teaching compensation as described in the CBA (Article 17, Section 4).

Proposed School of Nursing

Staffing and Budget Projections

Working Draft

	Appointment	Course Releases	Hire to start	Minimum Estimated Salaries	Initial Hiring Rank
Faculty Administrator					
School Director	12 month	4	July 2020	$110,000	TF
Bargaining Unit Faculty Member					
BSN Program Coordinator	9 month	1	August 2021	$65,000	TTF
RN to BSN Program Coordinator	12 month	1	July 2020	$80,000	TTF
Nursing Skills Lab Program Coordinator	9 month	1	January 2022	$57,000	QRF
Simulation Program Coordinator	9 month	1	January 2022	$57,000	QRF
Graduate Program Coordinator	9 month	1	August 2023	$65,000	TTF
Administrative Staff					
Nursing Student Service Coordinator	12 month		August 2020	$60,000	AA—355
Clinical Placement & Partnership Coordinator	12 month		January 2022	$55,000	AA
Administrative Assistant	12 month		July 2021	$35,000	AA—27

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INTERDEPARTMENTAL MEMORANDUM

TO: Joe Whitehead Senior VP for Academic Affairs and Provost

FROM: Sherideen S. Stoll, Vice President

DATE: **January 30, 2020**

SUBJECT: Resource Analysis – Proposed School of Nursing

We have been asked to perform a resource analysis to create a School of Nursing in the College of Health and Human Services.

Based on our understanding, the proposed school is intended to serve as the basic administrative unit within the University organized to carry out and develop the instructional and research activities of faculty BGSU's Nursing programs. Currently, based on our understanding, those programs include the existing BGSU/UT Consortial Nursing program, the dual-degree Nursing program with Mercy College, the online RN to BSN program and a pending, dedicated BGSU undergraduate Nursing program. We also understand that other Nursing-related programs may be considered at a future time, however, our analysis is based on the four programs listed above.

The financial report attached is a summary of the four programs referenced above. Each of the four programs has different enrollment assumptions, different revenue and expense assumptions, and different financial performances. Our analysis considered the financial viability of the School based on the financial performance of the four programs collectively, not individually. Should one or more of the current programs' assumptions change, our conclusions may also change.

Creating a BGSU campus undergraduate Nursing program requires some significant investment to create and equip a simulation/skills lab. The annual debt service associated with the capital facility renovation (skills lab) and the out of pocket costs to acquire associated equipment have been included in the financial analysis.

Based on our analysis and the assumptions as listed, the School will be positive on both an annual basis and cumulatively by the end of FY23.

Based on our analysis and the assumptions made, we endorse the creation of the proposed School of Nursing.

March 5, 2020

MEMORANDUM

To: William Sawaya, Ph.D.
     Chair, Fiscal Affairs Advisory Committee

From: Joe B. Whitehead, Jr., Ph.D.
       Senior Vice President for Academic Affairs and Provost

RE: Proposed School of Nursing

Attached is the financial report for the proposed School of Nursing. The report was prepared by the Office of Finance and Administration and referenced in Vice President Stoll's Resource Analysis memorandum. I concur with the resource analysis and fully support the creation of the School of Nursing.

BGSU/UT Program
Mercy Program
RN to BSN Program
New BGSU Program

	Bowling Green State University						
	Revenue and Expense Projections						
	Summary						
College	HHS						
Department	**School of Nursing**						
Program/Degree	All Nursing Programs						
	Projected	**Projected**	**Projected**	**Projected**	**Projected**		
	FY2020	**FY2021**	**FY2022**	**FY2023**	**FY2024**	**Notes**	
Revenue:							
Tuition	1,236,854	2,339,489	3,540,065	5,797,599	6,028,999	(A)/(B)	
SSI Revenue (Course completion)	276,211	384,246	312,523	828,098	1,090,754		
SSI Revenue (Degree completion)	495,565	495,565	1,168,825	3,585,380	5,866,920		
Total Revenue Generated	2,008,630	3,219,300	5,021,413	10,211,077	12,986,673		
Expense:							
Salaries	25,000	415,000	669,050	809,122	833,395	(E)	
Fringes	2,079	89,579	157,514	184,927	190,412		
Contract Payments	887,528	1,526,326	1,937,931	3,452,741	3,707,281		
Scholarships	406,581	406,581	140,130	273,254	273,254		
E & G Overhead (@ 30%)	602,589	965,790	1,506,424	3,063,323	3,896,002	(G)	
Misc. Ancillary/Operating Expenses	6,000	8,500	11,000	11,000	11,000		
Annual Operating Expenses (New) BGSU Program	-	-	22,118	22,118	22,118	(H)	
Capital Equipment	-	354,176	354,176	-	-	(I)	
Renovations	-	210,000	210,000	210,000	210,000	(J)	
Total Expenses	1,929,777	3,975,951	5,008,342	8,026,483	9,143,461		
Net Revenue over Expenses	78,853	(756,651)	13,070	2,184,593	3,843,211		
Cumulative Revenue over 5 year Period	78,853	(677,798)	(664,728)	1,519,865	5,363,076		

Assumptions:

A	See Cohort tab; new cohorts to begin in Fall and Spring semester
B	Projected tuition at current Mercy undergraduate rate ($445 per SCH)
C	Not included in this analysis
D	SSI (course completion) funded at the STEM 4 ($3,075)
E	Initial year (FY 20) will use existing staff; see salary tab for projections
F	Fringes calculated using part time rate 16.5%
G	Calculated 30% of net revenue
H	Estimated operating (on going) expenses for the program
I	Initial capital equipment costs spread out over (2) years
J	Estimated debt service for renovation project (approx $3M) for simulation labs

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BOWLING GREEN STATE UNIVERSITY

Faculty Senate Office

To: Whom it may concern

From: William Sawaya, Chair, Fiscal Affairs Advisory Committee

Subject: Proposed School of Nursing

Date: April 9, 2020

At the February 26, March 11, and April 8, meetings of the Fiscal Affairs Advisory Committee; the committee reviewed the proposed creation of a School of Nursing in the College of Health and Human Services. We reviewed the proposal and the accompanying Fiscal Impact Statement (FIS) and discussed the proposal with HHS Dean James Ciesla, Associate Dean Dawn Anderson, and received input from Provost Whitehead (See attached E-mails). After our discussions it was proposed that we give this proposal our support as it moves forward with the inclusion of the E-mail from the provost that details the estimate of the number of faculty positions that is included in the proposal, and we voted affirmatively to give it our support as it proceeds forward in the approval process. It is also useful to understand that we received clarification that the E&G expense that shows up on the financial form was confirmed to be money that stays with BGSU for administrative expenses. If the enrollment projections are accurate, even with increased costs, the new program should have an overall net positive fiscal impact. Further, nursing represents a critical societal need and creating the School of Nursing should help satisfy this need independent of strictly fiscal concerns.

Regards,

William J. Sawaya

William Sawaya

From:	Joe Benjamin Whitehead
Sent:	Wednesday, April 8, 2020 7:55 AM
To:	William J Sawaya; Kristen D Rudisill; Yevgeny Yontov; Martin S Anderson; Carlton James Braun; Christopher J Frey; John Liederbach
Cc:	MD Baniamin Sarder; James R Ciesla; Sarah Meussling; Stephanie Boman; Dawn Lynnette Anderson
Subject:	Re: FAAC Meeting reminder tomorrow 8:00 AM in Olscamp 110

Good morning Bill,

First, I want to thank the you and the FAAC continuing to function during these unprecedented times due to COVID-19. Also, I apologize for the lateness of this response to your concerns expressed in the message below regarding the proposals for the School of Nursing and School of Physical Therapy. Since this response is so near the meeting, I am copying the committee members.

The proposals for the Schools of Nursing and Physical Therapy are more critical to BGSU as evidenced by the COVID-19 pandemic. Both nursing and physical therapy were in high demand prior to COVID-19 and nursing will be in even higher demand post-COVID-19. The demand physical therapy will continue to increase as the U.S. population continues to age. These two areas of high demand will help mitigate the enrollment pressures due to the demographic shift in 2025-2026. BGSU launching high demand programs is even more COVID-19's impact on the global economy.

Below are responses to concerns described in the email dated 3/11/2020.

Thanks again for your service on the FAAC,

Joe

****

Concerns

School of Nursing

1. **The proposal doesn't address the composition of part-time and full-time faculty.**
Ultimately, approximately eleven (11) FTE faculty are anticipated inclusive of a chair and BSN director. The complement of faculty in a nursing program varies based on changes, e.g. regulatory and accreditation standards. The exact complement of faculty part-time/full-time and specialty areas will depend technological advances in simulation equipment, the ability to secure internship placements, clinical sites, and ability to hire in a tight labor market due to the nursing shortage.

2. **How are salary cost calculated?**
The initial estimate for salaries is drawn from a number of sources such as the Oklahoma State faculty survey and CUPA where salaries are segmented by CIP code. The two sources are also used to estimate the salary cost for positions in existing programs.

School of Physical Therapy

1. **Staffing Cost**

We estimate between 9-11 FTE Full time faculty, 4-5 FTE Part time faculty, and 2-4 Staff salaries and as with nursing the complement of faculty TT/QRF the number of part-time vs. full time, and the number, type, classification, and pay scales for staff salaries are highly dependent on the availability of PT faculty which are in shortage. The complement of faculty and staff also depend on the kind of program we offer. The HUGE advantage of working with EIM is that they identify and secure clinical sites for the program. The administrative burden and cost of developing a network of clinical sites across the nation that function is very significant.

2. **Revenue Sharing Model**

The revenue sharing model is similar to that of the College of Business with Academic Partnerships for the online MBA program. As mentioned above EIM bears the cost of developing and maintaining a nationwide network of clinical sites. Clinical experiences are required for degree attainment in PT.

****

Joe B. Whitehead, Jr., Ph.D.
Provost & Senior Vice President for Academic Affairs
Bowling Green State University
230 McFall Center
Bowling Green, OH 43403
Phone: 419-372-2915
Fax: 419-372-8446

From: William J Sawaya <wsawaya@bgsu.edu>
Date: Wednesday, March 11, 2020 at 3:49 PM
To: Kristen D Rudisill <rudisik@bgsu.edu>, Yevgeny Yontov <yyontov@bgsu.edu>, Martin S Anderson <martya@bgsu.edu>, Carlton James Braun <braunc@bgsu.edu>, Christopher J Frey <cjfrey@bgsu.edu>, John Liederbach <jlieder@bgsu.edu>
Cc: MD Baniamin Sarder <msarder@bgsu.edu>, James R Ciesla <jciesla@bgsu.edu>, Joe Benjamin Whitehead <jwhitehead@bgsu.edu>, Sarah Meussling <sjeffer@bgsu.edu>, Stephanie Boman <sboman@bgsu.edu>, Dawn Lynnette Anderson <dawna@bgsu.edu>
Subject: RE: FAAC Meeting reminder tomorrow 8:00 AM in Olscamp 110

I wanted to send a short follow-up message to those most affected about today's meeting. All three certificate proposals were unanimously supported as they move forward by the committee and I have moved them forward in onbase. Our next scheduled meeting is April 8 at 8:00 AM, if we do not meet sooner to move proposals along.

The MS in Logistics and Systems Engineering was also unanimously supported as it moves forward with two observations. This is what I noted when I moved it along in onbase:

"The FAAC committee discussed this proposal on March 10, 2020 and voted unanimously to support it as it moves forward in the approval process with a couple of provisional notations. First, if the enrollment grows as anticipated there may be additional staffing requirements to effectively deliver the program content. Second, relatedly, there is some concern that a planned course size of fifty might be too large for graduate online education of a technical nature in the program courses. The committee still supports the program but believes that to do the students justice there may be higher costs in the future to properly support the program."

The second half of the meeting was spent discussing the proposed Schools of Nursing and Physical Therapy. Many thanks to Dawn Anderson for attending the meeting. The committee has one key concern with the proposal for nursing and four with the proposal for the School of Physical Therapy.

For nursing, there is still some question about the number of faculty expected to support the program and how they are handled in the accompanying financial analysis. After some thought, we wondered if the 16.5% used to calculate the overhead was a standard rate for part time? Or if that we because around half of the faculty were part time? It would be inconsistent to assume they are all part time based the last sentence on page five of the proposal that indicates full-time faculty for continuity and advising. Both the number of total expected full and part time faculty should be explicitly addressed in the proposal someplace and then updated (if necessary) in the financial analysis and it should be clarified how it is handled in the spreadsheet.

For the proposal for the School of Physical Therapy:

First, there is concern that the agreement with EIM is not explicitly addressed in the proposal. In our view it must be disclosed. It is reflected (as it must be) in the financial analysis. So it should also be addressed in the proposal itself. It has very significant implications for the overall fiscal impact of the proposal to the university as it commits an expected payment of roughly $65 Million over the life of the 15 year contract to EIM.

Second, similarly to the proposal for the School of Nursing, there are still questions about how the cost of faculty are calculated and the total number of expected faculty should be reflected in the proposal as well as any assumptions that were used in the financial analysis. Based on looking at the table on Page 13 of the proposal it looks like the cost is based on the cost of the positions listed on the page plus 3-4 more faculty members. In our previous conversation with Jim Ciesla he indicated 6-10 more faculty. Perhaps many of the faculty are part time? At any rate this needs to explicit in both the proposal as well as in the analysis, together with any assumptions. There is note (C.) to see the Salaries and FB tab, but that was not provided, it is possible that it would all be clear if this was available to us. But even if we are able to follow the analysis, it should also be clear in the proposal.

Third, if we assume that all the costs are correct, (by the way this is a nice financial analysis, it is critical that it extend out at least seven years so that is well done) the program is still in the red in year seven, in fact, it will be year eleven before it turns a net profit if you assume no inflation at all. If you run a net present value with a relatively conservative inflation rate of 3% (and an assumption of a steady $1032669 net revenue after year seven) it is never in the black. If you run a net present value with 2% inflation it is positive at least. Now we are not a for profit business - we a public university for the public good, so we do not need a high IRR, but in this case we are partnered with a for-profit entity. They would never accept an IRR of 9% or less. Usually business want 33-100% before they are willing to spend. It does not seen fair to the university and to all of the other competing demands on the university's resources to take on such a low (or even negative) IRR when partnered with an entity that is probably getting well in excess of 33% at the university's expense.

Finally, it was noted by several committee members that there is an issue of charter process and the order in which this proposal has ended up at FAAC. We are happy that it is moving through the process, that faculty are involved, and that we can help to improve the proposal. But there are major concerns that the agreement advanced so far without involvement of affected parties.

The issue with the School of Nursing proposal should be easily resolved, and I don't foresee major objections from FAAC in supporting it as it moves forward once they are fixed. The first two issues are easily resolved with the School of Physical Therapy proposal as well, and we can complete the FAAC evaluation once they are fixed. But we be looking closely at the third issue are likely to at least mention the fourth in our memo that will accompany the proposal.

Bill

Chair FAAC, on behalf of the FAAC

CREATION OF A SCHOOL OF PHYSICAL THERAPY

Proposed: January 7, 2020

In accordance with the BGSU Academic Charter (Article XI), the creation of a School of Physical Therapy in the College of Health and Human Services (HHS) is proposed.

Mission Statement

The proposed School of Physical Therapy is dedicated to developing doctors of physical therapy who are professionals with a personal commitment to excellence, life-long learning, critical inquiry, and meaningful service to positively impact societal health.

The School of Physical Therapy mission aligns well with the HHS mission, which states "The College of Health and Human Services provides a superior academic curriculum through nationally recognized innovative programs, rigorous practical experiences and strong professional partnerships. Through these experiences we seek to promote and enhance the well-being and safety of people and their communities."

Physical Therapy Needs Assessment

Bowling Green State University is proposing to facilitate access to physical therapy education to students on a national scale by developing a hybrid Doctor of Physical Therapy (DPT) Program. A thorough study of the national, regional, and local need for a Doctor of Physical Therapy program has been performed at each stage of our institutional, system, and state-wide processes. According to the Bureau of Labor Statistics' "Occupational Outlook Handbook," employment of Physical Therapists is projected to grow 28 percent from 2016 to 2026, much faster than the average of 5% for all occupations.[1] Ohio had 7,570 licensed Physical Therapists in 2016 and is projecting a need for 9,870 therapists by the year 2026, representing a 21% increase. In 2016, Michigan had 8,670 licensed Physical Therapists, and by 2026, the state is projecting a need for 11,040 therapists, representing a 27% increase. Annually, there are an average of 530 and 630 job openings for Physical Therapists in Ohio and Michigan, respectively. Given the geographic proximity of several states in the Midwest Region projected close to the national average, these data make a highly compelling case for a hybrid program that will attract students from this region of the country who can commute to Detroit for the immersive labs.

Demand for physical therapy will come in part from the large number of aging baby boomers, who are staying more active later in life than their counterparts of previous generations. Older people are more likely to experience heart attacks, strokes, and mobility-related injuries that require physical therapy for rehabilitation. In addition, a number of chronic conditions, such as diabetes and obesity, have become more prevalent in recent years. More physical therapists will be needed to help these patients maintain their mobility and manage the effects of chronic conditions.

Advances in medical technology have increased the use of outpatient surgery to treat a variety of injuries and illnesses. Medical and technological developments also are expected to

permit a greater percentage of trauma victims and newborns with birth defect to survive, creating additional demand for rehabilitative care. Physical therapists will continue to play an important role in helping these patients recover more quickly from surgery. Job opportunities are expected to be good for licensed physical therapists in all settings. Job prospects should be particularly good in acute-care hospitals, skilled-nursing facilities, and orthopedic settings, where the elderly are most often treated. Job prospects should be especially favorable in rural areas because many physical therapists live in highly populated urban and suburban areas.[1]

Since the majority of DPT students will be recruited from and reside in many states around the country, it is important to consider workforce trends among Physical Therapists nationally. Landry et. al[2] developed a strategy for modeling future workforce projections to serve as a basis for analyzing annual supply of and demand for physical therapists across the United States into 2020. Supply was determined by adding the estimated number of physical therapists and the approximation of new graduates to the number of physical therapists who immigrated, minus U.S. graduates who never passed the licensure examination, and an estimated attrition rate in any given year. Demand was determined by using projected US population with health care insurance multiplied by a demand ratio in any given year. The difference between projected supply and demand represented a shortage or surplus of physical therapists. Based on models built over the years of 2011, 2012, and 2013, the projects suggest that demand for physical therapists in the United States will outstrip supply under most assumptions.

1. Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Physical Therapists, on the Internet at https://www.bls.gov/ooh/healthcare/physical-therapists.htm (visited January 25, 2019)
2. Landry MD, Hack LM, Coulson E, Freburger J, Johnson MP, Katz R, Kerwin J, smith MH, Wessman HC, Venskus DG, Sinnott PL, Goldstein M. workforce projects 2010-2020: Annual supply and demaind forecasting models for physical therapists across the United States. Phys Ther. 2016 Jan;96(1):71-80.

Organizational Structure

The School of Physical Therapy is the basic administrative unit within the University organized to carry out and develop the instructional and research activities of its faculty. The School is the tenuring unit.

The School will consist of a Director, Clinical Education Coordinator, Curriculum Coordinator, Admissions Coordinator, Student Affairs Coordinator, Research and Faculty Development Coordinator, administrative staff, classified staff, and the Bargaining Unit Faculty Members (BUFM). The *School Director* will be the chief executive officer of the school with responsibilities and duties as outlined in the Academic Charter. The *Clinical Education Coordinator* will oversee the clinical education component of the curriculum. The *Curriculum Coordinator* will oversee the development, teaching, and assessment of the curriculum to align with the Commission on Accreditation in Physical Therapy Education (CAPTE) accreditation standards. The *Admissions Coordinator* will direct DPT recruitment and admissions processes. The *Student Affairs Coordinator* will coordinate student advising, mentoring, and orientation, and provide student support services. The *Research and Faculty Development Coordinator* will ensure that students have foundational statistics, research design, and critical thinking skills;

assist faculty in obtaining grants; and support faculty scholarship. Administrative staff within the School of Physical Therapy will include the Operations Coordinator. Classified staff will include the Program Administrative Senior Secretary, Clinical Education Secretary, and Admissions Secretary. Responsibilities of the faculty and staff positions are described in the proposed Charter of the School of Physical Therapy. Appendix A shows proposed staffing for a School of Physical Therapy.

The Executive Council will consist of the School Director, Clinical Education Coordinator, Curriculum Coordinator, Admissions Coordinator, Student Affairs Coordinator, Research and Faculty Development Coordinator, and Operations Coordinator. The Executive Council will serve in an advisory capacity to the Director regarding School policies and practices.

Faculty of the School will consist of all Bargaining Unit Faculty Members (BUFM) as described in the CBA who have been appointed to the School with the consent of other members of the School faculty. Faculty may hold tenured, tenure-track, or qualified rank faculty appointments. Qualified rank faculty (QRF) will have the title Assistant/Associate Clinical Professor or Clinical Professor. DPT faculty must hold a terminal academic doctorate (Ph.D., Ed.D., etc.) or a Doctor of Physical Therapy (or tDPT) with the American Board of Physical Therapy Specialties (ABPTS) or certification credentials appropriate for their teaching responsibilities. The Clinical Education Coordinator requires a Doctor of Physical Therapy (or tDPT) with American Board of Physical Therapy Specialties (ABPTS) or certification credentials appropriate for their teaching responsibilities. Due to the hybrid nature of the DPT program, some full time faculty may live and teach remotely and come onsite only during the immersive lab experiences.

Hybrid DPT Program Model

The BGSU DPT program will integrate the most innovative technology, blended learning andragogies, and structured clinical education into an accelerated, 2-year blended-learning model DPT curriculum (compared to 3 years in other DPT programs). This model addresses many of the challenges facing PT education today, such as lack of qualified faculty, difficulty in scaling programs given "brick and mortar" facility constraints, demand and competition for quality clinical education sites, inability to meet the education and healthcare needs of rural communities, and the unsustainable cost of PT education.

The DPT curriculum is comprised of 66 weeks of didactic education and 31 weeks of clinical education. Didactic coursework is completed each academic term using a combination of interactive online and onsite lab immersive instruction. The entire curriculum is equivalent to 108 semester credit hours of coursework. The 6-month terminal internship in this program prepares graduates for entry-level practice and serves as a foundation for post-professional residency opportunities in several specialties within PT practice. We estimate an initial charter class enrollment of 80 students and subsequent class enrollments of 100 students at a total tuition per student of $100K. Beyond the initial accreditation period, there is the potential to recruit two cohorts a year of 75-100 students each.

The BGSU DPT program has several features that make it unique. First, the curriculum is delivered in a hybrid learning format using a combination of faculty-directed online coursework and onsite lab instruction. This educational model allows students to live anywhere in the country and commute to Detroit for onsite immersion lab experiences. Therefore, unlike most traditional "brick and mortar" campuses, the BGSU DPT program will recruit students who live all over the country. The South College DPT program and the DPT program at Baylor University both utilize a similar hybrid learning model. Students enrolled in the first three cohorts combined reside in over 39 different states. By combining the accessibility of online coursework and in-person lab immersions students have the opportunity to stay in their communities, many of which have little to no access to other traditional DPT programs. In addition to the national presence, the hybrid DPT model tends to recruit a more diverse student body compared to traditional DPT program as is evidenced in the tables below.

Table 1. Baylor University DPT Program Charter Cohort Student Diversity

Student body diversity represented	#	Class 2019	National Average[2]
Economically disadvantaged based upon household income (PTCAS definition	27	30%	8%
Minority students	34	38%	19%

Table 2. Baylor University DPT Program Charter Cohort Geographical Region

Geographical areas by population regions represented	#	%
Urban (>1,000,00 population) or large city (100,000,000 population)	32	36
Mid-size city (50,000 to 99,999 population) or large town (10,000 to 49,999 population)	35	39
Small town (2,500 to 9,999 population) or isolated rural (<2,500 population)	22	25

Student Support

The Mary M. Edmonds Scholarship, Cynthia Walling Pemberton Scholarship, and Benz Family Allied Health Excellence Scholarship are available within HHS that specifically support physical therapy students.

Appendix A: Proposed Staffing for a School of Physical Therapy

	Appointment	Hire to Start
Faculty Administrator		
School Director (TTF/tenured)	12 month*	June 2020
Bargaining Unit Faculty Member		
Curriculum Coordinator (QRF)	12 month*	June 2020
Clinical Education Coordinator (QRF)	12 month*	June 2020
Admissions Coordinator (QRF)	12 month*	Sept 2021
Student Affairs Coordinator (QRF)	12 month*	June 2022
Research and Faculty Development Coordinator (TTF)	12 month*	August 2022
Administrative Staff		
Operations Coordinator	12 month*	June 2020
Classified Staff		
Program Senior Secretary	12 month*	June 2020
Clinical Education Secretary	12 month*	January 2021
Admissions Secretary	12 month**	Sept 2021

 *Full time
**Part-time

Charter of the School of Physical Therapy
(proposed January 7, 2020)

These bylaws establish regulations for the governance of the School of Physical Therapy in the College of Health and Human Services and are in accordance with Bowling Green State University (BGSU) Academic Charter and the BGSU and BGSU Faculty Association Collective Bargaining Agreement (CBA).

I.   **MISSION STATEMENT**

The School of Physical Therapy is dedicated to developing doctors of physical therapy who are professionals with a personal commitment to excellence, life-long learning, critical inquiry, and meaningful service to positively impact societal health.

II. **ORGANIZATIONAL STRUCTURE**

The School of Physical Therapy is the basic administrative unit within the University organized to carry out and develop the instructional and research activities of its faculty. The School is the tenuring unit. The School consists of a Director, Clinical Education Coordinator, Curriculum Coordinator, Admissions Coordinator, Student Affairs Coordinator, Research and Faculty Development Coordinator, administrative staff, classified staff, and the Bargaining Unit Faculty Members (BUFM).

A. **School Director**
The Director is the chief executive officer of the school with responsibilities and duties as outlined in the Academic Charter. The Director is a Faculty Administrator (FAD) who serves at the pleasure of the Dean of the College of Health and Human Services with a renewable 4-year term. The Director's distribution of effort in teaching, research, and administration will be in accordance with the College guidelines or as negotiated with the Dean. Faculty participation in the selection, appointment, evaluation, reappointment, and extraordinary review of the School Director is described in the CBA (Article 10, Section 4).

B. **Executive Council**
The Executive Council will consist of the School Director, Clinical Education Coordinator, Curriculum Coordinator, Admissions Coordinator, Student Affairs Coordinator, Research and Faculty Development Coordinator, and Operations Coordinator. The Executive Council will meet at least six times during the academic year and serve in an advisory capacity to the Director regarding School policies and practices.

C. **Faculty**
Faculty of the School shall consist of all Bargaining Unit Faculty Members (BUFM) as described in the CBA who have been appointed to the School with the consent of other members of the School faculty. Faculty may hold tenured, tenure-track, or qualified rank faculty appointments.

D. Administrative Staff
Administrative staff within the School of Physical Therapy will include an Operations Coordinator.

E. Classified Staff
Classified staff within the School of Physical Therapy will include: Program Senior Secretary, Clinical Education Secretary, and Admissions Secretary.

III.   RESPONSIBILITIES AND DUTIES

A. Director (FAD)

The responsibilities of the Director of a School are described in the BGSU Academic Charter, XI.D, Section D as follows:

The Director shall be administratively responsible for all activities of the school. The Director of a school shall be responsible to the Dean of the college with which the school is associated and through the Dean to the Provost. Through this administrative line, the Director derives the authority to execute the Director's responsibilities. Further, the Director is the primary representative of the school faculty with authority and responsibility, by virtue of election, to represent its views and to promote its best interests as a school.

The responsibilities of the Director are:

1. To organize, in conjunction with the faculty, the administrative structure of the school; within the limits of the school budget, appoint whatever administrative personnel appear to be requisite to the effective functioning of the school office; and assign the respective functions of all personnel working in the school;

2. To serve as the fiscal officer of the school, with the responsibility for preparing the budget in consultation with the division/program coordinators; allocating resources to the program units; monitoring the administration of operating and personnel budgets; and supervising the use of resources, including facilities, equipment, and supplies;

3. To provide academic leadership for the instructional, research, service and administrative personnel of the school and to be involved in the recruitment, selection, employment, in-service training, appointment, reappointment, promotion, and tenure of BUFMs;

4. To perform or delegate and monitor the development of the curricula and programs of instruction, sharing this responsibility with committees of the school;

5. Provide leadership, vision, and strategic direction for the Doctor of Physical Therapy (DPT) Program;

6. Establish and maintain program accreditation from the Commission on Accreditation in Physical Therapy Education (CAPTE); overall responsible for coordinating the Program's compliance with all expected standards and rules;

a. Coordinate timely submission of required fees and documentation, including reports, graduation rates, performance on state licensing exams and graduation rates, to the appropriate accreditation bodies;

b. Notify accrediting bodies about expected or unexpected substantive changes within the program and of any change in institutional accreditation status or legal authority to provide post-secondary education;

c. Assure access to applicable standards to all members of the faculty and establishes expectation for compliance;

d. Delegate individuals to coordinate certain portions of requirements on behalf of the faculty;

e. Come into compliance with accreditation criteria within 2 years of being determined to be out of compliance;

f. Maintain accurate information on the program website that is easily accessible to the public regarding accreditation status and current student achievement measures;

g. Follow policies and procedures of CAPTE as outlined in The CAPTE Rules of Practice and Procedure;

B. Clinical Education Coordinator (BUFM)

The Clinical Education Coordinator is responsible to the Director of the School of Physical Therapy. Primary responsibilities of the Clinical Education Coordinator include:

1. Plan, coordinate, facilitate, administer, and monitor activities on behalf of the academic program and in coordination with academic and clinical faculty;
2. Develop, monitor, and refine the clinical education component of the curriculum;
3. Facilitate quality learning experiences for students during clinical education;
4. Evaluate students' performance, in cooperation with other faculty, to determine their ability to integrate didactic and clinical learning experiences and to progress within the curriculum;
5. Educate students, clinical and academic faculty about clinical education, patient/client management, ethical and professional behavior, and currency with physical therapy practice;
6. Maximize available resources for the clinical education program;
7. Provide documented records and assessment of the clinical education component (includes clinical education sites, clinical educators, etc.); and
8. Actively engage core faculty clinical education planning, implementation, and assessment.

C. Curriculum Coordinator (BUFM)

The Curriculum Coordinator is responsible to the Director of the School of Physical Therapy. Primary responsibilities of the Curriculum Coordinator include:

1. Plans and conducts all Curriculum Committee meetings;
2. Assists the School Director in the management of core and adjunct faculty, to include teaching responsibilities, course evaluations, and professional development;
3. Educates all core and adjunct faculty regarding the curriculum plan, to include integration, threads, and their role in curriculum development and review;
4. Mentors all DPT faculty in the development of syllabi, including the construction of objectives and learning activities;
5. Reviews all course syllabi and coordinates the institutional review;
6. Ensures proper sequencing of courses within the curriculum;
7. Coordinates class schedules to optimize the learning sequence;
8. Ensures that curriculum review is an ongoing process, culminating in an annual curriculum review;
9. Provides oversight and leadership to the Curriculum committee to the following components of the program assessment plan and accreditation required self-study report including: Curriculum Plan/Academic Curriculum, Clinical Education Curriculum, and Program Resources; and
10. Ensures all program policies, procedures and practices provide for compliance with accreditation policies and procedures.

D. **Admissions Coordinator (BUFM)**

The Admissions Coordinator is responsible to the Director of the School of Physical Therapy. Primary responsibilities of the Admissions Coordinator include:

1. Directs all day-to-day operations regarding student recruitment and admissions processes;
2. Serves as program liaison with the BGSU Graduate College and admissions office;
3. Serves as the primary faculty contact for all student inquiries requiring more specific program information;
4. Plans and oversees program recruitment efforts to attract a diverse student cohort;
5. Assures nondiscrimination and equal opportunity during the admissions process for all prospective students;
6. Educates all faculty regarding the admissions process, including specific emphasis on their role in applicant screening, interviewing, and selection;
7. Directs staff support personnel who assist with assembling and disseminating admissions information, receiving applications, entering data, and preparing files for interviews;
8. Evaluates, and reviews the admissions process, criteria, and admissions data to make recommendations to the faculty regarding changes annually;
9. Coordinates an update of the program website, handbooks, and informational brochures relative to student recruitment and admissions to ensure current and relevant information is provided to all prospective students;
10. Reports all recruitment and admissions activities as an agenda item in each faculty

meeting;

11. Assists the Student Affairs Coordinator with student assimilation into the DPT program immediately following enrollment offer acceptance and prior to orientation;
12. Coordinates all activities of the Admissions Committee;
13. Plans and conducts all Admissions Committee meetings;
14. Provides oversight, in conjunction with the Administration Committee, to all Admissions Policies and Procedures component of the Program Assessment Plan and accreditation requirements including the Self Study Report; and
15. Ensures all program policies, procedures and practices under the responsibility of the Director of Admissions provide for compliance with accreditation policies and procedures

E. Student Affairs Coordinator (BUFM)

The Student Affairs Coordinator is responsible to the Director of the School of Physical Therapy. Primary responsibilities of the Student Affairs Coordinator include:

1. Coordinates student selection activities with the Admission Coordinator, to include application review, selection for interview, final student selection and enrollment offer;
2. Assimilates students into the DPT program immediately following enrollment offer acceptance and before orientation;
3. Coordinates and oversees the student development and flourishing program to include:
   a. Administration of emotional intelligence, strengths, grit, and communication and learning style assessments at entry, mid-point and before graduation;
   b. Oversees the process of constructing students' "personal fitness" scorecard based on assessment scores and matched strategies for success and improvement;
   c. Providing developmental resources related to positive psychology best practices for graduate DPT students;
   d. Matching of students with both faculty advisors and peer support partners;
   e. Ensuring student advisement supports their professional development and is completed in accordance with established policies and procedures;
4. Coordinates and oversees the clinical coaching and mentoring program to include:
   a. Identifying and selecting clinicians to serve as clinical coaching mentors;
   b. Matching of students with a clinical coach and mentor as part of the Student mentor program with a best-fit strategy;
   c. Supporting clinical coaching mentors with developmental resources related to teaching, coaching, and mentoring best practices;
5. Serves as program liaison with the BGSU Graduate College' student services;
6. Provides for student services support during onsite immersive lab experiences;
7. Oversees the academic and professional behavior performance of students, to include grade reporting; academic progression, retention, withdrawal, and

      dismissal; professional conduct, self- and peer-evaluations.

8. Coordinates and conducts student orientation and graduation functions;
9. Directs departmental staff/support personnel who assist with student affairs and records administration;
10. Coordinates all activities of the Administration Committee;
11. Plans and conducts all Administration Committee meetings;
12. Coordinates the ongoing development and review of regulations, policies, and procedures that meet accreditation standards and achieve program goals and expected outcomes to include:
    a. Program mission, goals, and objectives;
    b. Student, faculty, and program policies and procedures;
13. Provides primary Committee oversight to the following components of the Program Assessment Plan and CAPTE Self Study Report: Program Mission, Program Goals, and Objectives, Policies and Procedures, Core and Associated Faculty and Program Resources
14. Ensures all policies, procedures, and practices are following accreditation standards.

F.   Research and Faculty Development Coordinator (BUFM)

The Research and Faculty Development Coordinator is responsible to the Director of the School of Physical Therapy. Primary responsibilities of the Research and Faculty Development Coordinator include:

1. Develops, updates, and teaches the evidence-based practice, statistics and research design components of the DPT program curricula. Ensures that students graduate with the foundational statistics, research design, and critical thinking skills, necessary for clinical practice;
2. Identifies and works, on behalf of the DPT program, to assist with collaborative research, funding, and grant opportunities for DPT faculty that aligns with their scholarly agenda when applicable;
3. Establishes and coordinates the Research Committee, based on strengths and interest of involved faculty, and ensures there is appropriate guidance for all research activities to include planning, developing, conducting, and receiving Institutional Review Board (IRB) approval for relevant DPT program projects;
4. Meets with each faculty member at least annually to discuss their workload breakdown (percentages) and ongoing scholarly and service agendas; and
5. Consults with each faculty member on their annual accreditation required scholarship forms and annual professional development plans and develop a report to the DPT School Director.

G. Executive Council

The Executive Council will consist of the School Director, Clinical Coordinator, Curriculum Coordinator, Admissions Coordinator, Student Affairs Coordinator, Research and Faculty Development Coordinator, and Operations Coordinator. The

Executive Council is advisory to the School Director in all School academic, budgetary, and administrative functions. As part of these duties, the Executive Council also shall:

1. Advise the School Director on the creation of School policies (see Section VIII, Policies) and strategic planning.
2. Advise the School Director on long-term needs of the School, such as faculty recruitment.
3. Serve as the voice of the faculty to the School Director regarding any matter relating to the function or operation of the School.
4. Assist in the development and evaluation of strategic goals.
5. Perform other tasks as recommended by the faculty of the School.

H. **Faculty**

School faculty is defined as all full-time BUFM whose workload is primarily in the School. School faculty shall:

1. Provide representation on School-wide committees.
2. Provide advice to the School Director regarding personnel requests and faculty appointments.
3. Fulfill teaching, research, and service obligation as appropriate to their faculty appointment and be evaluated according to School policy and consistent with the CBA.
4. Participate in meetings of the faculty.
5. Participate in hiring of BUFMs as outlined in the CBA (Article 14, Section 4).

I. **Administrative Staff**

1. **Operations Coordinator (Administrative Staff)**

   The Operations Coordinator is responsible to the School Director for directing and managing the DPT Program's operations. Primary functions of the Operations Coordinator include:
   a) Planning, managing, and directing the business of the Office of the Program Director related to operations, budget, personnel, facilities and faculty support for the on-site lab immersions;
   b) Providing assistance and support to the School Director in problem-solving, project planning, and management;
   c) Developing financial, personnel, and facilities reports for internal and external bodies, including external accrediting bodies;
   d) Serving as central contact with Bowling Green State University institutional administration and academic departments;
   e) Ordering all equipment and manages equipment budget for the DPT program;
   f) Coordinating facility and equipment contracts and maintenance;

g) Planning, managing, and directing the onsite lab intensive sessions for the DPT program, including construction/deconstruction of the labs and coordination of moving equipment;

h) Coordinating logistics of faculty schedules for each semester's synchronous session planning and onsite lab immersion sessions; and

i) Coordinating with Information Technology Services for timely support of systems and software.

J. Classified Staff

1. DPT Program Senior Secretary (Classified Staff)

The DPT Program Senior Secretary is responsible to the School Director and the Student Affairs Coordinator, faculty and students in all matters related to DPT office management, student records, and affairs. Primary responsibilities include:

a) Serving as central contact with DPT students, institutional administration, and academic departments;

b) Collecting, maintaining, and reporting student records, and ensuring that records compliance and confidentiality are maintained in all administrative processes;

c) Serving as liaison between DPT students and student services provided by the BGSU Graduate College;

d) Managing online communication channels with students, to include the website, social media, email, and learning management systems;

e) Assisting the Student Affairs Coordinator in managing entry (orientation), exit (graduation) and post-graduate (licensure) processes for DPT students;

f) Working directly with the School Director, Student Affairs Coordinator and the Operations Coordinator for additional tasks assigned; and

g) Managing a variety of documents, databases, and reports for the DPT Program.

2. Clinical Education Secretary (Classified Staff)

The Clinical Education Secretary is responsible to the Clinical Education Coordinator for the day-to-day functions of the program as related to Clinical Education. Primary functions for the Clinical Education Secretary include:

a) Coordinating the collection, maintenance, and reporting of student clinical records, and ensuring that records compliance and confidentiality are maintained in all administrative processes;

b) Assisting the Clinical Education Coordinator in the development and maintenance of clinical education sites and clinical education contracts/agreements to ensure adequate number and specialty to meet program goals and outcomes; and

c) Creating and maintaining student records and databases related to clinical education, to include clinical site placements and specialty/patient exposures.

3. Admissions Secretary (Classified Staff)

The Admissions Secretary is responsible to the Admissions Coordinator for the day-to-day administrative functions related to student recruitment and admissions. Primary functions for the Admissions Secretary include:

a) Serving as program liaison with the Physical Therapy Centralized Application Service and other outside agencies involved in the admissions process;

b) Serving as the primary point of contact for all student inquiries requiring more specific program information or assistance with the application process;

c) Receiving completed applications, coordinating applicant interviews, and assembling admissions information for review by admissions committee and faculty; and

d) Assuring non-discrimination and equal opportunity during the admissions process for all prospective students.

IV. STANDING COMMITTEES

The standing committees of the School consist of a DPT Administrative Committee, Admissions Committee, Curriculum and Assessment Committee; Research Committee; Reappointment, Promotion, and Tenure Committee; and Merit Committee.

A. DPT Administrative Committee

The DPT Administrative Committee shall:

1. Be comprised of the Student Affairs Coordinator (serves as chair of the committee), Clinical Education Coordinator, Operations Coordinator, at least one (1) additional core faculty member elected by the School BUFMs, and the School Director as *ex-officio*.
2. Be responsible for student affairs and services internal to the program.
3. Oversee student advisement, academic progression, promotion and retention, professionalism, and scholarship and awards, and provide recommendations to the School Director and faculty members for informed decision-making.
4. Be responsible for maintaining program-related policies and procedures.
5. Reviews students' academic progress each semester and identifies students in academic difficulty.

B. Curriculum and Assessment Committee

The Curriculum Committee shall:

1. Be comprised of the Curriculum Coordinator (serves as chair of the committee) and

three (3) core faculty members who will be elected by the School BUFMs.
2. Be responsible for the School DPT curriculum.
3. Review and approve new and revised graduate courses and program proposals.
4. Ensure that the curriculum aligns with CAPTE requirements.

C. Admissions Committee
The Admissions Committee shall:
1. Be comprised of the Director of Admissions (serves as chair of the committee), at least two (2) DPT program core faculty members who will be elected by the School BUFMs and, the School Director as *ex-officio*.
2. Be responsible for all matters concerning student admission to the DPT Program including recruitment, application, selection and matriculation.
3. Oversees faculty involvement in a transparent admissions process that guarantees nondiscrimination and equal opportunity for all applicants.

D. Research Committee
The Research Committee shall:
1. Be comprised of the Research and Faculty Development Coordinator (serves as chair of the committee) and two (2) DPT program core faculty members who will be appointed by the School Director.
2. Provide guidance for all research activities to include planning, developing, conducting, and receiving Institutional Review Board (IRB) approval for relevant DPT program projects;

E. Reappointment, Promotion, Tenure Committee (RPTC)
The Reappointment, Promotion, Tenure Committee shall:
1. Be comprised of three (3) BUFMs, who are eligible based on rank and TF/QRF to vote on the candidate according to the CBA (Article 14).
2. Be elected by the School BUFMs.
3. Elect a chair from within the committee members.
4. Assist candidates for reappointment, promotion, and/or tenure in the preparation of their credentials.
5. Evaluate faculty in accordance with the School's governing document.
6. Prepare a written evaluation of the candidate that includes the vote and recommendation of the eligible BUFMs.

F. Merit Committee
The Merit Committee shall:
1. Be comprised of three (3) BUFMs, who are eligible to serve on merit committees according to the CBA.
2. Be elected by the School BUFMs.
3. Elect a chair from the committee members.
4. Develop, review, and, when necessary revise, merit policy. All new or revised merit policies must be voted on and approved by the School faculty, School Director, and Dean.
5. Annually evaluate all BUFMs of the School in relation to the merit criteria for teaching, research, and service commensurate with each individual's assigned workload.

6. The "General Procedure for Faculty Evaluation and Score of Merit" as outlined in the"Merit Policy Part I: University-Wide Processes Required by the CBA" will be followed.
    a. Each faculty member will confirm his/her allocation of effort (e.g., 60/30/10 for teaching, scholarship, and service) with the School Director.
    b. The School merit committee is responsible for assigning an overall merit sore to every faculty member.
    c. Faculty members who fail to submit a merit portfolio by the deadline will eceive an automatic rating of "unacceptable" and will not be eligible for any salary adjustments (Article 17, Sections 3.2.1 and 3.3.1). For QRF in years one through six, a merit rating of "unacceptable" will be independent from the APR process.
    d. The submitted merit dossier must include the elements outlined in the School's merit policy document.
    e. A description of how the overall merit score is calculated, including how annual scores are averaged over a three-year period, can be found in the School's merit policy document.
    f. The School may report its merit score recommendation to no greater than one-tenth of a decimal place.
7. Merit score recommendations shall be reported by the Chair of the merit committee to the BUFMs. After the opportunity for rebuttal by the faculty, the Chair shall forward the merit recommendations to the School Director. The School Director will share the recommendations of the School Merit Committee along with his/her own independent merit recommendations to the Dean.

VII. BUDGET

A. Operating Budgets
1. The School Director is responsible for the School budget.
2. Individual program areas within the School may request funds for special programming or needs. As a general principle, the School Director will allocate funding equitably across all program areas.

B. Research Funds
1. The School Director is an applicant's budgetary representative for the purpose of grant applications.

C. Foundation Accounts
1. Foundation accounts will reside at the School level with the School Director having budgetary authority.

VIII. POLICIES

A. Reappointment, Promotion, and Tenure (RPT) and Annual Performance Reviews

Criteria and standards for annual performance, reappointment, promotion, and tenure for BUFMs within the School shall be developed by the School Reappointment, Promotion, and Tenure, Committee (RPTC) and approved by the School faculty, Director, Dean, and Provost within one year of the formation of the School. Any School faculty appointments made before such criteria have been

approved shall use the criteria in the RPT policy document of the Department of Public and Allied Health as guidelines. Procedures for conducting enhanced performance and reappointment, promotion, and tenure reviews will be followed according to the "Reappointment, Tenure, and Promotion Policy Part I: University-Wide Processes Required by the CBA."

B. Merit

The merit criteria, performance indicators and expectations for the criteria, and the calculation of the component merit scores for BUFMs within the School shall be developed by the School Merit Committee and approved by the School faculty, School Director, Dean, and Provost within one year of the formation of the School. The School's merit document shall follow the "Merit Policy Part I: University-Wide Processes Required by the CBA." If University merit recommendation deadlines occur before the School's merit policy document is developed and approved, then the School BUFMs shall be evaluated using the criteria in the merit policy document of the Department of Public and Allied Health as guidelines. Merit determinations will be based on a three-year rolling average of accomplishments in teaching, research, and service, in relation to workload and appointment.

Proposed School of Physical Therapy

Staffing and Budget Projections

Working Draft

	Appointment	Hire to Start	FY	Minimum Estimated Salaries	Initial Hire Rank
Faculty Administrator					
School Director	12 month	June 2020	FY20	$135,000-160,000	TTF
Bargaining Unit Faculty Member					
Curriculum Coordinator	12 month	June 2020	FY20	$110,000*	QRF
Clinical Education Coordinator	12 month	June 2020	FY20	$110,000	QRF
Admissions Coordinator	12 month	Sept 2021	FY22	$110,000	QRF
Student Affairs Coordinator	12 month	June 2022	FY22	$110,000	QRF
Research and Faculty Development Coordinator	12 month	August 2022	FY23	$110,000	TTF
Administrative Staff					
Operations Coordinator	12 month	June 2020	FY20	$45,581-68,372	Pay Grade 354
Classified Staff					
Program Senior Secretary	12 month	June 2020	FY20	$15.61/hour	Pay Grade 25
Clinical Education Secretary	12 month	January 2021	FY21	$15.61/hour	Pay Grade 25
Admissions Secretary	12 month[#]	Sept 2021	FY22	$17.17/hour	Pay Grade 26

*Salary information provided by EIM.

[#]Part-time

BGSU®

INTERDEPARTMENTAL MEMORANDUM

TO: Joe Whitehead Senior VP for Academic Affairs and Provost

FROM: Sherideen S. Stoll, Vice President

DATE: **January 30, 2020**

SUBJECT: Resource Analysis – Proposed School of Physical Therapy

We have reviewed the proposal requesting to create a School of Physical Therapy in the College of Health and Human Services dated January 7, 2020.

Based on our understanding, the proposed school is intended to serve as the basic administrative unit within the University organized to carry out and develop the instructional and research activities of faculty supporting a hybrid Doctor of Physical Therapy (DPT) Program.

Our analysis considered the program's intended unique hybrid delivery, market demand and time to degree completion and assumed an annual cohort of 75-100 in the first year and then assumed recurring, annual cohorts of 100 in all subsequent years. Additional assumptions are included in the notes to our attached analysis.

Creating a school and program requires a substantial up-front costs of approximately $2.6 million over a course of 2.5 years. Tuition revenue does not begin until FY23. Based on our projections and analysis, and assuming the school continues to only offer the DPT program, the school will achieve a positive bottom line in FY25. It will require several additional years beyond that to fully recoup both the upfront investment costs as well as address the accumulated operating losses through FY24. It must be noted, however, that assessing the University's 30 percent overhead contributes to the longer than normal period to achieve breakeven.

Based on our analysis and the assumptions made, we endorse the creation of the proposed School of Physical Therapy.
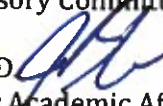
March 5, 2020

MEMORANDUM

To: William Sawaya, Ph.D.
        Chair, Fiscal Affairs Advisory Committee

From: Joe B. Whitehead, Jr., Ph.D.
        Senior Vice President for Academic Affairs and Provost

RE: Proposed School of Physical Therapy

Attached is the financial analysis for the proposed School of Physical Therapy. The financial analysis was prepared by the Office of Finance and Administration and referenced in Vice President Stoll's Resource Analysis memorandum. I concur with the resource analysis and fully support the creation of the School of Physical Therapy.

Revised Pro Forma
Assumes 50% Revenue Share
For Tuition and General Fees Only

Earlier Start Date
07-01-22
FY 23

Bowling Green State University
DPT Program
Confidential For Discussion Purposes Only

		CY2020 *	CY2021 *	CY2022 *	CY2023 *	CY2024 **	CY2025	CY2026	
Bowling Green State University									**5th Draft**
New Program Review									**01-21-20**
Summary									
College	HHS								
Department	Physical Therapy								
Program/Degree	Doctor of Physical Therapy (DPT)								
Revenue:									
Tuition from required courses		$0	$0	$0	$3,629,167	$7,604,167	$8,741,667	$9,444,917	(A)/(B)/(G)
General Fee from required courses					$145,167	$304,167	$349,667	$367,667	
General Fee (one time)					$76,000	$87,000	$97,000	$97,000	(K)
SSI (Course Completion)						$683,919	$1,355,274	$1,546,358	
SSI (Degrees Awarded)							$1,250,500	$1,496,500	(I)
Net Revenue Generated		$0	$0	$0	$3,850,333	$8,679,252	$11,794,108	$12,952,441	
Expense:									
Faculty (Core) Salaries		$77,500	$498,417	$1,026,731	$1,193,337	$1,223,170	$1,253,750	$1,285,093	(C)
Part-time Faculty Salaries				$146,667	$281,875	$288,922	$296,145	$303,549	
Staff Salaries				$85,000	$237,125	$243,053	$249,129	$255,358	
Fringe Rate		35.00%	35.00%	35.00%	35.00%	35.00%	35.00%	35.00%	
Fringes		$27,125	$174,446	$413,306	$547,171	$560,850	$574,872	$589,243	(C)
EIM Contractual Payment		$0	$0	$0	$1,925,167	$3,997,667	$4,594,167	$4,954,792	(H)
E & G Overhead (@30%)		$0	$0	$0	$1,155,100	$2,603,776	$3,538,232	$3,885,732	
Travel		$0	$0	$0		$200,000	$250,000	$257,500	(D)
Professional Development		$0	$0	$0		$90,625	$93,750	$93,750	(E)
Equipment/Supplies & Services		$0	$0	$0	$0	$96,188	$118,846	$125,928	(F)
Accreditation		$35,000	$15,000	$0	$0	$0	$0	$0	
Rent				$150,000	$154,500	$159,135	$163,909	$168,826	(G)
Total Expenses		$139,625	$687,863	$1,821,704	$5,494,275	$9,463,387	$11,132,800	$11,919,772	
Net Revenue over Expenses		($139,625)	($687,863)	($1,821,704)	($1,643,942)	($784,134)	$661,308	$1,032,669	
Cumulative Revenue over 7 year Period		($139,625)	($827,488)	($2,649,192)	($4,293,134)	($5,077,268)	($4,415,961)	($3,383,292)	
Capital Expenditures		$1,500	$1,500	$3,000	$209,000	$125,000	$25,000	$25,000	(J)

Assumptions:

*	Pre-Launch period
**	Initial cohort of students admitted
A.	Assumes initial cohort (80) starts July 2022; all cohorts to begin in July
B.	**Assumes 2nd cohort (90) starts July 2023 (FY 24)**
C.	See Salaries & FB tab (assumes 2.5% annual increase); assumes increases awarded annually in July for presentation purposes only)
D.	Assumes inflation factor of 3% after CY 2025
E.	Assumes $7,500 per year per full time faculty member
F.	Assumes $700 per student per year
G.	Assumes inflation factor of 3%
H.	50% of tuition and general fees only
I	Assumes initial cohort awards 61 degrees (90% graduation rate of each cohort)
J	For informational purposes only; not included in the main Pro Forma
K	One time fee ($1,000) per student for each new cohort

To: Whom it may concern

From: William Sawaya, Chair, Fiscal Affairs Advisory Committee

Subject: Proposed School of Physical Therapy

Date: April 9, 2020

At the February 26, March 11, and April 8, meetings of the Fiscal Affairs Advisory Committee; the committee reviewed the proposed creation of a School of Physical Therapy in the College of Health and Human Services. We reviewed the proposal and the accompanying Fiscal Impact Statement (FIS) and discussed the proposal with HHS Dean James Ciesla, Associate Dean Dawn Anderson, and received input from Provost Whitehead (See attached E-mails). After our discussions it was proposed that we give this proposal our support as it moves forward with the inclusion of the E-mail from the provost that details the estimate of the number of faculty positions that were used in the financial analysis as well as mention of the contract with EIM, we voted affirmatively to give it our support as it proceeds forward in the approval process with those provisions. It is also critical to know that the E&G expense that shows up on the financial form was confirmed to be money that stays with BGSU for administrative expenses. If it were not for this, this proposal would not look like a good financial decision. But with that understanding it does eventually provide a positive revenue stream for the university. There is committee concern that the size of the contract with EIM seems excessive for the services they will be rendering and the committee wondered if it were possible to renegotiate the terms in light of the current COVID 19 related budgetary and other issues, many other organizations are currently renegotiating contract terms with their suppliers. It was also noted that contracts of this type should probably not be signed until they have been considered by the faculty in some fashion.

Regards,

William J. Sawaya

William Sawaya

From:	Joe Benjamin Whitehead
Sent:	Wednesday, April 8, 2020 7:55 AM
To:	William J Sawaya; Kristen D Rudisill; Yevgeny Yontov; Martin S Anderson; Carlton James Braun; Christopher J Frey; John Liederbach
Cc:	MD Baniamin Sarder; James R Ciesla; Sarah Meussling; Stephanie Boman; Dawn Lynnette Anderson
Subject:	Re: FAAC Meeting reminder tomorrow 8:00 AM in Olscamp 110

Good morning Bill,

First, I want to thank the you and the FAAC continuing to function during these unprecedented times due to COVID-19. Also, I apologize for the lateness of this response to your concerns expressed in the message below regarding the proposals for the School of Nursing and School of Physical Therapy. Since this response is so near the meeting, I am copying the committee members.

The proposals for the Schools of Nursing and Physical Therapy are more critical to BGSU as evidenced by the COVID-19 pandemic. Both nursing and physical therapy were in high demand prior to COVID-19 and nursing will be in even higher demand post-COVID-19. The demand physical therapy will continue to increase as the U.S. population continues to age. These two areas of high demand will help mitigate the enrollment pressures due to the demographic shift in 2025-2026. BGSU launching high demand programs is even more COVID-19's impact on the global economy.

Below are responses to concerns described in the email dated 3/11/2020.

Thanks again for your service on the FAAC,

Joe

****

Concerns

School of Nursing

1. **The proposal doesn't address the composition of part-time and full-time faculty.**
Ultimately, approximately eleven (11) FTE faculty are anticipated inclusive of a chair and BSN director. The complement of faculty in a nursing program varies based on changes, e.g. regulatory and accreditation standards. The exact complement of faculty part-time/full-time and specialty areas will depend technological advances in simulation equipment, the ability to secure internship placements, clinical sites, and ability to hire in a tight labor market due to the nursing shortage.

2. **How are salary cost calculated?**
The initial estimate for salaries is drawn from a number of sources such as the Oklahoma State faculty survey and CUPA where salaries are segmented by CIP code. The two sources are also used to estimate the salary cost for positions in existing programs.

School of Physical Therapy

1. **Staffing Cost**

We estimate between 9-11 FTE Full time faculty, 4-5 FTE Part time faculty, and 2-4 Staff salaries and as with nursing the complement of faculty TT/QRF the number of part-time vs. full time, and the number, type, classification, and pay scales for staff salaries are highly dependent on the availability of PT faculty which are in shortage. The complement of faculty and staff also depend on the kind of program we offer. The HUGE advantage of working with EIM is that they identify and secure clinical sites for the program. The administrative burden and cost of developing a network of clinical sites across the nation that function is very significant.

2. **Revenue Sharing Model**

The revenue sharing model is similar to that of the College of Business with Academic Partnerships for the online MBA program. As mentioned above EIM bears the cost of developing and maintaining a nationwide network of clinical sites. Clinical experiences are required for degree attainment in PT.

****

Joe B. Whitehead, Jr., Ph.D.
Provost & Senior Vice President for Academic Affairs
Bowling Green State University
230 McFall Center
Bowling Green, OH 43403
Phone: 419-372-2915
Fax: 419-372-8446

From: William J Sawaya <wsawaya@bgsu.edu>
Date: Wednesday, March 11, 2020 at 3:49 PM
To: Kristen D Rudisill <rudisik@bgsu.edu>, Yevgeny Yontov <yyontov@bgsu.edu>, Martin S Anderson <martya@bgsu.edu>, Carlton James Braun <braunc@bgsu.edu>, Christopher J Frey <cjfrey@bgsu.edu>, John Liederbach <jlieder@bgsu.edu>
Cc: MD Baniamin Sarder <msarder@bgsu.edu>, James R Ciesla <jciesla@bgsu.edu>, Joe Benjamin Whitehead <jwhitehead@bgsu.edu>, Sarah Meussling <sjeffer@bgsu.edu>, Stephanie Boman <sboman@bgsu.edu>, Dawn Lynnette Anderson <dawna@bgsu.edu>
Subject: RE: FAAC Meeting reminder tomorrow 8:00 AM in Olscamp 110

I wanted to send a short follow-up message to those most affected about today's meeting. All three certificate proposals were unanimously supported as they move forward by the committee and I have moved them forward in onbase. Our next scheduled meeting is April 8 at 8:00 AM, if we do not meet sooner to move proposals along.

The MS in Logistics and Systems Engineering was also unanimously supported as it moves forward with two observations. This is what I noted when I moved it along in onbase:

"The FAAC committee discussed this proposal on March 10, 2020 and voted unanimously to support it as it moves forward in the approval process with a couple of provisional notations. First, if the enrollment grows as anticipated there may be additional staffing requirements to effectively deliver the program content. Second, relatedly, there is some concern that a planned course size of fifty might be too large for graduate online education of a technical nature in the program courses. The committee still supports the program but believes that to do the students justice there may be higher costs in the future to properly support the program."

The second half of the meeting was spent discussing the proposed Schools of Nursing and Physical Therapy. Many thanks to Dawn Anderson for attending the meeting. The committee has one key concern with the proposal for nursing and four with the proposal for the School of Physical Therapy.

For nursing, there is still some question about the number of faculty expected to support the program and how they are handled in the accompanying financial analysis. After some thought, we wondered if the 16.5% used to calculate the overhead was a standard rate for part time? Or if that we because around half of the faculty were part time? It would be inconsistent to assume they are all part time based the last sentence on page five of the proposal that indicates full-time faculty for continuity and advising. Both the number of total expected full and part time faculty should be explicitly addressed in the proposal someplace and then updated (if necessary) in the financial analysis and it should be clarified how it is handled in the spreadsheet.

For the proposal for the School of Physical Therapy:

First, there is concern that the agreement with EIM is not explicitly addressed in the proposal. In our view it must be disclosed. It is reflected (as it must be) in the financial analysis. So it should also be addressed in the proposal itself. It has very significant implications for the overall fiscal impact of the proposal to the university as it commits an expected payment of roughly $65 Million over the life of the 15 year contract to EIM.

Second, similarly to the proposal for the School of Nursing, there are still questions about how the cost of faculty are calculated and the total number of expected faculty should be reflected in the proposal as well as any assumptions that were used in the financial analysis. Based on looking at the table on Page 13 of the proposal it looks like the cost is based on the cost of the positions listed on the page plus 3-4 more faculty members. In our previous conversation with Jim Ciesla he indicated 6-10 more faculty. Perhaps many of the faculty are part time? At any rate this needs to explicit in both the proposal as well as in the analysis, together with any assumptions. There is note (C.) to see the Salaries and FB tab, but that was not provided, it is possible that it would all be clear if this was available to us. But even if we are able to follow the analysis, it should also be clear in the proposal.

Third, if we assume that all the costs are correct, (by the way this is a nice financial analysis, it is critical that it extend out at least seven years so that is well done) the program is still in the red in year seven, in fact, it will be year eleven before it turns a net profit if you assume no inflation at all. If you run a net present value with a relatively conservative inflation rate of 3% (and an assumption of a steady $1032669 net revenue after year seven) it is never in the black. If you run a net present value with 2% inflation it is positive at least. Now we are not a for profit business - we a public university for the public good, so we do not need a high IRR, but in this case we are partnered with a for-profit entity. They would never accept an IRR of 9% or less. Usually business want 33-100% before they are willing to spend. It does not seen fair to the university and to all of the other competing demands on the university's resources to take on such a low (or even negative) IRR when partnered with an entity that is probably getting well in excess of 33% at the university's expense.

Finally, it was noted by several committee members that there is an issue of charter process and the order in which this proposal has ended up at FAAC. We are happy that it is moving through the process, that faculty are involved, and that we can help to improve the proposal. But there are major concerns that the agreement advanced so far without involvement of affected parties.

The issue with the School of Nursing proposal should be easily resolved, and I don't foresee major objections from FAAC in supporting it as it moves forward once they are fixed. The first two issues are easily resolved with the School of Physical Therapy proposal as well, and we can complete the FAAC evaluation once they are fixed. But we be looking closely at the third issue are likely to at least mention the fourth in our memo that will accompany the proposal.

Bill

Chair FAAC, on behalf of the FAAC

NEW GRADUATE PROGRAM FORM

GENERAL INFORMATION

Note: Do not submit for specializations. New specializations go through the Program Modification form.

Instructions for filling out the proposal form can be found on the Graduate College Documents & Forms webpage (https://www.bgsu.edu/graduate/documents-and-forms.html)

Proposer BGSU Username:
ROSSCIN

A. DESIGNATION OF NEW DEGREE PROGRAM

1. New program name and degree designation*

SUPPLEMENTAL CAREER TECHNICAL WORKFORCE EDUCATION GRADUATE CERTIFICATE

2. Rationale for degree designation (degree designation examples: MA, MS, M.Ed, Ph.D)*

BGSU is the largest provider in the State of Ohio of a 12-credit hour academic pathway, at the graduate level, to earning an approved ODE supplemental license in the area of Career and Technical Education. This supplemental license is available ONLY to currently licensed K-12 teachers. This graduate certificate allows students to take courses at BGSU in a designated certificate program instead of taking coursework as non-degree seeking students. The certificate can be used as a pathway to earning a Masters Degree in Education

3. Program delivery method (if you want the ability to offer multiple options, you must check all options that apply)

☐ 100% Face-to-face

☑ Web-centric (hybrid)

☑ 100% Online

4.1 Required for the Office of Online and Summer Academic Programs (OSAP): If there is a current onsite program, will the online or blended program be offered instead of or in addition to the onsite program?
There is currently no onsite program.

4.2 Required for OSAP: If there is a current onsite program, indicate whether the online or blended program is equivalent to the onsite program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain.
Not applicable

4.3 Required for OSAP: Projected term the program will commence.

Year: 2020

Term: SPRING

B. PROVIDE A BRIEF OVERVIEW OF THE NEW PROGRAM (MAX. 50 WORDS)*

The proposed Career Technical Education This program modifications create the graduate certificate program for these individuals, which in turn will help increase enrollment and retention in the existing non-degree program.

C. PROGRAM CURRICULUM

1. Catalog description

1.1 Program description*

The graduate certificate program in Career and Technical Education completes the necessary academic requirements for a licensed teacher, in the State of Ohio, to be eligible for a supplemental educator license in the area of Career and Technical Education.

1.2 Prerequisites*

Current and valid State of Ohio teacher license and at minimum 2,000 hours of work experience that is closely related to a recognized career pathway.

1.3 Admissions procedures*

Minimum undergraduate GPA of 2.75, earned baccalaureate from a regionally accredited institution of higher education, 2,000 hours of work experience that is closely related to the teaching fields requested to be added to an existing teacher license.

1.4 General degree requirements (e.g. total credit hours, Plan I and/or Plan II options) *
12 credit hours at the 5000-level and/or 6000-level

2. Specific curriculum: List program courses

2.1 List program required courses*

EDWF 5630 - Adult Teaching and Learning
EDWF 5690 - Program and Laboratory-based Management

EDWF 5770 - Advanced internship in Workforce Education and Development
EDWF 5670 - Teaching and Learning in Workforce Education and Development

2.2 List elective courses*

No electives

2.3 List any courses from B.2.1 and B.2.2 that are new courses being created for this program. (*Any new courses specifically for the new program must accompany the new program modification form when it moves to Full Graduate Council for review.*)*

Not applicable

2.4 Required hours in degree, elective hours, cognates (if applicable). Justify the number of credits required (certificate programs with 12 - 20 hours are approved by BGSU; 21 or more credit hours necessitate approval by BGSU and OSAP.)*

The 12-credit hour pathway is currently approved by ODE through Ohio Administrative Code, the program is already running in a non-degree format; however, this certificate helps to improve retention and recruitment of students and increases performance by establishing GPA criteria for program entry and exit.

2.5 If appropriate, describe any restrictions regarding the choice or sequence of courses within the proposed program/certificate.

A teacher must have received credit in their previous teacher license program in Disciplinary Literacy or Content Literacy for the Supplementary License. The required Disciplinary Literacy will need to be taken outside the scope of the certificate if not previously taken. (see attached checksheet)

2.6 Required for OSAP: Describe how interaction (synchronous or asynchronous) between the instructor and the students and among the students is reflected in the design of the program and its courses. For questions, contact the Office of Online and Summer Academic Programs at OSAP@bgsu.edu
Coursework is administered via the Canvas LMS and requires synchronoud interaction (e.g., big blue button) and asynchronous (e.g., discussion boards and assignments).

2.7 Required for OSAP: Explain how students are supported and counseled to ensure that they have the skills and competencies to successfully complete the curriculum in an online learning environment. For questions, contact the Office of Online and Summer Academic Programs at OSAP@bgsu.edu
Students are supported and counseled by assigned faculty advisors, which require both individual and group advising sessions. In addition, all students are provided a copy of the best practices for participating in online classes prior to admissions.

2.8 Required for OSAP: Explain the process for academic attendance and academically related activities that show regular and substantive interaction between students and instructors. For questions, contact the Office of Online and Summer Academic Programs at OSAP@bgsu.edu
Attendance is monitored via discussion boards with assigned due dates and regular submission of activities, which both include instructor participation in discussion boards and assignment feedback.

Attach a copy of the program check sheet or sample TDP*

3. Learning Outcomes and Assessment: List the program's expected learning outcomes and corresponding plan for assessing the outcomes. (*Suggested 4 - 8 outcomes: add as needed*)*

Learning Outcomes	Assessment Methods
ADD TO LIST	ADD TO LIST
1. Apply planning and instructional foundational knowledge to effective teaching practice in Career and Technical Education	1. Development of classroom/lab management plan (LO 2)
2. Integrate classroom/lab management plan in Career and Technical Education laboratories and classrooms	2. Observation of classroom teaching (LOs 1, 2, 3, 4)
3. Evaluate methods of teaching and learning in Career and Technical Education	3. Written reflections of teaching experiences. (LOs 3, 4)
4. Utilize the Danielson Framework for Teaching and the Career-Technical Education Workforce Development Teacher Competencies to reflect on teaching and learning performance and professional skills.	4. Creation of quality lesson plans. (Performance Based Assessment rubric utilized) (LO 1, 2, 3)
	Clear All
Clear All	

*Note: An assessment strategy can be used to assess more than one outcome.

4. Evaluation

Required for OSAP: Describe the evaluation systems used to measure the quality and effectiveness of the program delivered in an online or blended format. For questions, contact the Office of Online and Summer Academic Programs at OSAP@bgsu.edu

Coursework is administered via the Canvas LMS and requires synchronoud interaction (e.g., big blue button) and asynchronous (e.g., discussion boards and assignments).

D. ADMINISTRATIVE STRUCTURE

1. Where will the program be housed administratively (e.g. department or school)?*

School of Teaching and Learning

2. How will the proposed program influence or be influenced by other programs, including:

2.1 In the department/school*

Not applicable

2.2 In other BGSU departments/colleges*

Not applicable

2.3 At other universities?*

Not applicable, non-certificate program already exists. This proposal only converts pathway to a certificate option

Attach correspondence from above units (departments, colleges) that will be influenced.

3. If applicable, what are the implications regarding accreditations of this program or of associated programs in the college/university?

Not applicable

E. RATIONALE FOR PROGRAM

1. Reason/Need for the new program or certificate. Provide the rationale for new program including disciplinary focus and how this proposal fits within the unit's Strategic Plan.*

This graduate certificate Career and Technical Education Supplemental will complete the necessary academic requirements for a licensed teacher, in the State of Ohio, to be eligible for a State of Ohio supplemental license in the area of Career and Technical Education. (see attached document from State of Ohio website)

2. Prospective demand for a new degree or certificate (level of student interest)

2.1 Describe how this responds to the societal needs*

High demand, BGSU will be the only provider of the online certificate in CTE in the State of Ohio.

2.2 Describe the demand considering the needs of the state of Ohio, the region, and nationally*

BGSU already service several students in this pathway and we expect this number to grow for the foreseeable future.

F. RECRUITMENT AND ADMISSIONS

1. Recruitment Plan (Identify responsible individuals and resources for recruitment)*

Cindy Ross, Program Coordinator - Resources provided by external funds from ODE
Dawn Thompson, Career Tech Specialist - Resources provided by eternal funds from ODE

2. Outline special efforts to recruit underrepresented populations*

This program, by its online nature, targets rural and urban education centers where recruiting qualified Care and Technical Educators is significantly more difficult that other geographic areas. We have already been offering this program in a non-degree format, this is not change in recruitment strategy required.

3. Explain the admissions review process (how will portfolio be evaluated for acceptance?)*

The portfolio will be evaluated for completeness and the candidates' past academic experiences by the Career Tech Workforce Education department.

4. List the specific criteria for admission including:

4.1 Acceptable fields of previous study*

Education and/or career pathways associated with the career and technical education discipline

4.2 Minimum GPA (NOTE: see Grad Catalog for minimum Graduate College requirement).*

2.75

4.3 Requirements for admissions testing (e.g. GRE, Praxis, GMAT)*

Valid and Current State of Ohio Teacher License

4.4 Any other requirements (e.g. portfolio, performance)

Five years of full-time work experience or the equivalent in the career field in the Career and Technical Education Career Pathway.

G. RESOURCE IMPLICATIONS

1. Faculty and staff implications:

1.1 Identify graduate faculty available now with appropriate expertise. If current faculty is insufficient, how will they be recruited?*

Dj Kern-Blystone, Ed.S.
Cindy Ross, M.Ed.
Dawn Thompson, M.Ed.
Jeremy Nadler, M.Ed

1.2 Identify support staff available now with appropriate expertise. If current staffing is insufficient, how will they be recruited?*

Wendy Walston-Vaughn, Lorie Morelock, Ann Lundequest

1.3 How will this program affect the allocation of faculty and staff in the department/school/college (e.g. will this influence workload)?*

No influence, the non-degree program is already in operation.

1.4 Required for OSAP: Projected list of advisors for the program.
Cindy Ross, M.Ed.
Dawn Thompson, M.Ed.

1.5 Required for OSAP: Development plan for faculty training and course development. For questions, contact the Office of Online and Summer Academic Programs at OSAP@bgsu.edu.

All faculty are currently trained in the development and administration of online coursework

2. Physical Resources

2.1 Indicate unique or additional library, computer, or instructional media resources that will be needed for the new program.*

No additional resources required

2.2 Indicate unique or additional space requirements for the new program.*

Not applicable

3. Fiscal Impact Statement: Complete the linked Fiscal Impact Statement.*

Click here to access the Fiscal Impact Statement. (https://www.ohiohighered.org/files/uploads/racgs/racgs-fiscal-impact-statement_09242010.doc)

H. <u>JOINT PROGRAMS</u>: WILL THIS BE A JOINT PROGRAM WITH ANOTHER INSTITUTION OF HIGHER LEARNING?*

Yes ◯ No ◉

I. OTHER INFORMATION:

1. Provide other information that may be helpful in the review process, as appropriate.

Courses already exist and are approved, the only change is the creation of the certificate; whereas now these students are enrolled as non-degree guest graduate students.

<u>Note:</u> There are two options below to submit your proposal. Please find the description below and select the appropriate button when they are available.

<u>Save</u> – This option saves your proposal to the system and sends a follow-up email to you. In order to complete your proposal, you need to click on the link in the email. This allows you to upload attachments. Please select this option if your proposal requires supporting documentation.

<u>Submit</u> – This option is available only after you Save the proposal for the first time. When your proposal is complete, please select the Submit option to immediately submit your proposal for processing. After submission, you will no longer have access to edit your proposal.

SAVE

Student Name   **BGSU ID:**
State Educator ID: **BGSU EMAIL:**

Supplemental – Career Technical Education
GRADUATE pathway
Your Advisor(s) is/are:
Course Checksheet Last Updated:

Status	Course	Credit Hours
	EDWF 5670 – Teaching and Learning in Workforce Education and Development	3
	EDWF 5690 – Program & Work-based Management	3
	EDWF 5770 – Advanced Internship in Teaching and Learning in Workforce Education and Dev	3
	EDWF 5630 – Teaching and Learning Strategies for Adults	3
	If not taken previously	
	EDWF 5200 – Disciplinary Literacy 4-12	3

Status Key:
(C)ompleted   (FA)ll
(E)xpected   (SP)ring
(P)roposed   (SU)mmer
(X) Contact your advisor

Workforce Education and Development Program Area
School of Teaching and Learning
Bowling Green State University

	Year 1	Year 2	Year 3	Year 4
Projected Enrollment				
Head-count full time	30	50	60	60
Head-count part time	5	7	8	8
Full Time Equivalent (FTE) enrollment	12.5	43	52	52
	17.5	28.5	34	34
Projected Program Income				
Tuition (paid by student or sponsor)[a]	89,040	145,008	172,992	172,992
Externally funded stipends, as applicable	0	0	0	0
Expected state subsidy [b]				
Other income (if applicable, describe in narrative section below)	0	0	0	0
TOTAL PROJECTED PROGRAM INCOME:	89,040	145,008	172,992	172,992
Program Expenses				
New Personnel				
Faculty (e.g. tenure-track, clinical, professional)				
Full ____				
Part Time ____ [c]	9,000	9,000	9,000	9,000
Non-instruction (indicate role(s) in narrative section below)				
Full ____				
Part time ____				
New facilities/building/space renovation (if applicable, describe in narrative section below)	None	None	None	None
Tuition Scholarship Support (if applicable, describe in narrative section below)	None	None	None	None
Stipend Support (if applicable, describe in narrative section below)	None	None	None	None
Additional library resources (if applicable, describe in narrative section below)	None	None	None	None
Additional technology or equipment needs	None	None	None	None

(if applicable, describe in narrative section below)

Other expenses (e.g., waived tuition and fees, travel, office supplies, accreditation cos None   None   None   None

(if applicable, describe in narrative section below)

TOTAL PROJECTED EXPENSE:	9,000	9,000	9,000	9,000
NET	80,040	136,008	163,992	163,992

a. 21 credits @ 424 per credit hr.

b. Calculated with BES 5 rate ($2,305) with 1/3 phase in each year

c. Part-time instructional costs for extra adjuncts @3K per class

Career-Technical Workforce Development Supplemental Teaching License

The supplemental teaching license allows educators who hold a currently, valid standard Ohio teaching certificate or license to teach in a supplemental area, at the request of an employing Ohio school district, while they are in the process of obtaining standard licensure for that area.

Note: Once an educator has been issued a supplemental teaching license for a particular licensure area or teaching field, the educator must complete the supplemental licensure program or the equivalent and be issued a standard teaching license in that area, prior to requesting a supplemental teaching license in another area.

Review the list of supplemental license types and teaching field codes available here (http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Licensure/Supplemental-License/Career-Technical-Workforce-Development-Supplementa/Supplemental-Career-Tech-Teaching-code-sheet-template-2-0.pdf.aspx) .

Initial Requirements

A currently valid, standard Ohio teaching certificate or license;

Five years of fulltime work experience or the equivalent in the career field; and

Employment in a teaching position requiring the supplemental licensure area in an Ohio school; and

Initial CTE-37 Form (http://education.ohio.gov/getattachment/Topics/Teaching/Licensure/Supplemental-License/Career-Technical-Workforce-Development-Supplementa/INITIAL-CTE-37.pdf.aspx?lang=en-US)

- The superintendent and the university official where the applicant is completing the approved career-technical licensure program must sign the CTE-37 application.

The employing school district shall assign a mentor to the individual holding a supplemental teaching license. The assigned mentor shall be an experienced teacher who currently holds a license in the same content area as the supplemental license.

Requirements for Renewal

A currently valid, standard Ohio teaching certificate or license; and

A Renewal CTE-37 form (http://education.ohio.gov/getattachment/Topics/Teaching/Licensure/Supplemental-License/Career-Technical-Workforce-Development-Supplementa/RENEWAL-CTE-37.pdf.aspx?lang=en-US) signed by the superintendent and the university official to verify continuing progress in completing career-technical licensure program requirements.

Educators may renew their one-year supplemental teaching license two times to allow completion of supplemental licensure program requirements.

Eligibility for a Professional License

Completion of requirements outlined in Ohio Revised Code section 3319.223 (http://codes.ohio.gov/orc/3319.223).

An Advance CTE-37 form (http://education.ohio.gov/getattachment/Topics/Teaching/Licensure/Supplemental-License/Career-Technical-Workforce-Development-Supplementa/ADVANCE-CTE-37.pdf.aspx?lang=en-US) signed by the superintendent

and the university official to verify completion of career-technical licensure program requirements.

Application Instructions

Access your OH|ID account (https://safe.ode.state.oh.us/portal/Home).

Click Educator Licensure and Records (CORE).

Complete the online application from your CORE Dashboard.

See the CORE User Manual (http://education.ohio.gov/getattachment/Topics/Teaching/Licensure/Supplemental-License/Career-Technical-Workforce-Development-Supplementa/CORE-User-Manual.pdf.aspx?lang=en-US)   for complete instructions.

Related Links

Fees for Licensure Applications (http://education.ohio.gov/Topics/Teaching/Educator-Licensure/Additional-Information/Complete-List-of-Applications)

Last Modified: 10/28/2019 1:19:05 PM

Paolo DeMaria
Superintendent of Public Instruction

State Board of Education of Ohio
Laura Kohler, President

sharedunsaved

Last Modified:

Graduate New Program Proposal Template

(Program authors can use this template to prepare their responses and then copy and paste to the website.)

A. Designation of new degree program. **Graduate Certificate**
   1. New program name and degree designation. **Graduate Certificate – Career and Technical Education**
   2. Rationale for degree designation. **BGSU is the largest online provider, in the State of Ohio, of a 12-cr hour academic pathway, at the graduate level, to earning an approved ODE supplemental licensure in the area of Career and Technical Education..**

B. Provide a brief overview of the new program. (max. 50 words) **Many of the academic pathway participants already hold a Masters of Education degree and have little interest in earning another complete graduate degree; however, the opportunity to earn a graduate Certificate is appealing. This program modification creates the graduate certificate program for these individuals, which in turn will help increase enrollment and retention in the program.**

C. Program Curriculum
   1. Catalog description

      1.1 Program description **The graduate certificate program in "Career and Technical Education" completes the necessary academic requirements for a licensed teacher, in the State of Ohio, to be eligible for a supplemental educator license in the area of Career and Technical Education.**

      1.2 Prerequisites: **Current and valid State of Ohio teacher licensure and at minimum 2,000 hours of work experience closely related to a recognized career pathway.**

      1.3 Admissions procedures **Minimum undergraduate GPA of 2.7, earned baccalaureate degree from a regionally accredited institution of higher education, 2,000 hours of work experience that is closely related to the teaching fields requested to be added to an existing teaching license.**

      1.4 General degree requirements (e.g. total credit hours, Plan I and/or Plan II options) **12 credit hours at the 5000-level and 6000-level**

   2. Specific curriculum: List program courses

      2.1 List program required courses
      - **EDWF 6010 – Foundations of Workforce Education and Development (3 credit hours)**

- EDWF 5690 – Program and Laboratory Management (3 credit hours)
- EDWF 5770 – Advanced internship in Workforce Education and Development (3 credit hours)
- EDWF 5670 – Teaching and Learning in Workforce Education and Development (3 credit hours)

2.2 List elective courses **No elective courses**

2.3 List any courses from B.2.1 and B2.2 that are new courses being created for this program. (*Any new courses specifically for the new program must accompany the new program modification form when it moves to Full Graduate Council for review.*)

EDWF 5770 – Advanced Internship in Workforce Education and Development (3 credit hours) *This course has already been offered as EDWF 6970 in previous semesters; however, it has now been created into a more specific and focused courses that highlights the use of technology-leveraged remote observation software throughout the M.Ed, Workforce Education and Development program with a specialization in Career and Technical Education and also the Graduate Certificate in Career Technical Workforce Development.

2.4 Required hours in degree, elective hours, cognates (if applicable). Justify the number of credits required (certificate programs with 12 – 20 hours are approved by BGSU; 21 or more credit hours necessitate approval by BGSU and OBOR.)
The 12-credit hour pathway is currently approved by ODE through Ohio Administrative Code, this program is already running – this certificate however, helps to improve retention of students and increase performance by establishing GPA criteria for program entry and exit.

2.5 If appropriate, describe any restrictions regarding the choice or sequence of courses within the proposed program/certificate.
EDWF 5670 – Teaching and Learning in Workforce Education and Development must be taken concurrently with EDWF 5770 – Advanced Internship in Workforce Education and Development.

<u>Attach</u> a copy of the program check sheet or sample TDP as Appendix A.

3. Learning Outcomes and Assessment: List the program's expected learning outcomes and corresponding plan for assessing the outcomes. (*Suggested 4 – 8 outcomes: add as needed*)

Learning Outcomes	Assessment Methods*
1. The certificate candidate will identify, describe, and apply foundational knowledge to effective teaching practices in Career and Technical Education 2. The certificate candidate will be prepared to manage Career and Technical Education Laboratories and Classrooms 3. The certificate candidate will reflect on methods of teaching and learning in Career and Technical Education	1. Video recorded Micro-teaching 2. Digital Classroom Management Plan 3. Vide recorded micro teachings will be annotated, by the candidate and faculty, to demonstrate their ability to critically reflect on their teaching and learning performance and how they can improve their professional skills.

Note: An assessment strategy can be used to assess more than one outcome.

D. Administrative Structure
1. Where will the program be housed administratively (e.g. department or school)? **School of Teaching and Learning**
2. How will the proposed program influence or be influenced by other programs, including:
   2.1 In the department/school **Not applicable**
   2.2 In other BGSU departments/colleges **Not applicable**
   2.3 At other universities? **Not Applicable**

Attach correspondence from above units (departments, colleges) that will be influenced.

3. If applicable, what are the implications regarding accreditations of this program or of associated programs in the college/university? **Not Applicable**

E. Rationale for Program
1. Reason/Need for the new program or certificate. Provide the rationale for new program including disciplinary focus and how this proposal fits within the unit's Strategic Plan. **The graduate certificate program in "Career and Technical Education" completes the necessary academic requirements for a licensed teacher, in the State of Ohio, to be eligible for a supplemental license in the area of Career and Technical Education.**

2. Prospective demand for a new degree or certificate (level of student interest) **High demand, we are the only provider online certificate in CTE in the State of Ohio. In fact, we are currently serving about 30 students as Non-Degree/ certificate students.**

   2.1 Describe how this responds to the societal needs – **There is a shortage of qualified Career and Technical Educators in the State of Ohio and Beyond, this is the only program in Ohio that is offered completely online.**

   2.2 Describe the demand considering the needs of the state of Ohio, the region, and nationally. **This is a high-demand program, we currently serve more than 50 students in this course sequence and enrollment is expected to grow into the foreseeable future.**

F. Recruitment and Admissions
   1. Recruitment Plan (Identify responsible individuals and resources for recruitment)
   2. Outline special efforts to recruit underrepresented populations. **This program, by its nature, targets rural and urban education centers where recruiting qualified Career and Technical Educators is significantly more difficult than other geographic areas. We have already been offering this program in a non-degree format, there is no change in recruitment strategy required.**
   3. Explain the admissions review process (how will portfolio be evaluated for acceptance?) **The portfolio will be evaluated for completeness and the candidates past academic experiences by the Career Technical Workforce Development content committee as described in the School of Teaching and Learning's bylaws.**
   4. List the specific criteria for admission including:

      4.1 acceptable fields of previous study **Education and/or Career Pathways associated with the Career and Technical Education discipline.**

      4.2 minimum GPA (NOTE: Graduate College requires 2.7 undergraduate GPA or 3.0 for accumulated graduate coursework). **2.7 GPA**

      4.3 requirements for admissions testing (e.g. GRE, Praxis, GMAT) **Valid State of Ohio Teacher Licensure**

      4.4 any other requirements (e.g. portfolio, performance) **2,000 hours of verified work experience in a Career and Technical Education Career Field.**

G. Resource Implications
   1. Faculty and staff implications:

      1.1 Identify graduate faculty available now with appropriate expertise. If current faculty is insufficient, how will they be recruited? **Frederick W. Polkinghorne, Ph.D., Dj Kern-Blystone, Ed.S., Cindy Ross, M.Ed, Jane Briggs, Ph.d., Dawn Thompson, M.Ed.**

1.2 Identify support staff available now with appropriate expertise. If current staffing is insufficient, how will they be recruited? **Wendy Walston-Vaughn, Lorie Morelock, Erica Brueilly**

1.3 How will this program affect the allocation of faculty and staff in the department/school/college (e.g. will this influence workload)? **No impact, the program is already being offered in a non-degree format.**

2. Physical Resources

    2.1 Indicate unique or additional library, computer, or instructional media resources that will be needed for the new program. **No additional resources required.**

    2.2. Indicate unique or additional space requirements for the new program. **No additional resources required.**
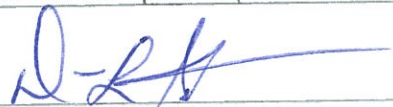
3. Fiscal Impact Statement: Complete the linked Fiscal Impact Statement (**link to RACGS form**)

H. **Joint Programs**: Will this be a joint program with another institution of higher learning?

    ___ Yes   __X_ No (create drop down box connected to YES with the following):

    1 What is the tuition sharing agreement and billing processing?

    2 What is the plan for graduation processing (awarding of degrees etc.)

    3 What is the plan for data sharing/communication

I. Other Information: Provide other information that may be helpful in the review process, as appropriate.

EDHD Approvals:

Program Coordinator Frederick Polkinghorne	Date
Chair/Director Tim Murnen Tim Murnen	26 Oct 2016 Date
*APC Chair**	10/16/8 Date

Once final approval by APC is obtained, please include both the document with suggested revisions and this one as attachments in the online system.

Curriculum: Graduate Certificate in Career and Technical Education

Required Core (12 hours):
- EDWF 6010 – Foundations of Workforce Education and Development
- EDWF 5690 – Program and Laboratory Management
- EDWF 5770 – Internship for Advanced Methods of Teaching and Learning
- EDWF 5670 – Teaching and Learning in Workforce Education and Development

Admissions Criteria:
- 2.7 Undergraduate GPA, Earned Baccalaureate at regionally accredited university, valid State of Ohio teacher licensure, and 2,000 hours of work experience in an area closely-related to a recognized career pathway.

	Year 1	Year 2	Year 3	Year 4
Projected Enrollment				
Head-count full time	30	50	60	60
Head-count part time	5	7	8	8
Full Time Equivalent (FTE) enrollment	12.5	43	52	52
	17.5	28.5	34	34
Projected Program Income				
Tuition (paid by student or sponsor)	89,040	145,008	172,992	172,992
Externally funded stipends, as applicable	0	0	0	0
Expected state subsidy	0	0	0	0
Other income (if applicable, describe in narrative section below)	0	0	0	0
TOTAL PROJECTED PROGRAM INCOME:	89,040	145,008	172,992	172,992
Program Expenses				
New Personnel				
Faculty (e.g. tenure-track, clinical, professional)				
Full _____				
Part Time _____				
Non-instruction (indicate role(s) in narrative section below)	9,000	9,000	9,000	9,000
Full _____				
Part time _____				
New facilities/building/space renovation	None	None	None	None
(if applicable, describe in narrative section below)				
Tuition Scholarship Support	None	None	None	None
(if applicable, describe in narrative section below)				
Stipend Support	None	None	None	None
(if applicable, describe in narrative section below)				
Additional library resources	None	None	None	None
(if applicable, describe in narrative section below)				
Additional technology or equipment needs	None	None	None	None

(if applicable, describe in narrative section below)

Other expenses (e.g., waived tuition and fees, travel, office supplies, accreditation cos None | None | None | None

(if applicable, describe in narrative section below)

TOTAL PROJECTED EXPENSE: | 9,000 | 9,000 | 9,000 | 9,000

NET | 80,040 | 136,008 | 163,992 | 163,992

a. 21 credits @ 424 per credit hr.

b. Calculated with BES 5 rate ($2,305) with 1/3 phase in each year

c. Part-time instructional costs for extra adjuncts @3K per class

TO: Graduate Program Review Committee
CC: Frederick W. Polkinghorne, Coordinator
                Workforce Education and Development Programs
FROM: Donna K. Trautman, Chair, Visual Communications and Technology Education
                Department
DATE: October 25, 2016
RE: Program Modifications - M.Ed., Workforce Education and Development

The Workforce Education and Development Program in the School of Teaching and Learning is proposing program modifications. This memo serves as my acknowledgement of the following program modifications in the area of Workforce Education and Development. A meeting was scheduled to review all the changes and the discussion led to a productive meeting. This collaboration is greatly appreciated.

Specialization: Human Development Technology:
The *Human Development Technology* specialization, that is not 100% online, does not overlap with our 100% online Learning Design Program. I have requested that LRND course options we included in the specialization 6 hours elective coursework.

Specialization: Computer Technology
I acknowledge the development of the proposed *Computer Technology* specialization, which is designed specifically for classroom teachers in the K-12 setting to seek a teaching licensure endorsement and does not overlap with our e-campus program in Learning Design.

Specialization: Career and Technical Education
I acknowledge the development of the proposed *Career and Technical Education* specialization, which requires students to complete 21 cr-hours of coursework towards a teacher licensure and does not overlap with our 100% online Learning Design Program.

Specialization: Career Technical Workforce Development
I acknowledge the development of the proposed Career Technical Workforce Development specialization, which leads toward advancing teacher licensure and does not overlap with our 100% online Learning Design Program.

Graduate Certificate: Career Technical Workforce Development
I acknowledge the development of the proposed Career Technical Workforce Development graduate certificate, which leads toward a teacher licensure. I do not believe there is any overlap with our Learning Design Masters program

Graduate Certificate: Career Technical Education
I acknowledge the development of the proposed Career Technical Education graduate certificate, which leads toward a teacher licensure and does not overlap with our Learning Design Masters program.

Undergraduate Specialization: Technology Education

I acknowledge the development of the proposed Technology Education specialization in the B.S.E., Workforce Education and Development program. This specialization leads toward teacher licensure. While it requires significant coursework from the College of Technology, Architecture and Applied Engineering, it does not overlap with our existing programs BS in Technology programs.

Undergraduate Specialization: Career Technical Education

I acknowledge the development of the proposed Career Technical Education specialization in the B.S.E., Workforce Education and Development program. This specialization leads toward teacher licensure and does not overlap with our existing programs, but students can use coursework from the College to complete a career elective if needed.

NEW GRADUATE PROGRAM PROPOSAL FORM

Instructions for filling out the proposal form can be found on the Graduate College Documents & Forms webpage (https://www.bgsu.edu/graduate/documents-and-forms.html)

* - Denotes a required field

A. DESIGNATION OF NEW DEGREE PROGRAM

A.1. Degree designation (e.g., MA, MS, MFA, PhD, EdD, etc.) *

GRADUATE CERTIFICATE

A.2. New program name (e.g., History) *

COMPUTER SCIENCE EDUCATOR CERTIFICATE

A.3. Administrative unit of program (name[s] of the participating department[s] or school[s]) *

School of Teaching and Learning & Computer Science

A.4. PROGRAM DELIVERY METHODS
FACE-TO-FACE

A.4.1. Are you requesting this program be approved as a 100% face-to-face program? *

No	⌄

WEB-CENTRIC (HYBRID)

A.4.2. Are you requesting this program be approved as web-centric (hybrid) program? *

No	⌄

ONLINE

A.4.3. Are you requesting this program to be approved as a 100% online program? *

Yes	⌄

A.4.3.1. Projected year the program will commence *

2020	⌄

A.4.3.2. Projected term the program will commence *

| Fall | ⌄ |

A.4.3.3. For which campus would this program be coded? *

☐   Distance/Extended

☑   eCampus

A.4.3.4. If there is a current onsite program, indicate whether the online or blended program is equivalent to the onsite program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain. *

NA

A.4.3.5. If there is a current onsite program, will the online or blended program be offered instead of or in addition to the onsite program? *

NA

B. JOINT PROGRAMS

B.1. Will this be a joint program with another institution of higher learning? *

| No | ⌄ |

C. PROGRAM CURRICULUM
C.1. CATALOG

C.1.1. Catalog description (no more than 200 words) *

The Graduate Computer Science Educator Certificate may be earned apart from completing the Classroom Technology Master's degree. Students with this certificate will be prepared to teach computer science courses in K-12 settings. Students may apply for the Computer Science Endorsement from the Ohio Department of Education after completing the 15 hours of coursework identified for this credential.

C.2. SPECIFIC CURRICULUM

C.2.1. List any new courses being created for this program. (Any new courses specifically for the new program must accompany the new program modifications form when it moves to Full Graduate Council for review.) *

EDTL 6391. Teaching and Learning of Computer Science (3 credits)
CS 5030. Networks and Cybersecurity (3 credits)

C.2.2. Required hours in degree (certificate programs with 12-20 hours are approve by BGSU; 21 or more credit hours necessitate approval by BGSU and CCGS) *

15

The following only apply to programs that are 100% Online or Web-Centric. For related questions, contact the Office of Online and Summer Academic Programs at osap@bgsu.edu (mailto:osap@bgsu.edu).

C.2.3. REQUIRED FOR OSAP: Explain how students are supported and counseled to ensure that they have the skills and competencies to successfully complete the curriculum in an online learning environment. *

Students will be advised the order in which to take the courses to successfully complete the program. Instructors will be grading and providing feedback in a timely manner, so they will know if a student is having difficulty understanding the content and will work with them accordingly. Students also have access to university resources and links provided in the syllabi.

C.2.4. REQUIRED FOR OSAP: Explain the process for academic attendance and academically related activities that show regular and substantive interaction between students and instructors. *

Students will interact with each other and the instructors in synchronous and asynchronous format. These interactions may be in the form of module discussion, peer review of each other's work, online presentation. Some of our courses require group projects and/or activities. These interactions may occur on Canvas (e.g., conference, discussion boards), or outside of Canvas using Google Hangout, Skype, or WebEx, among others.

C.3. EVALUATION

The following only apply to programs that are 100% Online or Web-Centric. For related questions, contact the Office of Online and Summer Academic Programs at osap@bgsu.edu (mailto:osap@bgsu.edu).

C.3.1 Describe process to ensure the program uses Quality Matters or similar metric-driven online course design/assessment tools *

Courses were developed using the Quality Matters rubric as a framework for quality course development. Each course will be assigned a Course Captain who is responsible for designing and updating the course based on Quality Matters rubric. Then the course will be reviewed by peer instructors.

D. RESOURCE IMPLICATIONS

D.1. FACULTY AND STAFF IMPLICATIONS

The following only apply to programs that are 100% Online or Web-Centric. For related questions, contact the Office of Online and Summer Academic Programs at osap@bgsu.edu (mailto:osap@bgsu.edu).

D.1. Projected list of advisors for the program *

Joe Chao, Allison Goedde, Lan Li

D.2. Describe how all instructors will be trained in offering online content and online assessments. *

The program uses a wide array of strategies to prepare instructors to teach online courses and conduct online assessment. Instructors will attend formal and informal online teaching training offered by the Center of Excellence or other units on campus. Instructors in the program will also meet to discuss challenges and share best practices.

D.3. Will the program be offered in partnership with a third-party commercial online service provider? *

No	▾

E. OTHER INFORMATION

E.1. Provide other information that may be helpful in the review process, as appropriate.

Two new courses (EDTL 6391 and CS 5030) are being proposed as required courses for this new certificate program. Please see separate course eforms and attachments.

F. ATTACHMENTS

Please click the "Supporting Docs & Reviews" tab to attach/view attachments.

SUBMIT FORM

There are two options below for your proposal. Please find the description below and select the appropriate button.

Save – This option saves your proposal, but does not yet submit it for processing. You will receive an email with a link to retrieve your proposal for further updates and eventual submission.

Submit – When your proposal is complete, please select this option to immediately submit your proposal for processing. After submission, you will no longer have access to edit your proposal, but you will receive an email with a link to review and share your proposal.

SAVE

Computer Science Educator Certificate
PROPOSAL

Mode of Delivery: Online

October 22, 2019

School of Teaching and Learning
Department of Computer Science

Bowling Green State University

TABLE OF CONTENTS

Appendix A – Course Descriptions [required]

Appendix B – Fiscal Impact Statement [required]

Appendix C – Needs Surveys/Market Analysis [if applicable]

Appendix D – Consultants' Reports [if applicable]

1. **Characteristics of the New Certificate Program**

   a. **Brief Description of the Disciplinary Purpose and Significance of the Proposed Degree**
   [max 300 words]
   The Graduate Computer Science Certificate may be earned apart from completing the Classroom Technology Master's degree. Students with this certificate will be prepared to teach Computer Science courses in K-12 settings. Students may apply for the Computer Technology Endorsement from the Ohio Department of Education after completing the 15 hours of coursework identified for this credential. This endorsement/certificate program will offer a supplemental or extension pathway for teachers who already possess certification in another area (such as mathematics or science) to teach Computer Science.

      - **Rationale for designation** [max 100 words]
      In 2018, House Bill 170 went into effect requiring the Ohio state board of education to adopt standards for introductory and advanced computer science courses in grades 9-12. With this new move, one of challenges that Ohio schools face is the shortage of qualified Computer Science teachers. According to Code.org, only 2,739 exams were taken in AP Computer Science by high school students in Ohio in 2018. Only 141 schools in OH (19% of OH schools with AP programs) offered an AP Computer Science course in 2017-2018. This proposed endorsement/certificate program will offer a supplemental or extension pathway for teachers who already possess certification in another area (such as mathematics or science) to teach Computer Science.

      - **Definition of the focus of the program** [max 300 words]
      The endorsement/certificate program will prepare students to teach Computer Science courses in K-12 settings. Major topics covered in the program include: data representation and abstraction, algorithms, digital devices, systems and networks, impact and ethics of computing, teaching and learning of Computer Science. We anticipate most students in the program will be teachers who are licensed in another area (such as Mathematics, Language Arts, or Science). This endorsement/certificate program will offer a supplemental or extension pathway for licensed teachers to teach Computer Science.

   b. **Total Credit Hours**
   15 credit hours

   c. **Typical Length of Time to Complete the Program**
   One year

   d. **Proposed Initial Date for Implementation**
   Fall 2020

e. **Primary target Audience for the Program** [max 300 words]
Teachers who already possess certification in another area (such as Mathematics or Science)

f. **Special Efforts to Enroll and Retain Underrepresented Groups** [max 500 words]
The certificate program will reach out to K-12 schools in the state to recruit underrepresented groups. The program will specifically focus on recruiting minority and female teachers, and teachers in low-income areas. By graduating more teachers from underrepresented groups, the program will contribute to the increasing the diversity of the student body at BGSU.

BGSU has a number of programs dedicated to recruiting and enrolling students from underrepresented groups. For example, The Office of Multicultural Affairs (OMA) and staff support the retention of diverse student populations via academic coaching, social events, education programming, and cultural programs to help students with the transition to college and success in the classroom. BGSU also has a long-standing history of supporting student success through participation in the Department of Education's TRIO programs to provide educational access and support for students who have been traditionally underrepresented. At the college level, the College of Education and Human Development (EDHD) is committed to the continuous improvement of climate, providing an inclusive and equitable environment where all have the opportunity to succeed.

2. **Institutional Planning for the Program**
[Also attach Needs Surveys/Market Analysis as Appendix if applicable]

a. **Physical Facilities and Equipment and Staff Needed**
No new facility, equipment or staff needed specifically as a result of the creation of the certificate/endorsement program.

b. **Evidence That a Market for the New Program Exists** [max 500 words. Evidence could include societal demand and institutional need. How has estimated program demand been factored into realistic enrollment projections? How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?]

The new certificate/endorsement program will be highly sought out by teachers and school districts because it's filling a growing void in Ohio and across the country. On March 23, 2018, House Bill 170 went into effect requiring the Ohio state board of education to adopt standards for introductory and advanced computer science courses in grades 9-12. Under the new law, Ohio districts can give high school students an option to replace one unit of Algebra 2 with an advanced computer science class. According to Code.org, however, only 2,739 exams were taken in AP Computer Science by high school students in Ohio in 2018. Only 141 schools in OH (19% of OH schools with AP programs) offered an AP Computer Science course in 2017-2018. The lack of Computer Science

curriculum in OH schools has multiple causes, but the primary challenge is a shortage of qualitied Computer Science teachers.

3. Statewide Alternatives
[max 300 words. What similar programs are at other institutions and how may they differ from the program being proposed?]

Currently, there are NO similar online Computer Science Educator certificate/endorsement programs at other Ohio institutions.

4. Growth of the Program
[What future growth do you anticipate over several years, and how will you manage this growth? max 200 words]

We project an enrollment of 10 students in fall 2020 and then a small increase in total enrollment nearing 15 total students (per year) in the endorsement by the Fall 2024 semester. We anticipate that a good percentage of the endorsement students will also enroll in the existing Computer Technology Endorsement and/or the complete Classroom Technology Master's Degree. Therefore, this enrollment growth is anticipated and most program courses will be offered by current employed faculty. We anticipate that the two new courses (one section for each of the two new courses) will be taught by adjuncts each year.

5. Curriculum and Instructional Design
[Also attach Course Descriptions as Appendix]

   a. Admissions Procedures and Requirements
Applicants must follow the BGSU graduate admission procedure.
- All applicants must have graduated with a baccalaureate degree from an accredited college or university or complete the degree prior to enrollment.
- A $45 nonrefundable application fee is assessed for domestic applications. The international application fee is $75.
- Applicants will upload scanned copies of transcripts from all institutions attended. Upon admission, final official transcripts from each degree-granting institution must be submitted to the Graduate College.
- One of the following test scores is to be submitted as part of the online application process. Non-original scores must be notarized. Any of following tests are accepted: Praxis Scores, OAE scores (Ohio Assessment for Educators), or GRE scores (within last 5 years). NOTE: If a person already possesses a master's degree then no test scores are required.
- Non-native speakers of English must have a minimum 80 TOEFL IBT, 53 PTEA, or 7.0 IELTS score.

b. Prerequisites [if applicable]
   NA

c. Proposed Curriculum [create a table listing your curriculum, including course numbers, titles, and credit hours, and categorize them as required vs. electives as appropriate and identify if any will be new courses]

Course Number	Course Title	Credit Hours	New Course?
CS 5010	Fundamentals of Programming	3	No
CS 5020	Fundamentals of Computing Science	3	No
CS 5030	Networks and Cybersecurity	3	Yes
EDTL 6310	Technology in the 21st Century Classroom	3	No
EDTL 6391	Teaching and Learning of Computer Science	3	Yes

d. Learning Outcomes and Assessment *[4-8 outcomes suggested. Add rows as needed. An assessment strategy can be used to assess more than one outcome. List corresponding learning outcome(s) in parentheses next to each assessment (e.g., {LO1, LO4}).]*

Learning Outcomes At the end of the program, students will be able to:	**Assessments**
1. Demonstrate key computer science principles and concepts	1. State Test for Computer Science Endorsement
2. Develop computer science lessons/units integrating effective and engaging teaching and learning practices and methodologies	2. Computer Science Lesson Plan
3. Design environments that promote safety, support, and fairness for all students	3. Computer Science Lesson Plan
4. Demonstrate effective and engaging practices and methodologies when teaching	4. Teaching Video

computer science lessons/units	
5. Model ongoing professional development and lifelong learning relative to computer science and computer science education	5. Professional Development Portfolio

6. **Institutional Staffing, Faculty, and Student Support**

   a. **Faculty** [How many and what types of faculty (full-time and part-time) will be employed in the program? Describe how the number and type of faculty is sufficient to support the program, especially if the program contains a research or heavily mentored activity. How many, if any, new faculty will be hired for the program?]

   The courses will mainly be taught by full-time faculty currently employed at the School of Teaching and Learning and Computer Science. The certificate program consists of only 2 new courses. Three courses are already in place. The certificate program may be earned apart from completing the Classroom Technology Master's degree. Most courses will be taught by our current faculty members. We anticipate that the two new courses (one section for each of the two new courses) will be taught by adjuncts each year.

   b. **Administrative arrangements** [where will the program be administratively housed?]
   School of Teaching and Learning. The coordinator of the Classroom Technology program, Allison Goedde, will oversee the certificate program.

Computer Science Educator Certificate Program Check Sheet

Total Credit Hours: 15

Course Number	Course Title	Credit Hours
CS 5010	Fundamentals of Programming	3
CS 5020	Fundamentals of Computer Science	3
CS 5030	Networks and Cybersecurity	3
EDTL 6310	Technology in the 21st Century Classroom	3
EDTL 6391	Teaching and Learning of Computer Science	3

FACULTY MATRIX

[A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below). <mark>A copy of each faculty member's 2-page CV must be included with this matrix as an appendix item</mark>.]

Name of Instructor	Rank or Title	Full-Time or Part-Time	Degree Titles, Institution, Year Include the Discipline/Field as Listed on the Diploma	Years of Teaching Experience In the Discipline/ Field	Additional Expertise in the Discipline/ Field (e.g., licenses, certifications, if applicable)	Title of the Course(s) This Individual Will Teach in the Proposed Program Include the course prefix and number
Lan Li	Associate Professor	FT	M.S., Instructional Technology, 2002 Ph.D., Educational Studies, 2007	17		EDTL 6310: Technology in the 21st Century Classroom EDTL 6391: Teaching and Learning of Computer Science
Allison Goedde	Associate Teaching Professor	FT	M.A., Educational Technology, 1997 Ed.D., Educational Administration & Supervision, 2006	15		EDTL 6310: Technology in the 21st Century Classroom EDTL 6391: Teaching and Learning of Computer Science
Chao, Joe	Associate Professor	FT	Ph.D. Industrial and Systems Engineering, 1996	20		CS 5010: Fundamentals of programming CS 5020 : Fundamentals of Computer Science II CS 5030: Fundamentals of networks and cybersecurity
Green, Rob	Associate Professor	FT	Ph.D. Engineering, 2012	7		CS 5010: Fundamentals of programming CS 5020 : Fundamentals of Computer Science II CS 5030: Fundamentals of networks and cybersecurity
Kresman, Ray	Professor	FT	Ph.D. Computer Science, 1987	31		CS 5010: Fundamentals of programming CS 5020 : Fundamentals of Computer Science II CS 5030: Fundamentals of networks and cybersecurity

Roy, Sankardas	Assistant Professor	FT	Ph.D. Information Technologies, 2009	7		CS 5010: Fundamentals of programming CS 5020 : Fundamentals of Computer Science II CS 5030: Fundamentals of networks and cybersecurity

Academic Vitae

Lan Li
School of Teaching and Learning (STL)
College of Education and Human Development
Bowling Green State University

I. Academic Degrees

Date	Degree	Major	University
2007	Ph.D.	Educational Studies	University of Nebraska-Lincoln
2002	M.S. E	Instructional Technology	University of Nebraska at Kearney
1996	B.A.	English	ChongQing University, P.R.C

II. Academic Positions

A. Teaching Positions

May 2013 - present Associate Professor, School of Teaching and Learning, College of Education and Human Development, Bowling Green State University, Bowling Green, OH

Aug 2007 – May 2013 Assistant Professor, School of Teaching and Learning, College of Education and Human Development, Bowling Green State University, Bowling Green, OH

Aug 2002-May 2007 Instructor, School of Teaching, Learning & Teacher Education, College of Education and Human Sciences, University of Nebraska-Lincoln, Lincoln, NE

Oct 2000 – Aug 2002 Teaching Assistant, College of Education, University of Nebraska at Kearney, Kearney, NE

July 1996 – July 2000 Teacher, College of Foreign Languages, ChongQing University, P. R. China

III. Teaching Experiences or Academic Service

A. Teaching Experiences

1. Undergraduate Courses

EDTL 3021 Digital Technology for Middle and High School Teachers, BGSU
EDTL 4670 Computer Utilization for Young Adult Education, BGSU
EDTL 3020 Computer Utilization for Middle Childhood, BGSU
EDTL 3030 Computer Utilization for Early Childhood, BGSU
TEAC 259 Instructional Technology, University of Nebraska-Lincoln
College English, ChongQing University, China

2. Graduate Courses

EDTL 6120 Classroom Technology for Teachers, BGSU
EDTL 6270 Reading and Technology, face-to-face & online, BGSU
EDTL 6310 Technology in the 21st Century Classroom, BGSU
EDTL 6320 Technology Leadership and Professional Development, BGSU
EDTL 6330 Hypermedia I, BGSU
EDTL 6340 Hypermedia II, BGSU
EDTL 6380 Seminar, BGSU
EDTL 6800 Web 2.0 for classroom Teachers, BGSU
EDTL 6180 Technology Tool for eLearning, BGSU
EDTL 6360 Internet in the Educational Community, BGSU

IV.   Grants

Principal Investigator; TESL Summer Institute. Funding Agency: Xi'an International Studies University, P. R. China (Total Grant Amount: $79,925. Funded), Summer 2017

Co-Investigator; IREX-TEA. Funding Agency: US Department of State (Total Grant Amount: $276,364 Funded), 2016-2017

Co-Investigator; IREX-TEA. Funding Agency: US Department of State (Total Grant Amount: $238,664. Funded), 2015-2016

Co-Investigator; IREX-TEA. Funding Agency: US Department of State (Total Grant Amount: $237,679. Funded), 2014-2015

V.   Recent Publications

Liu, X., **Li, L**., & Wachira, P. (in press). Understanding web-based peer assessment in teacher Education. In S. Keengwe (Ed.), *Handbook of Research on Literacy and Digital Technology Integration in Teacher Education*. Hershey, Pennsylvania: IGI Global.

Li, L. (in press). Augmented Reality–Facilitated Scavenger Hunt for Mobile Learning. *Journal of the scholarship of Teaching and Learning*.

Li, L., Grion, V. (2019). Power of giving feedback and receiving Feedback in peer assessment. *The All Ireland Journal of Teaching and Learning in Higher Education,* 11(2), 1-17. Retrieved from http://ojs.aishe.org/index.php/aishe-j/issue/view/37

Li, L. (2019). ENGAGE students in formative peer assessment to support learning. *The Italian Journal of Educational Research,* VolXII, 63-70. Retrieved from https://ojs.pensamultimedia.it/index.php/sird/article/view/3269

Gao, F., **Li, L.** (2019). Predicting educators' use of twitter for professional learning and development. *Education and Information Technologies*. 24 (4), 2311-2327. https://doi.org/10.1007/s10639-019-09872-9

Li, L., Murnen, T., Zhou, Y., Wu, M., & Xiong, Y (2019). Globalizing technology education for teachers: The dual challenge of strengthening skills and changing perceptions. *Journal of Technology and Teacher Education, 27(1), 97-116.* Retrieved from https://www.learntechlib.org/primary/p/184713/

Liu, X., & **Li, L**. (2018). The relationship between teaching licensure grade level and technology integration among pre-service student teachers. *National Teacher Education Journal,* 11(3), 31-40.

Li, L. (2018). Using game-based training to improve students' assessment skills and intrinsic motivation in peer assessment. Innovations in Education and Teaching International, 56(4), 423-433. https://doi.org/10.1080/14703297.2018.1511444

Liu, X., **Li, L.,** & Zhang, Z. (2018). Small group discussion as a key component in online assessment Training for enhanced student learning in web-based peer assessment. *Assessment & Evaluation in Higher Education, 43(2), 207-222.* https://doi.org/10.1080/02602938.2017.1324018

Li, L., Liu, X., & Banister, S. (2017). An integrated approach to facilitate the training of methodological competencies in a teacher education program. *Formazione & Insegnamento. 49-57. Retrieved from http://ojs.pensamultimedia.it/index.php/siref/article/viewFile/2041/1913*

Li, L. (2017). The role of anonymity in peer assessment. Assessment and Evaluation in Higher Education. 42(4), 645-656. https://doi.org/10.1080/02602938.2016.1174766

Gao, F.**,** & **Li, L.** (2017). Examining a one-hour synchronous chat in a microblogging-based professional development community. *British Journal of Educational Technology. 48(2), 332-347.*

Li, L., & Gao, F. (2016). The effect of peer assessment on project performance of students at different learning levels. *Assessment and Evaluation in Higher Education, 41(6), 885-900*

Li, L., Worch, E. A., Zhou, Y., & Aguiton, R. (2015). How and why digital generation teachers use technology in the classroom: An explanatory sequential mixed study. *International Journal for the Scholarship of Teaching and Learning*, 9(2), Retrieved from http://digitalcommons.georgiasouthern.edu/ij-sotl/vol9/iss2/9/

ALLISON GOEDDE

I. <u>Academic Degrees</u>
8/2006	Ed.D.	Educational Administration,	Bowling Green State University
12/1997	M.S.	Classroom Technology	University of Findlay
3/1990	B.S.	Adapted P.E. & Exercise Science	University of Toledo

II. <u>Academic Positions</u>

   A.   Teaching Positions

   Qualified Rank Faculty, Associate Teaching Professor/Lecturer : 2014-present Bowling Green State University, School of Teaching and Learning Load – 4/4 semester credit hours; one course buyout per academic year

   BGSU Graduate Faculty Status, Expiration December 2020

   Instructor; (2004-2014) Bowling Green State University, School of Teaching and Learning

   B.   Administrative Positions
   EDHD, Program Coordinator, (2014-present)
   EDHD, Cohort Coordinator, Master's Classroom Technology (MCT) (2009-2014)
        Duties: MCT & K12 Teaching and Learning Online Cohort Coordinator
        Advising & Coordinating
           Management of students advising, inquiries, registration, retention, application
              processing with graduate college and registration/records
              - Preparation of an analysis of degree completion forms
              - Management of student CSS records and DARs for advising purposes
              - Management and oversight of student enrollment reports via rosters
              - Management and oversight of student admission reports via SLATE
              - Management and oversight of graduation applications
              - Management of ODE Computer Technology Endorsement validation
              - Advising of new students in online learning environment
              - design/revisions as determined by program coordinator Program
                 Accreditation Report Submission (September 2016)
              - Marketing for MCT and K12 Teaching and Learning Online Programs
              - Attend Graduate college meetings as scheduled
           Supervise work of 15-hours/week Graduate Assistant for records/data management
              - Maintain Student DARs spreadsheet
              - Manage Candidate application status report (Slate admissions spreadsheet)
              - Aligning course rosters with student progression reports

III.   <u>Non-Academic Positions</u>

   Associate Director of Professional Development (August 1998-August 2004). Northwest Ohio Educational Technology Foundation (NWOET), WBGU/TV, Bowling Green, OH

   Administrative Assistant (1996-1998) Northwest Ohio Regional Professional Development Center (RPDC), University of Findlay, Findlay, OH

Administrative Assistant (1994-1996) Bausch & Lomb, Quality Assurance Division, Rochester, NY

Word Processing Trainer (1992-1994) Burns Personnel, Temporary Agency, Rochester, NY

IV.   Teaching Experiences or Academic Service

   A.   Teaching Experiences

      1.   Undergraduate Courses
            EIEC 3150: Early Childhood Intervention & Assistive Tech Methods, Fall 2014-
                present (face-to-face) Active learning 35+ students
            EDTL 3021: Dig Technology for Mid & HS Teachers (face-to-face) Active
                Learning; 25 students

      2.   Undergraduate-Graduate courses

      3.   Graduate Courses
            EDTL 6310: Technology in the 21st Century (online)
            EDTL 6360: Internet in the Educational Community (online)
            EDTL 6320: Technology PD and Leadership (online)
            EDTL 6180: E-Learning, (online)
            EDTL 6390: Special Topics: Diversity (online)
            EDLS 7610: Technology Trends in Institutional Leadership (online)
            EDTL 6120: Technology for Teachers (Face-to-Face)

      4.   Other Teaching
            BGSU CFE – Faculty Associate; Active Learning Workshops 2017-2019
            Online & Summer Academic Programs (OSAP) Faculty Peer Review/Checklist for:
                GEOG 1250 AS Summer 2017
                THFM 1610 AS Summer 2017

      6.   Membership on Dissertation Committees:

Name	Degree	Year	University
Brian Rellinger	Prelims, Ed.D.	2015	BGSU
Dawn Chong	Prelims, Ed.D.	2016	BGSU
Steve Gfell	Prelims, Ed.D.	2017	BGSU
Travis Shaefer	Prelims, Ed.D	2018	BGSU

V.   Professional Development
       June 2019 - Sponsor/Coordinate/Attend/Present: CREATE2019! Anthony Wayne, OH
       May, 2019 – Attend/Present: OHECC (Ohio Higher Education Computing Consortium)
            Perrysburg, OH. Presentation: BGSU Active Learning Classrooms
       February, 2019 - Attend: OETC (Ohio Education Technology Conference), Columbus, OH
       October 2018 – Attend: ISTE Code4All, Detroit, MI
       June 2018 - Sponsor/Coordinate/Attend: CREATE2018! Anthony Wayne, OH
       May 2018 - Attend/Present: Lilly Conference, Washington, DC Bethesda
       May, 2018 - Attend: OHECC (Ohio Higher Educ Computing Consortium) Youngstown, OH

March, 2018 - Attend BGSU Teaching and Learning Fair, BGSU
    Presentation: "Puttin' on the Hits" Active Learning @ BGSU Breakfast Keynote
    Presentation: Learning Community-Media Literacy and Critical Thinking
February, 2018 - Attend: OETC (Ohio Education Technology Conference), Columbus, OH
November, 2017, Attend: STEM Symposium, BGSU
June 2017 - Sponsor/Coordinate/Attend: CREATE2017! Anthony Wayne, OH
May 2017 – Attend: Lilly Conference, Washington, DC Bethesda
    Presentation: Enhancing Critical Thinking: Research Evidence & Instructors' Experiences
March, 2017 - Attend: BGSU Teaching and Learning Fair, BGSU
    Presentation: Enhancing Critical Thinking: Research Evidence & Instructors' Experiences
    BGSU Teaching & Learning Fair, BGSU
August 2016-May 2017 – Attend/Facilitator: BGSU Center of Faculty Excellence Learning
    Community - Critical Thinking Tank
March, 2017 - Attend: NASPA Conference, San Antonio. TX
    Presentation: Narrowing the Fields: Forming a Model for Measuring Student Success in
    Leadership Programs; NASPA Conference, San Antonio, TX

VI.   <u>Service</u>

    A.   School of Teaching and Learning
        Member, Masters in Classroom Technology (MCT) Administrative Council, 2016-
           present
        Personnel Committee, 2017-present
        Graduate Affairs, 2018-present
        Member of A&P Council, School of Teaching & Learning, Fall 2015-
           present

    B.   College
        EDHD Faculty 4Innovation Committee 2017-2019
        EDHD Faculty Trainer and Integration Team Member, Canvas LMS

    C.   University
        BGSU JFILPC Committee, Member, 2019-2020
        BGSU Standing Committee, ITC, Chair Person 2018-2019, 2019-2020
        BGSU Standing Committee Member, ITC, Elected 2017-2018 (3-year term)
        BGSU Standing Committees: Faculty Improvement Elected 2017-2018 (3-year term)
        BGSU Commencement Marshall; Fall 2016, Summer 2016, Fall 2017
        BGSU; e-Campus Pilot Project Team member; Classroom Technology Online
           Program Coordinator 2014-2016
        National Society for Leadership & Success (NSLS), BGSU Student Organization
           BGSU Chapter Advisor 2015-2016; 2016-2017; 2017-2018, 2018-2019, 2019-2020
        Ohio Department of Education; Revision of Ohio Technology Academic
           Contents Standards Working Group; June 2015-May 2016
        BGSU-FA; Member of Online Faculty Subcommittee & CBA development

Dr. Joseph T. Chao

Department of Computer Science
Bowling Green State University
Bowling Green, Ohio 43403-0172
Phone: (419) 372-2364; E-mail: jchao@bgsu.edu

ACADEMIC DEGREES

Ph.D.   Industrial and Systems Engineering, 1996. The Ohio State University, Columbus, Ohio.
M.S.   Operations Research, 1986. Case Western Reserve University, Cleveland, Ohio.
B.S.   Mathematics, 1980. Chung-Yuan University, Taiwan, R.O.C.

ACADEMIC POSITIONS

Associate Professor (2008 - present), Assistant Professor (2001 - 2008)
Department of Computer Science, Bowling Green State University, Bowling Green, Ohio

Narayen Endowed Professor in Computer Science (2017 - 2020)
Department of Computer Science, Bowling Green State University, Bowling Green, Ohio

Department Chair (2014 - 2019)
Department of Computer Science, Bowling Green State University, Bowling Green, Ohio

Assistant Professor (1999 – 2001)
Department of Computer Information Systems, College of Business, Idaho State University,
Pocatello, Idaho

NON-ACADEMIC POSITIONS

President and Owner (05/2010 – present)
Agile Oasis Technologies, Bowling Green, Ohio

Agile Consultant (Full-time, 05/2009 – 05/2010)
Root Inc., Sylvania, Ohio

Information Technology Consultant (Part-time, 05/2000 – 07/2001)
Docutech Corporation, Idaho Falls, Idaho

**Director of Technical Development (10/1998 – 5/1999); Program Manager (10/1997 – 10/1998);
Team Lead / Software Engineer (12/1996 – 10/1997)**
John Costanza Institute of Technology (JCIT), Denver, Colorado

Director of Software Development (01/1994 – 11/1996)
Docutech Corporation, Idaho Falls, Idaho

Systems Engineer / Consultant (08/1992 – 12/1993)
ML Technologies, Idaho Falls, Idaho

TEACHING EXPERIENCES

Course	Title	Semester
CS 1010	Introduction to Programming	SU'09
CS 2010	Introduction to Object Oriented Programming	FA'04, SP'05, FA'05, SP'06, FA'07, SP'08, SP'09, FA'11, FA'15
CS 205	Advanced Programming Concept I (C++)	FA,01, SP'02, SU'02, FA'02, SP'04

CS 215	Advanced Programming Concept II (C++)	SP'03, SP'04
CS 3140	Web Application Development	SU'07, FA'07, SU'08
CS 3160	Windows Application Development	SP'12
CS 3240	Usability Engineering	SP'02
CS 3540	Introduction to Software Engineering	SP'14
CS 4540/5540	Software Engineering Project	FA'14
CS 4620/5620	Database Management Systems	FA'03, FA'05, SP'08, SP'11, FA'19
CS 4640/5640	Software Development	FA'01, FA'06, FA'08, FA'10, FA'11, FA'12, FA'13
CS 4900/5850	Programming Challenges (1 credit hour)	SP'03, SP'04
CS 6640	Software Engineering	SP'05, SP'07, SP'09, SP'13
CS 6800	Agile Software Development	FA'04
CS 6800	Software Test Automation	SP'14

RESEARCH INTERESTS
1. Agile Software Methodologies
2. Database Management Systems
3. Object-Oriented Analysis and Design
4. Secured Software Development
5. Web and Mobile Technologies
6. Usability Engineering
7. Computer Science Education

RECENT REFEREED PUBLICATIONS

1. Green, R and Chao, J. (2017), "Ten Years of the Agile Software Factory for Software Engineering Education and Training", *Proceedings of the 30th IEEE Conference on Software Engineering Education and Training (CSEE&T '17)*, Savannah, Georgia, November 7-9, 2017.

2. Storer, J., Chao, J., Torelli, A., & Ostrowski, A. (2016). KnoWare: A system for citizen-based environmental monitoring. Informing Science: the International Journal of an Emerging Transdiscipline, 19, 125-139. [*InSite 2016 Conference Best Paper Award*]

3. Lu, Y., Chao, J. T., & Parker, K. (2015), HUNT: Scavenger hunt with augmented reality, *Interdisciplinary Journal of Information, Knowledge, and Management (IJIKM)*, **10**, 21-35.

4. Chao, J. T., Pan, L., & Parker, K. R. (2014). Campus event app - New exploration for mobile augmented reality. *Issues in Informing Science and Information Technology,* **11***,* 1-11.

5. Chao, J. T., Du, T., Wagenheim. C. P., & Rippey, T. F. (2014), Mise en Scène: A Film Scholarship Augmented Reality Mobile Application, *Interdisciplinary Journal of Information, Knowledge, and Management (IJIKM)*, **9**, 19-30.

6. Chao, J., Parker, K. and Davey, B. (2013), Navigating the Framework Jungle for Teaching Web Application Development, *Issues in Informing Science and Information Technology (IISIT)*, **10**, 95-109.

RECENT BOOK AND BOOK CHAPTERS
1. Holmes, J., Parker, K., Davey, B., Chao J. (2019), "Teaching Software Design Techniques in University Courses", Encyclopedia of Education and Information Technologies, Springer.
2. Parker, K and Chao, J. (2019), "Wiki as a Collaboration Tool", Encyclopedia of Education and Information Technologies, Springer.

ROBERT C. GREEN II, PH.D.
Curriculum Vita

EDUCATION

Doctor of Philosophy in Engineering August 2012
University of Toledo, Toledo, OH
Title of Dissertation: "Novel Computational Methods for the Reliability Evaluation of Composite Power Systems using Computational Intelligence and High Performance Computing   Techniques."

Master of Science in Computer Science May 2007
Bowling Green State University, Bowling Green, OH
Title of Project: "Solving Linear Programs with Interval Coefficients Using GACS."

Bachelor of Science in Computer Science May 2005
Bachelor of Science in Applied Mathematics
Geneva College, Beaver Falls, PA

ACADEMIC POSITIONS

2019 – Present	Associate Professor of Computer Science, Bowling Green State University
2013 – 2019	Assistant Professor of Computer Science, Bowling Green State University
2014 – Present	Prestige Faculty, Dept. of Elec. Eng. & Comp. Sci., University of Toledo
2013 – 2014	Adjunct Faculty, Dept. of Elec. Eng. & Comp. Sci., University of Toledo

NON-ACADEMIC POSITIONS

2012/08 – Present	Owner & Developer, All Code, LLC, Bowling Green, OH
2011/05 – 2016/08	Director of Wind and Solar Research, Wind Energy Corporation, Toledo, OH
2005/01 – 2012/08	Freelance Developer, Bowling Green, OH
2007/10 – 2009/08	Senior Interactive Developer, Hart Associates Inc., Maumee, OH
2007/07 – 2007/10	Data Warehouse Engineer I, HCR Manorcare, Toledo, OH
2007/02 – 2007/07	Programmer/Developer, Maritz Research, Maumee, OH
2006/05 – 2006/08	Web Development Intern, HCR Manorcare, Toledo, OH
2004/02 – 2005/08	Sr. Software Engineer, Thar Technologies Inc., Pittsburgh, PA

TEACHING EXPERIENCE

A) Undergraduate Courses (and number of sections):
- CS 3060: Programming Languages (2)
- CS 3140: Web Application Development (4)
- CS 3540: Introduction to Software Engineering (10)
- CS 3800: Programming Languages (1)
- CS 4900: Independent Project (10)
- HNRS 4980: Honors Project Development (4)
- HNRS 4990: Honors Project (4)
- OR 3800: Introduction to Management Science (2)

B) Undergraduate-Graduate Courses (and number of sections):
- CS 4170/5170: Introduction to Parallel Programming (2)
- CS 4200/5200: Artificial Intelligence (1)
- CS 4400/5400: Optimization Techniques (1)
- CS 4290/5290: Data Communications and Networks (2)
- CS 4540/5540: Software Development Project (8)

C) Graduate Only Courses Taught:

- CS 6010: Data Science Programming (1)
- CS 6800: Availability and Reliability of Cloud Computing (1)
- MBA 6010: Quantitative Analysis for Managers (2)

RESEARCH INTERESTS

Primary: Computational Intelligence, High Performance Computing, Data Science, Cloud Computing
Professional: Software Development (Web, Mobile, Cloud, and HPC) & Data Analytics

RECENT PUBLICATIONS

A) Journal Articles

[1] B. Snyder, R. C. G. II, V. Devabhaktuni, and M. Alma, "ReliaCloud-NS: A scalable web-based simulation platform for evaluating the reliability of cloud computing systems," *Software: Practice and Experience*, vol. 48, pp. 665–680, March 2018.

[2] R. C. G. II and V. Agrawal, "A case study in multi-core parallelism for the reliability evaluation of composite power systems," *Journal of Supercomputing*, pp. 5125–5149, December 2017.

[3] R. C. G. II, "Focus Driven Development: The "Could" and "Should" of Software Design," *J. Comput. Sci. Coll.*, vol. 33, pp. 72–76, October 2017.

[4] M. Nasseri, J. Kim, R. Green, and M. Alam, "Identification of Optimum Relocation Time in Mobile Wireless Sensor Network using Time-Bounded Re-localization Methodology," *IEEE Transactions on Vehicular Technology*, pp. 344–357, January 2017.

[5] W. Laussenhammer, D. Engel, and R. Green, "Utilizing Capabilities of Plug in Electric Vehicles with a new Demand Response Optimization Software Framework: Okeanos," International *Journal of Electrical Power and Energy Systems*, vol. 75, pp. 1–7, February 2016.

[6] S. Gadde, W. Acosta, J. Ringenberg, R. Green, and V. Devabhaktuni, "Achieving Optimal Inter- Node Communication in Graph Partitioning using Random Selection and Breadth-First Search," *International Journal of Parallel Computing*, vol. 44, pp. 772–800, August 2016.

B) Conference Proceedings

[1] K. R. Alasmari, R. C. G. II, and M. Alam, "Mobile edge offloading using markov decision processes," in *Edge Computing – EDGE 2018* (S. Liu, B. Tekinerdogan, and L.-J. Aoyama, Mikioand Zhang, eds.), (Seattle, Washington), pp. 80–90, Springer International Publishing, June 2018.

[2] R. C. G. II, "Neighborhood topologies in central force optimization," in *Symposium Series on Computational Intelligence*, (Honolulu, Hawaii, US), pp. 572–579, IEEE, November/December 2017.

[3] C. Promper, D. Engel, and R. C. G. II, "Anomaly detection in smart grids with imbalanced data methods," in *Symposium Series on Computational Intelligence*, (Honolulu, Hawaii, US), pp. 1963–1970, IEEE, November/December 2017.

[4] R. C. G. II and J. T. Chao, "Ten years of the agile software factory for software engineering education and training," in *Conference on Software Engineering, Education, and Training*, (Savannah, Georgia, US), pp. 182–186, IEEE, November 2017.

[5] S. Shekaforoush and R. Green, "Classifying Commit Messages: A Case Study in Resampling Tech- niques," in *International Joint Conference on Neural Networks*, (Anchorage, Alaska, US), pp. 1273– 1280, IEEE, May 2017.

[6] Shakiba, R. Green, and R. Dyer, "FourD: Do Developers Discuss Design? Revisited," in *Proceedings of the 2nd International Workshop on Software Analytics*, SWAN 2016, (New York, NY, USA), pp. 43– 46, ACM, November 2016.

[7] J. Yalamanchili, R. C. G. II, K. S. Xu, and V. Devabhaktuni, "Performance Enhanced Multiset Similarity Joins," in *2016 IEEE International Conferences on Big Data and Cloud Computing (BD- Cloud), Social Computing and Networking (SocialCom), Sustainable Computing and Communications (SustainCom) (BDCloud-SocialCom-SustainCom)*, pp. 21–28, October 2016.

[8] J. Lückenga, D. Engel, and R. Green, "Weighted vote algorithm combination technique for anomaly based smart grid intrusion detection systems," in *International Joint Conference on Neural Networks (IJCNN)*, (Vancouver, Canada), pp. 2738–2742, July 2016.

[9] J. Storer and R. Green, "PSO Trained Neural Networks for Predicting Forest Fire Size: A Comparison of Implementation and Performance," in *International Joint Conference on Neural Networks (IJCNN)*, (Vancouver, Canada), pp. 676–683, July 2016.

BGSU Standard CV
Ray Kresman

I. Academic Degrees

    1987   Ph.D. Computer Science. Dept. of Electrical Engineering, Indian Institute of technology, New Delhi, India

II. Academic Positions
- 2000 – Present. Professor. Bowling Green State University, Bowling Green, OH. Full time,
- 1993 – 2000.   Associate Professor. Bowling Green State University, Bowling Green, OH
- 1994-1195.   GastProfessor, Department of Computerwissen-schaften, Universitat Salzburg, Salzburg, Austria
- 1987 – 1993. Assistant Professor. Bowling Green State University, Bowling Green, Ohio

- 1985 – 1987. Visiting Assistant Professor. University of Alberta, Edmonton, AB.

III. Non-academic Positions
- 1978 – 1985.   National Informatics Center, New Delhi, India. Systems Analyst; Senior Systems Analyst

IV. Teaching Experiences

    A. Undergraduate Courses
- CS 2010; CS 2020; CS 2070
- CS 3010; CS 3600; CS 3210; CS 3800
- CS 4100; CS 4120; CS 4200; CS 4290; CS 4420; CS 4400; CS 4080; CS 4070; CS 4620; CS 4800; CS 4800 - new

    B. Undergraduate-Graduate Courses
- CS 5050; 5100; CS 5120; CS 5200; CS 5290; CS 4420; CS 5400; CS 5080; CS 5070; CS 5620; CS 5800; CS 5800 - new

    C. Graduate Courses
- CS 6110; CS 6150; CS 6290; CS 6200; CS 6210; CS 6310; CS 6800

V. Research Interests
- Algorithms
- Computer security
- Distributed systems

VI. Recent Publications or Equivalencies

    A. Chapters of Books

1. Samuel S. Shepard, Renren Dong, Ray Kresman, and Larry Dunning. Anonymous ID Assignment and Opt-Out. Springer edited book. Lecture Notes in Electrical Engineering, Vol. 60. 2010. pp. 419 - 431.

2. Renren Dong, Ray Kresman. On A Heuristic Algorithm for Finding Edge Disjoint Cycles in Graphs. Communications in Computer and Information Science, J. Cordeiro, M. Virvou, and B. Shishkov (Eds.):, pp. 191–202, 2013. Springer-Verlag Berlin Heidelberg 2013.

B. Refereed Articles

1. Larry Dunning and Ray Kresman. Privacy Preserving Data Sharing with Anonymous ID Assignment. IEEE Transactions on Information Forensics and Security 8(2): 402-413 (2013).

2. Tracey Raybourn, Jong Kwan Lee, Ray Kresman. On Privacy Preserving Encrypted Data Stores. Lecture Notes in Electrical Engineering LNCS (240): 219-226. Springer 2013.

C. Refereed Proceedings

1. Mengbo Zhou and Ray Kresman. (2018). On Improving the Performance of an Open Source Oriental Game. Proceedings of the 2nd International Conference on Innovation in Artificial Intelligence (pp. 125--127), March 9-12, 2018, Shenghai, China. ISBN: 978-1-4503-6345-7. ACM, New York, NY, USA.

2. Ray Kresman. (2017). Simulation of a Fault Tolerant Data Structure Scrubber. International Conference on Electrical Enginnering and Computer Science (pp. 63--68), December 19-22, 2017, Singapore. ISBN: 978-986-5654-01-6.

3. Ray Kresman and Arjun Upadhaya. An Extension to GnuTutor. Proceedings of the International Conference on Engineering and Applied Sciences. Seoul, Korea. Febraury 2017.

4. Aaron Peterson and Ray Kresman. RAID Driver for NetBSD. Proceedings of the 2016 International Conference on Embedded Systems, Cyber-physical Systems, and Applications (ESCS'16). Las Vegas, NV. pp. 5.

5. Alberto Manzano Torregrosa and Ray Kresman. An Architecture for Cloud Based Cooperative Assignment. 2nd International Conference on Mathematical Sciences & Computer Engineering (ICMSCE 2015). Malaysia. pp. 1-6. Conference Proceedings.

6. Ray Kresman. Architecture of a Java-Based Simulation System. Proceedings of the International Conference on Parallel Processing Algorithms, Systems, and Applications. Las Vegas, NV. 07-30-2015.

7. Samraddhi Shastri, Ray Kresman, and Jong Kwan Lee. An Improved Algorithm for Querying Encrypted Data in the Cloud. Jeju island, Korea. IEEE International Conference on Communication Systems and Computing Application Science (CSCAS 2015). pp. 1-5.

Dr. SANKARDAS ROY
Curriculum Vitae

I. Academic Degrees
2009   Doctor of Philosophy in Information Technology, George Mason University, Fairfax, VA.
Title of Dissertation: "Secure Data Aggregation in Wireless Sensor Networks (WSNs)."
2001   Master of Science in Computer Science, Indian Statistical Institute, Kolkata, West Bengal, India.
Title of Thesis: "A Hybrid Approach in Applying SVD for Image Compression."
1997   Bachelor of Engineering in Electrical Engineering, Bengal Engineering College, Kolkata, West Bengal, India.

II. Academic Positions
2015 – present   Assistant Professor of Computer Science, Bowling Green State University, Bowling Green, OH.
2012 – 2015   Instructor and Research Associate, Computing and Information Sciences, Kansas State University, Manhattan, KS.
2010 – 2012   Postdoctoral Research Scientist and Adjunct Faculty, Department of Systems and Computer Science, Howard University, Washington, DC.

III. Teaching Experiences
A. Undergraduate Courses (and terms/years taught and enrollment):
1. CS 1800 Topic Course (Cybersecurity for Beginners): Spring of 2018, enrollment 16.
2. CS 2010 Programming Fundamentals: Fall of 2016, enrollment 59 in total across two sections.
3. CS 3060 Programming Languages: (a) Spring of 2016, enrollment 68 in total across two sections; (b) Spring of 2017, enrollment 78 in total across two sections.
4. CS 3000 Professional and Societal Issues in Computing: (a) Fall of 2015, enrollment 48; (b) Fall of 2016, enrollment 39; (c) Fall of 2017, enrollment 38.

B. Undergraduate/Graduate Courses (and terms/years taught and enrollment):
1. CS 4120/5120 Design and Analysis of Algorithms: (a) Spring of 2017, enrollment 37; (b) Fall of 2017, enrollment 54 in total across two sections, (c) Fall of 2018, enrollment 56 in total across two sections.
2. CS 4320/5320 Computer and Mobile Forensics: Fall of 2018, enrollment 8.

C. Graduate Courses (and terms/years taught and enrollment):
1. CS 6800 Security Analysis of Mobile Apps: Fall of 2015, enrollment 25.

IV. Research Interests
- Security Analysis of Android Apps (via static analysis and/or dynamic analysis)
- Machine Learning and Deep Learning
- Game Theory
- Cyber-security

- Computer Networks
- In-network Data Aggregation in Distributed Systems

V. Recent Publications

A. Chapters of Books
1. Sankardas Roy, Dewan Chaulagain, and Shiva Bhusal: Static Analysis for Security Vetting of Android Apps. **Book: From Database to Cyber Security**. Samarati, Ray, and Ray (Eds.), Springer, ISBN 978-3-030-04833-4, 2018.
2. Sanjeev Setia, Sankardas Roy, and Sushil Jajodia. Secure Data Aggregation in Wireless Sensor Networks. **Book: Wireless Sensor Network Security,** J. Lopez, J. Zhou (Eds.), ISBN 978-1-58603-8137, IOS Press, 2008.

B. Refereed Articles
1. Fengguo Wei, Sankardas Roy, Xinming Ou and Robby. Amandroid: A Precise and General Inter-component Data Flow Analysis Framework for Security Vetting of Android Apps. **ACM Transactions on Privacy and Security** 21(3): 14:1-14:32 (2018).
2. Sankardas Roy and Yan Wu. Cognitive Game Theory Models for Cyber Security. Journal of Industrial Information Technology and Application, vol. 2, no. 1, pp11-16, Mar, 2018.
3. Harkeerat Bedi, Sankardas Roy, and Sajjan Shiva. "Mitigating Congestion-based DoS Attacks with an Enhanced AQM Technique", **Elsevier Journal of Computer Communications,** Vol. 56, 2015, pp. 60-73.

C. Proceedings
1. Emily Alfs, Doina Caragea, Dewan Chaulagain, Sankardas Roy, Nathan Albin and Pietro Poggi-Corradini: Identifying Android Malware Using Network-Based Approaches. **International Symposium on Foundations of Open Source Intelligence and Security Informatics**. (FOSINT-SI with ASONAM 2019).
2. Sankardas Roy, Yan Wu, Kristina LaVenia: Experience of Incorporating NIST Standards in a Digital Forensics Curricula. The **7th International Symposium on Digital Forensics and Security** (ISDFS 2019).
3. Sankardas Roy, Daniele Tomasi, Mauro Conti, Shiva Bhusal, Arkajyoti Roy, Jiang Li: Optimizing Message Ferry Scheduling in a DTN. **16th ACM International Symposium on Mobility Management and Wireless Access** (MobiWac 2018).
4. Sankardas Roy and Yan Wu. Cognitive Game Theory Models for Cyber Security. Proceedings of the **International Symposium on Innovation in Information Technology and Applications**, Kata Kinabalu, Malaysia, 2018.
5. Zhaohui Xu, Pooja Yadav, Zhizhou Zhang, Sankardas Roy, and Huimin Zhang, "Quantification of Microbial Species in Solid State Fermentation Samples Using Signature Genomic Sequences". **IEEE International Conference on Bioinformatics and Biomedicine** (Industrial Track), Kansas City, MO, 2017.
6. Fengguo Wei, Yuping Li, Sankardas Roy, Xinming Ou, Wu Zhou, "Deep Ground Truth Analysis of Current Android Malware". ***Proceedings of the 14th Conference on Detection of Intrusions and Malware & Vulnerability Assessment*** (DIMVA 2017), Bonn, Germany, 2017.

FIS: Computer Science Educator Certificate	Year 1	Year 2	Year 3
Projected Enrollment			
Head-count full time			
Head-count part time	10.00	15.00	15.00
Full Time Equivalent (FTE) enrollment1	5.00	7.50	7.50
Projected Program Income			
Tuition (paid by student or sponsor) 2.	$ 66,810.00	$ 100,215.00	$ 100,215.00
Externally funded stipends, as applicable			
Expected state subsidy 3.			
Other income (if applicable, describe in narrative section below)			
TOTAL PROJECTED PROGRAM INCOME:	$ 66,810.00	$ 100,215.00	$ 100,215.00
Program Expenses			

New Personnel
· Faculty (e.g. tenure-track, clinical, professional)
    Full ____
    Part Time __ 2 @ $1,420/hr ($4,260/course)
· Non-instruction (indicate role(s) in narrative section below)
    Full ____
    Part time ____
	$ 8,520.00	$ 8,520.00	$ 8,520.00

New facilities/building/space renovatione (if applicable, describe in narrative section below)			
Tuition Scholarship Support (if applicable, describe in narrative section below)			
Stipend Support (if applicable, describe in narrative section below)			
Additional library resources (if applicable, describe in narrative section below)			
Additional technology or equipment needs (if applicable, describe in narrative section below)			
Other expenses (e.g., waived tuition and fees, travel, office supplies, accreditation costs) (if applicable, describe in narrative section below)			
TOTAL PROJECTED EXPENSE:	$ 8,520.00	$ 8,520.00	$ 8,520.00
NET	$ 58,290.00	$ 91,695.00	$ 91,695.00

Budget Narrative: *(Use narrative to provide additional information as needed based on responses above.)*

Year 4
15.00
7.50
$ 100,215.00
$ 100,215.00
$ 8,520.00
$ 8,520.00
$ 91,695.00

BGSU®

BOWLING GREEN STATE UNIVERSITY

Department of Computer Science

October 31, 2019

To: Lan Li
                Associate Professor, Classroom Technology

From: JK Jake Lee
                Chair, Department of Computer Science

RE: Letter of Support for Computer Science Educator Certificate/Endorsement Program

This will serve as a letter of support from the Department of Computer Science in regard to proposed Computer Science Educator Certificate/Endorsement Program by Classroom Technology. I believe the endorsement program will support the need of K-12 computer science teachers and help promote the computer science to the young students.

Computer Science will help the program by offering CS 5010, CS 5020, and CS 5030 courses. (Note that these CS courses also support other programs at BGSU.) We plan to offer these courses once a year. When the endorsement program builds its student bodies, course offering and other resource issues will need to be discussed.

Regards,

JK Jake Lee

Associate Professor and Chair
Department of Computer Science
Bowling Green State University
Email: leej@bgsu.edu
Office: 419-372-2407

October, 31st 2019

RE: Computer Science Educator Certificate program
To whom it may concern:
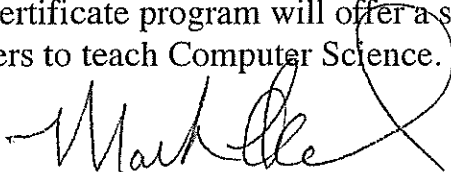
Please accept this letter of support for the Graduate Computer Science Certificate that Dr. Lan Li is proposing.

This certificate *may* be earned apart from completing the Classroom Technology Master's degree. Students with this certificate will be prepared to teach Computer Science courses in K-12 settings. Students may apply for the Computer Technology Endorsement from the Ohio Department of Education after completing the 15 hours of coursework identified for this credential. The endorsement/certificate program will offer a supplemental or extension pathway for teachers who already possess certification in another area (such as mathematics or science) to teach Computer Science.

In 2018, House Bill 170 went into effect requiring the Ohio state board of education to adopt standards for introductory and advanced computer science courses in grades 9-12. With this new move, one of challenges that Ohio schools face is the shortage of qualified Computer Science teachers. According to Code.org, only 2,739 exams were taken in AP Computer Science by high school students in Ohio in 2018. Only 141 schools in OH (19% of OH schools with AP programs) offered an AP Computer Science course in 2017-2018. This proposed endorsement/certificate program will offer a supplemental or extension pathway for teachers who already possess certification in another area (such as mathematics or science) to teach Computer Science.

In essence, this endorsement/certificate program will prepare students to teach Computer Science courses in K-12 settings. Major topics covered in the program include: data representation and abstraction, algorithms, digital devices, systems and networks, impact and ethics of computing, teaching and learning of Computer Science. We anticipate most students in the program will be teachers who are licensed in another area (such as Mathematics, Language Arts, or Science). This endorsement/certificate program will offer a supplemental or extension pathway for licensed teachers to teach Computer Science.

Dr. Mark Seals

Director: School of Teaching and Learning

CS graduate certificate

I would like to see the following addressed:

1. The efforts to enroll and retain underrepresented groups is insufficient. If you expect help from the eCampus, please ask them to be specific about what they can provide. I doubt they will be able to do much in this area, so please think of other ways to reach underrepresented groups (e.g., contacting schools in low-income areas).
   More information is provided in the updated program proposal.

   "The certificate program will reach out to K-12 schools in the state to recruit underrepresented groups. The program will specifically focus on recruiting minority and female teachers, and teachers in low-income areas. By graduating more teachers from underrepresented groups, the program will contribute to the increasing the diversity of the student body at BGSU.

   BGSU has a number of programs dedicated to recruiting and enrolling students from underrepresented groups. For example, The Office of Multicultural Affairs (OMA) and staff support the retention of diverse student populations via academic coaching, social events, education programming, and cultural programs to help students with the transition to college and success in the classroom. BGSU also has a long-standing history of supporting student success through participation in the Department of Education's TRIO programs to provide educational access and support for students who have been traditionally underrepresented. At the college level, the College of Education and Human Development (EDHD) is committed to the continuous improvement of climate, providing an inclusive and equitable environment where all have the opportunity to succeed."

2. The word "Endorsement" is misspelled in a few locations.
   Corrected. Thank you!

3. Can you elaborate on the process by which students apply for the Computer Technology Endorsement from ODE? How do you know your certificate will provide them the necessary background/credential?
   To obtain the Computer Science Endorsement from the state, students need to fulfill the following requirements:
   - 15 credit hours course work validation
   - Passing Ohio Computer Science (054) licensure exam.
   - ODE Licensure Online Application

   The curriculum in the certificate program is aligned to ISTE Computer Science Educators Standards, which have been adopted by the State Board of Education. The certificate program also contains project-based key assessments that are indicators of content knowledge. In addition, students will need to pass the State licensure exam, Computer Science (054), to be eligible for the endorsement.

4. Fall 2020 is too optimistic for a start date given the approval process for a new certificate. We have been in close contact with local school districts and are aware they are interested in the proposed program. Some students currently enrolled in our programs (e.g. Master program of Curriculum and Teaching, Master program of Classroom Technology) have also expressed their interest in the program. We hope to have the program reviewed and approved by Graduate Council in February so our program and eCampus can advertise to attract more students across the state for the fall 2020 enrollment.

5. Can you address the issue that qualified teachers are not the only issue that may need to be addressed in some schools (e.g., infrastructure needs, space in the curriculum for additional courses)? This may limit the audience for the certificate.
   As predefined by our state department of education, the need for licensing Ohio CS teachers is the main focus to address the issue that not enough Computer Science courses are offered in K-12 schools. Please see House Bill 170 and the state Computer Science Guideline (Attached) for more information. I also modified the proposal, so now it indicates that the challenges are multifaceted but the shortage of qualified teachers is one of them, "The lack of Computer Science curriculum in OH schools has multiple causes, but the primary challenge is a shortage of qualitied Computer Science teachers."

6. Can you explain the relationship between this certificate, the Computer Technology certificate/Endorsement, and the Classroom Technology Master's Degree—would students enroll in more than one of these programs?
   Computer Technology certificate/Endorsement program is based on ISTE standards for Coaches and prepares technology coaches who help educators use technology and effective strategies to enhance their curriculum. The program may be earned apart from completing the Classroom Technology Master's degree.

   https://www.iste.org/standards/for-coaches

   Computer Science Educator Certificate/Endorsement program is based on ISTE standards for Computer Science Educators and prepares K-12 Computer Science Teachers. Once it is approved, it may be earned apart from completing the Classroom Technology Master's degree.

   https://www.iste.org/standards/for-computer-science-educators

   The Classroom Technology Mastery program extends the endorsement programs. Students may enroll in more than one of these programs.

7. Elaborate on the assessment plan—in what course(s) will the learning outcomes be assessed?
   The learning outcomes will be first introduced in EDTL 6310, which is the first class that students take in the program. The learning outcomes will be assessed in the capstone class EDTL 6391.

NEW GRADUATE PROGRAM FORM

GENERAL INFORMATION

Note: Do not submit for specializations. New specializations go through the Program Modification form.

Instructions for filling out the proposal form can be found on the Graduate College Documents & Forms webpage (https://www.bgsu.edu/graduate/documents-and-forms.html)

Proposer BGSU Username:
BGUENTH

A. DESIGNATION OF NEW DEGREE PROGRAM

1. New program name and degree designation*

GRADUATE CERTIFICATE IN INTERNATIONAL STUDIES

2. Rationale for degree designation (degree designation examples: MA, MS, M.Ed, Ph.D)*

This is a graduate level certificate for those who would like to gain language study, intercultural communication and cross-cultural leadership skills in their current positions and/or expand their career horizons. The International Studies Certificate for graduate students provides an in-depth exploration, rigorous coursework and further developing and honing of skills introduced in the undergraduate International Studies Program.

3. Program delivery method (if you want the ability to offer multiple options, you must check all options that apply)

- ☑ 100% Face-to-face

- ☐ Web-centric (hybrid)

- ☐ 100% Online

4.3 Required for OSAP: Projected term the program will commence.

Year: 2019

Term: FALL ▼

B. PROVIDE A BRIEF OVERVIEW OF THE NEW PROGRAM (MAX. 50 WORDS)*

This certificate is designed to further develop skills and knowledge needed for careers in intercultural and/or international fields. It can be completed as a stand-alone certificate or while completing another degree. Students must complete a minimum of 18 credit hours, which includes an internship requirement. Candidates are encouraged to fulfill 3-6 credits (of the 18 credits) abroad if possible.

C. PROGRAM CURRICULUM

1. Catalog description

1.1 Program description*

The graduate certificate in International Studies offers graduate students the opportunity to increase their intercultural competence skills while taking part in experientially-based leadership development opportunities as professionals and peer educators. Graduate students will increase their foreign language skills and interdisciplinary knowledge of international contexts and systems. This certificate also caters to graduate students with an interest in applying for internationally focused careers.

1.2 Prerequisites*

A Bachelor's degree in any field is required to apply to the International Studies graduate certificate at BGSU. Students of senior standing who are also enrolled in the Peace Corps Prep program and have taken 5 courses that count towards the International Studies major at BGSU are eligible to apply for this certificate.

Pre-requisite knowledge of a second language must be demonstrated in order to opt out of the course language requirement. This may be demonstrated by course transcripts; proof of ACTFL scores; other official documentation (i.e. Peace Corps Description of Service, Ohio IPA)

1.3 Admissions procedures*

General graduate college admissions requirements + a personal statement of no more than 500 words outlining the candidate's personal and professional goals related to participating in the International Studies graduate certificate. Students must meet with an advisor to discuss which certificate course option is most appropriate for them.

1.4 General degree requirements (e.g. total credit hours, Plan I and/or Plan II options) *
A minimum of 18 credit hours, including an internship and, where possible, studies abroad.

2. Specific curriculum: List program courses

2.1 List program required courses*

Required Courses:
• INST 4000/5000 (plus peer leadership and research project components)
• 2 upper level/advanced World Language courses (3000 or higher) (required for those who have not completed the pre-requisite)

• Internship (INST 5890)

Elective Required Courses (must choose and complete at least 2 of the following):
• EDLS 7310 (Diversity & Cultural Leadership)
• CSP 6035 (Multicultural Competence in Student Affairs)
• COUN 6760 (Counseling the Culturally Diverse)
• MC 5080 (Media & Communication, Intercultural Communication)

2.2 List elective courses*

• EDFI 6010
• EDFI 6030
• EDFI 6750
• ECON 5540
• MC 5090
• MC 5040
• BIOL 5500
• Any WRLD graduate course (FREN/GERM/SPAN 5000 or 6000)
• Any European Studies graduate course

2.3 List any courses from B.2.1 and B.2.2 that are new courses being created for this program. (*Any new courses specifically for the new program must accompany the new program modification form when it moves to Full Graduate Council for review.*)*

• Cross-listed courses for language requirement completion
• INST 5000 (Research Seminar in International Studies)
• INST 5890 (Internship in International Studies)

2.4 Required hours in degree, elective hours, cognates (if applicable). Justify the number of credits required (certificate programs with 12 - 20 hours are approved by BGSU; 21 or more credit hours necessitate approval by BGSU and OSAP.)*

18 required credit hours

2.5 If appropriate, describe any restrictions regarding the choice or sequence of courses within the proposed program/certificate.

• It is recommended that all students take INST 4000/5000 first
• Undergraduate seniors planning to enroll in the International Graduate Certificate should apply for Advanced Graduate Standing in order to take INST 5000
• Undergraduate students who have taken INST 4000 and graduated with a Bachelor's Degree may opt out of INST 5000

Attach a copy of the program check sheet or sample TDP*

3. Learning Outcomes and Assessment: List the program's expected learning outcomes and corresponding plan for assessing the outcomes. (*Suggested 4 - 8 outcomes: add as needed*)*

Learning Outcomes	Assessment Methods

ADD TO LIST	ADD TO LIST
1. Students will be able to assess and evaluate a broad range of global and international issues in one or more of the following areas: health, environment, agriculture, youth development, education and small business.	1. LO #1: Research papers, book reviews, seminar discussions, research project in INST 5000, personal reflections.
2. Students will demonstrate ability of Intermediate High or Advanced Low in a foreign language on the ACTFL scale or equivalent	2. LO #2: ACTFL language evaluation or equivalent
3. Students will develop their career/professional development goals in the international and global fields.	3. LO #3: Internship or education abroad reflection essays (applies to Plan II candidates only) INST also requires a Supervisor's report to confirm the number of contact hours and quality of work (40 hours = 1 credit; … 120 contact hours = 3 credits)
4. As result of engaging in meaningful intercultural and leadership experiences, students will demonstrate new leadership skills that are applicable to different cultural contexts.	4. LO#4: Peer support in INST 5000, evaluations by undergraduate peers and professor, research papers, leadership philosophy paper.
Clear All	Clear All

Note: An assessment strategy can be used to assess more than one outcome.

D. ADMINISTRATIVE STRUCTURE

1. Where will the program be housed administratively (e.g. department or school)?*

The Program of International Studies

2. How will the proposed program influence or be influenced by other programs, including:

2.1 In the department/school*

The proposed program will complement and create an advanced pathway for the current International Studies major and minor for undergraduate students

2.2 In other BGSU departments/colleges*

World Languages and Cultures, MACIE and the Center for Community and Civic Engagement will provide support for the candidates of the graduate certificate. The Honors College will work with students in the undergraduate Peace Corps Prep program and those wishing to enroll in an accelerated Master's program.

2.3 At other universities?*

Students will be able to transfer language skills to programs in other universities.

Attach correspondence from above units (departments, colleges) that will be influenced.

3. If applicable, what are the implications regarding accreditations of this program or of associated programs in the college/university?

There is no accrediting body, but the certificate could be used as a pathway to other Master's degrees on BGSU's campus, such as the MACIE or European Studies programs.

E. RATIONALE FOR PROGRAM

1. Reason/Need for the new program or certificate. Provide the rationale for new program including disciplinary focus and how this proposal fits within the unit's Strategic Plan.*

The International Studies Program has been an undergraduate program up until now. The emphasis on balancing academic education with career preparedness led to the decision to propose an undergraduate Peace Corps Prep program. There has been a growing interest in the graduate student population on campus for the creation of a course pathway that allows students at a Master's or PhD level to further develop and explore skills necessary for internationally-focused careers. The International Studies Graduate Certificate will also allow graduate students to pursue a more intentional and in-depth course path and experience towards the continuing development of the necessary skills for an international career focus.

2. Prospective demand for a new degree or certificate (level of student interest)

2.1 Describe how this responds to the societal needs*

The graduate certificate in International Studies is a pathway which allows continuing education students to extend their education into a deeper, more research and praxis-oriented learning environment. This certificate also allows undergraduate students in accelerated Master's programs to continue developing skills gained from their Peace Corp Prep certificate or International Studies Program experiences.

In the national Modern Language Association article, "Foreign Languages and Higher Education: New Structures for a Changed World" (originally published 2007), the authors point to the need for "translingual and transcultural competence where students are educated "to reflect on the world and themselves through the lens of another language and culture [...] "In the course of acquiring functional language abilities, students are taught critical language awareness, interpretation and translation, historical and political consciousness, social sensibility, and aesthetic perception" (4-5). The growing demand for foreign language fluency and intercultural competence skills in the global society creates the need for more professionally developed students who have real-world experience under their belts and

extensive intercultural communication skills. Specifically, in Ohio, the immigrant population increased from 344,900 in 2014 to 503,911 (4.3% of population) in 2015 and with the recent changes in government policy, more international and undocumented students are in need of access to resources in order to enroll in schools (statistics also show that more and more Hispanic students who are first or second generation immigrants are enrolling high school and college, up to 92,000 in 2016 from 72,000 in 2015 according to the Ohio Department of Education). In addition, more and more Americans are finding jobs abroad and living there permanently (for a year or more). According to the Migration Policy Institute, around 1 million Americans lived abroad in 2010, and that number is predicted to have increased to around 6 million in 2016 (https://www.migrationpolicy.org/article/counting-uncountable-overseas-americans).

This increase in movement, migration and cultures in the United States necessitates people entering the job market (especially education and business) to draw on strong cross-cultural intelligence and skills. This is equally true for students opting to live in the U.S. but planning to work with international organizations. The AAC&U has provided documentation, moreover, that shows that domestic companies are also in need of employees with cross-cultural ability to facilitate collaboration among Americans from different social and regional contexts. The International Studies certificate effectively develops these skills on a graduate level through study and authentic experiences in and outside the classroom.

2.2 Describe the demand considering the needs of the state of Ohio, the region, and nationally*

This certificate allows BGSU to further reach its strategic learning goals by encouraging the interaction of students from different cultural and language backgrounds as well as prepare BGSU students for a global role on campus and after graduation. Considering migrant and immigrant populations in Ohio, students who increase their intercultural competence skills and understanding will be able to further increase their understanding at BGSU of international education systems to ensure the success of students of all backgrounds as well as broaden their opportunities for professional development.

F. RECRUITMENT AND ADMISSIONS

1. Recruitment Plan (Identify responsible individuals and resources for recruitment)*

In addition to recruitment efforts from the Graduate College, the WRLD department, CCCE, the MACIE program and the Peace Corps Coverdell Fellows Program participants will all provide recruitment support.

2. Outline special efforts to recruit underrepresented populations*

This program is designed to provide students in continuing education more rigorous opportunities provided to undergraduate students completing the Peace Corps Prep program or International Studies major. The International Studies program will work closely with the Graduate College, MACIE Program, WRLD, CCCE and Peace Corps Coverdell Fellows Program to facilitate relationships and communication with on-campus, diversity-focused student organizations and clubs. The BGSU Graduate College has already increased its recruitment of HLU's and will continue to utilize these relationships for recruitment of underrepresented populations as well.

3. Explain the admissions review process (how will portfolio be evaluated for acceptance?)*

General graduate admissions guidelines will be used to evaluate each candidate (this includes a cumulative 2.75 Bachelor's Degree GPA)

4. List the specific criteria for admission including:

4.1 Acceptable fields of previous study*

This certificate is available to all areas of study, provided the candidate has previous international experience (academic, professional or both).

4.2 Minimum GPA (NOTE: see Grad Catalog for minimum Graduate College requirement).*

2.75 minimum GPA

4.3 Requirements for admissions testing (e.g. GRE, Praxis, GMAT)*

No tests required

4.4 Any other requirements (e.g. portfolio, performance)

Evidence of language proficiency as pre-requisite or language courses taken

G. RESOURCE IMPLICATIONS

1. Faculty and staff implications:

1.1 Identify graduate faculty available now with appropriate expertise. If current faculty is insufficient, how will they be recruited?*

This interdisciplinary graduate certificate builds on existing units and the international experience of current faculty members, in particular, the INST Faculty Mentor. Faculty members with graduate status belong currently to the units mentioned above (WRLD, MACIE, the interdisciplinary INST program, COMM, HIST and POLS).

1.2 Identify support staff available now with appropriate expertise. If current staffing is insufficient, how will they be recruited?*

By dividing the recruitment tasks among WRLD, MACIE and the CCCE, it will be possible to absorb the additional workload. The advising of graduate certificate candidates will be handled by INST faculty.

1.3 How will this program affect the allocation of faculty and staff in the department/school/college (e.g. will this influence workload)?*

Faculty and staff will not be affected by this program due to the utilization of existing courses. Only one new course will be created (INST 5000) but this course will be cross-listed with the already existing INST 4000. Current courses listed will have seats for International Studies Certificate students.

2. Physical Resources

2.1 Indicate unique or additional library, computer, or instructional media resources that will be needed for the new program.*

None

2.2 Indicate unique or additional space requirements for the new program.*

None

3. Fiscal Impact Statement: Complete the linked Fiscal Impact Statement.*

Click here to access the Fiscal Impact Statement. (https://www.ohiohighered.org/files/uploads/racgs/racgs-fiscal-impact-statement_09242010.doc)

H. JOINT PROGRAMS: WILL THIS BE A JOINT PROGRAM WITH ANOTHER INSTITUTION OF HIGHER LEARNING?*

Yes ◯ No ◉

I. OTHER INFORMATION:

1. Provide other information that may be helpful in the review process, as appropriate.

Note: There are two options below to submit your proposal. Please find the description below and select the appropriate button when they are available.

Save – This option saves your proposal to the system and sends a follow-up email to you. In order to complete your proposal, you need to click on the link in the email. This allows you to upload attachments. Please select this option if your proposal requires supporting documentation.

Submit – This option is available only after you Save the proposal for the first time. When your proposal is complete, please select the Submit option to immediately submit your proposal for processing. After submission, you will no longer have access to edit your proposal.

SAVE

Graduate Certificate in International Studies

The *Graduate Certificate in International Studies* program is a graduate-level certificate program designed for those who would like to gain skills in language study, intercultural communication and cross-cultural leadership in their current positions and/or expand their career horizons.

Prerequisites: Knowledge of a second language, which may be demonstrated by 1 of 3 means: course transcripts   proof of ACTFL score (Intermediate-High)   other (*Peace Corps Description of Service of Ohio IPA*)

Required Courses (18 credit hours)

- ☐ INST 5000 (3) (*Graduate Seminar in International Studies*, includes peer leadership and research project components)
- ☐ INST 5890 (3) Internship or Education Abroad
- ☐ Required Courses (6):
    - EDLS 7310 (*Diversity & Cultural Leadership*)
    - CSP 6035 (*Multicultural Competence in Student Affairs)*
    - COUN 6760 (*Counseling the Culturally Diverse*)
    - MC 5080 (*Media & Communication, Intercultural Communication*)
- ☐ Elective Courses (6)
    - EDFI 6010 (*Comparative Education*)
    - EDFI 6030 (*Social & Cultural Foundations of Education*)
    - EDFI 6750 (*Cross-Cultural Human Development & Learning*)
    - ECON 5540 (*Economic Problems of Less-Developed Countries*)
    - MC 5090 (*International Communication*)
    - MC 5040 (*Communication & Conflict*)
    - BIOL 5500 (*Evolution & the Nature of Science*)
    - Any WRLD graduate course (FREN/GERM/SPAN @5000- or 6000 level)
    - Any European Studies graduate course
    - POLS 6510 (*Seminar in Comparative Government*)
    - POLS 6540 (*Foundations of the Nonprofit Sector*), POLS 6550
    - Other (to be approved by Graduate Coordinator, INST)

- ☐ 2 upper level/advanced World Language courses (3000 or higher) (*required for those who have nor completed the second-language pre-requisite*)

FIS: Graduate Certificate in International Studies	Year 1	Year 2	Year 3	Year 4
Projected Enrollment				
Head-count full time	0	0	0	0
Head-count part time	3	5	8	10
Full Time Equivalent (FTE) enrollment	1.5	2.5	4	5
Projected Program Income				
Tuition (paid by student or sponsor)	$ 8,017.20	$ 13,362.00	$ 21,379.20	$ 26,724.00
Externally funded stipends, as applicable	$ -	$ -	$ -	$ -
Expected state subsidy	$ -	$ -	$ -	$ -
Other income (if applicable, describe in narrative section below)	$ -	$ -	$ -	$ -
TOTAL PROJECTED PROGRAM INCOME:	$ 8,017.20	$ 13,362.00	$ 21,379.20	$ 26,724.00
Program Expenses				
New Personnel · Faculty (e.g. tenure-track, clinical, professional) Full ____ Part Time ____	$ -	$ -	$ -	$ -
· Non-instruction (indicate role(s) in narrative section below) Full ____ Part time ____	$ -	$ -	$ -	$ -
New facilities/building/space renovatione (if applicable, describe in narrative section below)	$ -	$ -	$ -	$ -
Tuition Scholarship Support (if applicable, describe in narrative section below)	$ -	$ -	$ -	$ -
Stipend Support (if applicable, describe in narrative section below)	$ -	$ -	$ -	$ -
Additional library resources (if applicable, describe in narrative section below)	$ -	$ -	$ -	$ -
Additional technology or equipment needs (if applicable, describe in narrative section below)	$ -	$ -	$ -	$ -
Other expenses (e.g., waived tuition and fees, travel, office supplies, accreditation costs) (if applicable, describe in narrative section below)	$ -	$ -	$ -	$ -
TOTAL PROJECTED EXPENSE:	$ -	$ -	$ -	$ -
NET	$ 8,017.20	$ 13,362.00	$ 21,379.20	$ 26,724.00

Budget Narrative: *(Use narrative to provide additional information as needed based on responses above.)*

Even though these students will bring in SSI every time they complete a course, because it is not a degree, there will not be any degree SSI.

February 27, 2018

Dear Graduate Curriculum Committee:

Currently, BGSU has an undergraduate major and minor for its International Studies program. The International Studies Program in Arts and Sciences seeks to collaborate with the Graduate College to expand its international experiences and coursework in the form of an International Studies certificate. This certificate's learning outcomes align with BGSU's Strategic Goals 3, 4 and 5: "To expand academic, research, and public service partnerships with regional communities, the State of Ohio, and other universities; and with national and global private, nonprofit, and government entities; to advance global engagement of students through discovery and service; to build a campus and community that fosters diversity and inclusion." This will further promote student excellence on a cross-cultural level.

Recently, collaboration among the Center for Community and Civic Engagement, Graduate College, Honors College, Pre-Professional Programs, International Studies and the Coverdell Fellows Program resulted in a successful proposal for a Peace Corps Prep certificate program on the BGSU campus (which seeks to develop the skills necessary for successful entrance into a Peace Corps service or other international service career). All departments involved agree that an equal opportunity for graduate students should be available as well. As such, the International Studies certificate will be an alternative for graduate students who would have wished to pursue the Peace Corps Prep program. It is a higher level academic experience to the undergraduate minor in International Studies, and will therefore prepare graduates for entering either the Peace Corps or other international professions. This would also provide an opportunity to a larger diversity of students, especially because the Graduate College hosts more than 200 international students each year.

The International Studies Certificate seeks to expand the cross-cultural skills, knowledge and experience of graduate students, both domestic and international, to further prepare them for careers where international and cross-cultural skills are required. The Graduate College is proud to support this certificate proposal and looks forward to supporting the implementation of this course of study.

Sincerely,

Margaret Z. Booth
Dean, Graduate College
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phone: 419-372-7975; boothmz@bgsu.edu
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email: gradcol@bgsu.edu
website: http://www.bgsu.edu/gradcoll

Authorization to list INST 5000 (Graduate Certificate in INST)
Beatrice Martina Guenther
Mon 1/29, 8:57 PMRebecca M Paskiet
Dear Rebecca,

As instructor of the Senior Seminar in International Studies (INST 4000) and director of the program, I support the plan to place INST 5000 as a required course for the Graduate Certificate in International Studies. The INST Advisory Committee also is in support of this addition.

Best regards,
Beatrice

_____

Beatrice Guenther, PhD
Director, International Studies Program
Associate Professor, World Languages & Cultures/French, Undergraduate Advisor & Graduate Coordinator (French)
Office Hours (Spring 2018): Tues 10-11:30, Thurs 3-4:30 & by appointment *(please reserve time)*

Bowling Green State University
Shatzel Hall 131
Bowling Green, OH 43403
Tel: 419.372.8069; Fax: 419.372.7332
Office for Interdisciplinary Programs: *now in* Shatzel 102

Jared S. Rose

Mon 1/29, 2:57 PMRebecca M Paskiet

Hello, Rebecca! Yes, I think this could be appropriate for such a program, and yes we allow non-counseling students to take the course as an elective for other programs' requirements. I would list it as offered in the Fall and Spring semesters. It typically has up to 24 seats available.

I hope this helps. Please let me know if you need anything else,

Jared S. Rose, PhD, LPCC, NCC | Assistant Professor
Pronouns | He/Him/His
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President-Elect, Association for LGBT Issues in Counseling (Coordinator, ALGBTIC 2018 Conference)
Chapter Faculty Advisor, Beta Gamma Chapter of Chi Sigma Iota
Ethics Liaison, Ohio Counseling Association
Co-Chair, Lucas County Human Trafficking Coalition

European Studies and WRLD graduate courses for Int'l Studies Certificate
Philip S Peek
Mon 1/29, 8:02 PMRebecca M Paskiet
This is a yes.

But . . . no WRLD courses yet exist. We are currently creating the major. The European Studies
MA is approved but not yet being offered. Any graduate course approved for ES gets a thumbs
up for the Int'l Studies Certificate from me.

EDFI 6030 and 6750
Bruce A Collet
Mon 1/29, 2:33 PMRebecca M Paskiet;Christopher J Frey
Hello Rebecca,

I think this is a great idea, and I would be happy to serve on any related committees should the certificate go through. I would in fact also add EDFI 6010 *Comparative Education* to the course options. With respect to scheduling, typically we offer EDFI 6010 and EDFI 6030 in the fall term, and EDFI 6750 in the spring.

Dr. Collet

Dr. Bruce Collet
Associate Professor, Social Foundations of Education
Program Coordinator, Master of Arts in Cross-Cultural and International Education
Editor in Chief, *Diaspora, Indigenous and Minority Education*
Co-Chair, Religion and Education Special Interest Group, Comparative and International Education Society

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PUBH 5030
Public Health <PublicHealth@UToledo.Edu>
Mon 1/29, 2:36 PMRebecca M Paskiet;Milz, Shery <Sheryl.Milz@utoledo.edu>
Rebecca,

PUBH 5030 Issues in Global Health has not been offered since Spring 2016. When it was offered, the course was taught by a BGSU professor, Dr. Hailu Kassa, and was open to non-public health majors. Whether the course is taught at some point in the future would be up to BGSU.

Janis

ECON 5540

Peter G Vanderhart

Yesterday, 11:44 AMZheng Zeng;Rebecca M Paskiet

Rebecca,

I agree that ECON 5540 would be a good choice for the certificate. However you should be aware that we have not been able to offer the course since 2013, due to staffing limitations. I am very uncertain about being able to offer it any time soon. So please don't make it a requirement, and be aware that at best it will only be available occasionally.

Pete VanderHart
Chair, BGSU Econ

Inquiry about EDLS 7310
Paul Christian Willis
Today, 12:09 PMRebecca M Paskiet
Rebecca,

Yes, we would be open to having EDLS 7310 listed with the International Studies certificate. Having 2-4 seats available should not be a problem. Our cohorts are typically 10-12 students and while this course does attract other students typically not at a rate that would concern me of having too large a class. In our current course sequence that course is taught each summer during the first summer session. Obviously, this is not a promise that it will always be offered then but I did want you to know when you should anticipate it based on our current configuration.

Chris Willis EdD
Assistant Professor
School of Educational Foundations, Leadership, and Policy
Program Coordinator, Leadership Studies Doctoral Program
Bowling Green State University
(419) 372-0249

Our lives begin to end the day we become silent about things that matter. -- Martin Luther King Jr.

CSP 6035
Maureen E. Wilson
Today, 1:24 PM
Hi Rebecca,

Sorry for the delay. If it is 1-2 students a year, that will work.

We offer it spring semesters.

Maureen

~ * ~ * ~ * ~ * ~ * ~ * ~ * ~ * ~ * ~ * ~ * ~ * ~

Maureen E. Wilson, Ph.D.
Professor and Chair
310 Education Building
Bowling Green, OH 43403-0244
Phone: 419.372.7321

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Rebecca M Paskiet
Maureen E. Wilson;Christina Lunceford
Hi Dr. Wilson,

   Below is a brief description of the certificate and its purpose taken from the proposal:

The graduate certificate in International Studies offers graduate students the opportunity to increase their intercultural competence skills while taking part in experientially-based leadership development opportunities as professionals and peer educators. Graduate students will increase their foreign language skills and interdisciplinary knowledge of international contexts and systems. This certificate also provides graduate students with an interest in applying to Peace Corps or other internationally focused organizations to complete the Peace Corps Prep certificate with several additional components.

Learning Outcomes
1. Students will demonstrate a broad understanding of global and international issues in one or more of the following areas: health, environment, agriculture, youth development, education and small business.
2. Students will demonstrate ability of Intermediate High or Advanced Low in a foreign language on the ACTFL scale or equivalent (such as course grade)

3. Students will further develop their career/professional development goals in the international and global fields.
4. As result of engaging in meaningful intercultural and leadership experiences, students will demonstrate the gain of new leadership and intercultural knowledge.

Assessment

1. LO #1: Research papers, book reviews, seminar discussions, research project in INST 5000, personal reflections.
2. LO #2: ACTFL language evaluation or equivalent (such as course grade)
3. LO #3: Internship or education abroad reflection essays (applies to Plan II candidates only) INST also requires a Supervisor's report to confirm the number of contact hours and quality of work (40 hours = 1 credit; … 120 contact hours = 3 credits)
4. LO#4: Peer support in INST 5000, evaluations by undergraduate peers and professor, research papers, leadership philosophy paper.

Currently, 1-2 seats would be requested for students completing the Int'l Studies Certificate. If approved, this course would be one of four courses that students could choose from to complete their elective course component.

Please let me know if you would like any other information.

Regards,

Rebecca Paskiet
2016 MACIE Cohort, School of Educational Foundations, Leadership, & Policy
Peace Corps Coverdell Program Student Coordinator
Youth, Family and Community Development Volunteer
Peace Corps Dominican Republic, 2013-2016

Bowling Green State University
Maureen E. Wilson
Mon 2/5, 9:19 AM
Hi Rebecca,

We discussed this at our department meeting. Will you please send me a bit of information about the certificate and a guess at how many people would likely want to take the course? Currently, it is offered every spring semester.

Thanks,

Maureen

~ * ~ * ~ * ~ * ~ * ~ * ~ * ~ * ~ * ~ * ~ * ~ * ~

Maureen E. Wilson, Ph.D.
Professor and Chair
310 Education Building
Bowling Green, OH 43403-0244
Phone: 419.372.7321

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Inquiry about MC5040 and MC5080

Laura Stafford
Today, 11:41 AM

That is fine. Thank you for asking.

Rebecca M Paskiet
Joshua D Atkinson;Laura Stafford

Good morning Dr. Stafford and Dr. Atkinson,

   I'm following up on my email from a week ago regarding the proposal for an International Studies Certificate for the Graduate College that I am drafting for Dr. Booth. This certificate would benefit aspiring Peace Corps Volunteers, Returned Volunteers and other graduate students looking to increase their intercultural competency and leadership skills.

   I am requesting permission to list MC 5040 and MC5080 as elective courses for this certificate, as Dr. Booth and myself envision International Studies Certificate students benefiting much from the information and discussion in these courses. 1-2 available seats in each course would be sufficient for the amount of students projected to puruse this certificate.

   With your department's permission, I will list these as available courses for the certificate in the proposal. Please let me know if this will be possible and whether you would like more information.

Regards,

Rebecca Paskiet
2016 MACIE Cohort, School of Educational Foundations, Leadership, & Policy
Peace Corps Coverdell Program Student Coordinator
Youth, Family and Community Development Volunteer
Peace Corps Dominican Republic, 2013-2016

Bowling Green State University
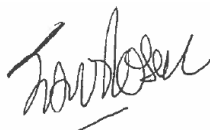
February 15th, 2018

To Whom It May Concern:

I am writing to offer wholehearted support for the implementation of an International Studies Certificate at BGSU.

The Center for Community and Civic Engagement (CCCE) promotes civic engagement on the BGSU campus and beyond, including international contexts. We provide a variety of programs, partnerships and professional development opportunities to support faculty, staff and students to develop their skills and experiences in community based settings, locally, regionally, nationally and internationally. We support a range of civic engagement activities from volunteering and service through internships, community based learning classes, alternative break trips, and leadership and immersion programs. We support students to engage in a variety of venues with diverse communities and to seek out opportunities to build intercultural and international competence. We work with a wide variety of organizations both in our region and abroad to connect the campus community to high impact learning experiences. These networks will both help support, and will benefit from, the implementation of an International Studies certificate, and we are excited about the opportunity to support students developing academic and co-curricular pathways to internationalize their education and their civic engagement portfolio.

Our Center will be playing a key role in the recently approved Peace Corps Prep Program at BGSU, and the International Studies Certificate will be integral to this program, helping ensure a robust curricular core, building intercultural and leadership skills after or in tandem with the PC Prep certificate. The CCCE staff and student leaders will promote and engage students in learning about the certificate, will support community based learning courses offered as part of the certificate, and offer a variety of programs and professional development experience relevant to the certificate's components. We commit to be part advisory and evaluation structures, and to deploy our resources to ensure the success of the program and student success.

Sincerely,

V. Jane Rosser, PhD
Director
Center for Community & Civic Engagement
Bowling Green State University

TO: Rebecca Paskiet

FROM: Philip Peek, Chair WRLD

RE: Memo of Support, International Studies Certificate

This memo is in support for an International Studies certificate. The mission of the Department of World Languages and Cultures is to promote linguistic and intercultural competence as a bridge to achieving understanding of global issues, ideas, and values. We challenge learners to look to the lessons and achievements of the past as they engage with people and discourses from different cultures, to conduct original research, and to pursue international careers by fostering proficiency in world languages and cultures. Underlying our mission is the belief that understanding world cultures, both living and ancient, and being conversant in other languages are fundamental skills for today's global citizens.

Language, intercultural competency, and study abroad are key components of our department's mission. World Languages and Cultures plans to assist students pursuing this certificate by offering courses that include an intercultural competency skills component. We also will assist in recruiting students to pursue the certificate.

NEW GRADUATE PROGRAM PROPOSAL FORM

Instructions for filling out the proposal form can be found on the Graduate College Documents & Forms webpage (https://www.bgsu.edu/graduate/documents-and-forms.html)

* - Denotes a required field

A. DESIGNATION OF NEW DEGREE PROGRAM

A.1. Degree designation (e.g., MA, MS, MFA, PhD, EdD, etc.) *

> CERTIFICATE

A.2. New program name (e.g., History) *

> GRADUATE CERTIFICATE IN CREATIVE WRITING

A.3. Administrative unit of program (name[s] of the participating department[s] or school[s]) *

English

A.4. PROGRAM DELIVERY METHODS

FACE-TO-FACE

A.4.1. Are you requesting this program be approved as a 100% face-to-face program? *

> No ▼

WEB-CENTRIC (HYBRID)

A.4.2. Are you requesting this program be approved as web-centric (hybrid) program? *

> No ▼

ONLINE

A.4.3. Are you requesting this program to be approved as a 100% online program? *

> Yes ▼

A.4.3.1. Projected year the program will commence *

> 2020 ▼

A.4.3.2. Projected term the program will commence *

Summer	⌄

A.4.3.3. For which campus would this program be coded? *

☑ Distance/Extended

☐ eCampus

A.4.3.4. If there is a current onsite program, indicate whether the online or blended program is equivalent to the onsite program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain. *

There is not a current onsite program.

A.4.3.5. If there is a current onsite program, will the online or blended program be offered instead of or in addition to the onsite program? *

There is not a current onsite program.

B. JOINT PROGRAMS

B.1. Will this be a joint program with another institution of higher learning? *

No	⌄

C. PROGRAM CURRICULUM

C.1. CATALOG

C.1.1. Catalog description (no more than 200 words) *

Program Description: This fully online graduate certificate program is designed for creative writers seeking to sharpen their skills and work toward publishable fiction and/or poetry, and also for teachers seeking to improve and enhance their pedagogy of Creative Writing. Through a foundational course in techniques followed by workshop classes in which creative work is read and critiqued, students will complete and revise a body of work with feedback from experienced teachers and authors from Bowling Green State University's acclaimed Creative Writing Program. See the English program in the Graduate Programs Offered section of this Graduate Catalog for more information.

C.2. SPECIFIC CURRICULUM

C.2.1. List any new courses being created for this program. (Any new courses specifically for the new program must accompany the new program modifications form when it moves to Full Graduate Council for review.) *

There are no new courses being created for this program. ENG 6300, Techniques of Poetry, and ENG 6310, Techniques of Fiction, are being adapted for online delivery.

C.2.2. Required hours in degree (certificate programs with 12-20 hours are approve by BGSU; 21 or more credit hours necessitate approval by BGSU and CCGS) *

The certificate will require twelve hours. One class must be one of the techniques classes, either ENG 6300, Techniques of Poetry, and ENG 6310, Techniques of Fiction. Two of the remaining classes must be workshops, either ENG 6320P Graduate Writers Workshop in Poetry, or 6320F Graduate Writers Workshop in Fiction. The fourth class could be a third workshop, or it could be another techniques class. Hence a student could fulfill the requirements of the certificate either by taking a techniques class and three workshops, or by taking both ENG 6300, Techniques of Poetry, and ENG 6310, Techniques of Fiction and two workshops.

The following only apply to programs that are 100% Online or Web-Centric. For related questions, contact the Office of Online and Summer Academic Programs at osap@bgsu.edu (mailto:osap@bgsu.edu).

C.2.3. REQUIRED FOR OSAP: Explain how students are supported and counseled to ensure that they have the skills and competencies to successfully complete the curriculum in an online learning environment. *

Instruction in all course in the certificate program will use BGSU's Canvas system, providing a university-supported interface for asynchronous interactions between the instructor and the students and among students, as well as support for students new to online learning and/or Canvas. Instructors will be available by email, both regular BGSU email and the email feature within Canvas. Instructors will replay to emails from students regularly and will use email and/or Announcements on Canvas to maintain communication with all students in the class.

C.2.4. REQUIRED FOR OSAP: Explain the process for academic attendance and academically related activities that show regular and substantive interaction between students and instructors. *

In the required courses, instructors will use Canvas discussion threads extensively to support online discussion of readings and for activities such as writing workshops. Active weekly participation in online discussions will be required as part of the course grade in required courses. In the course syllabi and on Canvas, instructors will share with students both expectations for what constitutes active participation and the rubrics used for grading online participation. Instructors will maintain records of student attendance via participation in online discussion threads and other required class assignments and activities.

C.3. EVALUATION

The following only apply to programs that are 100% Online or Web-Centric. For related questions, contact the Office of Online and Summer Academic Programs at osap@bgsu.edu (mailto:osap@bgsu.edu).

C.3.1 Describe process to ensure the program uses Quality Matters or similar metric-driven online course design/assessment tools *

Instructors of required course either have already or will work with the Center for Faculty Excellence to acquire and develop knowledge of Canvas and teaching in online environments. Instructors are regularly peer-reviewed by other experienced online instructors as part of department's merit process.

D. RESOURCE IMPLICATIONS

D.1. FACULTY AND STAFF IMPLICATIONS

The following only apply to programs that are 100% Online or Web-Centric. For related questions, contact the Office of Online and Summer Academic Programs at osap@bgsu.edu (mailto:osap@bgsu.edu).

D.1. Projected list of advisors for the program *

Lawrence Coates, Director of Creative Writing
Kimberly Spallinger, Director of Graduate Studies, Department of English

D.2. Describe how all instructors will be trained in offering online content and online assessments. *

Instructors of required course either have already or will work with the Center for Faculty Excellence to acquire and develop knowledge of Canvas and teaching in online environments.

D.3. Will the program be offered in partnership with a third-party commercial online service provider? *

| No | ⌄ |

E. OTHER INFORMATION

E.1. Provide other information that may be helpful in the review process, as appropriate.

ENG 6320 has been offered as an elective for some years as part of the Online MA program, and there have been requests for more courses in Creative Writing. A certificate could have appeal to those who would like to complete it as part of the Online MA, or for those who would like to pursue instruction exclusively in Creative Writing.

F. ATTACHMENTS

Please click the "Supporting Docs & Reviews" tab to attach/view attachments.

SUBMIT FORM

There are two options below for your proposal. Please find the description below and select the appropriate button.

Save – This option saves your proposal, but does not yet submit it for processing. You will receive an email with a link to retrieve your proposal for further updates and eventual submission.

Submit – When your proposal is complete, please select this option to immediately submit your proposal for processing. After submission, you will no longer have access to edit your proposal, but you will receive an email with a link to review and share your proposal.

SAVE

Graduate Certificate in Creative Writing

October 15, 2019

Department of English

Bowling Green State University

TABLE OF CONTENTS

Appendix A – Course Descriptions [required]

Appendix B – Fiscal Impact Statement [required]

Appendix C – Needs Surveys/Market Analysis [if applicable]

Appendix D – Consultants' Reports [if applicable]

1. Characteristics of the New Certificate Program

a. Brief Description of the Disciplinary Purpose and Significance of the Proposed Degree
[max 300 words]

This fully online graduate certificate program is designed for creative writers seeking to sharpen their skills and work toward publishable fiction and/or poetry, and also for teachers seeking to improve and enhance their pedagogy of Creative Writing. Through a foundational course in techniques along with workshop classes in which creative work is read and critiqued, students will complete and revise a body of work with feedback from experienced teachers and authors from Bowling Green State University's acclaimed Creative Writing Program.

• Rationale for designation [max 100 words]

Creative Writing classes have been offered online as electives in the Online MA in English. The department also receives inquiries from individuals who would like to study Creative Writing but who lack the time and resources to pursue a MFA degree. The proposed certificate could be completed while a student completed the Online MA, or it could be completed as a standalone certificate.

• Definition of the focus of the program [max 300 words]

The focus of the program is the art and craft of Creative Writing. The techniques classes will include critical readings poetry, fiction, and creative nonfiction, and the workshop classes will include readings as well, but the focus of the program will be the mastery of craft elements and the production of original creative work.

b. Total Credit Hours
Twelve

c. Typical Length of Time to Complete the Program
One to two years

d. Proposed Initial Date for Implementation
Summer 2020

e. Primary target Audience for the Program [max 300 words]

There are currently 174 traditional residential MFA programs in the United States. There are 51 low residency MFA programs in the United States. A low residency program is one that offers online consultation and requires several one-week residencies on campus over the course of the degree. However, although some universities like Arizona State offer online classes in Creative Writing, there are no fully online certificate programs, according to the Associated Writers and Writing Programs (AWP) online Guide to Writing Programs.

The large number of MFA programs indicates that there is a demand for instruction in Creative Writing. And the fact that the classes offered in Creative Writing have consistently filled indicates that instruction in Creative Writing is popular among the target audience of the Online MA in English, largely high school teachers and community college instructors.

With advertising in key venues, a fully online certificate in Creative Writing could appeal to those who seek instruction and training, and who lack the means or the time to pursue either a traditional residential MFA or a low residency MFA.

f. **Special Efforts to Enroll and Retain Underrepresented Groups** [max 500 words]

The teachers and other professionals from Ohio and all over the country have already taken some online courses in Creative Writing in the online MA in English. Through the diversity of their teaching contexts, these professionals are already working with underrepresented populations and in diverse regions and communities.

In addition, advertising in certain venues and professional contacts with AWP caucus groups serving underrepresented groups can help recruit underrepresented groups.

2. Institutional Planning for the Program

[Also attach Needs Surveys/Market Analysis as Appendix if applicable]

a. **Physical Facilities and Equipment and Staff Needed**

No additional physical facilities are needed. The current Creative Writing faculty is adequate to launch the program. Tenure-line Faculty can be supplemented by Qualified Rank Faculty, given that a number of QRF have active publishing records and can apply for or currently hold graduate faculty status. If the program grows popular, additional faculty may be needed.

b. **Evidence That a Market for the New Program Exists** [max 500 words. Evidence could include societal demand and institutional need. How has estimated program demand been factored into realistic enrollment projections? How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?]

As above, the number of institutions offering MFA degrees in Creative Writing indicates that there is a demand for instruction in Creative Writing, even though not everyone needs the terminal degree to fulfill their goals. In addition, students currently enrolled in the Online MA have consistently enrolled in Creative Writing classes when offered.

3. Statewide Alternatives

[max 300 words. What similar programs are at other institutions and how may they differ from the program being proposed?]

Ashland University, in Ohio, offers a low-residency MFA in Creative Writing. In addition, Miami University has recently launched a low-residency MFA in Creative Writing.

There are a number of traditional residential MA, MFA, and PhD programs in Creative Writing in Ohio: Programs are offered at Bowling Green State University, The Ohio State University, University of Cincinnati, Ohio University, and through consortium of universities in Northeast Ohio that make up the NEO MFA.

However, no institution in the state is offering a fully online certificate in Creative Writing. In addition, it's important to note that recruitment for this certificate is not limited to the state of Ohio, given that it will be offered completely online.

4.   Growth of the Program
[max 200 words]

We anticipate offering the first course in this program in the summer of 2020. Initial courses will attract enrollment from among the current Online MA students, but with advertising resources they may also attract a cohort of students who are solely seeking courses to fulfill the requirements of the certificate.

The program's growth will depend upon student demand and faculty resources. The enlarged English Department has a number of QRF who have terminal degrees in Creative Writing, and that can sustain some growth, but if the program proves to be in very high demand, some additional faculty may be necessary.

We anticipate six students enrolling in the first year, rising to twelve in the third year and fifteen in the fourth, as spelled out in the Fiscal Impact Statement.

5.   Curriculum and Instructional Design
[Also attach Course Descriptions as Appendix]

a.   Admissions Procedures and Requirements
Applicants should follow the instructions outlined in the "Graduate Admissions" section of the Graduate Catalog. The online application can be reached from https://www.bgsu.edu/graduate/admissions. All application materials are submitted online.

Applicants are required (1) a Statement of Purpose that identifies the program for which admission is sought and explains preparation for the program, the purpose for enrolling in it, and professional goals relevant to the program; and (2) a Writing Sample: either 8 – 10 double-spaced pages of prose, or 5 pages of poetry.
Applicants currently enrolled in the Online MA in English at Bowling Green State University need only submit a Statement of Purpose.

b.   Prerequisites [if applicable]
Applicants must hold a bachelor's degree from an accredited institution with a minimum of a 2.75 GPA; or a master's degree. Applicants may have a graduate degree or be pursuing one prior to applying.

c. **Proposed Curriculum** [create a table listing your curriculum, including course numbers, titles, and credit hours, and categorize them as required vs. electives as appropriate and identify if any will be new courses]

- **List all courses that comprise the program and identify if the program will include any new courses. Include number of credit hours for all courses.**
  - o Eng 6300 – Technique of Poetry (3 hours)
  - o Eng 6310 – Technique of Fiction (3 hours)
  - o Eng 6320F – Graduate Writers Workshop – Fiction (3 hours)
  - o Eng 6320P – Graduate Writers Workshop – Poetry (3 hours)
  - o Eng 6320N – Graduate Writers Workshop – Nonfiction (3 hours)

- **What are the requirements students must fulfill to complete the program successfully (including specific courses, course options, and any other requirements)?**

  Required Courses:
  Either:
  - o Eng 6300 – Techniques of Poetry, *or*
  - o Eng 6310 – Techniques of Fiction
  And:
  - o Three sections of Eng 6320 in any genre

  Or:
  - o Eng 6300 – Techniques of Poetry, *and*
  - o Eng 6310 – Techniques of Fiction
  And:
  - o Two sections of Eng 6320 in any genre

d. **Learning Outcomes and Assessment** *[4-8 outcomes suggested. Add rows as needed. An assessment strategy can be used to assess more than one outcome. List corresponding learning outcome(s) in parentheses next to each assessment (e.g., {LO1, LO4}).]*

Learning Outcomes	Assessments
1. Develop individual, original approaches to writing fiction, and/or poetry, and/or creative nonfiction	1. Textual analysis of revised work
2. Master foundational techniques in one or more genres of creative writing.	2. Successful completion of one or more graduate courses in techniques
3. Apply craft knowledge to collaboratively critique and assess literary work.	3. Successful participation in the workshop phases of ENG 6320 – Graduate Writers Workshop.
4. Produce work comparable in quality to the published work of contemporary writers	4. Textual analysis of revised work

6. Institutional Staffing, Faculty, and Student Support

    a. Faculty [How many and what types of faculty (full-time and part-time) will be employed in the program? Describe how the number and type of faculty is sufficient to support the program, especially if the program contains a research or heavily mentored activity. How many, if any, new faculty will be hired for the program?]

    The current faculty in Creative Writing, both TTF and QRF, are available to teach the courses required for the certificate program: Lawrence Coates, Sharona Muir, Larissa Szporluk, Jackson Bliss, Abigail Cloud, Theresa Williams, and Dan Rzicznek. In addition, within the enlarged English Department, qualified QRF with terminal degrees in the field may be available to teach in the program if they successfully apply for graduate faculty status.

    b. Administrative arrangements [where will the program be administratively housed?]
    The certificate program will be housed in the Department of English.

Appendix A – Course Descriptions

- ENG 6300 – Technique of Poetry
  - o Learning and applying craft concepts – "techniques" in the broadest sense of the term – and honing craft skills. Work done in three areas: generation, or putting into practice the creative process; revision, in which craft concepts and editorial skills come into play; and practical criticism, in which the aesthetic strategies and craft concepts of mainstream poets are studied.
- ENG 6310 – Technique of Fiction
  - o Fictional technique in novel and short story; character development, plot, setting, mood, tone, and diction.
- ENG 6320 P – Graduate Writers Workshop in Poetry
  - o Directed individual projects with group discussion in poetry. Prerequisites: advance submission of creative work and consent of instructor. May be repeated with instructor's consent.
- ENG 6320 F – Graduate Writers Workshop in Fiction
  - o Directed individual projects with group discussion in fiction. Prerequisites: advance submission of creative work and consent of instructor. May be repeated with instructor's consent.
- ENG 6320 N – Graduate Writers Workshop in Creative Nonfiction
  - o Directed individual projects with group discussion in nonfiction. Prerequisites: advance submission of creative work and consent of instructor. May be repeated with instructor's consent.

Checksheet

Graduate Certificate in Creative Writing

Requirements: 12 hours of approved course work in Creative Writing (3 credits each course):

Required Courses:

Either:
- Eng 6300 – Techniques of Poetry, *or*
- Eng 6310 – Techniques of Fiction
    And:
    - Three sections of Eng 6320 in any genre

Or:
- Eng 6300 – Techniques of Poetry, *and*
- Eng 6310 – Techniques of Fiction
    And:
    - Two sections of Eng 6320 in any genre

FIS: [PROGRAM NAME]	Year 1	Year 2	Year 3	Year 4
Graduate Certificate in Creative Writing				
Projected Enrollment	6.00	6.00	12.00	15.00
Head-count full time				
Head-count part time				
Full Time Equivalent (FTE) enrollment	2.00	2.00	4.00	5.00
Projected Program Income				
Tuition (paid by student or sponsor)	$26,727.00	$26,727.00	$53,448.00	$66,810.00
Externally funded stipends, as applicable	0.00	0.00	0.00	0.00
Expected state subsidy	0.00	0.00	0.00	0.00
Other income (if applicable, describe in narrative section below)	0.00	0.00	0.00	0.00
TOTAL PROJECTED PROGRAM INCOME:	**$26,727.00**	**$26,727.00**	**$53,448.00**	**$66,810.00**
Program Expenses				
New Personnel · Faculty (e.g. tenure-track, clinical, professional) 　　Full ____ 　　Part Time ____ · Non-instruction (indicate role(s) in narrative section below) 　　Full ____ 　　Part time ____				
New facilities/building/space renovatione (if applicable, describe in narrative section below)				
Tuition Scholarship Support (if applicable, describe in narrative section below)				
Stipend Support (if applicable, describe in narrative section below)				
Additional library resources (if applicable, describe in narrative section below)				
Additional technology or equipment needs (if applicable, describe in narrative section below)				
Other expenses (e.g., waived tuition and fees, travel, office supplies, accreditation costs) (if applicable, describe in narrative section below)				
TOTAL PROJECTED EXPENSE:	**0.00**	**0.00**	**0.00**	**0.00**
NET	**$26,727.00**	**$26,727.00**	**$53,448.00**	**$66,810.00**

Budget Narrative: *(Use narrative to provide additional information as needed based on responses above.)*

FACULTY MATRIX

[A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below). **A copy of each faculty member's 2-page CV must be included with this matrix as an appendix item.]**

Name of Instructor	Rank or Title	Full-Time or Part-Time	Degree Titles, Institution, Year Include the Discipline/Field as Listed on the Diploma	Years of Teaching Experience In the Discipline/ Field	Additional Expertise in the Discipline/ Field (e.g., licenses, certifications, if applicable)	Title of the Course(s) This Individual Will Teach in the Proposed Program Include the course prefix and number
Lawrence Coates	*Professor*	*FT*	*Ph.D., English, University of Utah, 1997*	*22*		*Eng 6310: Techniques of Fiction* *Eng 6320: Graduate Writers Workshop in Fiction*
Sharona Muir	*Professor*	*FT*	*Ph.D., Modern Thought and Literature, Stanford University, 1991*	*25*		*Eng 6300: Techniques of Poetry* *Eng 6320: Graduate Writers Workshop in Poetry* *Eng 6320: Graduate Writers Worskshop in Nonfiction*
Dan Rzicznek	*Senior Lecturer*	*FT*	*MFA, Creative Writing, Bowling Green State University, 2005*	*15*		*Eng 6300: Techniques of Poetry* *Eng 6320: Graduate Writers Workshop in Poetry*
Jackson Bliss	*Assistant Professor*	*FT*	*Ph.D., Literature and Creative Writing, University of Southern California, 2013*	*10*		*Eng 6310: Techniques of Fiction* *Eng 6320: Graduate Writers Workshop in Fiction*
Abigail Cloud	*Senior Lecturer*	*FT*	*MFA, Creative Writing, Bowling Green State University, 2003*	*19*		*Eng 6300: Techniques of Poetry* *Eng 6320: Graduate Writers Workshop in Poetry*
Larissa Szporluk	*Professor*	*FT*	*MFA, Creative Writing, University of Virginia, 1994*	*20*		*Eng 6300: Techniques of Poetry* *Eng 6320: Graduate Writers Workshop in Poetry*

Open Position	QRF	FT	MFA or Ph.D. Required		Graduate Faculty Status Required	Courses as qualified

Spring 21	Summer 21 - First Term	Summer 21 Second Term	Fall 21	Spring 22	Summer 22 First Term
ENG 6300 -- Techniques of Poetry	ENG 6320P - Poetry Workshop	ENG 6320F - Fiction Workshop	ENG 6320P - Poetry Workshop	ENG 6310 -- Techniques of Fiction	ENG 6320F - Fiction Workshop
Rzicznek	Rzicznek or Muir	Bliss or Coates	Rzicznek or Muir or QRF	Coates	Bliss or Coates or QRF

Summer 22 Second Term	Fall 22	Spring 23	Summer 23 First Term	Summer 23 Second Term	Fall 23
ENG 6320P - Poetry Workshop	ENG 6320F - Fiction Workshop	ENG 6300 -- Techniques of Poetry	ENG 6320P - Poetry Workshop	ENG 6320F - Fiction Workshop	ENG 6320P - Poetry Workshop
Rzicznek or Muir or QRF	Bliss or Coates or QRF	Rzicznek or Muir or QRF	Rzicznek or Muir or QRF	Bliss or Coates or QRF	Rzicznek or Muir or QRF

February 14, 2020

MEMORANDUM

TO: Sheila Roberts, Associate Dean
                College of Arts and Sciences

FROM: Lawrence Coates, Chair
                Director of Creative Writing

RE: Issues Concerning Creative Writing Graduate Certificate Proposal

CC: Lee Nickoson, Chair
                English Department

I have listed and responded to the issues raised at our recent meeting.

1. What is the maximum number of students that can enroll in the program given current staffing levels?
   a. Fifteen is the maximum number. The ideal number of students for a workshop is ten, and I am assuming that not all students will want to take every workshop.
2. Please provide a 3-year staffing plan, assuming current staffing levels.
   a. Please see attached Excel Spreadsheet.
3. Please plan/provide a schedule of offering the online classes frequently enough that students can complete in 1 year, should they choose to do so.
   a. As the staffing plan makes clear, a student could take a Techniques class in the spring, two workshops over the summer, and a workshop in the fall to complete twelve hours.
4. Discuss the relationship between students in the current MFA program (face-to-face) and in the certificate (online). Do you expect students in the MFA program to take online classes (both in the summer and during the fall and spring terms)? Can students in the certificate take face-to-face courses, should they want to? I don't think it will be easy (or even possible) to control who registers for a given section of a course.
   a. The students in our residential MFA program would not typically have a lot of interaction with the students in the certificate program. Our MFA students sometimes receive tuition support for summer classes, and they may take online workshops, in which case they would be in the same classes with students in the certificate program.
   b. Students in the Certificate Program would not be able to take face-to-face courses during the academic year. Our graduate secretary controls enrollment in those courses.
5. I notice that over the last 5 years, you have had robust enrollment in the summer workshop course. Will you be able to handle the number of students you expect to enroll in this program in addition to the strong interest that already exists without adding additional sections during the summer?
   a. Creative Writing does have a small cadre of tenure line faculty – only four, for a major with 80 – 90 students and an MFA program. However, we have affiliate faculty from the University Writing Program with terminal degrees and a record of publishing. Some of these QRF have Graduate Faculty Status and could teach in the certificate program.

Others are fully qualified to teach at the undergraduate level and therefore could free faculty to teach graduate courses.

b. In addition, under the proposed plan, we would offer two workshops in the summer, one in each session.

Dual Specialization – new graduate policy
- Approved at Graduate Policies Subcommittee – 2-6-2020
- Approved at Graduate Council – 2-20-2020

Policy bullet points:
These "Policy bullet points" are here for discussion purposes, and they will not be part of the final written policy.

a. Single Master's Degree with two specializations (two subplans)
b. Students complete all requirements of both specializations and both specializations are on a single transcript / diploma
c. Overlap permitted only as defined by each specializations. Typically core courses are entirely overlapped.
d. A minimum number of 9 unique credits are needed for each specialization. This is to guard against situations where there is total or near-total overlap between specializations.

Text for policy
If academically appropriate to their program, a student may simultaneously pursue two specializations within a single Master's degree. Students pursuing two specializations must simultaneously complete all of the requirements of both specializations, then both specializations would appear on the same transcript. Overlap is permitted as defined by each specialization, however a minimum of 9 credits must be unique to each specialization.

Origin of new policy:
- Over the past few years, graduate program coordinators have asked for information on completing dual specializations within a single Master's program. My response has been to allow dual specialization, and to require that students complete ALL requirements of both specializations. Because there was no written policy specifically allowing or prohibiting this, I developed a new policy.

Recent Examples
- I checked my records back to the beginning of Summer 2019 and found the following dual specialization conversations and requests.
  - Master of Arts in Mathematics (specializations in Mathematics and Applied Math / Scientific Computation),
  - Master's in Technology Management (specializations in Engineering Technology and Construction Management),
  - Master's in Forensic Science (specializations in Forensic Biology and Forensic Chemistry)
  - Master's in Music Performance (specializations in Instrumental Performance and Jazz studies)

State information – Definition of Specialization:
- CCGS guidelines define "Specialization" as the following:
  - "Specialization (alternatively referred to as a concentration or track) designates an identified set of courses or a defined line of curriculum within an approved degree program that builds upon the degree's foundational core curriculum but identifies a particular focus of in-depth knowledge and leads to a designation on the transcript." https://www.ohiohighered.org/sites/default/files/CCGS%20Guidelines%20-%20revised%20March%202019%20final.pdf, p.13.
- Benchmarking was completed in July 2019, and found very little specific information from peer institutions on allowing or prohibiting dual specializations within a single Master's degree. Ohio State allows dual specialization within its MPH program, with similar language, "Students pursuing a dual specialization within the College of Public Health must complete all degree requirements for each specialization." https://cph.osu.edu/students/graduate/handbooks/graduate-student-handbook/52-dual-specializations

BGSU information - Specializations
Definition:
- We do not have a policy that defines a specialization, or defines a minimum number of credits for a specialization to be approved at BGSU. For specializations, certificates, and programs, we follow state policy.

Approval process:
- Specializations are reviewed and approved through our typical curriculum modification process. See next page for the workflow used for new programs (with our without specializations).

Dual Specialization Policy:
Summary:
- Our new "Dual Specialization Policy" does not set a minimum number of credits in the formation of a specialization. However, it states that a minimum of 9 credits must be unique to each specialization if a student is wanting to complete two specializations in a single Master's program.
- This minimum number of unique credits guards against a situation where a student might try to complete two specializations and double count courses within those.
- We are not proposing allowing dual specializations at the Doctoral level.

Overall, this is a clear policy that helps students and programs see that dual specializations are allowed in a single Master's program only if students complete all requirements of both specializations. A safeguard was built in with the 'minimum 9 unique credits in each specialization' language, to ensure that dual specializations are not granted with specializations that might contain overlapping courses.

Graduate New Program Workflow
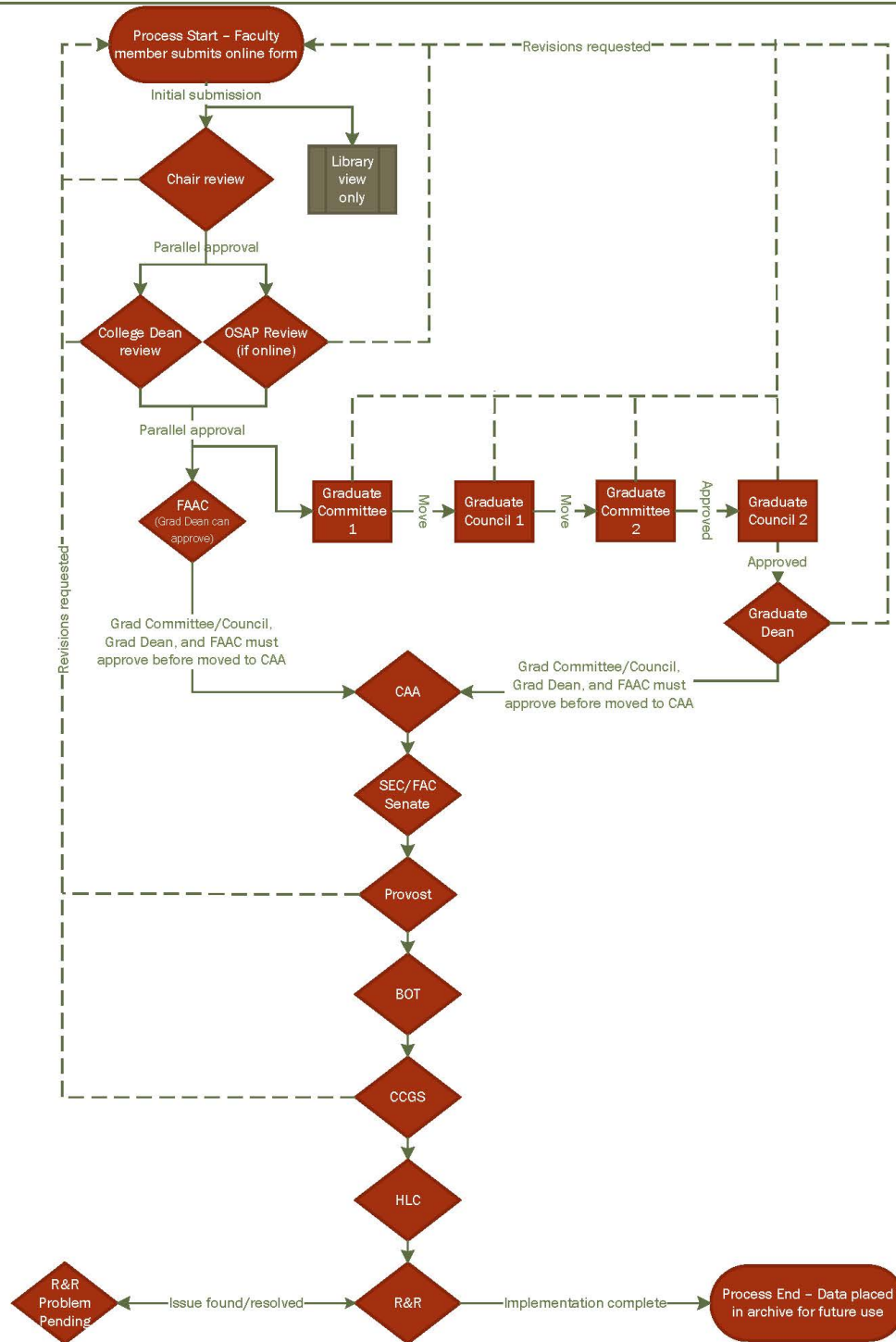
SPECIALIZATIONS WITHIN MASTER'S PROGRAMS - BGSU

Long Name	Plan code	Sub-plan code
English Teaching - online	ENGL-MA	ENGL-ENGTC
English Literary and Textual Studies (Literature)	ENGL-MA	ENGL-LIT
English Professional Writing and Rhetoric	ENGL-MA	ENGL-PWRH
Applied Mathematics (Scientific Computation)	MATH-MA	MATH-AMSC
Mathematics	MATH-MA	MATH-MATH
Statistics (MATH)	MATH-MA	MATH-STAT
Psychology - Clinical Psychology	PSYC-MA	PSYC-CLN
Psychology Cognitive and Neural Sciences	PSYC-MA	PSYC-EXPR
Psychology Developmental Psychology	PSYC-MA	PSYC-DVP
Psychology Industrial-Organizational Psychology	PSYC-MA	PSYC-IORG
Psychology Quantitative Psychology	PSYC-MA	PSYC-QUANT
MBA Accounting	ACC825-MBA	
MBA Finance	FIN825-MBA	
MBA Management Information Systems	MIS825-MBA	
MBA Quality Systems	QS825-MBA	
MBA Strategic Communication	STC825-MBA	
MBA Supply Chain Management	SCM825-MBA	
MBA Professional Accounting	ACCPRF-MBA	
MBA Professional Finance	FINPRF-MBA	
MBA Professional Management Information Systems	MISPRF-MBA	
MBA Prof - Accounting (ECAM)	PROFOL-MBA	ACCOUNTING
MBA Prof - Finance (ECAM)	PROFOL-MBA	FINANCE
MBA Prof- Supply Chain Management (ECAM)	PROFOL-MBA	SCM
CUR & TECH Early Childhood Generalist Endorsement	CT-MED	ECGEN
CUR & TECH Middle Childhood Generalist Endorsement	CT-MED	MCGEN
CUR & TECH Reading Endorsement	CT-MED	READ
CUR & TECH Computer Technology Endorsement	CT-MED	CT
CUR & TECH K-12 Online Teaching and Learning Certificate	CT-MED	ONTL
HMSL Kinesiology	HMSL-MED	HMSL-KN
HMSL Leisure and Tourism Studies	HMSL-MED	HMSL-LT
HMSL Sport Administration	HMSL-MED	HMSL-SA
Special Education Applied Behavior Analysis (ECAM)	SPED-MED	SPLE-ABA
Special Education Assistive Technology (ECAMP)	SPED-MED	SPLE-AT
Special Education Autism (ECAM)	SPED-MED	SPLE-AUT
Special Education Early Childhood Intervention Specialist	SPED-MED	SPED-EC
Special Education Gifted Education	SPED-MED	SPED-GE
Special Education Hearing Impaired Intervention Specialist	SPED-MED	SPED-HI
Special Education Secondary Transition (eCampus Program)	SPLE-MED	SPLE-2ND
Teacher Education World Languages (Grades 4-12)	TEDU-MED	TEDU-WLANG

Teacher Education Adolescent Young Adult Math (7-12)	TEDU-MED	TEDU-AYAM
Teacher Education Adolescent Young Adult Science (7-12)	TEDU-MED	TEDU-AYAS
Art Digital Arts	ART-MFA	ART-DA
Art 2-D Studio Art	ART-MFA	ART-2D
Art 3-D Studio Art	ART-MFA	ART-3D
Creative Writing Fiction	CW-MFA	CW-FICT
Creative Writing Poetry	CW-MFA	CW-POET
Construction Management and Technology	MIT	MIT-CMT
Engineering Technology	MIT	MIT-MT
Quality Systems	MIT	MIT-QS
Music Education Teaching Artistry	MUSED-MM	MUSED-TA
Music Education Choral Music Education	MUSED-MM	MUSED-CE
Music Education Comprehensive Music Education	MUSED-MM	MUSED-CME
Music Education Instrumental Music Education	MUSED-MM	MUSED-IM
Music Performance Choral Conducting	MUSP-MM	MUSP-CC
Music Performance Collaborative Piano	MUSP-MM	MUSP-CP
Music Performance Instrumental Performance	MUSP-MM	MUSP-IP
Music Performance Instrumental Specialist	MUSP-MM	MUSP-IS
Music Performance Jazz Studies	MUSP-MM	MUSP-JS
Music Performance Orchestral Conducting	MUSP-MM	MUSP-OC
Music Performance Piano	MUSP-MM	MUSP-PIANO
Music Performance Piano Pedagogy	MUSP-MM	MUSP-PP
Music Performance Voice	MUSP-MM	MUSP-VOICE
Music Performance Voice Science and Pedagogy	MUSP-MM	MUSP-VOSCI
Computer Science Cybersecurity and Digital Forensics	CS-MS	CS-CYBER
Computer Science Software Engineering	CS-MS	CS-SE
Forensic Chemistry	FORSCIMS	FORSCIFC
Forensic Biology	FORSCIMS	FORSCIFB
MS Criminal Justice Forensic Investigation	MSCJ	FORINVEST
MS Criminal Justice Victims and Offenders	MSCJ	VICTIMOFF

MATH EXAMPLE: THREE SPECIALIZATIONS

Specialization	Specialization courses	Unique credits	Overlapping credits
MATH-AMSC	5 courses: MATH 5390 MATH 6180 MATH 6200 <mark>MATH 6650</mark> MATH 6680	12	3
MATH-MATH	4 courses: MATH 6330 MATH 6340 <mark>MATH 6650</mark> MATH 6660	9	3
MATH-STAT	5 courses: From MATH 5650 OR <mark>MATH 6650</mark> MATH 6410 MATH 6420	12	3

Policies will be pulled out of Master's policy and entered separately in General Counsel's register / web site. The "Policy bullet points" are here for discussion purposes, and they will not be part of the final written policy.

Dual Master's Degrees – revised policy

Policy bullet points
  a. Student must be enrolled in both Master's programs concurrently
  b. Must be requested by student and approved by both programs and the Graduate College.
  c. Shared credits – If approved by both programs and the Graduate College, students can share both course credits and culminating experience credits between both Master's degrees, as described below.
     i. Up to 9 credits can be shared if academically appropriate and approved by both programs.
     ii. Culminating experience must be shared with a max of 6 associated shared credits.
  d. 18 credits minimum at 6000-level for each Master's program. If a 6000-level course is shared, it can be then counted toward both programs' 18 credit minimum.
  e. Time-to-degree rules still apply for courses

Text of policy
A student may design a program of study incorporating two related fields leading to the simultaneous award of two master's degrees. The purpose of the student's program must be directed to developing competencies in two collateral fields of inquiry or to building an interdisciplinary specialization that integrates the knowledge and analytical skills of the two disciplines.

Requesting a dual Master's degree: A student must be admitted to two Master's degrees before applying for dual Master's status. Dual Master's status must be requested by the student and approved by both programs and the Graduate College. The application for dual Master's status must include the student's rationale and the proposed curriculum to be followed. Students are encouraged to apply as soon as possible, to ensure the integrative nature of the two degrees.

Course Credits: In addition to completing the basic core requirements for both programs, students can share up to 9 course credits between programs (if academically appropriate and approved by both programs).

Culminating Experience: To demonstrate a capacity for an effective integration of the two fields, the student must complete a shared culminating experience with content drawn from both programs (e.g., thesis, comprehensive exam, etc.). Committee members assessing the culminating experience must be drawn from both programs. The maximum amount of shared culminating experience credits is 6.

Total Credits: Including any allowed shared credits, a student must meet the total minimum credit and curricular requirements of both Master's degrees.

Limitations: A minimum of 18 credits must be completed at 6000-level for each Master's program. If a 6000-level course is shared, it can be then counted toward both programs' 18 credit minimum. Time-to-degree rules apply for all courses.

Second Master's Degree – revised policy

Policy bullet points:

    a. Both Master's degrees must be at BGSU.
    b. May or may not be concurrent
    c. 9 credits can double count if academically appropriate
    d. 18 credits minimum at 6000-level for each Master's program. If a 6000-level course is double counted, it can be then counted toward both programs' 18 credit minimum.
    e. Time-to-degree rules still apply for courses

Text of policy:

A student may pursue Master's degrees in two unrelated disciplines at Bowling Green State University, and these two Master's degrees can be completed concurrently or consecutively.

Course Credits: In addition to completing the basic core requirements for both programs, students can share up to 9 course credits between programs (if academically appropriate). If a student is completing a second Master's degree concurrent with another Master's degree, these shared credits must be approved by both programs and the Graduate College. If a student is completing a second Master's degree after the completion of a first Master's degree, these shared credits must be approved by the second Master's program and the Graduate College.

Culminating Experiences: Students pursuing a second Master's degree must complete separate culminating experiences (e.g., thesis, comprehensive exam, etc.) in each Master's program. No shared culminating experience credits are permitted.

Total Credits: Including any allowed shared credits, a student but meet the total minimum credit and curricular requirements of both Master's degrees.

Limitations: A minimum of 18 credits must be completed at 6000-level for each Master's program. If a 6000-level course is shared, it can be then counted toward both programs' 18 credit minimum. Time-to-degree rules apply for all courses.