BGSU FIRELANDS

2022 Multi-Site Report

HIGHER LEARNING COMMISSION (HLC)
RE-AFFIRMATION OF ACCREDITATION VISIT
OCTOBER 17-18, 2022

Bowling Green State University Firelands (BGSU Firelands) is a regional branch campus of Bowling Green State University (BGSU). BGSU Firelands resides on over 110 acres at the intersection of Ohio Route 2 and Rye Beach Road in Huron, Ohio, halfway between Cleveland and Toledo and 62 miles east of Bowling Green, Ohio. BGSU Firelands opened its doors in September 1968 to an incoming class of nearly 600 students (**Evidence # 1: Firelands History**). Since then, BGSU Firelands has continued to fulfill its mission to the area.

The stated mission of BGSU Firelands is fourfold:

- to provide general education and preprofessional curricula designed to facilitate transfer to four-year institutions;
- to grant technical and paraprofessional associate degrees that prepare students for work settings;
- to offer continuing education opportunities to serve the personal and professional development needs of the region; and
- to provide place-bound students in the Firelands community with access to selective BGSU bachelor's degree and master's degree completion programs at the BGSU Firelands campus.
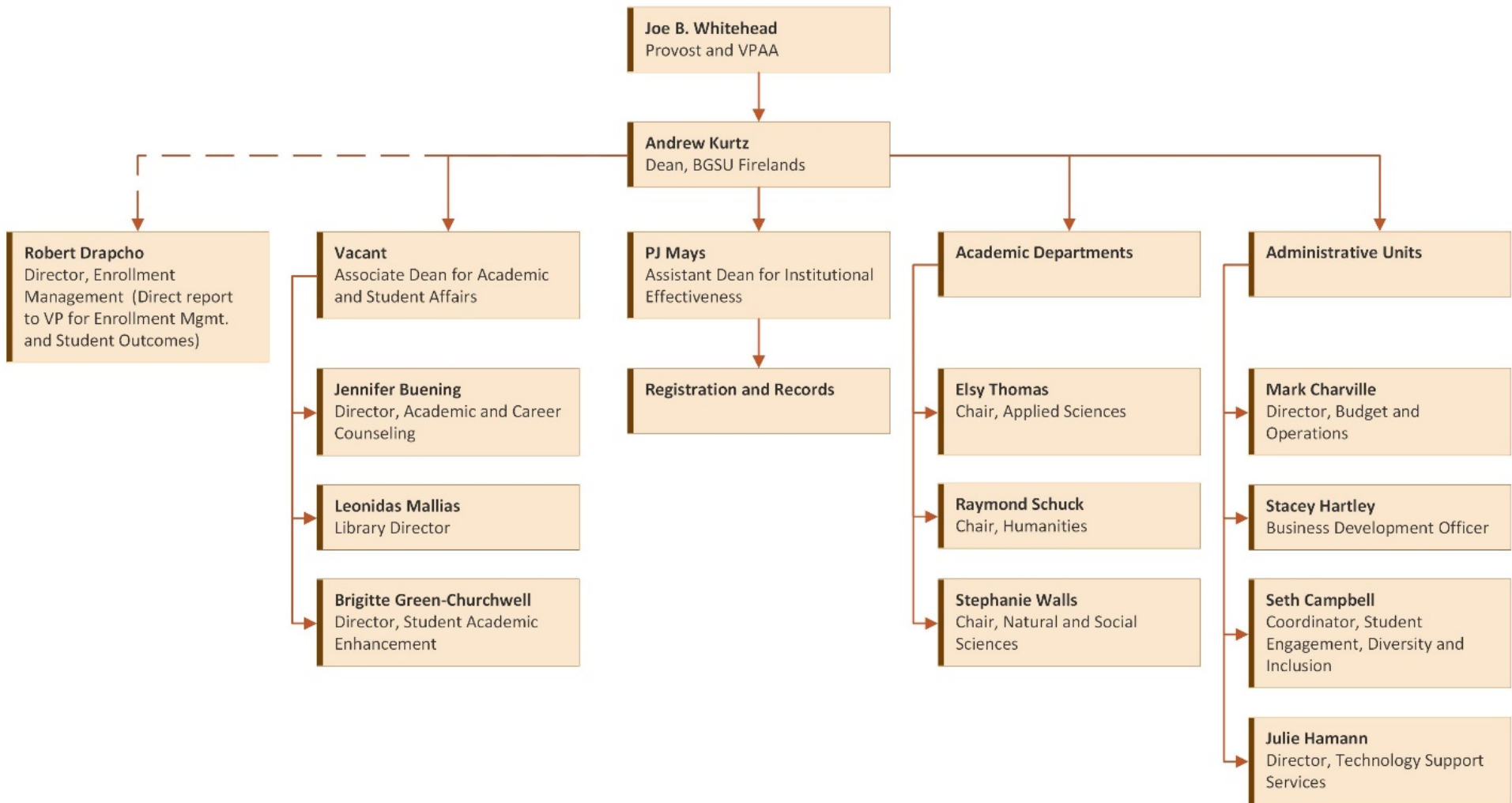
It should be pointed out that the current mission statement does not reflect recent changes in the strategic direction of the college, namely, the development of bachelor's degrees for which BGSU Firelands is the conferring college. In the past two years, BGSU Firelands sought and received approval for two bachelor's degrees: the **Bachelors in Technical and Applied Studies (Evidence # 2)** and the **Bachelors of Science in Respiratory Care (Evidence # 3)**. A new mission statement, under development in conjunction with the Regional Higher Education Study Committee (see below) will incorporate this change.

In Fall 2021, BGSU Firelands enrolled 1,946 students, including **College Credit Plus (CCP) (Evidence # 4)**, other non-degree-seeking students, and the students in the **Pathway program (Evidence # 5)**. Of these 1,946 students, 1,138 were degree-seeking students. The Fall 2021 enrollment figure constitutes a 9% decrease from Fall 2020 enrollment numbers, before which the college had experienced four years of relatively stable enrollment. That decrease follows national trends, especially for primarily two-year degree-granting institutions. BGSU Firelands is projecting an 10% decrease in students for Fall 2022, with a similar decrease in overall students over three years. The number of CCP students will decrease around 5% in Fall 2022.

BGSU Firelands is projecting a 10% increase in students enrolled in the Pathway program, a one-year program that offers a pathway to attending BGSU to select students who may not meet typical admission criteria. These students are Firelands college students, but they take courses at the main campus.

Governance and Oversight

BGSU Firelands is led by the Dean, Andrew Kurtz, who reports directly to the BGSU Provost and Senior Vice President for Academic and Student Affairs. The Dean supervises the daily operations and academics of the campus and its locations. The following chart demonstrates the campus organizational structure:

Joe B. Whitehead
Provost and VPAA

Andrew Kurtz
Dean, BGSU Firelands

Robert Drapcho
Director, Enrollment Management (Direct report to VP for Enrollment Mgmt. and Student Outcomes)

Vacant
Associate Dean for Academic and Student Affairs

Jennifer Buening
Director, Academic and Career Counseling

Leonidas Mallias
Library Director

Brigitte Green-Churchwell
Director, Student Academic Enhancement

PJ Mays
Assistant Dean for Institutional Effectiveness

Registration and Records

Academic Departments

Elsy Thomas
Chair, Applied Sciences

Raymond Schuck
Chair, Humanities

Stephanie Walls
Chair, Natural and Social Sciences

Administrative Units

Mark Charville
Director, Budget and Operations

Stacey Hartley
Business Development Officer

Seth Campbell
Coordinator, Student Engagement, Diversity and Inclusion

Julie Hamann
Director, Technology Support Services

Local governance includes **College Council (Evidence # 6)**, a widely representative body of elected and appointed (by virtue of their position) members including the elected Faculty Chair, department chairs, elected members from each academic department, the Dean and Associate Dean, elected representatives of administrative and classified staff, an adjunct faculty representative, and a student government representative. Additionally, a Leadership Council, consisting of no less than 10 community representatives appointed by the BGSU Board of Trustees and 5 members of the college administration, provides community feedback and advice to the Dean and the strategic planning process.

To help lead the campus, BGSU Firelands incorporates numerous academic and administrative committees composed of faculty, staff, and students. Examples of these committees include the following:

- **Workplace Culture Committee (Evidence # 7)**
- **Budget Committee (Evidence # 8)**
- **Information Technology Committee (Evidence # 9)**
- **Capital Improvements Advisory Committee (Evidence # 10)**
- **Diversity and Belonging Council (Evidence # 11)**

As seen in Table A, BGSU Firelands has adequate staff and faculty to fulfill academic and administrative processes. Faculty members must meet BGSU requirements for instructors (See section 3.C. of the Assurance Argument). The increase in part time faculty from 2019 to 2021 is due to retirements and no immediate refilling of vacant lines. The COVID-19 pandemic compounded the situation.

Table A. 2019-2021 Faculty Count per Classification			
Fall Semester	**2019**	**2020**	**2021**
Full Time Faculty	44	47	45
Part Time Faculty	60	67	77
Full Time Admin	24	21	21
Part Time Admin	1	2	1
Full Time Classified	21	20	20
Part Time Classified	4	4	1
Student-faculty Ratio	21:1	20:1	18:1

As Firelands campus does not offer any graduate programs, instructors are expected to have earned at least a master's degree in the area of teaching. If a faculty member has a master's degree in a different field, that faculty member is expected to have 18 graduate credits in the area of teaching. For instructors who do not have the academic credentials, but do have significant work experience in a field, the campus can qualify them to teach through the **tested experience process (Evidence # 12)**. All hires begin with the department chairs, with the BGSU Office of Institutional Effectiveness (OIE) completing final confirmation of qualifications.

Faculty (Evidence # 13) are hired, tenured, and promoted within BGSU Firelands' three academic departments: Applied Sciences, Humanities, and Natural and Social Sciences. BGSU Firelands faculty assignments include teaching, scholarship, and service, with greater weight given to teaching (typically, 70% teaching/15% scholarship/15% service for tenure-track faculty and 80% teaching/5%

scholarship/15% service for qualified rank faculty). Evaluation of faculty members at BGSU Firelands uses criteria set forth in college-level promotion and tenure documents. This structure recognizes important differences among colleges (e.g., higher teaching loads at BGSU Firelands). However, as with all colleges at the University, BGSU Firelands faculty undergo multiple levels of evaluation as defined in the BGSU Charter, beginning with their academic department and continuing through the Office of the Provost and Senior Vice President for Academic and Student Affairs (or Board of Trustees where applicable).

The hiring of staff members follows the same processes as the Bowling Green campus. Supervisors establish the proper qualifications and experience for the positions (resumes will be made available onsite as needed). Job applicants must meet minimum requirements to receive an interview opportunity.

Budget and Funding

BGSU Firelands has a separate operating budget from the Bowling Green main campus and other colleges. The fiscal year 2022 operating budget was $13.1 million, with primary revenue coming from State Share of Instruction (34.4%) and student fees/tuition (63.8%). See specific Budget Evidence in 5.B of the Assurance Argument.

The BGSU Firelands campus has a developed process for developing their budget that includes approval from the Provost and Vice President for Academic and Student Affairs (Evidence # 14). The budget must align with projected income based on projected State Share of Instruction, fees set by the Board of Trustees, and other income. The budget process occurs through the following steps:

Director of Budget and Operations	solicits personnel and operating budget requests from the managers of the various departments and divisions of the college
Budget Managers	prepare personnel requests and operating budget requests with sufficient details to provide justification/need and allow analysis by the budget committee
Budget Coordinator	reviews budgets and makes recommendations for additions and clarifications to budgets forwards budgets to Director of Budget and Operations when ready
Director of Budget and Operations	provides the budget committee with requests submitted by budget managers provides the budget committee with data on projected revenue
Budget Committee	reviews budget requests and identifies items of concern requests clarification of items of concern from appropriate budget managers

	reviews and recommends a prioritized list of personnel to the Dean for the following academic year
	reviews and recommends projected personnel expenses for long-term planning
	submits a recommended operating budget for the following academic year to the Dean
Dean	provides a preliminary response to the budget managers' personnel requests and operating budget requests in January and May.
Budget Managers	provide the Dean's preliminary responses to affected faculty and staff upon notification by the Dean
Dean	submits the proposed budget to the Provost
	provides a final budget to budget managers by June, upon approval by the Provost
Budget Managers	provide the final budgets to affected faculty and staff upon notification by the Dean

Academic and Administrative Structure

As a college of the University, BGSU Firelands faculty, staff, and administrators participate in all facets of university governance and administration, including Faculty Senate (four representatives), Senate Executive Committee, various Faculty Senate subcommittees, Undergraduate Council, BG Perspective (General Education committee), and the Deans Council. BGSU Firelands has representation on a variety of other institutional standing committees including the Student Achievement Assessment Committee and Administrative Staff Council, the Program Review Advisory Committee, among others. BGSU Firelands follows all academic policies as set forth in the Academic Charter, the BGSU Undergraduate Catalog, the faculty collective bargaining agreement, and all other University policies.

Further, BGSU Firelands follows the University's academic policies. **New programs and curricular changes begin within the college/campus (Evidence # 15)**. Once the college approves new programs or changes, they must go through the university's curricular approval process as described in Core Component 3.A. of the Assurance Argument. This process includes Undergraduate Council approval and Faculty Senate approval. All degree programs must follow the **general education requirements of the Bowling Green Perspective program (Evidence # 16)** as described in Core Component 3.B. Academic programs without specialized accreditation conduct regular program reviews (Core Component 4.A.) and conduct regular assessments of student learning (Core Component 4.B.) to meet University requirements for all academic programs. Examples of program review documents are provided in the Assurance Argument for the Criminal Justice cluster at BGSU Firelands.

Academics at BGSU Firelands are organized through three interdisciplinary departments: Applied Sciences, Humanities, and Natural and Social Sciences. The department of Applied Sciences hosts the majority of BGSU Firelands' Associate degrees. As with all academic departments at the University, departmental oversight at BGSU Firelands is the responsibility of a chairperson elected by the

department faculty with the concurrence of the Dean. **The primary responsibilities of a department chair at BGSU Firelands (Evidence # 17)** include facilitating faculty assignments, mentoring, and evaluations; working with the Associate Dean to build semester schedules; assigning part-time faculty; and other duties as described in the BGSU Charter and the BGSU Firelands Governance Document.

Program and Program Delivery

BGSU Firelands is granted authority to confer undergraduate associate degrees, bachelor's degrees, and certificates (See Table B for a list of all programs and enrollments; **The 2019-2025 BGSU Firelands Enrollment Strategic Plan is also available in Evidence # 18**). Among bachelor's degrees, BGSU Firelands confers the **B.S. in Respiratory Care (Evidence # 3)** and the **B.S. in Technical and Applied Studies (Evidence # 2)**. Other degrees are conferred by their respective colleges, but the BGSU Firelands campus delivers all curriculum. The Firelands department chairs work closely with the respective main campus department chairs to confirm that curriculum and learning outcomes align. Additionally, BGSU Firelands instructors who teach upper division coursework in these programs are required to meet the credentialing requirements of the conferring college/department. BGSU Firelands students can take online courses through either BGSU Firelands or the BGSU Bowling Green campus. The Office of Online and Summer Academic Programs (OSAP) on the Bowling Green campus works with Firelands faculty and chairs to facilitate online course offerings.

Table B. List of Programs and Enrollments (Source: Institutional Research)						
	2019	**2020**	**2021**	Projected 2022	Projected 2023	Projected 2024
Bachelor's Programs						
Respiratory Care	8	31	27	26	26	25
Technical and Applied Studies	13	24	36	35	35	34
PRE-Resort and Attraction Management	3	20	11	11	11	10
Criminal Justice	22	32	20	20	19	19
Inclusive Early Childhood Education	116	128	119	117	114	112
Liberal Studies	23	19	15	15	14	14
Social Work	43	39	35	34	34	33
Associate Programs						
Accounting	8	5	3	3	3	3
Associate of Arts (on campus and online)	35	21	23	23	22	22
Associate of Science	260	249	227	222	218	214
Associate of Technical Study – Management & Technology Major (on campus and online)	26	34	45	44	43	42
Computer Networking Specialist	17	19	15	15	14	14
Computer Support Specialist	3	1	1	1	1	1
Criminal Justice	26	27	24	24	23	23

Diagnostic Medical Sonography	49	42	40	39	38	38
Electronics & Computer Tech	8	3	0	0	0	0
Electromechanical Technology	8	7	7	7	7	7
General Business Management	53	46	52	51	50	49
Human Services	32	23	24	24	23	23
Inclusive Early Childhood Education	72	98	77	75	74	72
Interactive Media	20	15	8	8	8	8
Lean Systems Management	4	4	2	2	2	2
Nursing – RN, LPN to RN (offered through LCCC and FRMC)	168	132	116	114	111	109
Radiologic Science	45	39	41	40	39	39
Respiratory Care Technology (paused admission Fall 2020, restarting Fall 2022)	35	27	4	12	36	36
Technical Study	2	1	1	1	1	1
Certificates						
Management & Supervision	0	1	4	4	4	4
Small Business Management	0	1	1	1	1	1
3+1 Programs						
Communication (BA and BAC)	22	23	15	15	14	14
Psychology	25	26	32	31	31	30

Additional Locations

In 2021, BGSU added three locations directly connected to BGSU Firelands. **One is Sandusky High School (2130 Hayes Ave, Sandusky, OH 44870; Evidence # 19**). Sandusky High School offers **College Credit Plus (CCP) courses (dual enrollment) (Evidence # 20)**. As CCP courses have increased, the location has scheduled to offer more than 50% of the credits needed for the Associate of Arts degree.

BGSU Firelands also added a location at Lorain County Community College (LCCC; 1005 Abbe Rd N, Elyria, OH 44035). BGSU Firelands offers degree completion for a Bachelor of Science in Respiratory Care at LCCC and has had a long-term relationship with LCCC regarding respiratory care programs. In 2021, BGSU determined that the respiratory care program requires designation of **LCCC as an additional location (Evidence # 21)**. The third location is at **Falcon Points (250 E. Market St., Sandusky, OH 44870) (Evidence # 22)**.

Non-degree programs

In Fall 2021, BGSU Firelands had a total 774 CCP students who attended classes on campus or at one of ten area high schools. See Core Component 4.A.4. of the Assurance Argument for additional details on the CCP program.

BGSU Firelands also houses the BGSU Pathway program. The Pathway program provides extra support on the Bowling Green campus to students who may not have met enrollment requirements for the Bowling Green main campus but showed signs of potential success. Pathway students are enrolled in Firelands College, live on the Bowling Green campus, and receive extra support and coaching from

Firelands faculty and staff on the Bowling Green campus for one year. If successful, these students transfer into a Bowling Green campus college and major. In Fall 2021, there were 268 Pathway students.

Physical Plant (Evidence # 23)

• George Mylander Hall (1968): George Mylander Hall contains 12 general classrooms and 11 special purpose laboratories, including space to support natural sciences, respiratory care, diagnostic medical sonography, radiologic technology, art, and nursing. A portion of the building underwent a significant renovation project in 2018 and included dedicated teaching and laboratory space for the diagnostic medical sonography, radiologic technology, respiratory care, and nursing programs. All general classrooms are outfitted a digital projector and screen or a 1080p TV, a computer with DVD capabilities, a touchscreen monitor, keyboard and mouse, laptop connection, webcam, and document camera. George Mylander Hall also contains faculty offices, faculty support services, and a faculty lounge. The first floor of George Mylander Hall is also home to student services, a student government office, and a student study lounge and wellness space. A small space is leased to the Firelands Symphony Orchestra and School of Music, a local non-profit organization whose mission is to enrich lives through music, accomplished by providing concerts, guest ensembles, chorale concerts, private music lessons, and local community and education outreach.

• Foundation Hall (1968): Foundation Hall contains two special purpose laboratories, supporting the composition program and the Clark Scholars program, designed for students with special needs. The building also houses the Dean's Office, Budget and Operations, Financial Aid, and the library. In 2009, the building was renovated to include the Clasen Welcome Center, designed to be a welcoming space for future students and visitors. The Welcome Center contains the college's Welcome Desk and the Office of Admissions.

• North Building (1972): The North Building underwent a significant renovation and modernization in 2015, including an addition dedicated to support of the allied health programs. It contains one general classroom and 12 special purpose laboratories, including two computer labs, Physics, Geology, Anatomy and Physiology, biology, chemistry, and microbiology labs, an Electronics and Electrical Engineering lab, and a Computer Science Technology classroom/lab. The North Building also contains the college's main computer lab; a gymnasium; the Teaching and Learning Center, where students receive tutoring and testing services; the 250-seat McBride Auditorium, student lounge and gathering space, student collaboration spaces, and vending/food service.

• **Cedar Point Center (2003) (Evidence # 24)**: The Cedar Point Center (CPC) contains five general classrooms and one special purpose Visual Communication Technology laboratory. One of the classrooms is designed to broadcast/receive courses from the BG campus or other locations. The building also contains three conference rooms and a 600-seat auditorium space. The CPC houses the Regional Incubator for Sustainability and Entrepreneurship (RISE). RISE is a comprehensive resource hub that offers assistance across the entire business development continuum. Closely linked to the BGSU Center of Excellence, Developing Effective Businesses and Organizations, RISE seeks to grow jobs and spearhead economic development by linking business owners and aspiring entrepreneurs to regional service providers with expertise in business start-up, development, and acceleration. Lastly, the CPC provides leased office space for the administration of the Firelands Symphony Orchestra and School of Music.

Student Support Services

Accessibility Services (Evidence # 25): Accessibility services are available through the Bowling Green main campus, with a representative on the Firelands campus two days a week. Students can also reach the office through e-mail or phone call when representatives are not on campus.

Academic and Career Counseling (Evidence # 26): The Academic and Career Counseling office provides guidance for students in finding a potential major and career and for developing skills necessary for a successful job search. These support services help students develop their academic plans.

Clubs and Organizations (Evidence # 27): Clubs and organizations on campus include BGSU Firelands Student Government, the Inclusive Prek-5 Educators Club, the Science Club, the Sonography Club, Small Business Networking Association, Student Engagement Diversity and Inclusion, and Darkside, a group focused on the intersections of forensics, ethics, and social justice.

Counseling Services (Evidence # 28): BGSU Firelands' students have access to all services of the Division of Health and Wellness. BGSU Firelands' students have access to Counseling Center services, including telehealth appointments.

Library (Evidence # 29): The book collection consists of nearly 28,000 volumes. The library's holdings include nearly 100 print journals, magazines, and newspapers combined. The library provides access to many online journal databases. BGSU Firelands students also have access to the library collections at the Bowling Green main campus. The BGSU Firelands library makes research guides available to students to assist with ethically conducting research.

Teaching and Learning Center (Evidence # 30): The Teaching and Learning Center (TLC) provides students with tutoring, writing support, and success coaching. The TLC offers the ASPIRE program in conjunction with Sandusky City Schools and EHOVE Career Center. Additionally, the Teaching and Learning Center offers testing services for students who have accessibility needs or need to schedule make-up tests.

Financial Aid (Evidence # 31): The Office of Financial Aid provides students with access to scholarships, grants, and federal aid.

Veteran Affairs (Evidence # 32): The Veterans Services Office, a subsidiary of the Office of Career Services, assists veteran students in receiving benefits under the Montgomery GI Bill. This office ensures that proper paperwork is filled out, certified, and filed with the VA so that payment dispersal can begin.

Faculty Support

Center for Faculty Excellence (CFE) (Evidence # 33): The Center for Faculty Excellence supports BGSU Firelands faculty through resources for faculty-led reading groups. In spring 2022, Associate Director Chelsea Chandler committed to a deeper engagement with BGSU Firelands faculty by providing access to workshops, learning communities, and instructional designers.

Office of Technology Support Services (OTSS) (Evidence # 34): BGSU Firelands' OTSS provides on-demand technical support to faculty in offices and classrooms. Additionally, OTSS offers robust trainings and workshops on the Canvas LMS for both full-time and part-time faculty. OTSS manages an open computing lab for student use, supports placement testing and remote tech assistance and a wide-range of services to students.

Professional Development Resources (Evidence # 35): BGSU Firelands has college policy for the allocation and use of professional development funds.

Evaluation and Assessment

BGSU Firelands undergoes the same assessment and evaluation processes as all colleges at BGSU. All programs must submit annual student assessment reports and go through the processes described in Core Component 4.B. of the Assurance Argument. Firelands staff and faculty participate in the University's Student Achievement Assessment Committee (SAAC). Each academic program follows the program review processes for programs without specialized accreditation (Core Component 4.A. of the Assurance Argument). All students have the opportunity to complete course evaluations that faculty and administrators can use to make improvements. Faculty members must go through a tenure/merit process that aligns with the faculty collective bargaining agreement (CBA) and college guidelines.

In accordance with program review guidelines and procedures for the entire institution (Core Component 4.A. of the Assurance Argument), reviews of BGSU Firelands programs (not affiliated with specialized accreditation) took place in 2021, with contracted external reviewers providing input. Final implementation plans being submitted in the 2021-2022 academic year. Additionally, consultants from the Accrediting Board for Engineering and Technology (ABET) provided input on BGSU Firelands' three technology associate degrees in Fall 2021. As a result of these program review findings, these programs will be undergoing significant curricular revisions in the 2021-2022 and 2022/2023 academic year.

Beginning Fall 2022, BGSU Firelands programs will participate in the annual **Program Vitality Analysis (PVA) process (Evidence # 36)**. PVA was piloted in AY 2021-22 with Bowling Green main campus undergraduate programs. This process looks at key metrics of program health, **enrollment trends (Evidence # 37)**, and retention rates to determine if any signs indicate need for more analysis to improve student success and program success.

Before the PVA process was adopted, BGSU Firelands regularly evaluated its academic programs on a 3-year basis. This process was run through the academic affairs committee. The process was similar to PVA but housed on the Firelands campus.

BGSU Firelands regularly uses data to inform their decisions. In the past few years, Firelands has held data days to examine trends in both post traditional and College Credit Plus enrollment. These data have helped the college understand these populations and how to recruit more students. They have also helped focus groups looking at the course schedule and how it fits students' needs. Finally, BGSU Firelands uses data to gauge progress of its strategic plan's goals.

Future Planning

In Spring 2022, BGSU President Rodney Rogers and Faculty Association President David Jackson charged **a joint faculty/administration committee (Evidence # 38)** to study and provide recommendations on the future of BGSU Firelands. The list of topics this committee will explore includes but is not limited to: 1) Enrollment challenges and the sharp demographic shifts; 2) The portfolio of academic programs and the appropriateness of the delivery method; 3) Comparable services across both campuses; 4) Organizational and reporting structure; and 5) Long-term financial vitality. The committee's report will be submitted in December 2022.

EVIDENCE CITED

1. Firelands History
2. Firelands Technical and Applied Studies Web Pages
3. Firelands Respiratory Care Technology Web Pages
4. 2022-2023 Dual Enrollment MOU Between BGSU and School Districts (CCP) Template (Referenced in 4.A.4. in Assurance Argument)
5. Pathway Program Web Pages (Referenced in 3.D.2. in Assurance Argument)
6. FC 3011 College Council
7. Firelands Workplace Culture
8. Firelands Budget Committee
9. Firelands Information Technology Committee
10. Firelands Capital Improvements Committee
11. Firelands Diversity and Belonging Council
12. Tested Experience Faculty Qualification Workflow Process (Referenced in 3.C.3. in Assurance Argument)
13. Firelands Faculty and Staff Directory
14. Firelands Budget Review Process
15. FC 4021 Curriculum Changes
16. BGP (General Education) Web Pages (Referenced in 3.B.1. and 3.B.2. in Assurance Argument)
17. FC 2122 Officers and Representatives
18. Firelands Strategic Enrollment Plan 2019-2025 (Referenced in 4.C.1. in Assurance Argument)
19. Additional Location – HLC Confirmation for Sandusky
20. Firelands High School College Credit Plus (CCP) Web Pages
21. Additional Location – HLC Confirmation for Lorain
22. Additional Location – HLC Confirmation for Falcon Points
23. Firelands Campus Map
24. Cedar Point Center Design
25. Firelands Accessibility Services Web Pages
26. Firelands Academic Career Counseling
27. Firelands Student Clubs and Organizations
28. Counseling Center (Division of Health and Wellness) Web Pages
29. Firelands About the Library
30. Firelands Teaching and Learning Center
31. BGSU Firelands Financial Aid Web Pages
32. Firelands Veteran Web Pages
33. Center for Faculty Excellence Web Pages
34. Office of Technology Support Services Web Pages
35. Firelands Professional Development Policy
36. Program Vitality Analysis (PVA) Proposal (Referenced in 4.A.1 and 3.A.1. in Assurance Argument)
37. Firelands Head Count
38. Regional Higher Education Study Committee Invitation

A Window on History

at

BGSU® Firelands

Celebrating

100 *Years*

BGSU®

1910 - 2010

A Legacy of Excellence | A Future Without Limits
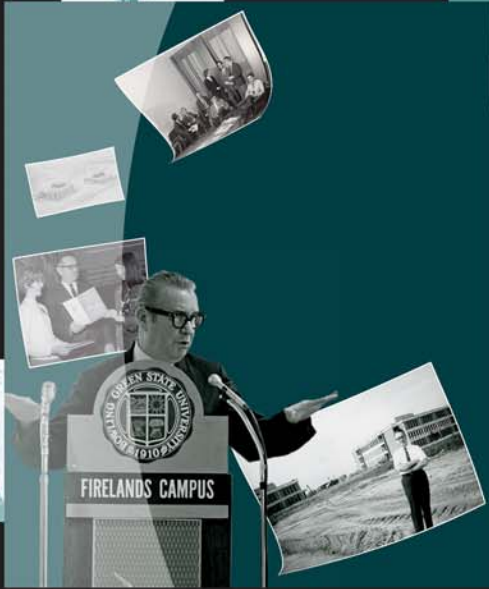
Thousands of students have received degrees, taken courses, attended workshops and received technical training at BGSU Firelands since it opened its doors on September 25, 1968.

Today, BGSU Firelands, located at One University Drive in Huron near the intersection of Ohio Route 2 and Rye Beach Road, within easy commuting distance of most communities in north-central Ohio, continues the tradition of meeting

Introduction

the diverse educational needs of the residents of Erie, Ottawa, Huron, Lorain, Sandusky and Seneca counties.

The opportunity for these residents to attend an institution of higher learning exists today because of the wholehearted effort of area citizens to answer a challenge by the Ohio Board of Regents. In November 1964, citizens of The Firelands learned that the Ohio Board of Regents had included Sandusky in a list of recommended cities for a university branch. If a capital improvement bond issue sponsored by Governor James A. Rhodes were to be passed, $7.5 million would be designated for permanent branch campuses in four areas of the state, including Sandusky.

Led by the Sandusky Chamber of Commerce Education Committee and the Exchange Club of Sandusky, voters began an active campaign to pass the issue that could ensure an institution of higher learning in their backyard. In a statement from the Ohio Board of Regents in February 1965, members of the community learned that a two-year state university branch would cost about 2.4 million and 25 percent of the cost ($600,000) would have to be raised locally.

In March, a local committee was granted a non-profit corporation charter and the Committee on Educational Development (COED) came into existence.

Members stated that their purpose was "to promote the establishment of a technical College, a permanent branch of a state university, or other post-high school educational institution in the north-central area of Ohio."

One of COED's first official actions was to campaign actively for the passage of Governor Rhodes' education bond issue. Their efforts were successful; the bond issue passed on May 5, 1965 with strong support from Erie, Ottawa and Huron counties.

COED endorsed the idea of a branch campus in August 1965 by passing a resolution recommending construction of a full-time branch campus instead of a technical school or a community college.

They chose Bowling Green State University as administrator of the local branch. BGSU at the time was operating an Academic Center in Sandusky High School. Thus, the first steps had been taken to provide Firelands residents with a university branch; the challenge would be to raise the $600,000 mandated by the Ohio Board of Regents.
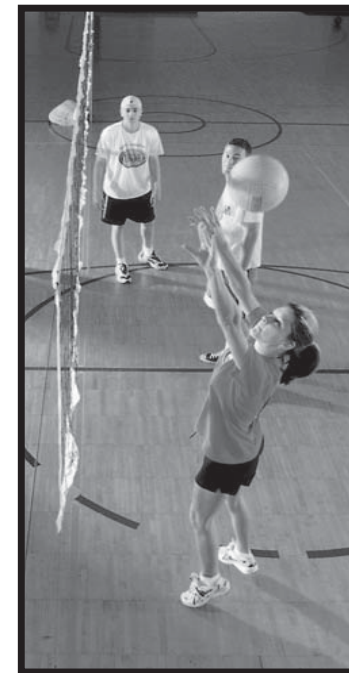
In October, a COED finance committee was formed to head fund raising. The financial campaign began officially when Theodore D. Wakefield of Vermilion accepted chairmanship of the committee. The kick-off dinner was held on January 18, 1966.

In a pamphlet distributed by COED during this time, the committee stated the educational benefits of this financial investment by citizens of The Firelands as follows:

"The campus will guarantee in the years ahead... that Erie-Huron-Ottawa students will not be denied a college education. Beyond the regular college level programs, the campus will offer technical courses in response to local need. There will also be programs offered for continuing adult education."

COED Campaign

Two months later, not only had The Firelands citizens met their goal; they had exceeded it by more than $462,000.

"The people of Erie, Huron and Ottawa counties are to be congratulated for their support and the success of the drive," said COED president Dr. Richard A. Jeffrey of Sandusky. "From the Founding Fellows who gave $1,000 or more to the 22-cent donation received on the house-to house canvass, each has a personal investment in the future of this university center."
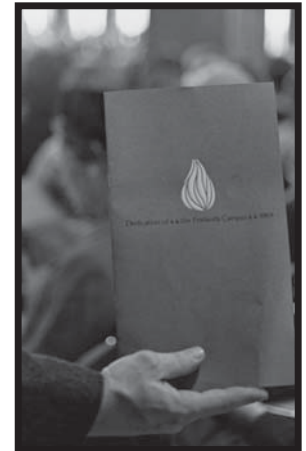
Building A Campus

Building and site survey committees formed during the fund-raising drive chose a 481-acre tract located on the western edge of Huron. The site was bordered by Rye Beach, Boos and Bogart roads. It was approved by the BGSU Board of Trustees and 216.5 acres within the tract were purchased in June 1966. Visnapuu and Gaede, a Cleveland architectural firm, was hired to design the proposed one-building campus. Later the architects would be instructed to design a two-building plan.

The campus was named in October 1966. COED, following consideration of names suggested by the public, chose

"The Firelands Campus of BowlingGreen Green State University" in view of the historical significance of The Firelands area.

On a hot and humid day in July1967 several people - some formally attired - gathered in a field along the edge of Rye Beach Road in Huron, Ohio to symbolically begin the effort of building a regional campus of Bowling Green State University.

Together, Governor James Rhodes, BGSU President William Jerome, Vice President Kenneth McFall, Ohio Board of Regents Chancellor John D. Millett, State Representative Ethel Swanbeck, as well as several area school children broke ground on what would become the campus of BGSU Firelands.

But before a single brick was set into mortar, pipe could be fitted, or wire strung, work was already underway planning for the curricular and administrative needs of the campus. Before the doors were opened to welcome the first group of students, considerations were underway to develop a broad curriculum of instruction to meet the needs of incoming students and all of the features promised during the fundraising campaign.

Work began on the adaptation of the only two-year program available at the Bowling Green campus: (administrative secretarial). From there, the core work of the university continued by developing a variety of two-year programs, meeting the needs of the community, and satisfying the requirements for the first two years of a bachelor's degree for students wishing to continue their education.

As the construction process developed, classes continued to be offered Sandusky High School, several new faculty members were hired, and the campus advisory board met to help define the institution.

Opening Day

In September 1968, just over a year after the initial ground breaking and a little more than a year and a half from the beginning of the fund raising campaign, BGSU Firelands opened its doors to nearly 600 students. With an initial operating budget of $419,350 dollars for the 1967-68 school year to cover the expenses of maintenance, utilities, and faculty and staff salaries, the College began formally offering classes in the two freshly-constructed modern buildings.

The two air-conditioned (a luxury at the time) brick and concrete buildings comprised over 93,000 square feet of office and instructional space. The West Building, the primary instructional space, was built around 28 classrooms and laboratories, a faculty lounge, 30 faculty offices, three conference rooms, an instructional media center, a language lab, student lockers and lounge, as well as a 90-seat multi-purpose instructional space named the Firelands Room. The East Building (renamed to Foundation Hall in early 2000) housed administrative offices, the campus bookstore, library, mail room, a shipping and receiving dock, and mechanical infrastructure.

A New Direction

Initially appointed as Director of the campus and charged with the transition from the BGSU Sandusky Academic Center to the Firelands campus, Dr. James H. McBride would become the College's first Dean.   Dr. McBride's personal efforts and dedicated service would shepherd the campus through its critical formative years and set the tone for the College's future.

Somewhat ahead of his time, Dr. McBride made it his mission to listen to his students, respect them and their opinions, and foster an environment where the needs and ideas of the students were reflected in the institution. Despite the turmoil of the time period, the competing economic and social pressures of the day, and the constraints confronting area students, Dr. McBride made sure that the promise of Firelands was fulfilled for the people of the surrounding communities who had nurtured and supported the idea of local access to higher education.

His focus on the area communities and commitment to area students who would one day become active and engaged citizens and leaders is perhaps his most lasting and endearing legacy.

It would only be a few short years until the growing technical and development needs of the community as well as the expanding social engagement of the student body would combine in the drive for expansion of the College.
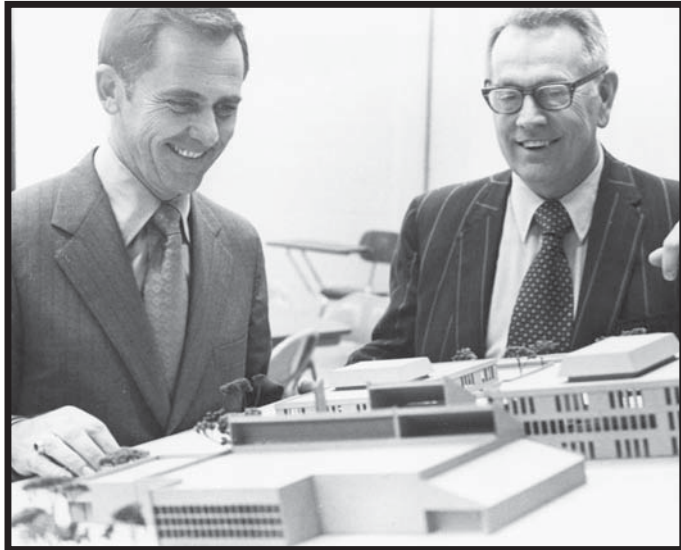
Area businesses were actively seeking individuals with a college-level education in a variety of technical fields ranging from electronics and computer technology to drafting and design. The student population, spurred on by the events of the decade and increased social engagement, sought a center for social activities and events beyond the walls of the classroom.

Funded through an investment of over $2.5 million dollars by the State of Ohio, the planning and preparations for the construction of another new building were launched.

Initially known only as Phase II, the structure which would come to meet the complex needs of the College would eventually be known as the North Building. Included in the plans were a full intercollegiate sized gymnasium completed to accommodate both health and physical education activities as well as large-scale demonstrations, exhibitions, programs and festivals.

North Building Constructed

The new building would also contain a 300-seat auditorium - intentionally planned for flexibility - and designed to become the center of cultural activities on the campus. New instructional spaces would include a Data Processing Center for computer technology instruction, an Engineering Graphics Center, a fully functional machine shop and electronics lab, as well as recreational and lounge facilities for student use.
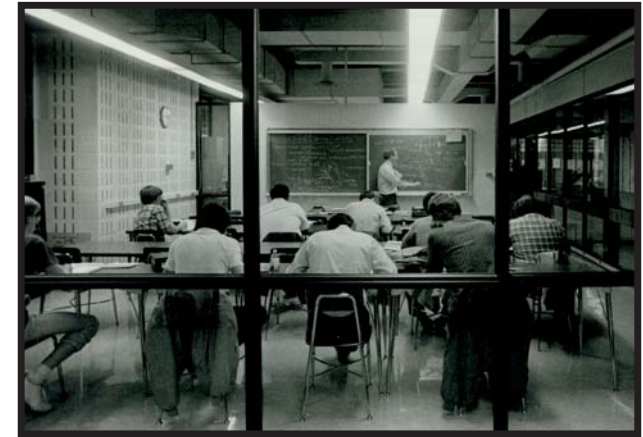
The building opened in September of 1972 and was immediately embraced by both the student body and the community. The technical and instructional capacity offered as a result of the new facilities, along with the social and cultural opportunities afforded by the creation of a space for student activities and engagement, served to bring together the needs of the community with the vision and mission of the College to expand and develop the educational opportunities of the region.
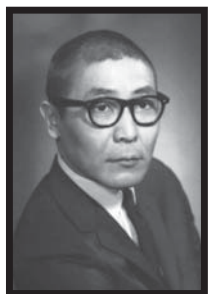
The Architect: Fred S. Toguchi

Winner of the Cleveland Arts Prize in Architecture, Toguchi often used building mechanical features and utilitarian elements such as heat ducts and large conduit pipes to add to the interest of interior spaces. This "functionalist" aesthetic was often enhanced by the use of color, large skylights and large amounts of glass - all elements of the North Building - as a means of bringing the outdoors into the interior space.

While the College faculty, staff and students supported and regularly staged theatre productions across a range of genres and periods, they had no dedicated space for rehearsals, construction or production. Unfortunately, at the time, the presiding Chancellor over two-year colleges in Ohio was against the construction of any college theatre facilities.

Firelands College Theatre

When the time came to present the plans for the North Building addition, many of the names of the rooms disguised their final intended use. The Auditorium was renamed a Large Group Instruction Hall. The Theatre Workshop and Costume Room were labeled as a Photo Studio and Chair Storage, and the Lighting Booth was labeled as an Audio-Visual room.

Soon after construction was completed on the building, the theatre faculty set to work building a stage and covering the walls with wooden slats to soften the acoustics of the space. The College would have its stage.

FIRELANDS CAMPUS THEATRE
B. G. S. U.
presents

Black Comedy

By
PETER SHAFFER

May 20, 21, 22, 1971

Less fleeting than an hour upon the stage is another of the core commitments that the promise of BGSU Firelands offers; being a cultural and artistic center for the surrounding communities. Enhanced by the space afforded to the students and programs alike by the addition of the North Building, the commitment of the College to support and highlight the fine arts continues today.

The Arts

The faculty at BGSU Firelands had been committed to providing accessible courses on art history and technique to students. Whether students were intent on developing their talents and continuing on to study art as a profession or follow their muses on a more personal level, the faculty valued and supported the creative efforts of the student body.

With the addition of a large student lounge, and eventually The Little Gallery, the College continues to not only present the work and effort of professional artists to the students and community, but also to present the myriad of artistic achievements of the students to the community at large.

Prints, paintings and sculptural pieces created by the students, faculty, staff and area artists serve as opportunities for both instruction and inspiration throughout the halls and grounds of the campus.

Student Activities

With the installment of the first student goverment at the College, being elected in 1969, the student body of the College demonstrated very early that it was committed to the development of the school as a social being. In spite of the fact that the makeup of the student population often necessitates that student social and recreational activities be organized around the campus' commuter orientation, the commitment of the students to be an active force in the the life of the College has remained strong.

While several student organizations have stood the test of time, the face of the student body has reflected the changing interests and ideals of the student population. Student interest and participation in intramural and intercollegiate sports has fielded teams in sports ranging from football, volleyball, basketball and soccer.

Arts and cultural organizations like the Speech Activities Organization - Theatre, choral groups such as the Firebelles, and student publications ranging from an early weekly student newspaper, The Lamp, to small press and poetry readings have served to foster creative growth and expression among the student body.

Students interested in political, social and environmental issues have made their voices heard through a variety of clubs and organizations - bringing with them thoughtful political debates, philanthropic and fund raising drives to benefit the less fortunate and applying lessons learned in the classroom to effect change in the world around them.

Embracing

The BGSU Firelands Instructional Media Center provided responsive and flexible instructional television and media support for faculty, staff and students primarily through an internal eight-channel television system, a two-channel microwave television link with the Bowling Green campus, and a community cable television channel designated the Firelands Knowledge Network.

In August, 1994, the BGSU Firelands Instructional Media Center officially became the IDEACenter (Interactive Distance Education and Conferencing Center). The first official use of the system was August 22 that same year, when about 25 people at BGSU Firelands participated interactively with about 500 people attending the dedication of the new Paul J. Olscamp Hall on the main campus. On August 25, 1994, eight students at BGSU Firelands participated in BA 390, "An Introduction to International Business," the first interactive distance education class in the history of BGSU.

Technology

The College began to develop plans for a World Wide Web site in October 1995. In spring 1996, a preliminary website was up and running. Currently, the College has an extensive web site linked to main campus, its own server, and the following Internet address: http://www.firelands.bgsu.edu/

In the 1995-96 academic year, the newly formed Information Technology Committee examined the hardware and software needs of BGSU Firelands. A five-year plan was developed to meet those needs. The Technology Enhancement Project involved the installation of over $600,000 in hardware and software upgrades in the 1995-96 and 1996-97 academic years. Over $100,000 in private funds were raised through a Technology Enhancement Fund to provide state-of-the art computers for faculty. This ongoing initiative makes sure that students, faculty and staff have access to state-of-the-art computer technology to enhance their teaching and learning.

One of the very first completely online courses ever delivered by Bowling Green State University was developed and taught by Dr. Christopher Mruk, a Professor of Psychology at BGSU Firelands.
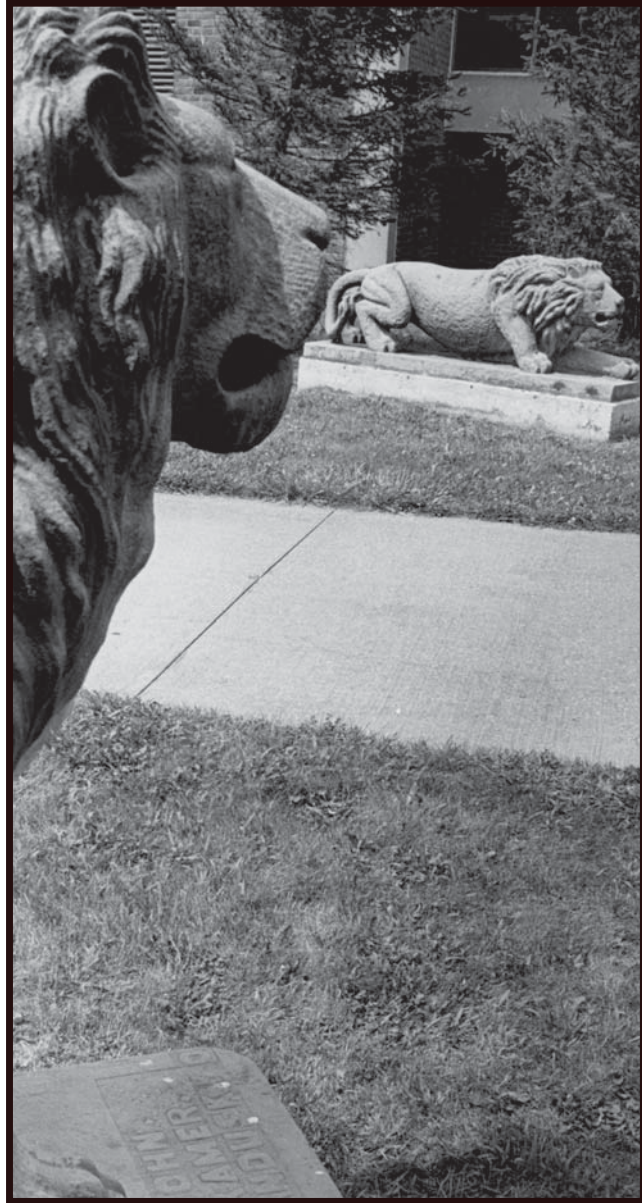
Lions of Firelands

Standing at the east entrance to the James H. McBride Arboretum, two silent sentinels gaze in the direction of the morning sun. Symbols of courage, strength and wisdom, the lions were carved by hand from Berea Limestone over a two year period. Finished in 1894, the lions are the work of John A. Kramer, a German-born immigrant sculptor and stone mason who lived and worked in nearby Sandusky, Ohio.

Much like their creator, the lion sculptures also travelled a good deal before finally finding their home in The Firelands. For several years they stood as landmarks in the yard of the Kramer family home. During the 1930's the lions were purchased by Sidney Frohman, and placed in the park of his boathouse just west of the Sandusky Yacht Club. They remained there until 1953, when the smaller, crouching lion mysteriously disappeared.

The police were alerted, the surrounding waterways dredged, and the area canvassed, but the half-ton sculpture had vanished without a trace - until nearly two years later.

As it happened, a former President of Bowling Green State University and Sandusky native, Dr. Frank J. Prout - who knew the Frohman family and had heard of the missing sculpture - was then serving as the acting President of Ohio Wesleyan University. And it was there that he recognized - under a coat of paint in front of the Sigma Alpha Epsilon fraternity house - the missing lion statue. He immediately ordered that the lion be returned. And so, in the dead of night, carrying a letter from Dr. Prout to explain themselves to the local police should they be discovered, two trucks full of young men from the Sigma Alpha Epsilon Fraternity returned the statue.

In 1966 the Frohman Foundation gave the lions to the family of the late Dr. Dean Sheldon, with the condition that - should the family relinquish ownership of Sheldon's Folly (now Sheldon Marsh State Nature Preserve) - the Lions be offered to Firelands College. In a letter marking the safe arrival and placement of the lions, Dr. James McBride noted that the lions now gaze across the courtyard at Foundation Hall where - during the very first social event ever held at the College on Sept. 18, 1968 - Charles Frohman relayed the story of The Firelands to some of the very first students to attend the College.

James H. McBride

In 1988, construction and planting began for the James H. McBride Arboretum, a more than twenty-acre site of trees, shrubs, plant collections, ponds, wetlands, walking paths, and open green space located behind the West Building on the BGSU Firelands campus. Currently under long-term development and managed by Erie MetroParks, the arboretum was named for the first dean, Dr. James H. McBride.

The arboretum is renowned for its 40 varieties of crabapple trees which bloom each May in a festival of color and fragrance. In addition to the flowering trees, the arboretum boasts a bevy of colorful flowering plants and distinctive trees, such as rare bald cypress trees and soaring sycamore trees.

Arboretum

The William J. Parker Lake, which rests at the heart of the arboretum, is surrounded by a paved walking path and bordered by numerous types of native grasses. The two sides of the lake are connected across a narrows by an arched bridge allowing visitors to feed the resident fish and water fowl.

Along the southern bank of the lake is the Deering Family Terrace, an open sitting area which extends out onto the waters of the lake. Scattered along the path surrounding the entire lake are a number of wooden benches which have been donated by area residents and friends of the arboretum, providing spectacular views of the lake and surrounding gardens. A connecting wilderness trail leads visitors back through the nearby woods, ideal for those looking for a bit more adventure in their hike. Passing through the trellised garden, visitors can follow the mile-long trail ast it winds along the edge of a small creek.

Redefining

On February 11, 1998, BGSU Firelands sponsored a Community Open Forum to get local input on a new building, then termed The University Center. Mr. George Mayer, former District President of KeyBank, served as general campaign chair. Supported by local community volunteers in Erie, Huron and Ottawa counties, the team set out on the most ambitious fund-raising campaign since the College's founding drive. By the year 2000, over $2.5 million had been raised and the project was renamed the Cedar Point Center at Firelands College, thanks to a leadership gift of $1 million from Cedar Point. The "Walk of Honor" campaign - phase two of the fund raising process - began in 2000. Its goal was to raise $200,000 for student technology in the new Cedar Point Center at BGSU Firelands.

A Campus

On Friday, September 12, 2003, BGSU Firelands recognized major donors to the Cedar Point Center with a Grand Opening Gala.

The Cedar Point Center, designed by Gordon, Collens, & Bostwick of Cleveland, hosts a variety of junior, senior and graduate courses, non-credit lifelong learning courses, as well as workshops and seminars through the Office of Educational Outreach. These learning opportunities are enhanced by the advanced technology available in this facility. Kids Dream B!G is a new series of offerings from OEO while a local Elder College Board, working in cooperation with OEO, makes a wide variety of courses and workshops available to citizens 50 and over.

A Strong Foundation

In 1969, Robert Clasen - then the Director of Student Affairs - devoted his time and efforts to making sure that students were kept abreast of campus events, student organizations, as well as resources available to them. Today, one of the newest additions to the campus, the Clasen Welcome Center, bears his name. This repurposing of space, and recommitment to the community is among a myriad of examples of how alumni, faculty, staff and student organizations at BGSU Firelands continue to reinvent and reexamine what the promise of higher education can mean for them.

Throughout the history of BGSU Firelands, the College has been a representation of the promise and possibilites which come with access to higher eduction. As the College has grown physically, this symbol of what the people of the surrounding communities in cooperation with the faculty and staff of Bowling Green State University have accomplished - and are able to accomplish - grows as well.

A Bright Future

Today BGSU Firelands, which moved from being a regional campus to a full college of BGSU in 1976, is an accredited member of the North Central Association of Colleges. As the College continues to grow, faculty and staff work to to strengthen ties to the community and expand and adapt the courses and programs offered.   Increases in enrollment, combined with a recommitment to apply best-practice thinking to student support and retention have brought new challenges and new ideas to the fore.

Student enrollment has quadrupled since the first students walked through the doors to the college in 1968. Bolstered by new and creative teaching strategies, expanding partnerships with area stakeholders and advances in technology BGSU Firelands continues to offer the community that built and continues to support the college a wide array of educational opportunities for the benefit of the Firelands region.
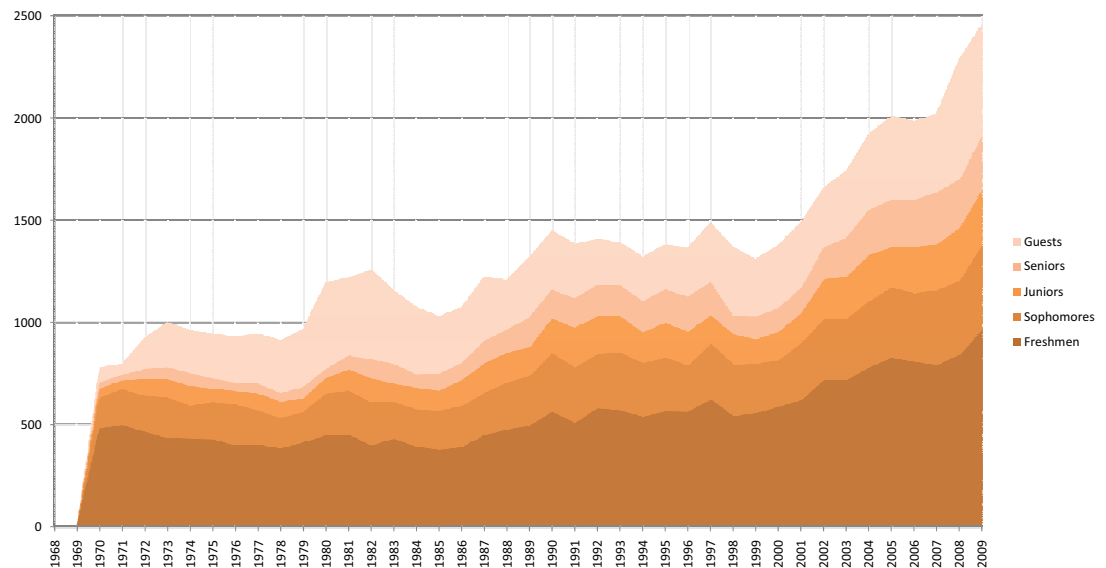
The Firelands

The history of The Firelands dates back to the Revolutionary War when Connecticut residents were given land grants in what is now Huron and Erie counties and the townships of Danbury in Ottawa county and Ruggles in Ashland county.

On May 10, 1792, in response to the appeals of Connecticut settlers whose properties had been burned and pillaged by the British (1777-1781), the General Assembly of Connecticut designated as restitution 500,000 acres of land (that belonged to the state) at the western end of the Connecticut Western Reserve. The land was divided among 1,870 people in proportion to their respective losses. This area was called the "Sufferers' Lands" or "Fire Lands" because the principal losses had been by fire.

BGSU

Bachelor's Firelands

Bachelor of

Technical and Applied Studies

The Bachelor of Technical and Applied Studies (BTAS) at BGSU Firelands is a versatile degree designed to meet a growing job market. Students strengthen communication, critical thinking and professional skills while also increasing career-specific skills in small business enterprise.

The concentration in Small Business Enterprise (SBE) is an in-depth examination of small businesses built on a foundation of continuous innovation, lean principles, asset management, labor effectiveness, promotion, social media and communication.

Request information

Schedule a visit

Apply Now

The Associate of Applied Business (AAB) will work seamlessly into the Bachelor of Technical and Applied Studies. Additionally, Associate of Science, Associate of Arts, or Associate of Technical Study degree holders are prepared for the BTAS in Small Business Enterprise (SBE).

Students spend a semester working on an applied business project. The degree is available entirely and exclusively at BGSU Firelands.

Time to complete: four semesters

Setting: Full-time, part-time, in-person, online

Prerequisite required: associate degree

Adjectives for a successful student: curious, motivated, bright, problem solver

Graduates can expect to:

Demonstrate ability to manage cash flow, labor, operations, and promotion.

Recognize elements of decision-making as related to cash flow, labor, operations, and promotion.

Show an understanding of lean principles to innovate by using qualitative and quantitative methods to support conclusions.

Understand and respond to new trends.

Bachelor of Technical and Applied Studies Program is a versatile degree designed to meet a *growing job market*

More Information

[Undergraduate catalog](#)

[More information on Accreditation](#)

[Professional Licensure Information](#)

+ Gainful Employment

Michelle Brodke

Department of Applied Sciences

mbrodke@bgsu.edu

419-372-0699

Message from the director: The BTAS Small Business online degree provides the breadth of skills needed to run a small business or work within a mid- to large-sized organization. We provide accounting, marketing, people management, process management and project management skills that enable success. Most (98%) of privately held businesses are considered small businesses by the Small Business Administration. For a great return on investment and a quick start into the world of business, the BTAS provides a flexible, cost effective, application-focused bachelor's degree.

Respiratory Care Technology

Respiratory care students practicing their skills.

Respiratory therapists (RTs) provide the hands-on care that helps people recover from a wide range of medical conditions. RTs get to know their patients, their patients' families, and have the opportunity to help them through trying times. Whenever breathing is an issue, RTs are there.

The demand for respiratory therapists has never been higher, so job stability is excellent. Continued growth in medical technology ensures the field will never get boring. The opportunity to really help people and make

a lasting and meaningful difference in the lives of others means you'll get much more out of your career than just a paycheck.

You'll find Respiratory Therapists in—

- Hospitals giving breathing treatments to people with asthma and other respiratory conditions.
- Intensive care units managing ventilators that keep the critically ill alive.
- Emergency rooms delivering life-saving treatments.
- Newborn and pediatric units helping kids with conditions ranging from premature birth to cystic fibrosis.
- Patient's homes providing regular check-ups and making sure people have what they need to stay out of the hospital.
- Sleep laboratories helping to diagnose disorders like sleep apnea.

- Skilled nursing facilities and pulmonary rehabilitation programs helping older people breath easier and get more out of life.
- Doctor's offices conducting pulmonary function tests and providing patient education.
- Asthma education programs helping kids and adults alike learn how to cope with the condition.
- Smoking cessation programs assisting those who want to kick the habit for good.
- Case management programs helping devise long-term care plans for

patients.

The BGSU Firelands Respiratory Care Associate degree program is accredited by the Commission on Accreditation for Respiratory Care (www.coarc.com). BGSU Firelands program number is 200339, the satellite program number is 300009.

📖

Program student and graduate outcomes

Read information about this program

○ Curriculum Guide

○ Undergraduate Catalog

○ Program and Clinical Policies

Apply Now! ❯

Meet the Faculty

Program
Application

Hospital/Medical
Center
Observation
Verification Form

Career
Information

Licensure
Information

Learning Outcomes

Upon completion of the associate degree, students in Respiratory Care Technology are expected to be able to:

- The ability to comprehend that body of technical information according to nationally accepted standards as being related to the role and scope of practice for the advanced respiratory care practitioner, and to utilize and apply that knowledge appropriately in the diagnostic evaluation, treatment, and management of patients;

with the role and scope of practice of the advanced respiratory care professional;

- The set of personal behaviors expected of the advanced respiratory care professional.

Accreditation and/or Program/Cluster Review

Bowling Green State University [BGSU] is accredited by the Higher Learning Commission. BGSU has been accredited by the Higher Learning Commission since 01/01/1916. The most recent reaffirmation of accreditation was received in 2012 - 2013. Questions should be directed to the **Office of Institutional Effectiveness**.

The Respiratory Care Technology program is accredited by the Commission on for Respiratory Care (CoARC) and is in good standing. For more information, click here.

Professional Licensure (If applicable)

Bowling Green State University programs leading to licensure, certification and/or endorsement, whether delivered online, face-to-face or in a blended format, satisfy the academic requirements for those

credentials set forth by the State of Ohio.

Requirements for licensure, certification and/or endorsement eligibility vary greatly from one profession to another and from state to state. The Respiratory Care Technology program requires professional licensure. For more information, click here.

Gainful Employment (If applicable)
Under the Higher Education Act Title IV disclosure requirements, an institution must provide current and prospective students with information about each of its programs that prepares students for gainful employment in a recognized occupation.

The Respiratory Care Technology program is not a recognized occupation that requires a Gainful Employment disclosure.

MEMORANDUM OF AGREEMENT
COLLEGE CREDIT PLUS
DUAL ENROLLMENT PROGRAM
BETWEEN
BOWLING GREEN STATE UNIVERSITY
AND
SCHOOL DISTRICTS

This Agreement ("Agreement") is effective as of DATE for the **2022-2023** academic year and is made by and between **Bowling Green State University,** a state-assisted institution of higher education established and existing under the laws of the State of Ohio located at 1000 E. Wooster St., Bowling Green, OH 43402, (hereinafter referred to as the "College"), and **School District,** a public school district established under the laws of the State of Ohio, (hereinafter referred to as the "District") located at **Address**. The College and the District may each be referred to herein as a "Party" and collectively as the "Parties."

RECITALS

WHEREAS, the District is a public school in the State of Ohio established pursuant to the laws of the State of Ohio to provide primary and secondary education to the children of the citizens and residents of the school district;

WHEREAS, the District, as part of its educational mission, provides college preparatory classes and coursework to its secondary students to prepare such students for application and admission to institutions of higher education;

WHEREAS, the College provides higher education classes and coursework to attain associate, baccalaureate, and advanced degrees for qualified students who meet college and statutory standards for education and/or course enrollment;

WHEREAS, the College Credit Plus program ("CCP"), established under Chapter 3365 of the Ohio Revised Code, provides that students who meet program criteria and are residents of this state may enroll at a college, and complete nonsectarian courses for high school and college credit.

WHEREAS, the District desires to enroll certain of its qualified students into courses offered by the College under the Bowling Green State University College Credit Plus Dual Enrollment Program;

WHEREAS, the College desires to accept for enrollment in its courses certain qualified students from the District who meet the requirements for participation in the College Credit Plus Dual Enrollment Program;

WHEREAS, the Parties have agreed that the payment for costs associated with District students' enrollment in the College Credit Plus Dual Enrollment Program shall be in accordance with the terms and conditions contained herein.

NOW THEREFORE, in consideration of the mutual covenants set forth herein, and intending to be legally bound thereby, the Parties agree as follows:

<u>COVENANTS</u>

1.0   RELATIONSHIP OF THE PARTIES

1.1   <u>Independent Parties.</u> At all times under this Agreement the College and the District shall be considered independent entities. Nothing contained herein, nor any course of action or failure to act, shall be construed to create a partnership, joint venture, common business association, or any other similar entity; nor shall any such action or failure to act be deemed to create an employer-employee or agent-servant relationship between the Parties.

2.0   RESPONSIBILITY OF THE COLLEGE

2.1   <u>College Courses</u>. College shall offer certain qualified non-sectarian academic courses to qualified District students who meet state and College requirements for participation in the College Credit Plus Dual Enrollment Program and are admitted to the College.

2.2   <u>Location of Courses</u>. All approved college level courses shall be taught on the campus of the District's high school at _____ (the "School"). This Agreement does not apply to students who attend courses at the College or take blended-learning or online courses offered by the College for undergraduate students.

2.3   <u>Registration</u>. College will use lists sent by the corresponding guidance office of the School to register the students in the course(s). Registration deadlines for fall and spring coincide with the College's first week of classes and must be completed by the end of the first week or 14th calendar day of the College's start of the semester unless the school counselor, principal, or superintendent of the School submits a formal request via letter or e-mail for the student(s) to be dropped or added with their rationale included. Students intending to participate in the dual-enrollment CCP courses at the School must meet all applicable deadlines, College requirements, and course requirements unless otherwise agreed upon by the College and District.

2.4   <u>Designation of College Official</u>. College shall designate and identify a college official who shall act as a liaison officer with the District and coordinator on all College Credit Plus Dual Enrollment Program issues and matters. College official will make sure all applicants meet eligibility criteria as defined by the college's website.

3.0   RESPONSIBILITY OF THE DISTRICT

3.1   <u>Designation of District Official.</u> District shall designate and identify a district official who shall act as a liaison officer with the College and coordinator on all College Credit Plus Dual Enrollment Program issues and matters. School/District official will make sure all students are aware of application requirements, process and timeline. School/District official will also work with the college official to administer or inform students of College placement testing, submit application materials such as copies of transcripts, and coordinate College orientation efforts.

3.2   <u>District Instructor Qualifications.</u>   District agrees that any School/District employee providing instruction for College Credit Plus Dual Enrollment Program courses in accordance with the terms and conditions contained herein shall hold a master's degree or higher in the discipline or course-related area in which they will teach; or hold a master's degree and completed 18 hours of graduate coursework in the discipline or course-related area in which they will teach.

The teacher credential files will be reviewed by the College's Office of Institutional Effectiveness to determine eligibility. The College shall have final approval of any instructor proposed by the District. If a teacher is found to be ineligible to teach, the College reserves the right to cancel the course.

3.3   <u>District Instructor Responsibilities.</u>   District instructors agree to attend and participate in College-organized training events that will provide necessary information relating to required use of campus computer systems and learning-management software (Canvas), course management, grade assignments, developing course syllabus, reviewing department expectations, completing University General Education (i.e., Bowling Green Perspective [BGP]) Assessments and reviewing and confirming course rosters. District Instructor agrees to adhere to the College's approved course delivery modality and will utilize the College's learning management software.

3.4   <u>Payment to the College.</u> District shall pay the College the sum of the default floor funding rate established by Ohio Revised Code 3365.07 for each student enrolled in course offerings taught by a qualified teacher from the School under the College Credit Plus Dual Enrollment Program under what the College defines as an Option 1 rating and listed in ODDEX as HI as delivery format. Default floor rates are $41.64 per credit hour but subject to change with State legislation.

District shall pay the College the sum of the default ceiling funding rate established by Ohio Revised Code 3365.07 for each student enrolled and all course offerings that are delivered on the campus of College or taken on-line via distance learning during the fall, spring, and summer semesters and listed in ODDEX as OC or OL as delivery format. Default ceiling rates are $166.55 per credit hour but subject to change with State legislation.

For the term of this Agreement, the amount due the College will be paid in accordance with the process defined by the Ohio Department of Education and the Ohio Department of Higher Education through the state's ODDEX system.

3.5   Minimum Course Enrollment. District agrees that only courses that meet the pre-determined minimum enrollment of 8 students shall qualify for onsite Dual Enrollment Program offerings under the terms of this Agreement. If the minimum is not met by the College's start of semester date, the College reserves the right to cancel the course.

3.6   Course Offerings. The College and District will agree upon set College courses to be offered at the School location specified in Section 2.2 by a qualified and credentialed instructor who meets the requirements of Section 3.2. The approved courses and instructors are listed in Appendix A.

All courses offered at the School will be over a 15-week period unless otherwise agreed upon in writing by the College and the District.

By no later than May 1st, the District will submit to the College a written list of the semesters in which each course will be delivered and the number of sections to be taught. The College may extend that deadline upon the District's written request and for good cause shown.

3.7   Textbooks. District must order and pay for all required textbooks for the course(s) listed in Appendix A. The books used in each course will be determined by the College's academic department in collaboration with the District Instructor prior to the start of the semester in which it will be utilized.

4.0   COMPLIANCE

The Parties shall perform their respective rights and responsibilities hereunder in a manner that is in full compliance with all controlling laws, rules and regulations. The Parties shall not discriminate on the basis of race, creed, color, sexual orientation, gender, age, pregnancy, disability, religion, ancestry, or on any other basis that may be prohibited by law.

5.0   NOTICES

All notices, designations and other communications contemplated under this Agreement shall be in writing and shall be either personally delivered, or transmitted by certified mail, email, wire, or other device reasonably calculated to effect delivery of documents within three (3) calendar days. All such notices shall be effective only when received by the addressee. Unless otherwise agreed to in writing by the Parties, such notices, designations, and communications shall be sent to the Parties' representatives at the addresses noted below:

College Representative:
Holly Cipriani
Associate Director, Pre-College Programs
Bowling Green State University
200 University Hall, Bowling Green, Ohio 43403
Telephone: (419) 372-1537; Email: ccplus@bgsu.edu

District Representative:
_____
_____
_____
_____

6.0 SUCCESSORS AND ASSIGNS

The Parties each bind themselves, their successors, assigns and legal representatives, to the other Party to this Agreement and to the successors, assigns and legal representatives of the other Party with respect to all terms of this Agreement. The District shall not assign or transfer any right or responsibility under this Agreement without the prior written consent of the College.

7.0 NO THIRD PARTY BENEFICIARIES

None of the provisions of this Agreement or any document contemplated hereby or referenced herein is intended to grant any right or benefit to any person or entity that is not a signatory to this Agreement.

8.0 MODIFICATIONS

This Agreement represents the entire integrated agreement between the College and the District and supersedes all prior negotiations, representations or agreements, either written or oral. No representations were made or relied upon by any Party other than those expressly set forth herein. No agent, employee, or representative of a Party is empowered to alter or modify any of the terms of this Agreement unless such alteration or modification is done in writing and signed by the signatories below, or their successors, or other authorized persons designated, in writing, by such signatories or successors.

9.0 SEVERABILITY

If any provision of this Agreement, or any covenant, obligation or agreement contained herein is determined by a court of competent jurisdiction to be invalid or unenforceable, such determination shall not affect any other provision, covenant, obligation or agreement, each of which shall be construed and enforced as if such invalid or unenforceable provision were not contained herein. Such invalidity or unenforceability shall not affect any valid and enforceable application thereof,

and each such provision, covenant, obligation or agreement, shall be deemed to be effective, operative, made, entered into or taken in the manner and to the full extent permitted by law.

10.0 WAIVERS

Any waiver by a Party to any term or condition of this Agreement by the other Party shall not affect or impair the waiving Party's right with respect to any subsequent act or omission of the same type, nor shall it be deemed to waive any other right under this Agreement; nor shall any delay or omission of a Party to exercise any right arising under this Agreement affect or impair such Party's rights as to the same or any future delay or omission; nor shall the failure of a Party to this Agreement to require or exact full and complete compliance with any one or more of the provisions of this Agreement be construed as in any manner changing such provision or provisions.

11.0 TERM OF AGREEMENT

This Agreement shall remain in full force and effect for a period of one (1) year from the effective date. Notwithstanding the provisions of the previous sentence, either Party may terminate this Agreement pursuant to Section 12.0. This Agreement may be renewed for additional one-year terms upon the execution of a Memorandum of Extension signed by the Parties within thirty (30) days of the expiration of the then-current term.

12.0 TERMINATION

12.1 Grounds for Termination. Subject to the provisions of Paragraph 12.2 this Agreement shall be deemed terminated in its entirety upon the occurrence of any one or more of the following events:

(a) a material breach of a term or condition of this Agreement, if the non-breaching party so elects;

(b) at the expiration of the term or a renewal term as described in Paragraph 11.0; or

(c) upon the provision of thirty (30) days prior written notice by one Party to the other; provided, however, that each registered District student will be allowed to complete the Dual Enrollment Program course(s) in which they are then enrolled.

12.2 Surviving Provisions. The provisions of Paragraph 14.0 (GOVERNING LAW; DISPUTE RESOLUTION) shall survive any termination of the Agreement based upon Section 12.1 above.

13.0 RESPONSIBILITY

Neither Party to this Agreement shall be responsible for any obligation or liability incurred or assumed by the other Party or its employees, affiliates, or other representatives, and each Party shall be responsible for its own acts or omissions and those of its employees, affiliates, or other representatives and nothing contained herein is intended to shift such responsibility from one Party to the other.

14.0 GOVERNING LAW; DISPUTE RESOLUTION

14.1 Ohio Law. This Agreement shall be interpreted, controlled, and enforced in accordance with the substantive laws of Ohio. District acknowledges that the College, as part of Bowling Green State University, is an instrumentality of the State of Ohio.

14.2 Disputes. Prior to commencing any litigation by one Party against the other over a disputed matter, the Parties agree that they will meet in good faith for the purpose of seeking an amicable resolution. In the event that such meeting does not result in a resolution of the dispute, both Parties hereby agree to participate in mediation of the dispute, with a mediator mutually selected by them. Only if there is a failure to mutually agree on a mediator, or if such mediation reaches an impasse, may one Party seek judicial enforcement of this Agreement against the other Party.

15.0 CAPTIONS

The captions or headings in this Agreement are for convenience only and in no way define, limit or describe the scope or intent of any provisions, paragraphs or sections hereof.

16.0 FERPA

The Parties acknowledge that many student educational records are protected by the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99). The Parties agree to abide by and comply with FERPA.

IN WITNESS THEREOF, the parties have executed this Agreement as of the date appearing beneath their respective signatures below.

BOWLING GREEN STATE UNIVERSITY   **DISTRICT**

By: Dr. Joe B. Whitehead, Jr.   By: _____

Title: Provost & VP Academic & Student Affairs   Title: _____

Email: jwhitehead@bgsu.edu   Email: _____

Class	Instructor	Delivery Method	Credit Hours	Notes
ART 1010—Introduction to Art	FIRST& LAST NAME	HI/CI	3	**BGP**: Humanities and Arts
BA 1020—Introduction to Business	FIRST& LAST NAME	HI/CI	3	-Elective credit -Can count as introductory course (replacing BA 1500) for a business major at BGSU if BA 1510 (1 credit hour course) is completed as an Undergraduate student
BIOL 1010—Environment of Life	FIRST& LAST NAME	HI/CI	3	-Not accepted towards biology major or minor -**BGP:** Natural Science
BIOL 1040—Introduction to Biology	FIRST& LAST NAME	HI/CI	4	-Not accepted towards biology major or minor -**BGP:** Natural Science/lab
BIOL 1080—Life in the Sea	FIRST& LAST NAME	HI/CI	3	-**BGP**: Natural Science
CHEM 1000—Introduction to Chemistry	FIRST& LAST NAME	HI/CI	3	-Not counted towards chemistry major or minor -**BGP**: Natural Science
CHEM 1230—General Chemistry I	FIRST& LAST NAME	HI/CI	4	-Course Pre-requisite: • Completion of College Algebra or higher, OR • Math Placement score of 41 or higher -Co-requisite: CHEM 1240 Lab

				-Completion of high school chemistry prior to enrolling is recommended -**BGP:** Natural Science
CHEM 1240— General Chemistry II	FIRST& LAST NAME	HI/CI	1	-Co-requisite: CHEM 1230 -**BGP:** Natural Science
COMM 1020— Introduction to Public Speaking	FIRST& LAST NAME	HI/CI	3	-**BGP**: English Composition and Oral Communication
CS 1000— Understanding Computers	FIRST& LAST NAME	HI/CI	3	-Not accepted towards major in computer science -Elective course
ECON 2000— Introduction to Economics	FIRST& LAST NAME	HI/CI	3	-**BGP**: Social & Behavioral Science
ENG 1500— Literature and Culture	FIRST& LAST NAME	HI/CI	3	Pre-Requisite: • Completion of WRIT 1110 (or transfer equivalent) -**BGP**: Humanities & Arts
ENG 2010— Introduction to Literature	FIRST& LAST NAME	HI/CI	3	-**BGP**: Humanities & Arts
FIN 2000— Personal Finance	FIRST& LAST NAME	HI/CI	3	Elective Course
ENG 2620— World Literature from 1700 to present	FIRST& LAST NAME	HI/CI	3	-**BGP**: Humanities & Arts and International Perspective

HIST 1510—World Civilizations	FIRST& LAST NAME	HI/CI	3	**-BGP:** Social & Behavioral Science and International Perspective
HIST 1520—Modern World	FIRST& LAST NAME	HI/CI	3	**-BGP:** Social & Behavioral Science and International Perspective
HIST 2050—Early America	FIRST& LAST NAME	HI/CI	3	**-BGP:** Social & Behavioral Science and Cultural Diversity in the U.S.
HIST 2060—Modern America	FIRST& LAST NAME	HI/CI	3	**-BGP:** Social & Behavioral Science
LANG 2010—Intermediate World Language I	FIRST& LAST NAME	HI/CI	3	-Placement required: • Successful completion for LANG 1020 (or transfer equivalent), OR • Satisfactory placement on BGSU's online world languages placement test **-BGP:** Humanities & Arts and International Perspective
LANG 2020—Intermediate World Language II	FIRST& LAST NAME	HI/CI	3	-Placement required: • Successful completion of LANG 2010 (or transfer equivalent), OR • Satisfactory placement on BGSU's online world languages placement test **-BGP:** Humanities & Arts and International Perspective
LANG 3170—LANG Language &	FIRST& LAST NAME	HI/CI	3	-Placement required: Successful completion of LANG 2020 (or transfer equivalent)

Culture in Context I				
MATH 1150— Introduction to Statistics	FIRST& LAST NAME	HI/CI	3	No pre-requisite—2 years of high school algebra and 1 year of high school geometry highly recommended -**BGP**: Quantitative Literacy
MATH 1220— College Algebra	FIRST& LAST NAME	HI/CI	4	No pre-requisite—2 years of high school algebra and 1 year of high school geometry highly recommended -**BGP**: Quantitative Literacy
MATH 1280— Pre-calculus Mathematics	FIRST& LAST NAME	HI/CI	5	Pre-Requisite: • Completion of MATH 1220 (or transfer equivalent), OR • Satisfactory placement on BGSU math placement test, OR • Satisfactory placement via cumulative HS GPA and ACT math score or SAT math score -**BGP**: Quantitative Literacy
MATH 1340— Calculus and Analytic Geometry 1A	FIRST& LAST NAME	HI/CI	3	Pre-Requisite: • Completion of MATH 1280 (or transfer equivalent), OR • Satisfactory placement on BGSU math placement test, OR • Satisfactory placement via cumulative HS GPA and

				ACT math score or SAT math score -**BGP**: Quantitative Literacy
MATH 1350—Calculus and Analytic Geometry 1B	FIRST& LAST NAME	HI/CI	3	Pre-Requisite: • Completion of MATH 1340 -**BGP**: Quantitative Literacy
MATH 1310—Calculus and Analytic Geometry	FIRST& LAST NAME	HI/CI	5	Pre-Requisite: • Completion of MATH 1280 (or transfer equivalent), OR • Satisfactory placement on BGSU math placement test, OR • Satisfactory placement via cumulative HS GPA and ACT math score or SAT math score -**BGP**: Quantitative Literacy
PHYS 1010—Basic Physics	FIRST& LAST NAME	HI/CI	3	-Not accepted for physics majors and minors -**BGP**: Natural Science/lab
PHYS 2010—College Physics I	FIRST& LAST NAME	HI/CI	5	TBD -**BGP**: Natural Science/lab
POLS 1100—American Government: Process and Structure	FIRST& LAST NAME	HI/CI	3	-**BGP:** Social & Behavioral Science
PSYC 1010—General Psychology	FIRST& LAST NAME	HI/CI	4	-**BGP:** Social & Behavioral Science

SOC 1010— Principles of Sociology	FIRST& LAST NAME	HI/CI	3	**-BGP:** Social & Behavioral Science
UNIV 1310— Career and Life Planning	FIRST& LAST NAME	HI/CI	2	-Elective course
WRIT 1110— Seminar in Academic Writing	FIRST& LAST NAME	HI/CI	3	-Class maximum of 25 students -Placement required: • Completion of online BGSU Writing Placement Essay issued by the University Writing Program Department and satisfactory placement -Instructors must assign four major writing projects of 5000 words and an e-portfolio -Instructors must complete mid-term and end-of semester grades (A/B/C/NC) **-BGP:** English Composition and Oral Communication
WRIT 1120— Seminar in Research Writing	FIRST& LAST NAME	HI/CI	3	-Class maximum of 25 students -Placement required: • Completion of online BGSU Writing Placement Essay issued by the University Writing Program Department and satisfactory placement, or • Prior credit in WRIT 1110 (or equivalent through approved transfer credit or satisfactory AP score)

				-Instructors must complete mid-term and end-of semester grades (A/B/C/NC) **-BGP:** English Composition and Oral Communication

Criterion/Core Component: 3.D.2.
Evidence: Pathway Program
URL: https://www.bgsu.edu/pathway
Retrieved: 04/23/2022

BOWLING GREEN STATE UNIVERSITY

BGSU. Office of **Admissions**

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Office of Admissions

200 University Hall
Bowling Green State University
Bowling Green, OH 43403-0085

Hours: Monday-Friday, 8 AM to 5 PM

Phone: 419-372-2478
Fax: 419-372-6955

choosebgsu@bgsu.edu

Pathway Program

Bowling Green State University / Admissions / Pathway Program

BGSU's Pathway Program is a one-year program that offers a pathway to attending BGSU to select students who may not meet typical admission criteria.

Pathway admission is selective, based on the review of a complete BGSU Main Campus application for admission. Students cannot apply directly to the program. Limited space in the program is filled on a first-come, first-served basis.

Students who accept the invitation to attend BGSU through the Pathway Program will have access to BGSU's full range of student services, facilities and involvement opportunities.

Learn More About Your Pathway to Success

Program Benefits	Program FAQs	Contact Admissions

Key Program Facts

Classes taught on the Bowling Green, OH campus	Live & dine in on-campus residence & dining halls	Earn credits that fulfill graduation requirements	Access to all campus services & facilities

Admitted to Pathway?

If you've been offered admission to Pathway, **congratulations!** Be sure to visit our **Next Steps** page to ensure a smooth transition to BGSU & contact us if you have questions along the way.

Next Steps

Contact Admissions

Criterion/Core Component: 3.D.2.
Evidence: Pathway Program
URL: https://www.bgsu.edu/pathway
Retrieved: 04/23/2022

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Fax: 419-372-6955
choosebgsu@bgsu.edu

Pathway Program Benefits

Bowling Green State University / Admissions / Pathway Program / Pathway Program Benefits

BGSU's Pathway Program offers many key benefits that assist students in making a successful transition from high school to the university setting.

During their first year, students in the program take classes on BGSU's Main Campus in Bowling Green, Ohio. Students have access to all support services, campus facilities and student involvement opportunities offered at BGSU and will have additional meetings with their academic advisor to ensure their continued success. Upon successful completion of all requirements listed in the program agreement, students become BGSU Main Campus students, can formally declare their BGSU major and continue toward graduation.

Benefits that guide your path to success

× BGSU Main Campus opportunities at the lower tuition rate

Students in the Pathway Program are charged a reduced tuition rate while in the program. However, students take all classes on BGSU's Main Campus in Bowling Green, Ohio, and have access to all student support services, campus facilities and student involvement opportunities that any other BGSU student would. This includes living/dining on campus, accessing the BGSU Student Recreation Center, utilizing the University Libraries and Learning Commons, attending BGSU Falcons athletic events, joining student clubs and organizations and much more.

First Year Fee Structure

Ohio Resident:	*Non-Ohio Resident:*
Tuition: $5,500.80	Tuition: $13,036.80
Room: $5,730	Room: $5,730
Bronze meal plan: $3,438	Bronze meal plan: $3,438
Total for fall & spring semesters: $14,668.80	**Total** for fall & spring semesters: $22,204.80

Second Year and Beyond Fee Structure*

Ohio Resident:	*Non-Ohio Resident:*
Tuition: $11,220	Tuition: $11,220
Room: $5,730	Room: $5,730
Bronze meal plan: $3,438	Bronze meal plan: $3,438
Total for fall & spring semesters: $20,388	Nonresident fee: $7,988.40
	Total for fall & spring semesters: $28,376.40

Full details on the Pathway undergraduate tuition rate and general fees can be found by clicking the **Tuition and Fees** link on the **Office of the Bursar** webpage.

*Upon successful completion of the program requirements (after the first year) students become Main Campus students and are charged the Main Campus undergraduate tuition and general fee rates.

× Bridge experience classes in a cohort-based environment

Bridge experience classes help students better prepare for the rigors of college-level work, locate and utilize available campus resources to succeed academically, and provide guidance on making a successful personal and social transition to college life. This is accomplished through a cohort-based learning model where students are able to build academic and personal relationships with other students they will interact with on a regular basis.

In **UNIV 1000**, students expand written and oral communication skills, explore time/stress management & study techniques, develop interpersonal relationships, and discuss personal strengths & weaknesses to help ease the transition from high school to BGSU.

× Strong academic advising connections

We all need a little help from time to time and your Pathway advisor is always there to make sure you are succeeding academically, personally, and socially. Whether through text message or email, by phone, or in person, your advisor is happy to offer a listening ear and provide recommendations about campus or community resources that will help you continue on your pathway to success. Advising appointments are required for all students in the program and are cited as one of the benefits that former students have enjoyed the most.

× Classes that fulfill graduation requirements

While your bridge experience classes count as elective credits, the majority of your classes will count toward graduation requirements. Classes such as college composition, mathematics, history/social sciences, biological sciences, and more are available and can fulfill BG Perspective (general education) requirements. Your academic advisor will work with you each semester to schedule classes that fit into your academic interests so that when you successfully complete the program you are ready to continue on your pathway to graduation.

Please visit the Pathway FAQs page for additional information.

?

Program FAQs

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choosebgsu@bgsu.edu

Pathway Program FAQs

Bowling Green State University / Admissions / Pathway Program / Pathway Program FAQs

Application Questions

× How can I apply to the Pathway Program?

Students cannot apply directly to the program. Due to the limited space in the program students who qualify will be offered admission after submitting a complete application for admission. Students are considered for the program based on a complete review of their application and supporting credentials such as high school curriculum/grades, ACT/SAT results, essays, involvement, etc., and their potential for success at BGSU.

Students must **submit an application** to BGSU's Main Campus in Bowling Green, OH to be considered for this program.

× Is there a separate application deadline or fee?

No, the standard application deadlines and fees apply. However, space in the program is limited, students are encouraged to apply early.

Academic Questions

× Am I able to declare my major while in the program?

Students in the Pathway program are not able to declare a major during the first year. However, the general education classes students take in the program will apply to nearly all general education requirements for all majors at BGSU.

After successfully completing the program and advancing to their sophomore year, students will be able to declare their BGSU major.

× Do classes count toward graduation requirements?

Students will take one college readiness/success course that prepares them for collegiate academic expectations, introduces them to available campus resources and helps promote good study skills. These courses count as elective credit, but other general education classes students enroll in will count toward graduation requirements.

× What classes will I take?

Students in the Pathway Program can expect to take classes similar to those listed below during their two semesters in the program. Course selection is planned before each semester begins with the student's academic advisor. A typical schedule is outlined below but can vary based on each student's individual situation.

First Semester (August-December)

1. University Success Course

2. Science Course

3. Writing Course (determined by writing placement exam)

4. Mathematics Course (determined by math placement exam)

Second Semester (January-May)

1. Academic Writing Course

2. Mathematics Course

3. History Course

4. English Literature Course

5. Intended Major Course

× Can I still graduate in four years?

This ultimately depends on the chosen major but usually, the answer is yes.

Each major has its own requirements for degree completion and some majors require the completion of more credit hours than others. Pathway advisors have conversations with the students up front about their desired major and how much work will be required to finish in four years. Advisors will also discuss options to help students complete degree requirements in a timely manner, such as taking summer classes.

× What if I have earned college credit while in high school?

Students who have earned college credit while in high school (College Credit Plus, dual enrollment, post-secondary enrollment options, etc.) will not be required to take a course they have already successfully passed. Academic advisors will work with students on an individual basis to determine alternative coursework and help create their class schedule each semester.

If you have earned college credit from another institution while still enrolled in high school, you must send an official transcript from each college/university to have the credit evaluated and applied to your student record. BGSU cannot accept or award college credit listed on a high school transcript or a transcript other than the credit-granting institution.

× What is the average class size?

Students take Pathway courses as a cohort of about 25 students. This allows ample opportunity to interact with professors and fellow students and form lasting relationships both in and out of the classroom.

× Who teaches the classes and are they available to assist students?

BGSU professors teach Pathway courses, and both professors and advisors will have office hours for students to receive assistance, guidance, and build relationships with. Students are also able to reach out to professors and advisors through other communication channels they choose to utilize, such as email, phone, text, etc.

× Where can I turn if I need assistance?

Students have full access to the wide variety of BGSU academic, personal, and social services including but not limited to:

- The Learning Commons
- Jerome Library
- Falcon Health Center
- Counseling Center
- Academic Advising
- Professor Office Hours
- Accessibility Services
- Student Financial Aid
- Career Center

Student Life Questions

× Can I commute to BGSU?

Yes. Students who live within a 50-mile radius of BGSU's main campus can commute; they are not required to live on campus.

× Am I able to live on campus?

Yes, Pathway students can also live on campus! This ensures they can easily access all academic, personal and social offerings of BGSU's Main Campus in Bowling Green, Ohio. The Office of Residence Life has additional details about housing options.

Students who live more than 50 miles away from BGSU's main campus are required to live in a residence hall.

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× Do I have to purchase a meal plan?

All students who live in BGSU residence halls must purchase a meal plan. Meal plans allow students the flexibility of eating at a variety of dining establishments at times that are convenient for them. BGSU dining staff will work with students who have special dietary needs due to dietary, medical, religious, or personal reasons. Vegetarian, gluten-free, and vegan options are available across the campus' dining facilities. **BGSU Dining Services** provides additional details about meal plans, dining facilities, and menus.

× Can I participate in student organizations?

Students in the program are able to participate in student organizations, but should first consult with their advisor to ensure they are devoting adequate time to their academic responsibilities. Advisors may limit involvement if they feel the student's academic progress would be hindered.

× Will I have access to campus services and facilities?

Absolutely! Students in the Pathway Program will have access to all the same facilities, services, and extra-curricular opportunities of any other Main Campus student. This includes BGSU Falcon athletic events, the Student Recreation Center, Jerome Library, the Falcon Health Center, the Career Center and more.

× Can I have a car on campus?

Yes. All BGSU students must purchase a parking permit through **Parking Services** if they choose to have a car on campus.

Financial Aid & Cost Questions

× What are the costs associated with Pathway?

While in the Pathway Program, students study on the BGSU Main Campus in Bowling Green, OH but pay a reduced tuition rate for the first year.

First Year

Ohio Residents -
 Tuition: $6,899.76
Room: $6,050
Bronze meal plan: $3,612

Total for fall and spring semesters: $16,561.76

Non-Ohio Residents -
Tuition:$14,888.16
Room: $6,050
Bronze Meal Plan: $3,612

Total for fall and spring semesters: $24,550.16

Second Year: Main Campus Tuition and Fees

× Am I eligible for financial aid?

Students admitted to Pathway would not qualify for academic scholarships offered by the BGSU Office of Admissions such as the University Freshman Academic Scholarship or the BG Success Scholarship. If students are awarded scholarships from outside sources, such as community organizations, they should consult with the scholarship administrator to determine how to send proof of this award to the BGSU Student Financial Aid to have the award applied to their bursar bill.

Students may qualify for other types of aid including loans, grants, federal work-study, etc. Eligibility for some types of aid is based on the submission of a **Free Application for Federal Student Aid (FAFSA)**. Please contact the **Office of Student Financial Aid** for further information.

× Does admission to the program affect FAFSA submission?

No. Students/parents can fill out the **Free Application for Federal Student Aid (FAFSA)** as they normally would, using BGSU's School Code **003018**.

Voting Members:

Dean

Associate Dean(s)

Chair of the Faculty

Faculty Secretary

Department Chairs

Faculty Senate Representative who is on the Senate Executive Committee

Faculty Representative to Undergraduate Council

3 faculty members at-large, one from each department

1 representative from the adjunct (part-time) faculty, as selected by that body

1 representative from the administrative staff, as selected by that body

1 representative from the classified staff, as selected by that body

1 representative from the recognized student organization

1 representative from Pathway faculty

(If Pathway faculty do not have a representative, they can

choose one of the 3 faculty members at-large to act as their

liaison.)

Number of Voting Members

Each department shall have at least 2 persons on the Council, including the department chair.

If the above membership of the Council numbers fewer than 14 persons, additional faculty members-at-large shall be elected by the faculty.

No member may serve in more than two roles on the Council.

Policy

Serves as a committee of the College with the authority to act on its behalf on matters pertaining to academic policy, the maintenance of a scholarly environment, and any campus or non-academic matters.

Oversees the development and approval of academic policy within the College when such policy is initiated by committees of the College.

Serves in an advisory capacity to the Dean on all other pertinent matters.

Participates in the evaluation of the Dean.

<u>Meetings</u>

Shall be held at least once a month during the academic year.

Shall be conducted according to *Robert's Rules of Order,* with disputes handled by the Parliamentarian who will be appointed by the faculty chair from among the members of the College Council.

Shall have its minutes distributed electronically to college faculty and staff within 10 class days of its meetings.

References
Academic Charter
Article IX, Section D   *Councils and Committees of an Undergraduate College*

MEMBERSHIP

Elected for 3 year staggered terms:

1 representative from each department—one of whom will chair the committee

Elected for 1 year terms:

1 representative from classified staff
1 representative from administrative staff
1 representative from the adjunct faculty

Ex-officio member: Faculty Ombudsperson

Ineligible for membership:

Dean
Associate Dean(s)
Assistant Dean(s)
Department Chairs
Administrative Directors

POLICY

The activities of the Workplace Culture Committee may include:

- Fostering a cooperative working environment at Firelands.

- Providing a forum for referring conflicts and/or concerns to the appropriate resource(s).

- Developing and implementing a process for recognizing employee excellence at Firelands.

- Determining yearly priorities for enhancing workplace culture. Priority designation should be informed by input from faculty and staff constituencies.

- Recommending seminars and training sessions directed toward the improvement of employee well-being at Firelands, as needed.

PURPOSE
Describes policy pertaining to the Budget Committee's role in soliciting operating and personnel budget requests through the various departments and divisions of the college.

Voting Members

Election of all representatives shall occur in April. Terms begin following spring commencement.

Members by position:
Associate Dean for Academic and Student Affairs
Department Chairs
Director, Budget and Operations
Director, Admissions and Financial Aid
Strategic Planning Coordinator (as appointed by the Dean)
Chair elected from among faculty members

Representatives:
One elected representative from each department for a two year term
Elected representative from Classified Staff
Elected representative from Administrative Staff

Non-voting Members

Members by position:

Director, Firelands College Library

POLICY
The committee shall play an appropriate role in the university budgeting process, including long-range financial planning and recommendation of the annual budget to the Dean.

The budget committee serves in an advisory capacity to the Dean.

The budget committee is responsible for the examination of both the personnel and operating budgets as submitted by the various budget managers.

As BGSU Firelands uses a budget process independent of the BGSU main campus, the budget committee must examine all revenue streams available to the college and make carefully considered forecasts based on those revenue streams.

Recommends short term priorities and long-term goals for personnel requests.

When called upon, makes recommendations to the Dean on priorities within the personnel and operating budgets.

From:	Stephanie Mora Walls
Sent:	Monday, November 28, 2016 4:55 PM
To:	Karen Page Osterling
Subject:	FC5111 revision
Attachments:	FC 5111 Budget Com 2016.docx

Karen,

Would you please submit the attached revised governance document to Andy for his approval?

Thanks,

[signature: Stephanie]

Stephanie M. Walls, PhD
Associate Professor of Political Science
Firelands College Faculty Chair
Firelands Student Government Advisor

Bowling Green State University—Firelands
Department of Natural and Social Sciences
316A George Mylander Hall
Huron, OH 44839
(419) 372-0636
smwalls@bgsu.edu
BGSU.Firelands

INFORMATION TECHNOLOGY COMMITTEE

MEMBERSHIP
ALL MEMBERS OTHER THAN STUDENT GOVERNMENT REPRESENTATIVE SHALL HAVE VOTING PRIVILEGES.

Elected Members

Two representatives from each department (2-year terms, staggered) One representative from classified staff
One representative from administrative staff
One student government representative (Non-voting)
1 representative from Pathway faculty
(If Pathway faculty do not have a representative, they can choose one of the 6 faculty members to act as their liaison.)

Chair elected from among faculty members Permanent Members:
Audio Visual Services Specialist
Director of the Office of Technology Support Services

Purpose
This committee is advisory to the Dean.

Assist in the development of College priorities in the strategic planning for information technology initiatives.

Recommend new/or improved technology services and target training needs.

Target information discussions regarding the utilization of technology within pedagogy.

Target information discussions regarding university policy, budget, and utilization of technology (non-pedagogy).

Procedure

Chair: Convey recommendations to appropriate party. All policy recommendations will be conveyed to College Council through the faculty chair.

Committee: Advise on the development of policies regarding the integration of technology in the learning environment.

Provide a forum in which students and faculty can discuss concerns related to information technology in the classroom setting.

Consult with the administration regarding the ongoing review and development of operating policies and procedures related to services

for end-users in order to assure that these support the University goals while effectively addressing the ethical and responsible use of the University's electronic resources.

Review the annual budget proposals of Information Technology Services before they are submitted to BGSU Firelands Budget Committee.

BGSU Firelands Governance Document Policy	Administrative Committees	Capital Improvements Advisory Committee
Approved by:	Date Approved 3/6/2020	FC 5411

PURPOSE

Describes policy pertaining to the Capital Improvements Advisory Committee's role in identifying, reviewing, prioritizing, and recommending capital improvement projects and project requests through the various departments and divisions of the college.

<u>Voting Members</u>

Election of all representatives shall occur no later than spring semester each year. Terms begin the following academic year.

Members by position:
Director, Budget and Operations
Director, Technology Support Services

Representatives:
One elected representative from each academic department for a two-year term
Two elected representatives from Classified Staff for a two-year term
One elected representative from Administrative Staff for a two-year term

POLICY

The committee shall play an appropriate role in advising the Dean on matters pertaining to capital improvement projects and facilities utilization.

The committee serves in an advisory capacity to the Dean.

Makes recommendations to the Dean on short term priorities and long-term goals for capital improvement projects.

DocuSigned by:

Approved by: ___Andrew James Kurtz___
6D76E341ACE6402...

DocuSigned by:
Andrew James Kurtz
6D76E341ACE6402...

Purpose
Establishes the Diversity and Belonging Council at Firelands college and its role within the University's Diversity and Belonging Council.

Voting Members

Election of all representatives shall occur in April. Terms begin following spring commencement.

Members by position:
Coordinator, Student Engagement, Diversity and Inclusion

Representatives:
One elected representative from each department for a two-year term
Elected representative from Classified Staff
Elected representative from Administrative Staff
Appointed representative from Student Government
Appointed representative at large (employee, student, or community member) by the Student Engagement Coordinator
If Pathway faculty do not have a representative, they can choose one of the 3 faculty members to act as their liaison.

Non-voting Members

Members by position:
None

Policy

The council shall play an appropriate role in the university's work to advance diversity, inclusion, and belonging at BGSU Firelands, including long-term strategic planning.

The BGSU Firelands diversity and belonging council serves in an advisory capacity to the Dean and liaise with the University diversity and belonging council.

The council is responsible for the examination of the college's diversity, inclusion and belonging goals and initiatives, such as:

 assisting with the University's goals to recruit and hire more faculty and staff of color and other minoritized groups,
 enhancing and informing practices to achieve the University's goals to retain students, faculty and staff of color and other minoritized groups.

The council will assess these efforts and report out to the Dean and campus community.

When called upon, makes recommendations to the Dean on priorities within diversity and inclusion initiatives.

BGSU Tested Experience Faculty Qualification Form Process

1. Click on link below to initiate Bowling Green State University (BGSU) tested experience faculty qualification process or copy and paste into Google Chrome: https://services.bgsu.edu/FalconForms/sec/falconforms.htm?falconFormId=120

2. Enter BGSU SSO Username and Password

3. Enter first name and last name of the College Dean/Associate Dean. Click on name to populate the fields. Click on "Create" to start workflow process. *Note: An email will be sent to the Department Chair or School Director initiating the workflow.*

4. *Department Chair or School Director* will check their BGSU Outlook for an email from BGSU Institutional Effectiveness. Open email and click on **BGSU Tested Experience Faculty Qualification Form** or **Review and Sign**.

5. Sign into AdobeSign using your BGSU email address and click "Continue".

6. Enter your SSO Username and Password to sign-in and access the BGSU Tested Experience Faculty Qualification Form.

7. Complete the BGSU Tested Experience Faculty Qualification Form, attach supporting documentation, review and sign. *Note: Completed/signed forms will be routed to the college Dean/Associate Dean for review and signature, then to the Provost/SVP for Academic & Student Affairs for review and signature.*

8. Office of Institutional Effectiveness staff member will assign CIP code(s) and sign. *Note: An email with the completed BGSU Tested Experience Faculty Qualification Form will be automatically sent to all parties listed on the agreement.*

https://www.firelands.bgsu.edu/about/faculty-directory.html
Retrieved June 6, 2022

BGSU.Firelands

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Name	Title	Dept.	Office No.	Phone	E-Mail
Mr. Martin S. Anderson	Lecturer & Director of CST Program	AS	324D GMH	(419)372-0861	martya@bgsu.edu
Ms. Megan C. Ashker	Lecturer, Respiratory Care Technology	AS	324E GMH	(419)372-0637	megancd@bgsu.edu
Dr. Theodore R. Bach	Associate Professor, Philosophy	HUM	316J GMH	(419)372-0937	tbach@bgsu.edu
Ms. Cynthia M. Bailey	Lecturer, Allied Health	AS	316L GMH	(419)372-0939	cbailey@bgsu.edu
Ms. Karen S. Black	Associate Teaching Professor, Visual Communication Technology	AS	316H GMH	(419)372-0941	kheebsh@bgsu.edu
Dr. Michelle H. Brodke	Professor, Business Management	AS	300E GMH	(419)372-0699	mbrodke@bgsu.edu
Dr. Jolene K. Buehrer	Teaching Professor and Department Chair Humanities	HUM	300D GMH	(419)372-0663	joleneb@bgsu.edu
Mr. Kyle Closen	Director, Clark Inclusive Scholars Program	HUM	300F GMH	(419)372-0613	kclosen@bgsu.edu
Dr. Katharine K. Dailey	Associate Dean; Associate Professor, English & Women's Studies	HUM	112 FH	(419)372-0623	kdailey@bgsu.edu
Dr. Dilum P. De	Assistant Professor, Mathematics	NSS	316f GMH	(419)372-	dilumd@bgsu.edu

Silva				0679	
Ms. Julie Didelot	Teaching Professor, Sociology	NSS	311B GMH	(419)372-0603	didelot@bgsu.edu
Dr. Christopher D. Fluckinger	Associate Teaching Professor, Psychology	NSS	320A GMH	(419)372-0656	cdfluck@bgsu.edu
Dr. Tasha M. Ford	Assistant Clinical Professor, Social Work	NSS	320f GMH	(419)372-0938	tashaf@bgsu.edu
Dr. Christine A. Genovese	Associate Professor, Biology	NSS	300C GMH	(419)372-0674	chrisag@bgsu.edu
Mr. Hossein Gharanfoli	Associate Teaching Professor, Respiratory Care Technology	AS	321A GMH	(419)372-0641	hgharan@bgsu.edu
Ms. June Haynes	Assistant Teaching Professor, Coordinator of the Inclusive Early Childhood Program	HUM	324F GMH	(419)372-0868	jsouthw@bgsu.edu
Ms. Cheryl Helmke	Assistant Clinical Professor, Clinical Coordinator, Diagnostic Medical Sonography	AS	316E GMH	(419)372-0857	chelmke@bgsu.edu
Ms. Megan Hodgkiss	Assistant Teaching Professor, Biology, Anatomy & Physiology	AS	316A GMH	(419)372-0865	mlovato@bgsu.edu
Mr. William J. Huepenbecker	Teaching Professor, Mathematics	NSS	318A GMH	(419)372-0856	bhuepen@bgsu.edu
Dr. Timothy J. Jurkovac	Associate Professor, Sociology	NSS	301 GMH	(419)372-0661	tjohnj@bgsu.edu
Dr. Jacqueline A. Justice	Associate Professor, English	HUM	321 GMH	(419)372-0616	jjustic@bgsu.edu
Dr. Michael A. Kimaid	Professor, History	NSS	307 GMH	(419)372-0790	mkimaid@bgsu.edu
Dr. Elsy T.Kizhakethalackal	Department Chair, Applied Sciences Department Associate Professor, Economics	AS	320 D GMH	(419)372-0608	ekizhak@bgsu.edu
Dr. Andrew J. Kurtz	Dean / Associate Professor, English	HUM	112 FH	(419)372-0623	kurtz@bgsu.edu

Ms. Sue Ellen McComas	Associate Professor, Communication	HUM	320C GMH	(419)372-0867	suemcco@bgsu.edu
Ms. Tracy McGinley	Taching Professor, Criminal Justice Program	NSS	300A GMH	(419)372-0692	tracygm@bgsu.edu
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Dr. Cynthia L. Miglietti	Professor, Accounting, Coordinator of Business Management Technology	AS	329A GMH	(419)372-0684	cmiglie@bgsu.edu
Mr. Bruce Mollison	Laboratory Technician, Chemistry	NSS	312B GMH	(419)372-0660	brucewm@bgsu.edu
Ms. Hope Moon	Program Coordinator, LCCC Nursing Program	AS	217 GMH	(419)372-0690	moonh@bgsu.edu
Mr. John C. Moor	Teaching Professor, English & Journalism	HUM	311A GMH	(419)372-0647	jcm@nwohio.com
Dr. Christopher J. Mruk	Professor, Psychology	NSS	303 GMH	(419)372-0612	cmruk@bgsu.edu
Dr. Subhalakshmi Nagarajan	Associate Teaching Professor, Chemistry	NSS	320b GMH	(419)372-0646	nsubhal@bgsu.edu
Ms. Sara Ondrick	Assistant Teaching Professor, Interim Clinical Education Coordinator, Radiologic Technology	AS	316B GMH	(419)372-0858	sondric@bgsu.edu
Dr. Tatiana W. Panas	Associate Professor, Psychology	NSS	300B GMH	(419)372-0707	twanshu@bgsu.edu
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Ms. Carol M. Puder	Assistant Teaching Professor and Program Director for Respiratory Care	AS	324C GMH	(419)372-0671	cpuder@bgsu.edu
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Dr. Joseph Wagner	Associate Professor, English	HUM	323 GMH	(419)372-0615	wagnejb@bgsu.edu
Dr. Stephanie M. Walls	Associate Professor, Political Science, Natural & Social Science Department Chair	NSS	328C GMH	(419)372-0636	smwalls@bgsu.edu
Dr. Phillip D. Weinsier	Professor/Program Director, Electrical-Electronic Engineering Technology	AS	319 GMH	(419)372-0628	philipw@bgsu.edu
Ma. Lara Wilken	Assistant Clinical Professor in Health & Human Services	HHS	325 MH	(419)372-6336	lwilken@bgsu.edu
Ms. Alyson K. Wilson	Teaching Professor, Mathematics	NSS	316K GMH	(419)372-0675	alysonw@bgsu.edu

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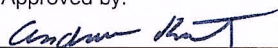
Parents and Families

Students

Technology Support

Title IX Resources

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PURPOSE

Defines the procedure for the annual review and reporting of the personnel and operating budgets.

PROCEDURE

Director of Budget & Operations	solicits personnel and operating budget requests from the managers of the various departments and divisions of the college.
Budget Manager	prepares personnel requests and operating budget requests with sufficient details to provide justification/need and allow analysis by the committee.
Budget Coordinator	Reviews budgets and makes recommendations for additions, clarifications to budget. Forwards budgets to Director of Budget and Operations when ready.
Director of Budget and Operations	provides the committee with the requests submitted by the budget managers.
	provides the committee with data on projected revenue.
Committee	reviews requests and identifies items of concern in the committee's minutes.
	requests clarification of the items of concern from the appropriate budget manager.
	reviews and recommends a prioritized list of personnel to the Dean for the following academic year and projected personnel expenses for long term planning.
	submits a recommended operating budget for the following academic year to the Dean.
Dean	provides a preliminary response to the Budget Managers' personnel requests and operating budget requests in January and May.
Budget Manager	provides these preliminary responses to affected faculty and staff upon notification by the Dean.
Dean	submits the proposed budget to the Provost.
	provides a final budget to Budget Managers by June, upon approval by the Provost.
Budget Manager	provides the final budget to affected faculty and staff upon notification by the Dean.

PURPOSE

Defines procedures to study, review and recommend changes or innovations in courses, programs, curricula, college-wide grading policy, advising processes and procedures, articulation with main campus, and any other academic matters of concern to students and faculty of the College.

PROCEDURES

Initiator
1. Prepares proposal in accordance with guidelines and forms available on the Provost's web pages and Academic Affairs Committee (AAC) policies of this governance document. Where a proposal affects a program, the old and new program checksheets, program guides and catalog copy must be labeled and submitted.

Department
2. Reviews and approves curriculum proposals initiated at the department level in accordance with department policy and procedures

Librarian
3. Reviews proposal for new course, new major, or new minor relative to library holdings. The librarian signs the form and may attach a letter of support or plan for acquisition of necessary resources.

Department Chair
4. Forwards one original (with the signature page on blue paper) and 8 copies of the request and supporting materials to chair of the Academic Affairs Committee six weeks prior to the date of the last day of classes of the Spring semester. (By majority vote, the AAC may accept a request after this deadline.)

AAC Chair
5. Accepts proposals, assigns and logs a processing number to each curriculum modification and distributes copies to committee members.

6. Notifies sponsor, Firelands department chairs, Associate Deans, and Dean of committee agenda.

Committee
7. Reviews Curriculum Modification Request form and accompanying information in light of University requirements, coordination with other BGSU Firelands curriculum offerings, OBOR curriculum regulations, appropriate external accreditation guidelines, and general academic quality. (See curriculum guidelines document for details.)

8. Conducts first reading and review of the proposal. Discussion should elicit questions, concerns, and reservations of the committee members.

9. Returns issues and concerns to the sponsoring department for answers, clarification, or revision prior to committee vote on the proposed change.

10. Conducts second reading to gain clarification and resolve outstanding issues. When changes are not major but rather can be readily documented in the minutes without further clarification, the AAC may vote to waive second reading. Major changes are those that have an impact on another discipline, department, or the College which could

affect enrollment or academic standards in an existing course or program.

11. Approves proposal with at least a majority positive vote of full membership of Academic Affairs Committee. Proposals that receive a tie vote of the committee will be discussed again and voted on at the next meeting of the committee. If the vote is a tie again, proposal shall be deemed to have failed to receive approval by Academic Affairs Committee. If a proposal received less that 50 percent endorsement of the full membership, it will be deemed defeated and the unsigned original returned to the Office of the Dean and a copy to the sponsor and related department chair.

12. Challenges to a proposal will be considered by the AAC only if accompanied by specific rationale or information. (If 20% of the faculty register objection to the proposal it must be brought before College Council.)

AAC Chair	13. Signs the form and forwards to Associate Dean for Academic and Student Affairs. 14. Retains ballots for three years.
Committee	15. Forwards recommendations to the Office of the Dean.
Associate Dean for Academic and Student Affairs	16. Circulates the proposal as appropriate. 17. Receives objections which are forwarded to the Office of the Dean within two weeks. 18. Provides recommendation to the Dean
Dean	19. Approves and sends documents to the Provost or back to Academic Affairs or College Council for further deliberation.
Associate Dean	20. Logs and files blue sheet in binder. 21. Files copy containing all routing signatures in the permanent records.

3.B.1 and 3.B.2. BGP – General Education at BGSU
URL: https://www.bgsu.edu/bg-perspective.html
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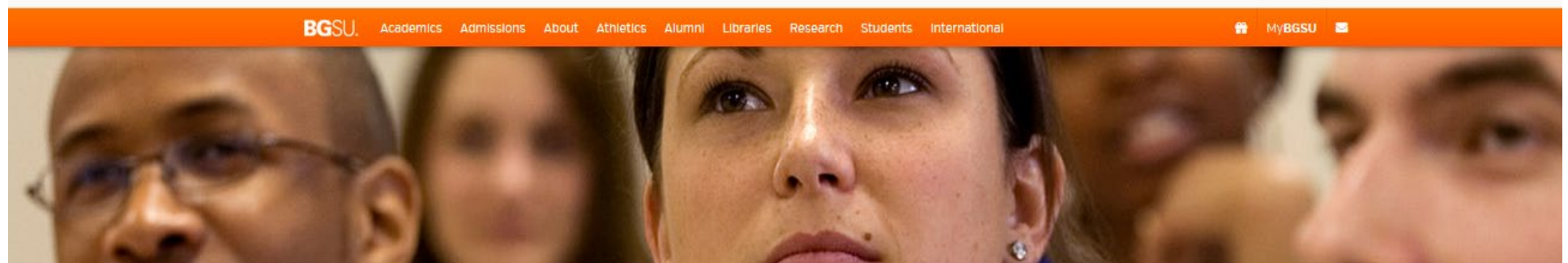
BG Perspective

BGP Learning Outcomes

BG Perspective Committee

Students Admitted Fall 2015 and After

Students Admitted Prior to Fall 2015

BGP General Education Appeals

BGP Transfer Policy

International Perspective Policy

Virtual Global Internships

Faculty: BGP Assessment

BGSU Undergraduate Education

Contact

Dr. Donna Nelson-Beene

Director of BG Perspective General
Education Program

101 University Hall
Bowling Green State University
Bowling Green, OH 43403
419-372-4864

dnelson@bgsu.edu

BG Perspective

Bowling Green State University / BG Perspective

BGSU's general education program, BG Perspective: 21st Century Liberal Studies, was created with the intention to provide students with a coherent combination of courses in which active learning strategies are the norm and in which pedagogies are guided, in part, by regular, formal assessment of general education learning outcomes, thereby preparing students with a solid foundation for moving into their upper-level courses.

During the completion of general education requirements, students will hone their intellectual skills that include the ability to think critically and communicate effectively; the ability to understand different cultures, modes of thought, and multiple values; and the ability to investigate forces that shape scientific and technological complexities of contemporary culture.

The BG Perspective Program

The program features sets of general education learning outcomes, which are measurable and closely aligned with **Ohio Transfer 36** (formerly known as Ohio Transfer Module) Guidelines. The program contains only courses that are offered on a regular basis. To fulfill their general education requirements, students must take a minimum of 36 credit hours, successfully completing courses within the domains of English Composition and Oral Communication, Quantitative Literacy, Humanities and the Arts, Social and Behavioral Sciences, and Natural Sciences, which are domains required by the state; additionally, students must complete courses which fulfill BGSU's requirements for Cultural Diversity in the U.S. and for International Perspective.

To obtain approval for any of their courses to be included in the program, departments and programs are required to submit a detailed master syllabus, sample assignments and instructional materials, and a plan for assessing the general education learning outcomes in the course. These materials are reviewed by all the members of the general education committee, the Director of Academic Assessment, and the Provost during the approval process.

General education assessment data is collected each term. The results will be routinely shared with faculty and the larger BGSU community.

3.B.1 and 3.B.2. BGP – General Education at BGSU
URL: https://www.bgsu.edu/bg-perspective.html
Retrieved: 02/01/2022

dnelson@bgsu.edu

General education assessment data is collected each term. The results will be routinely shared with faculty and the larger BGSU community.

Students admitted prior to fall 2015

Students who were admitted to BGSU prior to Fall 2015 will fulfill the previous BGP Program requirements, which are provided in the panel on the left labeled "Students Admitted Prior to Fall 2015."

Faculty Assessment Submission | This is a friendly reminder that your BGP learning outcomes assessment data are due at the end of the term, every time the course is taught. For instructions on submitting BGP assessment data can be found on the **submitting BGP assessment data web page**. If you have questions or if you need assistance with your data submission process, please contact Dr. Jessica Turos, Associate Director of the Office of Academic Assessment at **jmturos@bgsu.edu**.

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BGSU offers alternative versions of all of its pages for our users. You can select the high-contrast version below to persist throughout your BGSU website experience. Accessibility Information

◑ **Toggle High Contrast**

Events

To individuals with disabilities, please indicate if you need special services, assistance or appropriate modifications to fully participate in events by contacting Accessibility Services, access@bgsu.edu, 419-372-8495. Please notify us prior to the event.

Title IX Administrative Contact information

Complaints or notice of alleged policy violations, or inquiries about or concerns regarding Title IX (sexual harassment) and procedures, may be made internally to: Lakeshia Dowlen, Title IX Coordinator, Office of Title IX, 207 Hayes Hall, Bowling Green, Ohio 43403, 419-372-8476. Inquiries may be made externally to: Office for Civil Rights (OCR) U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202-1100 Customer Service Hotline #: (800) 421-3481 OCR@ed.gov

Title IX Deputy Coordinators

See It. Hear It. Report It.

It is the responsibility of each person within the university community to take action when an issue or concern arises.

3.B.1 and 3.B.2. BGP – General Education at BGSU
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BGSU Undergraduate Education

BGP Learning Outcomes

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BG PERSPECTIVE LEARNING OUTCOMES FOR EACH KNOWLEDGE AND SKILL DOMAIN

ENGLISH COMPOSITION AND ORAL COMMUNICATION

Upon the successful completion of English composition and oral communication courses, students will:

1. Formulate effective, ethical written and/or oral arguments which are based upon appropriate, credible research
2. Construct materials which respond effectively to the needs of a variety of audiences, with an emphasis upon academic audiences
3. Analyze how the principles of rhetoric work together to promote effective communication
4. Communicate effectively when participating in small groups and/or making formal presentations
5. Utilize strategies that are well-suited to the rhetorical situation, including appropriate voice, tone, and levels of formality
6. Demonstrate critical thinking, reading, and writing strategies when crafting arguments that synthesize multiple points of view

QUANTITATIVE LITERACY

Upon the successful completion of quantitative literacy courses, students will:

1. Interpret mathematical and/or statistical models such as formulas, graphs, tables, and schematics, and draw inferences from them
2. Represent mathematical and/or statistical information symbolically, visually, numerically, and/or verbally
3. Use arithmetical, algebraic, geometric and/or statistical methods to solve problems
4. Estimate and check answers to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results
5. Recognize that mathematical and/or statistical methods are based on assumptions and have limits

HUMANITIES AND THE ARTS

Upon the successful completion of humanities and the arts domain courses, students will:

1. Apply humanistic modes of inquiry and interpretation in the illustration of the discipline's connection to human values
2. Demonstrate a fundamental critical understanding of the role of art, language, and/or media in culture and society
3. Examine how the social and cultural contexts of creative endeavors arise over a variety of historical periods
4. Illustrate the development of verbal and/or non-verbal communication in the humanities and/or the arts

Contact

Dr. Donna Nelson-Beene

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URL: https://www.bgsu.edu/bg-perspective.html
Retrieved: 02/01/2022

SOCIAL AND BEHAVIORAL SCIENCES

Upon the successful completion of social and behavioral sciences domain courses, students will:

1. Describe significant social and/or behavioral issues or questions using appropriate theories and evidence

2. Articulate how the values of the social and/or behavioral sciences impact decision-making in contemporary society

3. Deconstruct social and/or behavioral arguments critically, refuting logical and reasoning flaws inherent in them

4. Compose written or oral arguments related to issues or questions in the social and/or behavioral sciences

5. Evaluate evidence supporting arguments and conclusions on each side of major social and/or behavioral issues

NATURAL SCIENCES

Upon successful completion of BG Perspective natural science domain courses, students will:

1. Describe how natural sciences can be used to explain and/or predict natural phenomena

2. Identify misconceptions associated with the specific scientific discipline

3. Explain simple quantitative data and its limits relative to the study of science

4. Demonstrate the application of simple quantitative and/or qualitative data in the scientific process.

5. Solve problems using one or more of the logical approaches of science

6. Reflect on the relevance of science to one's everyday life

CULTURAL DIVERSITY IN THE UNITED STATES

Upon the successful completion of cultural diversity in the United States courses, students will:

1. Recognize the ways in which diverse cultures have shaped and continue to shape American life

2. Explain ways in which diverse cultures have shaped and continue to shape American life

3. Examine issues and challenges in cultural diversity in light of the perspectives of diverse cultures

4. Compare values of their own culture(s) with those of others

INTERNATIONAL PERSPECTIVE

Upon the successful completion of international perspective courses, students will:

1. Explain how international cultures affect world views or ways of thinking

2. Explain how world issues and/or international connections impact people's lives and/or ways of life

3. Analyze problems and possibilities inherent in global economic, geographic, ecological, political, social, and/or technological systems

4. Demonstrate competency in speaking, reading, and/or writing a foreign language

3.B.1 and 3.B.2. BGP – General Education at BGSU
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BG Perspective Committee

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- Faculty: BGP Assessment
- BGSU Undergraduate Education

2020-2021 BG Perspective Committee Membership

The Committee

× BGP Office Staff

Donna Nelson-Beene

BGP Director

Jessica Turos

Office of Academic Assessment

Diana Tadala Kajasiche

BGP Graduate Assistant, Master of Arts in Cross-cultural and International Education

Contact

Dr. Donna Nelson-Beene

Director of BG Perspective General
Education Program

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dnelson@bgsu.edu

× Committee Members (Voting)

- **Connor Baumle,** Undergraduate Student Government
- **Donna Nelson-Beene,** Director
- **Karen Black,** Firelands College
- **Kate Dellenbusch,** College of Arts and Sciences (Natural Sciences and Math)
- **Kerry Fan,** College of Technology, Architecture, and Applied Engineering
- **Andrew Hershberger,** College of Arts and Sciences (Humanities and the Arts)
- **Ariel Kasler,** Faculty Member in the First Four Years
- **Brittany Lasch,** College of Musical Arts
- **Laura Sanchez,** Undergraduate Council
- **Chris Schommer,** Undergraduate Council
- **Laura Sheets,** University Libraries
- **Rebecca Sidders,** College of Education and Human Development
- **Charlie Stelle (Chair),** Health and Human Services
- **Margaret Weinberger,** Undergraduate Council
- **Jenjira Yahirun,** College of Arts and Sciences (Social Sciences)
- **Man Zhang,** College of Business Administration

3.B.1 and 3.B.2. BGP – General Education at BGSU
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× College Administrative Representatives (Non-Voting)

- **Per Broman,** College of Musical Arts

- **Phil Dickinson,** College of Arts and Sciences

- **Tom Gorman,** College of Education and Human Development

- **Trinka Messenheimer,** College of Education and Human Development

- **Zubair Mohamed,** Schmidthorst College of Business

- **Todd Waggoner,** College of Technology, Architecture, and Applied Engineering

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ACCESSIBILITY

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Accessibility Enhanced Pages

BGSU offers alternative versions of all of its pages for our users. You can select the high-contrast version below to persist throughout your BGSU website experience. Accessibility Information

◑ **Toggle High Contrast**

Events

To individuals with disabilities, please indicate if you need special services, assistance or appropriate modifications to fully participate in events by contacting Accessibility Services, access@bgsu.edu, 419-372-8495. Please notify us prior to the event.

Title IX Administrative Contact information

Complaints or notice of alleged policy violations, or inquiries about or concerns regarding Title IX (sexual harassment) and procedures, may be made internally to: Lakeshia Dowlen, Title IX Coordinator, Office of

3.B.1 and 3.B.2. BGP – General Education at BGSU
URL: https://www.bgsu.edu/bg-perspective.html
Retrieved: 02/01/2022

BG Perspective

BGP Learning Outcomes

BG Perspective Committee

Students Admitted Fall 2015 and After

Students Admitted Prior to Fall 2015

BGP General Education Appeals

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Virtual Global Internships

Faculty: BGP Assessment

BGSU Undergraduate Education

BGP Transfer Policy

Bowling Green State University / BG Perspective / BGP Transfer Policy

If a course taken at another institution is an approved general education course at that institution, then we should, in most cases, award BG Perspective credit for it when the student transfers here. The specific guidelines for transfer of general education courses are consistent with the principle that BGSU courses not approved for the BG Perspective program at BGSU will not receive BG Perspective credit at BGSU.

- If a course transfers in as equivalent to a BG Perspective course at BGSU, the course fulfills a BG Perspective requirement as an automatic consequence of the transfer.
- If a course does not have a BGSU equivalent, it will transfer in as 1XXX or 3XXX. In that case, if the student can provide documentation that the course is an approved general education course at the originating institution, the college will have the authority to grant BG Perspective credit at BGSU, with the following exceptions:
  - If a course fulfills a requirement at the originating institution that does not exist at BGSU, then BG Perspective credit cannot be given for that course.
  - It may occasionally occur that a general education course elsewhere transfers in as a BGSU-equivalent course, but one that is not approved for BG Perspective credit at BGSU. For instance, it may be the case that a film course fulfills the arts and humanities requirement at another school. If the course transfers in as THFM 2620 (History of Film) BG Perspective credit will not automatically be granted. In order to be consistent with our treatment of "native" students, who do not receive BG Perspective credit for such a course, BG Perspective credit will not be granted for transfer courses of this type.
- Transfer equivalency of English composition courses will be determined by the **General Studies Writing** program.

Contact

Dr. Donna Nelson-Beene

Director of BG Perspective General Education Program

101 University Hall
Bowling Green State University
Bowling Green, OH 43403
419-372-4864
dnelson@bgsu.edu

Contact

Dr. Donna Nelson-Beene

Director of BG Perspective General
Education Program

101 University Hall
Bowling Green State University
Bowling Green, OH 43403
419-372-4864
dnelson@bgsu.edu

BGP General Education Appeals

Bowling Green State University / BG Perspective / BGP General Education Appeals

Most BG Perspective appeals involve general education courses which have been transferred to BGSU from a previous institution. However, on occasion, other kinds of appeals related to a BGP requirement fulfillment may be warranted. The information which follows provides direction for students who wish to initiate a BGP-related appeal.

BGSU POLICY GOVERNING THE TRANSFER OF GENERAL EDUCATION COURSES TAKEN AT A PREVIOUS INSTITUTION

The following policy, which is provided in BGSU's current *Undergraduate Catalog*, governs the way in which general education credits earned at previous institutions are used to fulfill general education requirements at BGSU:

BG PERSPECTIVE (GENERAL EDUCATION CURRICULUM) CREDIT FOR TRANSFER COURSES

If a course taken at another institution is an approved general education course at that institution, then we should, in most cases, award BG Perspective credit for it when the student transfers here.

- If a course transfers in as equivalent to a BG Perspective course at BGSU, the course fulfills a BG Perspective requirement as an automatic consequence of the transfer.

- If a course does not have a BGSU equivalent, it will transfer in as 1XXX or 3XXX. In that case, if the student can provide documentation that the course is an approved general education course at the originating institution, the college will have the authority to grant BG Perspective credit at BGSU, provided that the general education domain requirement that was fulfilled at the originating institution also exists at BGSU.

- If a course fulfills a requirement at the originating institution that does not exist at BGSU, then the course may not be used to fulfill a BG Perspective domain category requirement. However, in this case, the credit hours earned for the course can count towards BGSU's required 36 hours of general education coursework.

- Transfer equivalency of English composition courses will be determined by the General Studies Writing program.

- If a course without a BGSU equivalency is not approved as a general education course at the originating institution, the course will not receive BG Perspective credit at BGSU.

Determinations regarding how transfer courses will or will not fulfill BGP requirements at BGSU are made by Registration and Records. However, on occasion, a student may believe that he or she should have been awarded - but did not receive - a BG Perspective general education fulfillment for a previous course. If this situation occurs, the student may initiate an appeal with the Director of the BG Perspective Program.

3.B.1 and 3.B.2. BGP – General Education at BGSU
URL: https://www.bgsu.edu/bg-perspective.html
Retrieved: 02/01/2022

DIRECTIONS FOR INITIATING A BGP APPEAL OF A TRANSFER COURSE

To initiate a BGP appeal of a course taken at a previous institution the student should send an email message to the BGP Program Director, Dr. Donna Nelson-Beene (dnelson@bgsu.edu), clearly explaining the situation. The following information should be provided:

- Student name

- BGSU ID number

- Institution where previous course was taken

- Name of course and course number at previous institution

- BGP domain requirement the student is hoping the course will fulfill (Humanities and the Arts, Social and Behavioral Sciences, Natural Sciences, etc.)

- Evidence that the previous course fulfilled a general education requirement for the student at the previous institution. (A link to the previous institution's general education course list, usually found in the online undergraduate catalog but perhaps elsewhere on the institution's website, typically will suffice.)

If the student would like to schedule a face-to-face appointment or a phone chat with Dr. Nelson-Beene prior to sending the email explanation, the student should contact her at 419-372-4864.

DIRECTIONS FOR INITIATING OTHER BGP-RELATED APPEALS

If a student has experienced another kind of situation in which he or she believes that a BGP-related appeal may be in order, the student should contact the BGP Program Director, Dr. Nelson-Beene (dnelson@bgsu.edu or 419-372-4864) to discuss the situation and receive guidance regarding the best way to proceed.

3.B.1 and 3.B.2. BGP – General Education at BGSU
URL: https://www.bgsu.edu/bg-perspective.html
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BG Perspective

BGP Learning Outcomes

BG Perspective Committee

Students Admitted Fall 2015 and After

   BGP Course List, Fall 2021

   BGP Course List, Spring 2021

   BGP Course Descriptions, Fall 2021

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BGSU Undergraduate Education

Students Admitted Fall 2015 and After

Bowling Green State University / BG Perspective / Students Admitted Fall 2015 and After

BGP Curriculum Requirements For Students Admitted To BGSU For Fall 2015 Or After

All candidates for a baccalaureate degree at Bowling Green State University must take at least 36 credit hours from the BG Perspective curriculum, distributed as follows:

At least one course in each of the following:

- English Composition and Oral Communication
- Quantitative Literacy

At least two courses in each domain:

- Humanities and the Arts
- Social and Behavioral Sciences
- Natural Sciences

Each student enrolled in a baccalaureate program must satisfactorily complete GSW 1120, one course approved for Cultural Diversity in the United States, and one course approved for International Perspectives.

Additional courses from any of the five categories listed above to reach a minimum of 36 credit hours.
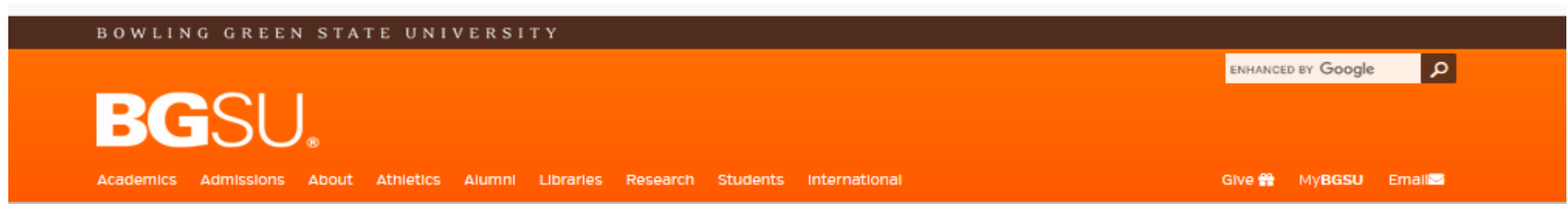
Contact

Dr. Donna Nelson-Beene

Director of BG Perspective General
Education Program

101 University Hall
Bowling Green State University
Bowling Green, OH 43403
419-372-4864

3.B.1 and 3.B.2. BGP – General Education at BGSU
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Bowling Green State University / BG Perspective / Students Admitted Prior to Fall 2015

BGP Curriculum Requirements For Continuing Students Admitted To BGSU Prior To Fall 2015

All candidates for a baccalaureate degree at Bowling Green State University must take at least ten courses drawn from the BG Perspective curriculum, distributed as follows:

- Two from the natural sciences;
- Two from the social and behavioral sciences (note the International Perspective requirement below);
- Two from the humanities and the arts (note the International Perspective requirement below);
- One from cultural diversity in the United States;
- One additional course from any of the four knowledge domains listed above or from the expanded perspectives domain;
- One from quantitative literacy;

[Note: Academic majors may recommend a specific Quantitative Literacy course; students should contact their academic advisor for specific information about fulfilling this requirement.]

- General Studies Writing 1120 (and GSW 1100 or GSW 1110, if needed, as indicated by placement tests).

International Perspective Requirement: In addition to the requirements listed above, one of the social and behavioral sciences or humanities and the arts courses must be approved to foster student achievement of an international perspective (such courses are marked with an asterisk in the BGP course list).

Contact

Dr. Donna Nelson-Beene

Director of BG Perspective General
Education Program

101 University Hall
Bowling Green State University
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419-372-4864
dnelson@bgsu.edu

3.B.1 and 3.B.2. BGP – General Education at BGSU
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Institutional Effectiveness

Office of Academic Assessment

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BGP Learning Outcomes Assessment

Bowling Green State University / Institutional Effectiveness / Office of Academic Assessment / BGP Learning Outcomes Assessment

BGP Assessment Data Semester Deadlines:

- Spring 2022 Assessment Due Date: **Friday, May 6, 2022**
- Summer 2021 Assessment Due Date: **Friday, August 27, 2021**
- Fall 2021 Assessment Due Date: **Wednesday, December 29, 2021**

The ongoing, routine measurement of students' success in achieving general education outcomes has become essential in today's culture of assessment. Future re-accreditation evaluations will require BGSU to submit evidence regarding the quality of student learning in our general education courses to the Higher Learning Commission (HLC). Assessment data on Bowling Green Perspective (BGP) learning outcomes will be collected from every BGP course each semester in accordance with the approved assessment plan.

BGP assessment data can be collected directly through Canvas using BGP rubrics. In summer 2015, course templates (course shells) were created in Canvas for all BGP courses.

Click here for Instructions for Submitting BGP Assessment Data

BGP Domain Assessment Data Summary

*If you have questions about revising your current BGP Assessment Plan, please contact **Dr. Jessica Turos**.

For more information on BGP, please click here.

For information about BGP alignment to AAC&U VALUE Rubrics and Bloom's Taxonomy and Type of Knowledge, click here.

3.B.1 and 3.B.2. BGP – General Education at BGSU
URL: https://www.bgsu.edu/bg-perspective.html
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Institutional Effectiveness

Office of Academic Assessment

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　University Learning Outcomes

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　Assessment

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Instructions for Submitting BGP Assessment Data

BGP Assessment Data are submitted via Canvas. There are Canvas BGP Course Templates available for each course. Completed BGP Templates include the corresponding BGP learning outcomes (LOs), assignment, and rubric. Please check with your Course Coordinator to gain access to your BGP Course Template.

Using Canvas to Submit BGP Assessment Data

Step 1 - With BGP Template
If your BGP course has a BGP Template available, the first step is to import the BGP Template into your Canvas Course Shell.
Click here for Guide to Importing BGP Template Content into your Canvas Course Shell

Click here to view video tutorial: How to Import a BGP Template

Step 1 - Without BGP Template
If your BGP course does not have a BGP Template available, the first step is to import the BGP LOs and then create a rubric for your BGP assignment using those imported LOs. It is important to note that you must adhere to the assessment plan submitted and approved for the BGP course. If you need a copy of the BGP Assessment Plan, please contact **Dr. Jessica Turos**.
Click here for Guide to Importing BGP LOs and Creating a Rubric

Click here for Guide on Creating a Quiz and Attaching a Rubric

Click here to view video tutorial: How to add a BGP Rubric to a Quiz

Please note: **if you are a BGP Course Coordinator and need to set up your BGP Course Template, please click here.**

Step 2
Once you have your BGP LOs, assignment/quiz, and rubric imported/created the next step is to select the appropriate ratings on the rubric. To do so, click on "SpeedGrader" and then click on "View Rubric". Once you click on the appropriate rating (does not meet, met, or exceeded expectations for each BGP LO), the corresponding box will turn green. Then click "Save" and move to the next student. Once you have completed the rubric for each student, you have completed your BGP Assessment Data.
*Please note: if a student does not complete the BGP Assessment, leave the rubric for that student blank.

Click here to view video tutorial: How to use a BGP Rubric

Click here to view Guide on Submitting BGP Assessment Data

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Academic Assessment

BOWLING GREEN STATE UNIVERSITY

Submitting BGP Assessment Data

Once you have your BGP learning outcomes, assignment/quiz, and rubric imported/created the next step is to select the appropriate ratings on the rubric. To submit BGP learning outcomes data, follow the steps below.

The first step is to click on SpeedGrader. Below is a screen shot with SpeedGrader circled in red. Please note that the assignment needs to be published in order to access SpeedGrader.

Once you are in SpeedGrader you will need to click on "View Rubric". Below is a screen shot with View Rubric circled in red.
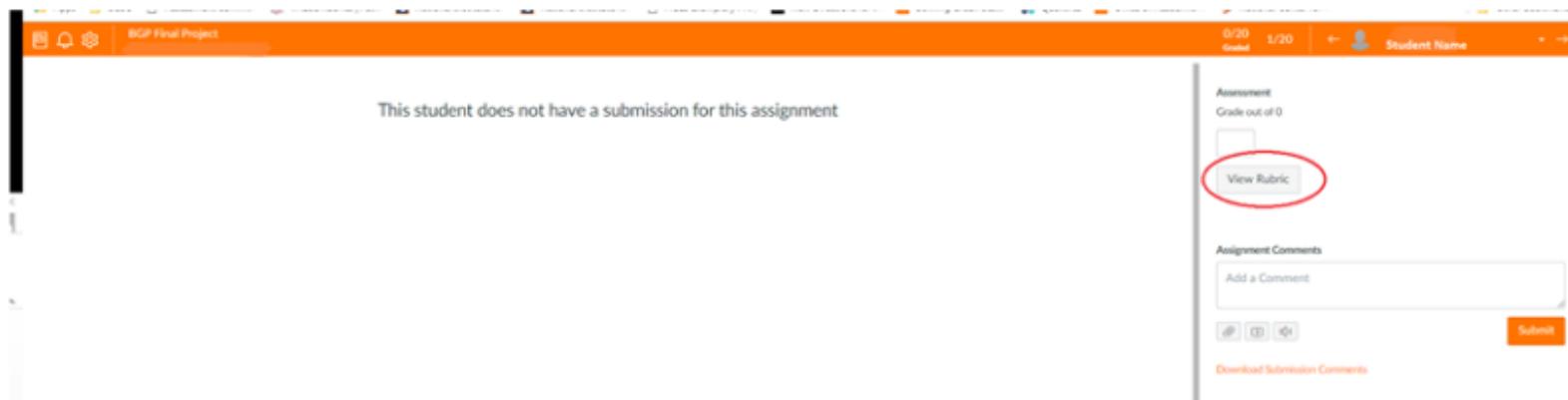
After you click on "View Rubric", you will then want to click on the corresponding ratings for each of the BGP learning outcomes ("Exceeds Expectations", "Meets Expectations", "Does Not Meet Expectations"). Once you click on the criteria they will turn green. Next click on "Save" and then click on the arrow to move to the subsequent student. On the following page is a screen shot with these steps numbered and circled in red. Please note if a student did not complete the BGP assessment, then leave the ratings blank and move to the next student.

3.B.1 and 3.B.2. BGP – General Education at BGSU
URL: https://www.bgsu.edu/bg-perspective.html
Retrieved: 02/01/2022

BGSU Firelands Governance Document Procedure	**Dean and Faculty Organization**	**Officers and Representatives**	
Approved by: *Andrew J. Kurtz*	Date Revised May 17, 2019	**FC 2122**	

PURPOSE

Identify officers of the College Faculty Organization and representatives of the College, term of office, and duties.

POSITION	TERM OF OFFICE	DUTIES	REF
ASSOCIATION OF UNIVERSITY REGIONAL CAMPUSES OF OHIO (AURCO) Representative	Elected for two year term to begin following spring commencement.	Attends statewide meetings and reports back to faculty.	
COLLEGE COUNCIL	Elected for one year term to begin following spring commencement	Attends regularly scheduled meetings and communicates information back to departments.	2011 2112 2121 3011-3022 4011 4021 4311 5011 5311 9011
ELECTION COMMITTEE	One representative elected from each department for one academic year.	Organizes and presides over faculty elections.	2121
FACULTY CHAIR (Officer of the College Faculty Organization)	Elected for 12 months to begin following spring commencement.	Presides over College Council and faculty meetings. Appoints members to secondary committees considering qualifications and wishes. Appoints ombudsperson and parliamentarian. Serves as faculty representative to the Firelands College Leadership Council. Designates a faculty member as acting secretary in the absence of the Faculty Secretary.	2112 2121 3011 3121

BGSU® Firelands

Strategic Enrollment Plan

Fall 2019 – Fall 2025

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Introduction

History and unique nature of BGSU Firelands
BGSU Firelands is uniquely positioned as one of the University's seven academic colleges and its only regional campus. This dual distinction as both the Firelands College and the Firelands Campus (hereafter referred to as "BGSU Firelands" or "Firelands") offers the University an opportunity to leverage a relatively small, self-contained campus with access to the full portfolio of a public research institution's resources. Firelands can operate in a nimble model similar to that of a lean startup—resulting in swift development from idea to product, and subsequently allowing the University to evaluate efficacy for larger investment and adoption at scale.

Though Firelands in its current iteration was formally chartered in 1965, BGSU began coursework in the north central region of Ohio through an extension site in Sandusky in 1946 as enrollment in higher education surged following World War II. As the state continued its investment in access to higher education, BGSU established its current Firelands campus in Huron and today provides the following services to the community as outlined in the Undergraduate Catalog:

- *To provide BG Perspective (general education curriculum) and pre-professional curricula designed to prepare students for a bachelor's degree education. The associate of arts and associate of science degrees are carefully coordinated to ensure a smooth transition for students who want to begin their bachelor's degrees at BGSU Firelands. A variety of junior and senior courses also are offered.*
- *To provide place-bound students in the BGSU Firelands area with access to select BGSU bachelor's degree and master's degree completion programs on the BGSU Firelands campus.*
- *To grant technical and paraprofessional degrees for work settings. For students who plan to enter the job market in a technical or paraprofessional area, BGSU Firelands offers occupational associate degrees in 23 areas of study, four one-year technical certificates, and a variety of tech-prep programs.*
- *To offer continuing education opportunities to serve the personal and professional development needs of the region. To meet the continuing education needs of area residents, BGSU Firelands offers non-credit courses, workshops, and seminars.*

The Huron location sits on 216 acres south of Ohio Route 2, 60 miles northeast of the Bowling Green campus.

The population BGSU Firelands serves
As typical of a regional campus, BGSU Firelands serves a population in close geographic proximity to its Huron campus, with most students residing in Erie, Sandusky, Ottawa and Huron counties. The demographics of the population reflect the shifting makeup of the state and Midwest, with a population that is shrinking, aging and becoming more racially diverse.

The most recent U.S. Census data[i] is summarized in the table below, reflecting a population that is not only shrinking compared to counties sitting just outside its service area[ii], but also one statistically less educated than the state average of 27%[iii].

	Population 2010	Population 2018 (estimate)	Percent change	Attainment of bachelor's degree or higher (age 25+)
Erie County	77,066	74,615	-3.2%	22.4%
Huron County	59,623	58,504	-1.9%	13.7%
Ottawa County	41,433	40,769	-1.6%	22.3%
Sandusky County	60,946	58,799	-3.5%	15.2%

For the purposes of this document, students enrolled at Firelands can be broadly categorized as belonging to one of three age-defined populations:

- Pre-college students—including students enrolled in the state of Ohio's College Credit Plus program
- Traditional-aged students—including degree-seeking students age 18 to 24 who are enrolling directly from high school, transferring from a two or four-year institution, and / or enrolled at classes in Bowling Green via the Pathway program
- Adult learners—defined as students age 25 and older, including students participating in workforce development programs

Within the traditional student population, Firelands has historically served the following districts:

- In Erie County: Edison, Huron, Kelleys Island, Margaretta, Perkins, Sandusky, Vermillion
- In Huron County: Bellevue, Monroeville, New London, Norwalk, South Central, Western Reserve, Willard
- In Ottawa County: Benton Carroll Salem, Danbury, Genoa, Put-in-Bay
- In Sandusky County: Clyde-Green, Fremont, Gibsonburg, Lakota, Woodmore

Combined these districts graduate roughly 2,000 - 2,500 students annually[iv]. As will be outlined in greater detail throughout this document, the changing profile of the graduating high school class, coupled with the below average attainment rate for adults in the region, will require Firelands to reconsider the profile of its target student and reinvest resources accordingly in a way that allows the campus to meet the needs of its community.

Enrollment Management at BGSU Firelands
Firelands has historically partnered with its counterparts on the Bowling Green campus in a decentralized manner, with collaboration in efforts related to recruitment, marketing and enrollment planning varying by project and academic cycle. In early 2019, President Rogers signaled a directive to further standardize the relationship between both campuses by advancing the realignment of the enrollment management team at BGSU Firelands to report directly to the newly created Vice President for Enrollment Management.

This vision ensures consistency in messaging, complementary strategy, and realized operational efficiencies across both campuses, and including via the development of this document as a subset of the University's enrollment plan.

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Executive Summary

- Firelands, as both an academic college and a campus, can serve as the idea incubator for BGSU—resulting in swift development from idea to product, and subsequently allowing the University to evaluate efficacy for larger investment and adoption at scale
- The campus carries a responsibility—as outlined in its mission—to provide access to higher education in the region. Firelands will need to reinvest in efforts to increase degree attainment and expand a culture of college readiness for members of the community.
- The demographics of the region—an already low college attainment rate coupled with decreasing numbers of projected high school graduates—requires Firelands to invest in efforts to recruit alternative populations for new student enrollment in order to offset the declining pool of traditional age students eligible for degree-seeking matriculation.
- The student profile of Firelands has shifted, with declines in traditional and post-traditional students being offset by increases in College Credit Plus and Pathway program enrollments.
- Firelands must recalibrate its College Credit Plus strategy to focus on converting students to its degree-seeking programs; the program should serve as a way to capture an increased market share of a decreasing high school population.
- Firelands' largest area for growth is in post-traditional student enrollment; investing in serving this population will require tailored academic offerings and different strategies in marketing, recruitment and retention.
- The use of corporate, post-secondary, school district and internal BG campus partnerships will be vital to leveraging Firelands' reach and ensuring efficiency in the campus' operations.
- New academic programs in resort and attraction management and technical and applied studies, coupled with growth opportunities with certificates and state transfer guarantees, provide a pathway for shared recruitment and enrollment strategies.
- A new segmented approach to marketing and telling Firelands' story will ensure the most effective value-driven message lands with the appropriate target audience.

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Historical trends

Firelands Total Enrollment by Student Type

The count below snapshots headcount enrollment across the three broad student populations, with a segmented count of traditional students that specifies those studying in Huron and those participating in the Pathway program at the Bowling Green campus:
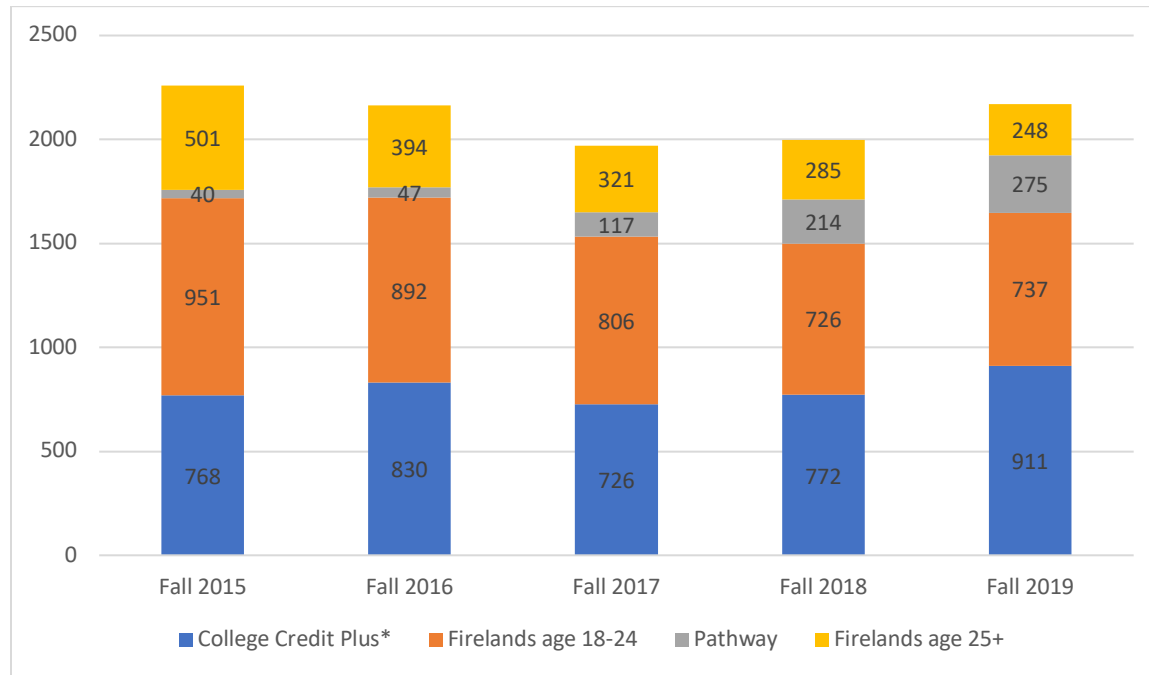
*College Credit Plus (CCP) was launched formally by the State of Ohio in 2015; high school students previously enrolled in BGSU coursework via the Post-Secondary Enrollment Options Program (PSEOP), which preceded CCP as the state-supported dual enrollment option.

The data show the role of the Pathway program and College Credit Plus enrollment in offsetting steady declines in both the traditional and post-traditional student population. Most noticeable is the major decrease in the number of adult learners, decreasing from roughly 27% in fall 2014 to 11% of the student body over in fall 2019.

Firelands Undergraduate Degree-Seeking Enrollment

These counts reflect data at the 15th day and end of each fall and exclude guest (including College Credit Plus), eCampus and Distance & Extended campus students:

Total Undergraduate Enrollment Summary

	2014 Fall		2015 Fall		2016 Fall		2017 Fall		2018 Fall	
	15th day	final	15th day	final	15th day	final	15th day	final	15th day	final
Unduplicated headcount	1,609.00	1,513.00	1,490.66	1,416.00	1,327.00	1,259.00	1,240.00	1,183.00	1,224.00	1,174.00
Full-time equivalent	1,199.87	1,115.40	1,094.66	1,026.99	993.27	915.33	975.87	907.93	979.20	920.19

Undergraduate Unduplicated Headcount

Academic Level	2014 Fall		2015 Fall		2016 Fall		2017 Fall		2018 Fall	
	15th day	final	15th day	final	15th day	final	15th day	final	15th day	final
Freshman	684	648	662	637	593	561	582	548	656	617
Sophomore	369	353	330	324	286	279	254	249	237	237
Junior	231	222	228	223	223	207	199	188	157	154
Senior	287	290	242	232	209	212	199	198	168	166
Total	*1,571*	*1,513*	*1,462*	*1,416*	*1,311*	*1,259*	*1,234*	*1,183*	*1,218*	*1,174*

Undergraduate Full-time Equivalent (FTE)

Academic Level	2014 Fall		2015 Fall		2016 Fall		2017 Fall		2018 Fall	
	15th day	final	15th day	final	15th day	final	15th day	final	15th day	final
Freshman	539.93	491.87	520.07	480.53	478.40	432.07	496.93	456.67	558.67	511.53
Sophomore	277.60	257.07	239.27	226.40	208.60	196.53	190.93	180.80	182.60	176.00
Junior	169.00	154.53	163.47	155.13	157.80	140.60	148.40	136.33	113.33	110.73
Senior	213.33	211.93	171.87	164.93	148.47	146.13	139.60	134.13	124.60	121.93
Total	*1,199.87*	*1,115.40*	*1,094.66*	*1,026.99*	*993.27*	*915.33*	*975.87*	*907.93*	*979.20*	*920.19*

College Credit Plus Enrollment

The table below reflects the 15th day counts for students enrolled via the College Credit Plus program at BGSU Firelands and is segmented by modality of study:

- CCPFIRE: students enrolled in a course offered at the Firelands campus in Huron or online instructed by a member of BGSU Firelands faculty
- TECHFIRE: students enrolled in a course offered through a career center instructed by a qualified high school teacher deputized as adjunct faculty
- HSCHLFIRE: students enrolled in a course offered at the high school instructed by a qualified high school teacher deputized as adjunct faculty

		Fall 2016	Fall 2017	Fall 2018	Fall 2019
CCPFIRE	Unduplicated count	374	349	379	282
	Student Credit Hours	2833	2817	3064	2278
TECHFIRE	Unduplicated count	117	85	71	67
	Student Credit Hours	633	437	378	305
HSCHLFIRE	Unduplicated count	339	292	289	540
	Student Credit Hours	1183	1053	1171	2549
Self-pay	Unduplicated count	0	0	33	22
	Student Credit Hours	0	0	201	139
Total	Unduplicated count	830	726	772	911
	Student Credit Hours	4649	4307	4814	5271

The data included in this chart helps inform two important questions for the strategic direction of College Credit Plus:

- Return on investment per modality—given the gross revenue collected via the negotiated tuition rate for students taking courses based on delivery of instruction against the cost associated with delivering the course, when and how should CCP courses be delivered by Firelands?
- Matriculation behavior by modality—given the interest in recruiting CCP students to degree-seeking matriculants, is there a modality of instruction that predicts (or could motivate) a student's enrollment?

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Enrollment challenges, opportunities and targeted strategies towards achieving goals

Firelands has and will face challenges typical for a commuter campus, with external factors like regional economic health, demographic shifts and other hyperlocal developments impacting enrollment most directly. In order to respond to these trends, Firelands should embrace these challenges as opportunities to reposition itself for success in the coming decade:

Challenge	Opportunity	Metric for success
A strong economy, coupled with rising costs of higher education nationally, leave a **public skeptical to the value of a college degree.**	Leverage Firelands' offering of lower cost, quicker-to-completion certificate and associate degree programs.	Create new standalone and stackable certificates in workforce ready fields that show clear connection to transferable skills and return on investment through immediate earning power.
	Partner with employers to present unified message that workforce and education don't need to be incompatible as dual outcomes.	Align new corporate partnership opportunities to regional employers, including discounted tuition rates, that encourage enrollment at Firelands as a benefit of employment.
	Combat objection to cost with new transparent pricing models.	Develop a new scholarship strategy that considers both merit and need-based factors in leveraging institutional aid.

The need to articulate the value proposition, or return on investment, of a college degree is not a new challenge in higher education nor one unique to Firelands; however, what continues to be a topic of public discourse nationally is most acutely felt in north central Ohio, as a combination of an increasingly lowering unemployment rate coupled with an already existing low college attainment rate creates a region that lacks entrenched advocates for the long-term value of a degree.

While Firelands will be unable to sway the national discourse, it can act locally to serve its region through providing accessible, affordable entry points through standalone micro-credentials and innovative pricing models that reduce barriers to enrollment and welcome students back to the classroom. Widely distributed research[v] indicates cost and competing life priorities as primary and overwhelming objections for adult learners to enroll. Firelands is positioned to build models that provide quick, predictable pathways to credentials, thus building momentum for continued enrollment.

It is vital that Firelands engage its regional allies to help support this message, and its dual role as both campus and academic college make it uniquely positioned to be nimble in the space: the

campus is positioned to use its identity as an academic college to quickly develop academic programs that are tailored to regional employer needs, and the college can utilize its autonomy as a campus to negotiate tuition rates and reimbursement programs that employers can use to as a tool to recruit and retain talent in an increasingly competitive market.

Additionally, Firelands has the opportunity to capitalize on its already low cost of attendance by further leveraging its aid and pricing structure. Opportunities to reallocate an underutilized scholarship budget to bridge the gap on middle income FAFSA filers could significantly reduce the out-of-pocket cost experienced by many in the region.

Challenge	Opportunity	Metric for success
A declining number of high school graduates yields fewer eligible students to enroll from Firelands' traditional feeder school districts.	Calibrate appropriate enrollment targets by campus populations to ensure diverse, balanced student body.	By fall 2025, expect annual enrollment of 1,000 College Credit Plus students, 1,110 traditional and 500 adult learners.
	Leverage Pathway program as means toward expanding traditional age student population by investing in strategic out-of-state growth.	By fall 2025, enroll 350 pathway students with 100 non-Ohio residents.

With projected declines in the number of high school graduates year-over-year, Firelands must reconsider carefully the composition of its campus community. As evidenced below, the steady decline in graduates has not been offset with increases in market share across top feeder schools in the district:

Enrollment activity for top feeder schools in service area

	fall 2015	fall 2016	fall 2017	fall 2018	fall 2019
District reported number in senior class	2264	2267	2233	2158	2197
# of applicants to FIRE	460	423	398	399	370
# of admits to FIRE	411	386	366	367	345
# of enrolled to FIRE	288	264	253	216	225

With this trend of a smaller pool of high school graduates to recruit likely to continue, Firelands will need to look elsewhere in order to meet its enrollment and budgetary targets—namely with increases in College Credit Plus and adult learners at Firelands, and through limited expansion of the Pathway program on the Bowling Green campus. This plan supports an adjustment in the profile of students to anticipate continued declines in the traditional direct-from-high school cohort enrolling at Firelands, and instead to supplement that with strategic growth in CCP, the Pathway program, and adult learners.

Increases in enrollment in the Pathway program support a number of the University's access initiatives, with students participating in the program being statistically more likely to be first generation and Pell eligible than the traditional first-year cohort on both the Bowling Green and Firelands campuses[vi]:

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Offered	413	928	1076	1153
Admitted	75	213	363	484
Enrolled	47	117	215	278
First Generation	17	34	74	99
Pell eligible	34	58	122	
Out of state	9	28	26	36
Retained following fall	30	83	128	

Additionally, the residential opportunity included in the Pathway program expands the eligible pool from which Firelands can enroll students; data suggest that with appropriate planning and scale this trajectory can continue upward toward a cohort of 325 new students each fall.

Challenge	Opportunity	Metric for success
The **adult learner population has decreased** from 621 in fall 2014 to 248 in fall 2019, reducing what has been a significant population served historically by Firelands into a virtually statistically insignificant segment of the student body.	Articulate the value of continuing education to students previously enrolled in a Firelands certificate or associate degree program.	By fall 2025, convert 50 BGSU associate degree holders annually into Firelands bachelor's degree programs.
	Reallocate resources and alignment of workflows, responsibilities and position descriptions to fulfill student inquiries in an effective and efficient way.	Develop a scalable, sustainable staffing and operational model to respond to differing student populations at times and via modalities that are convenient to them.
	Leverage the trainings and already held credentials by those in the workforce as transferable credit toward a Firelands associate degree.	Implement a scaled adoption of the associate in technical studies via the state's One Year Option, realizing 50 conferred degrees annually via the program by fall 2025.

Steady and significant declines in adult learners has had not only a significant net impact on enrollment, but has also precipitated the campus' self-reflection of its mission and role within the community. Because of a shifting competitor group, success in recruiting and enrolling the adult

learner population will require significant investment in time and resources to develop the infrastructure to meet the needs of today's adult student.

As opposed to some tactics that are broadly applicable in recruiting a traditional freshman cohort, Firelands will need to approach adult learners as discrete groups of students with unique motivators, barriers and interests. To meet these students' needs, Firelands will need to ensure access to student support services during non-traditional business hours with expanded admission, aid, advising and career counseling availability and more self-serve, on-demand resources to support students. Simply put: making these resources available is fundamental to any success enrolling this population.

With this infrastructure in place, Firelands can seek out adult learners through the development of workforce-ready academic programs. A key aspect of supporting this approach will come through leveraging the existing experiences prospective students have already undertaken through training or licensure; one avenue for maximizing this training will come through utilizing the Ohio Department of Higher Education's guaranteed transferability of specific workforce credentials as a means toward enrolling students in Firelands' online associate in technical study. This program, known as the One Year Option, presents a marketable pathway toward a degree in a relatively short timespan.

Further, Firelands can grow its adult learner enrollment by motivating its existing and previous associate degree students to continue their studies in one of the college's baccalaureate degree programs. New offerings like the bachelor of technical and applied studies and the bachelor of science in applied health science serve as logical options for continued enrollment after completion of an associate degree program; deliberate academic and career advising can shape a deliberate pathway that converts associate degree holders toward pursuing these Firelands baccalaureate degrees.

Challenge	Opportunity	Metric for success
An **inconsistent marketing approach has left the campus without a clear message or compelling value proposition** to share in the market.	Re-establish strong collaboration with University Marketing & Communications on Bowling Green campus to leverage full suite of University resources.	Institute organizational structure and culture at Firelands that ensures consistent, effective and efficient messaging to stakeholders, including a proactive media relations strategy to support Firelands' goals in the community.
	Consider critically the value proposition for a Firelands education at a per student level and reimagine a strategy for deploying that message to achieve strategic enrollment and advancement goals.	Reallocate marketing budget that centralizes marketing efforts around key enrollment strategies, including specific academic programs and student profiles.

A series of organizational and staff changes in marketing and communication roles occurring in the recent years has created ambiguity about roles and responsibilities associated with marketing at Firelands. With the realignment of University Marketing & Communications under the leadership of the Vice President for Enrollment Management, and the subsequent designation of the enrollment management team at Firelands as the primary hub in coordinating marketing efforts for the campus, there is an opportunity to assess critically the way Firelands can best share its message.

This realignment presents a newfound energy to develop compelling campaigns that focus on the unique value proposition per student persona:

Challenge	Opportunity	Metric for success
With College Credit Plus now in its fifth year, Firelands needs a **strategy to utilize CCP as a means to expand access and incentivize degree-seeking matriculation**.	Recalibrate the modality of offerings to ensure the strongest near-term and long-term return on investment.	Realize a 40 percent conversion of CCP students matriculating to degree-seeking by fall 2025.
	Create rich, rewarding experiences for high school students that respond to the varying rationale for why students select CCP.	Develop an honors experience to engage high achieving high school students in rigorous coursework; articulate clear pathways for completion of a BGSU degree that demonstrates efficiency and cost savings opportunities for continued enrollment at BGSU.

Across the state, community colleges and regional campuses have embraced College Credit Plus as a means to offset the declining enrollments in other populations as documented elsewhere in this report. Statewide, CCP students account for 15.3% of headcount across regional campuses; at community colleges, CCP students total 22.7% of total headcount[vii]. At BGSU Firelands, CCP students accounted for nearly 40% of the fall 2018 headcount.

While it is important for a tuition-dependent institution like Firelands to enroll students—regardless of type, status and interest—the unique funding formulas associated with CCP students, coupled with the significant staff resource investments needed in order to ensure accrediting and state policy compliance, require Firelands to collaborate with its school district partners and Bowling Green campus counterparts to determine the appropriate portfolio of course offerings that can be delivered in an efficient and effective manner. Based on preliminary findings, this should shift the modality of instruction at FIRE from a roughly 60% of CCP credit hours earned via dual enrollment to 40% of credit hours earned via dual enrollment courses.

Similarly, Firelands has a unique opportunity to invest fully its full suite of academic and career counseling resources to develop academic and extracurricular offerings for CCP students that highlight areas of interest and build an institutional affinity for participating students. Such opportunities include developing a rigorous academic experience that bridges a pathway to

BGSU's Honors College as a means toward recruiting these high achieving students into degree-seeking programs.

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Enrollment projections: fall 2020 – fall 2025

Total Enrollment

		2020 - 2021	2021– 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
	Firelands age 25+	270	300	350	400	450	500
Age 18 - 24	Firelands age 18 - 24	740	750	750	750	750	750
	Pathway	315	330	335	340	345	350
	Guest (CCP)	925	925	950	950	975	1000
	Total	2,250	2.305	2,385	2,440	2,520	2,600

Breakdown by percentage of total student enrollment

		2020 - 2021	2021– 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
	Firelands age 25+	12%	13%	15%	16%	18%	19%
Age 18 - 24	Firelands age 18 - 24	33%	33%	31%	31%	30%	29%
	Pathway	14%	14%	14%	14%	14%	13%
	Guest (CCP)	41%	40%	40%	39%	39%	38%

By Select Academic Program

		2020 - 2021	2021– 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
Resort and Attraction Management	New	60	100	100	100	100	100
	Continuing		60	100	100	100	100
Technical and Applied Studies	New	20	20	40	40	60	60
	Continuing		20	20	40	40	60
Associate in Technical Studies	New	20	20	40	40	60	60
	Continuing	5	5	10	10	20	20

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Key strategies

Leverage partnerships to support all strategic goals
BGSU Firelands has a unique opportunity to extend its market reach through leveraging existing and emerging relationships within the region. These efforts should define the nature of an alliance by the enrollment goal; a graphic developed by AGB Consulting[viii] outlines the correlation:
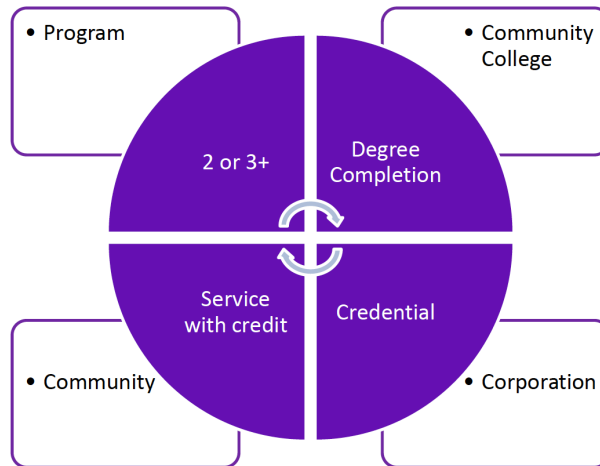
Firelands should focus on partnerships in these key areas:

- Workforce: developing strong industry partnerships will be vital for the long-term viability of post-traditional enrollment efforts. Models like the University's partnership with Cedar Fair for the Resort and Attraction Management program and the emerging presence of the Federation for Advanced Manufacturing Education (FAME) in Ohio provide a roadmap for other mutually-beneficial collaborations. Firelands should continue to explore opportunities like an agricultural economics collaboration with nearby Mucci Farms to further calibrate suitable academic offerings that complement industry needs.
- Institutional partnerships: Firelands can leverage its unique role in being both a two-year institution and a part of a graduate degree granting research university by partnering with other institutions of higher education to serve in any capacity in a student's lifecycle. Existing relationships like that with Lorain County Community College for the associate degree in nursing provide predictable, stable enrollment; however, Firelands should realize additional benefits of this partnership by adding additional entry points into this cohort-based program. Further, opportunities to stack the eCampus' nursing degree completion program (RN to BSN) allow for a comprehensive undergraduate education in nursing offered entirely at Firelands.
- High school partnerships: it is vital that Firelands not overlook its relationships with area school districts, as the declining number of high school graduates in the area requires increasing the campus' market share in order to maintain current enrollment levels. Opportunities for partnership exist through development of tailored pathways that begin in College Credit Plus and continue beyond high school graduation.

- Partnership with the Bowling Green campus: Firelands most valuable partnership is undoubtedly in the University's main campus, with the BG campus offering a wealth of academic offerings, administrative expertise and scaled resources that reach well beyond Firelands' portfolio. Iterative growth of the pathway program—which leverages the BG campus' on-campus housing options—provides Firelands an opportunity to expand its geographic reach into additional markets outside its traditional service area.

Invest in key academic programs for growth

Firelands can support its enrollment goals by investing strategically in key academic programs that appeal to target growth populations—namely post-traditional students. Some of these offerings include:

- Bachelor of science in resort and attraction management: this first-of-its kind collaboration between BGSU and Cedar Fair can both serve as a healthy enrollment pipeline and a catalyst for developing other similar partnerships. The residential, cohort-based model for student enrollment also allows a viable opportunity for Firelands to enroll international students.
- Stackable, short-term certificates: investment in certificates introduces a credential for students that is typically less expensive and faster to complete than an associate or baccalaureate degree—thereby mitigating two of the barriers to entry typically noted for adult learners. With recent notice from the Department of Education related to changes in Gainful Employment, the institutional risk and administrative overhead to offer financial aid for students enrolled in these credentials has also reduced.
- Bachelor of technical and applied studies: this degree completion program provides an opportunity to build upon previously completed coursework in a technical field. Specializations in small business enterprise, information technology and healthcare management provide a template for employers to recommend other micro-curricula that can be tailored and developed based on industry needs.
- Associate in technical studies: the ATS degree has an expanded growth opportunity when leveraged with the State of Ohio's One Year Option guarantee, which provides a pathway toward an associate degree for students with an industry-recognized credential. The online delivery of this degree presents capacity for enrollment across the state.
- Allied health programs: programs like the associate in applied science in diagnostic medical sonography and the bachelor of science in applied health science, respiratory care specialization as a whole encompass a suite of allied health fields that are in constant demand. Firelands' recent investment in updated classroom facilities, coupled with its partnerships with major healthcare providers in the region, present an opportunity for program growth in spite of significant competition in the space.

Implement segmented marketing strategies across multiple channels

With adoption of a streamlined marketing and communications infrastructure that leverages the subject matter expertise and resources of the BG campus comes the opportunity to invest in segmented marketing strategies that promotes Firelands to key audiences. Efforts should include:

- Media strategies: Firelands has a longstanding relationship with the key media outlets in its service area, and the University can build upon these existing partnerships by approaching investments in a content-driven strategy that extends brand awareness through more deliberate approaches in influencing coverage through pitched stories, a robust faculty expertise directory, and an expanded investment in guest columnists.
- Name purchases / search: Firelands can extend the influence of its marketing budget by investing more in direct marketing to segmented populations (e.g. holders of industry credentials eligible to enroll in the associate in technical study). These campaigns will ensure targeted messages hit interested populations, thereby increasing students entering the application and enrollment funnel.
- Internal communication: the lack of dedicated marketing or communication staff embedded at Firelands in recent years has left the campus without an internal communications infrastructure, which in turn has resulted in a missed opportunity to share the campus' story with its own students, faculty and staff. Development of these communication channels will help to ensure information and news is shared—and collected—across all populations in the campus community.

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Opportunities for continued exploration and next steps

BGSU Firelands has the opportunity to thrive in the coming decade, but it is incumbent on the institution to reallocate resources and focus attention on areas for strategic growth. In short, the "new normal" will rely on students at either end of the education spectrum—high school students enrolling in College Credit Plus and post-traditional students returning to the classroom—as the foundation for future growth; these shifts will require changes in the way Firelands approaches its academic offerings (e.g. focusing on more career-ready credentials) and the way it delivers instruction (e.g. online, hybrid and executive weekend formats).

To prepare for these upcoming cycles, the campus should embrace the following steps:

Development of a Firelands-specific Enrollment Management Council
Following the model established at the Bowling Green campus, Firelands would benefit from the monthly convening of academic and student services leadership for enrollment planning efforts. This group, charged with mapping trends against new and existing opportunities, would serve as the functional leads in executing the tenets of this enrollment plan in collaboration with their BG campus counterparts.

Inclusion of corporate "sponsor" for new academic programs in development
An investment by Firelands in workforce-ready academic offerings like certificates must include an evaluation of market demand and projection of likely sources of enrollment. To accomplish this, Firelands should encourage that all new program requests consider securing an outside organization as collaborator and sponsor; this will not only provide an external reference point to contextualize needed learning outcomes, but it will also ensure an initial source for initial cohorts.

Audit of existing program for viability
As Firelands grows new offerings, it will be important to revisit the existing portfolio to determine programs which no longer provide a compelling value proposition. These identified programs should be considered for redesign or suspension, with the latter potentially providing resources available for reallocation into other programs targeted for strategic growth.

Review of institutional mission, vision
The value of Firelands as outlined in the University Catalog codifies the campus' formal mission and charge. As Firelands continues to adapt to meet the region's and University's needs, it should review and assess how the strategic direction of the campus aligns with the Catalog's listed role for the institution.

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References

[i] **United States Department of Commerce**
https://www.census.gov/quickfacts/fact/table/sanduskycountyohio,ottawacountyohio,huroncountyohio,eriecountyohio/EDU685217

[ii] **United States Department of Commerce**
https://www.census.gov/quickfacts/fact/table/lucascountyohio,woodcountyohio,loraincountyohio/EDU685217

[iii] **United States Department of Commerce**
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[iv] **Ohio Department of Education Enrollment by District**
https://falconbgsu-my.sharepoint.com/:x:/g/personal/rdrapch_bgsu_edu/EVFeLypOHtRHiBaarcOqB4cBYZCFK2lLwlmlXAmLFrrfpQ?e=3qht5e

[v] **Understanding the Shifting Adult Learner Mindset: Insights for Growth from EAB's Adult Learner Survey; Education Advisory Board**
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[vi] **National Center for Education Statistics; Pell Eligibility by BGSU Campus**
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[viii] **Long Term Prosperity: Strategies to Grow Your Revenue and Enrollments; AGB Consulting**
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March 25, 2022

Dr. Rodney Rogers
President
Bowling Green State University
1001 East Wooster St.
Bowling Green, OH 43403-0001

Dear President Rogers:

Attached is the institution's copy of the Additional Location Confirmation Report completed following the location visit to Bowling Green State University. As reported, the additional location conforms to the description provided by Bowling Green State University and no further monitoring is required.

Within the Additional Location Confirmation Report, you will find brief comments on degree offerings, human and physical resources, and instructional resources. Please consider these comments as advice and suggestions for continued improvement of the additional location.

Thank you again for your flexibility and hospitality in arranging the Additional Location Confirmation Visit, which fulfills federal regulations related to substantive change. Per HLC policy, completion of the visit and fulfillment of the requirement will be noted in the institution's history record and the completed report will be included in the institution's permanent file.

Please contact Pat Newton-Curran (pnewton@hlcommission.org) with any questions or comments regarding the Additional Location Confirmation Visit or this report.

Sincerely,

Higher Learning Commission

Enclosure

Additional Location Confirmation Visit Report Form

Institution name: Bowling Green State University

Name and street address of additional location: Sandusky High School, 2130 Hayes Ave., Sandusky OH 44870

Date of visit: 3/22/2022

Reviewer: Nanette Smith, Exec. Director Instiutional Effectivness Planning, Rhodes State College

> Compare the written description of the location (provided in the institution's change request, HLC's response and/or the team report) with the actual location and answer the following questions. Document findings for each item and indicate the institution's strengths and/or opportunities for improvement in controlling and delivering degree programs off campus.
>
> Submit the completed report as a single PDF file at hlcommission.org/upload. Select "Final Reports" from the list of submission options to ensure the report is sent to the correct HLC staff member.

1. Is the location at the approved address and are the programs or courses offered as described in the original request?

   ☒ Yes   ☐ No

   Comments:

   The street address of Sandusky High School (Sandusky HS) is consistent with the address listed in the original request. Bowling Green State University (BGSU) has offered courses at the location for the past seven years as part of its College Credit Plus (dual credit) program. During academic year 2021-2022, the total number of credit hours offered at Sandusky HS, crossed the 50% threshold toward the Associate of Arts (AA) degree. The location only offers dual credit courses designed for students enrolled in high school (students cannot complete their AA degree at the location at this time).

   Sandusky HS is an educational facility, and based on the tour provided during the visit, the location has the appropriate classroom and laboratory space for all courses offered. BGSU provided a list of courses taught at the location for both fall 2021 (7) and spring 2022 (5) terms. At the time of the visit, dual credit students not observed taking classes, due to school wide testing.

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2. Are the instructional resources (e.g. registration, advising, career counseling and placement, library access) as described in the original request? What evidence demonstrates that they are appropriate for the programs offered?

☒ Yes ☐ No

Comments:

Sandusky HS dual credit instructors noted that they are able to access all instructional materials, course syllabus, and additional resources via BGSU-Firelands Canvas Learning Management System (LMS) course shell. Instructors also confirmed that students learn how to sign-in to the Canvas LMS to access course content, announcements, course evaluations, additional resources (i.e. library, advising support, etc.) and any additional CCP program information provided by BGSU-Firelands.

Instructors mentioned requiring students to access course modules via Canvas to complete assignments, quizzes, use of the BGSU library site to locate peer reviews and scholarly articles. Dual credit students who took classes during the fall and who are currently taking courses this spring (i.e., Pre-Calculus Math, Engineering Technology, Research Writing); confirmed having the access to information needed for course scheduling and registration, BGSU academic advising as well as instructional/library resources.

3. Are the financial resources for the location as described in the original request? What evidence demonstrates that the institution effectively plans for growth and maintenance of additional locations?

☒ Yes ☐ No

Comments:

The overall financial planning and budgeting maintained by BGSU is relatively small as dual credit instructors for the location are paid through the Sandusky school district. The primary expense typically incurred by BGSU is the stipend provided to BGSU-Firelands faculty who act as mentors for new dual enrollment instructors. Additionally, the salaries for the Associate Director of CCP programs and the BGSU Academic Advisor are not included in the budget as they serve multiple dual credit high schools that which are not considered additional locations.

Overall income for was less than the projected annual revenue of $18,000. However, since there were no new faculty teaching at the location this year, there was not a for faculty mentors, thus no expenses for faculty were incurred (Table 1).

Table 1: Finances for Sandusky HS

	Fall 2021	Spring 2022	Total
# Credits taken	222	191	413
Income (@ $41.64/CR)	$9,244.00	$ 7,953.00	$17,197
Expenses	$0.00	$0.00	$0.00

4. Does the evidence confirm that the institution effectively oversees instruction at the additional locations?

☒ Yes ☐ No

Comments:

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Since the location offers dual credit courses, it requires a partnership between BGSU and the Sandusky HS distract through an established memorandum of understanding (MOU). The Principal and the College and Career Readiness (CCR) Coach at Sandusky HS are the primary administrators connected to the location. During the spring term, an interim Assistant CCR Coach position was established to assist with program oversight.

The Director for Admissions at BGSU-Firelands Campus oversees the College Credit Plus (CCP) program for BGSU-Firelands. The Associate Director for Pre-College programs is the primary contact for dual credit faculty and works in collaboration with the CCR Coach to ensure processes are in place for the dual credit courses offered (i.e. program promotion and communication, student eligibility and placement, assessment of student learning/student feedback, course scheduling, professional development, instructor vetting/qualifications, etc.) by BGSU-Firelands. Additionally, a BGSU-Firelands Academic Advisor is assigned to the location and schedules appointments with dual students to provide orientation on what it means to be a college student and information on student services (i.e. tutoring, career services, Canvas, etc.).

Dual credit instructors, department Chairs/faculty liaisons and BGSU-Firelands and Sandusky HS administrators confirmed that curriculum/instructional oversight includes review of course syllabi, assessments and changes to instructional content, as the courses offered at the location are required to have identical student learning outcomes (SLOs) as those offered at campus. Review of sample course syllabi and discussions with dual credit instructors and department chairs confirmed that assessment of student learning is completed. Dual credit instructors also indicated that they feel very well supported and appreciate the strong relationship between the location and BGSU-Firelands administrators, faculty liaisons/department Chairs.

5. Does evidence confirm that the measures and techniques employed for assessment and evaluation at the location are equivalent to those on the main campus?

☒ Yes   ☐ No

Comments:

The dual credit courses offered at the location are aligned with and required to use identical student learning outcomes as the general education curriculum offered at BGSU-Firelands. Assessment measures, processes, and outcomes must align with approved assessment pieces from the BGSU Perspective (BGP) Committee; the assessment data collected by dual credit faculty is submitted via the Canvas LMS; and the information processed by the Office of Academic Assessment. Assessment for Sandusky HS regarding the BGP learning domains align with BGSU evidenced by review of sample Fall 2021 course assessment data provided by the institution. Since spring 2022 courses are in session, assessment data will not be available until the end of the academic year.

Likewise, student evaluations of courses/instructors are conducted at the end of the academic term. Students confirmed that they have access to BGSU-Firelands course evaluations via Canvas, but the majority of time their feedback is provided real-time to instructors.

BGSU also assesses the overall CCP (dual credit) program through its annual student survey administered by the Associate Director for Pre-College programs. The results from the various assessments are made available to the faculty, BGSU-Firelands department chairs, and Sandusky HS administrators. In the event results demonstrate concern with course instruction, BGSU-Firelands will intervene with plans to assist dual credit instructors. Since dual credit courses provided by the location must meet high school graduation requirements, all feedback regarding instruction or the CCP program as a whole, are reviewed by HS administrators. BGSU-Firelands as

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part of an ongoing review of assessment data and CCP program evaluations, might consider providing data reports to Sandusky HS administrators for informed decision-making.

6. Does evidence confirm that the institution has appropriately qualified and sufficient staff and faculty in place for the location and that the institution supports and evaluates personnel at the additional location?

    ☒ Yes   ☐ No

    Comments:

    Dual credit courses instructors must be employed by the location in which the dual credit course is offered. They must hold a minimum of a Master's degree and at least 18 credit hours of graduate-level work in the discipline they are teaching for BGSU dual credit course. All instructors teaching at Sandusky HS are approved using the BGSU faculty credentialing process; and at least four teach at the BGSU-Firelands campus.

    Discussions with dual credit faculty, HS administrators and BGSU-Firelands administrators confirmed that all instructors at Sandusky HS submit their transcripts to BGSU (indicating they hold the appropriate credentials or have tested experience) for the course being taught at the location. The packet of information is sent to BGSU for review and approval according to the BGSU faculty credentialing process to ensure minimum requirements for teaching undergraduate courses. Review of the list of courses/instructors, samples of instructor credential documents and discussions with BGSU-Firelands department Chairs/faculty liaisons confirmed that the minimum requirements for teaching undergraduate courses are being met.

    New instructors who teach their first or second semester with BGSU-Firelands, have a faculty mentor who assists with answering questions regarding instruction, syllabi/course design, grading, and answering additional instructional related questions. Currently there are no new dual credit instructors at the location so faculty mentors are not used. Annual observations/reviews are conducted by department Chairs/faculty liaisons who may not be in-discipline; dual credit faculty confirmed that in some instances, they were not familiar with their faculty contact. BGSU-Firelands administrators noted that the institution has had little turnover over the years, and now are experiencing some transitions with faculty and staff roles/responsibilities. With this in mind, the institution should consider working with the location to facilitate ongoing communication with dual credit faculty to ensure continuity of instruction and resources.

7. Does the evidence confirm that the institution delivers, supports and manages necessary student services at the additional location?

    ☒ Yes   ☐ No

    Comments:

    Dual enrolled students have full access to BGSU library resources. The Director for Admissions at BGSU-Firelands Campus, Associate Director for Pre-College programs and Academic Advisor ensure BGSU resources are provided to dual credit students. The location has a dedicated space (CCP Lab) only for dual credit students to meet with their CCR Coach for advising, study and take online coursework

    Students commented that their high school College and Career Readiness (CCR) Coach is the primary contact for their dual credit (CCP) coursework and serves as a bridge to BGSU-Firelands as well as their ability to access instructional resources, end-of-term surveys, announcements

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about CCP programming, advising and student support information via BGSU's Canvas Learning Management System (LMS) whenever needed.

The Associate Director for Pre-College programs is the primary point of contact for the location and visits the high school to provide support the CCR Coach and faculty at least once per term. In addition, she hosts information sessions for prospective dual credit students as needed. Sandusky HS administrators and dual credit faculty stressed the strong relationship and were very positive about the collaboration with BGSU-Firelands faculty and staff. Although information for the dual credit program is provided to students in various formats, faculty and students indicated there are still a few instances where there is some confusion/mixed messages given between the high school and the institutional partner. With this in mind, BGSU-Firelands should consider working more closely with Sandusky HS administrators to communicate and/or provide additional resources on CCP program expectations, policies and procedures (e.g. withdrawal from courses, placement testing, attending information sessions, etc.) for dual credit students.

Summary Recommendation

Select one of the following statements. Include, as appropriate, summary statement of findings.

☒ Overall, the pattern of this institution's operations at its extended additional locations appears to be adequate, and no further review or monitoring by HLC is necessary.

☐ Overall, the pattern of this institution's operations at its extended additional locations needs some attention, as detailed in the individual comments in the previous section, and the institution can be expected to follow up on these matters without monitoring by HLC. The next scheduled comprehensive evaluation can serve to document that the matters identified have been addressed.

Identify specific areas needing organizational attention.

☐ The overall pattern of this institution's operations at its extended additional locations is inadequate and requires HLC attention.

Indicate recommendation for HLC follow-up, including specific concerns and monitoring.

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High School College Credit Plus

College Credit Plus Application
(https://www.bgsu.edu/college-credit-plus/apply-now.html)

Program Description

In order to give Ohio high school students the opportunity to pursue higher education and reduce the cost of doing so, the **Ohio Department of Education (http://education.ohio.gov/)**, **Ohio Board of Regents (https://www.ohiohighered.org/)** and the Ohio legislature have worked together and created the **College Credit Plus program (https://www.ohiohighered.org/college_credit_plus)**. This program will combine the previous Post Secondary Enrollment Option and Dual Enrollment programs and will include Tech Prep.

BGSU Firelands College Credit Plus program gives college-bound high school students the opportunity to earn college credit and high school credit simultaneously. This gives students the advantage of starting the transition to college early, while reducing the cost and length of time to receive a degree. They will have already received on-transcript college credit.

× **Courses Available**

Recommended courses include 1000-2000 level BG Perspective (General Education) courses in Natural and Social Sciences, and Humanities along with General Studies Writing and Math. These courses are listed in the BGSU catalog and are available to CCP students at scheduled class times on campus and some are also available online or through web-based delivery. Some high schools may also offer these courses on the high school campus. The BGSU catalog can be found at **www.bgsu.edu/catalog.html (http://www.bgsu.edu/catalog.html)**

Courses you are permitted to take

- Ohio legislation requires students complete 15 credit hours of Level 1 courses before continuing to Level 2 courses. Further description of allowable courses can be found out **Course Eligibility**

- BGSU courses found on the Ohio Transfer Model and CTAG are approved Level 1 courses: **www.ohiohighered.org/Ohio-Transfer-36 (http://www.ohiohighered.org/Ohio-Transfer-36)**

- Many CCP students enroll in **BG Perspective (https://www.bgsu.edu/bg-perspective.html)**, or general education, classes (as long as pre-requisites have been met) to complete the 15 hours of Level 1 course work. Exceptions may be made outside of the BG Perspectives and OTM approved courses is a class is fulfilling a 15 hour pathway or 30 hour pathway established by the high school

- CCP students may take classes that are open, provided all course prerequisites are met.

- Students interested in Music Performance should contact the Coordinator of Music Admissions at 419-372-8577 for information about auditions and placement.

Courses you are not permitted to take

- You cannot take remedial classes.

- Certain courses are reserved for specific student populations; these are identified by including a letter at the end of the course number (example; SOC 1010A or SOC 1010H).

- Sectarian religion courses

- Physical Education courses

- Study Abroad

- Individual Music Lessons

× **Methods of Delivery**

To maximize accessibility, convenience and scheduling flexibility, courses can be taken three different ways.

- **On Campus**: Class is taken on BGSU Firelands Campus or on-line/web-based (formerly PSEOP)

- **Dual Enrollment**:
    - Class is offered on High School Campus using qualified high school teacher to deliver/facilitate the course
    - 100% Online/Web-based - Synchronous at approved high school sites (Set time and day during high school schedule using high school teacher as facilitator)

- **Tech Prep**: Prescribed college courses taken at **EHOVE (https://www.ehove.net/o/high-school)** or Sandusky High School
    - List of BGSU Firelands Associate Degree and Bachelor's Degree Pathways (https://www.ehove.net/o/high-school)

- **Self Pay**: Student can enroll in summer course and count the class for high school credit.

× <u>Benefits of a BGSU Firelands College Credit Plus</u>

- There is no cost to the student or families for course and instructional materials

- All students are assigned an Academic Advisor who has the responsibility to ensure that the student has someone with whom they can meet and confer to receive guidance regarding career counseling, scheduling, advising, and college degree pathway requirements.

- All College Credit Plus students are considered BGSU guest students and have access to many benefits and student support services such as campus programs, free tutoring and library services.

- Credits earned can be applied toward an Associate or Bachelor's degree.

- All students have access to their instructors via email; or telephone and in-person during posted scheduled office hours

× <u>Admissions Criteria for BGSU Firelands College Credit Plus Program</u>

- Applicants must submit a copy of the high school transcript (guidance counselor usually sends it to the college access office)

- Applicants must take and score college-ready on a **placement test (/offices/technology-support/placement-testing.html)** administered by the college or submit most recent ACT scores (they may also be listed on the high school transcript). ACT scores are then used to determine if student is college-ready.

- Applicants must pass all end of course exams administered by the high school.

× <u>Timeline for Student Application Submission and Registrations</u>

- Students applying for the fall term should apply by the Friday of the national tax deadline closest to April 15. Those applying for the spring term should apply by Friday following Veteran's Day.

- Students will schedule their placement testing on their own by calling 419-433-5560 X20766 (8AM-Noon) or X20841 (Noon-5PM) Placement testing should be done by mid- April for fall and late November for spring.

- Students will be notified of acceptance by late April/early May for fall and mid- December for spring.

- Students will use instructions sent in acceptance letters to create their BGSU account that will be used for registering classes.

- Students will also be informed in the acceptance letter about orientation meeting requirements.

- Students will make advising appointments to register for classes on-campus or guidance counselor will send list of students to be registered for courses held at satellite high school sites by late May/early June.

- Tech Prep registrations will be done by program and students will be registered by mid-June by BGSU Firelands staff.
- Students will be responsible for checking e-mail and logging onto their MyBGSU account during the break period to check for important announcements or updates.

× **Are you ready for college?**

Are you ready for college?

At BGSU Firelands, there are many supports available to help you succeed in college, from free tutoring, an advising staff to help you choose a schedule, accessibility services for help in navigating learning challenges, technology support, as well as a faculty that values teaching and learning as their central mission. The transition from high school to college, however, is a real one. If you are currently a high school student considering the College Credit Plus program- **THE RESPONSIBILITY FOR WHAT YOU DO AND DON'T DO SHIFTS TO YOU. TIME MANAGEMENT AND INDIVIDUAL RESPONSIBILTY**

Time management and individual responsibility

High School	College
Your choice of classes and scheduling options are limited.	Although you will arrange your schedule in consultation with an advisor, the choice over how many classes to take and how to arrange your schedule is up to you and will require that you make active choices.
You are moving from one class to another throughout the day and do not have much free time in between.	If you are in college full-time, you will generally spend only around 12 to 16 hours a week in class and there can often be a number of hours in between classes.
Most of your study activity happens IN class.	In college, you are expected to study 2-3 hours outside of class for every in-class hour. Don't overschedule yourself.
You need permission to participate in extracurricular activities.	You will need to make active choices about whether to participate in extracurricular activities and to what degree.
Your school schedule is set and restricts the number of hours you work.	You will need to make active choices about what makes a reasonable job to school ratio.
Your performance is constantly monitored by teachers and they reach out to you to give you reminders to study or come in for help.	You will need to actively monitor how you are doing in class and to assess whether or not you need extra assistance with course content. There are many supports available to help you succeed, but you are expected to initiate that help.

Teachers help you before, during or after the class period.	Professors have office hours to help you outside of class (or you can ask for another meeting time). Make use of office hours and make use of the Teaching and Learning Center if you want further tutoring.
The high school has policies set in place for the classes.	You will need to familiarize yourself with the policies in place for every course you take. Every class has a SYLLABUS that outlines everything you need to know about how the class runs–from what is covered along with assigned readings to makeup policies to when office hours take place to what will make up your grade.

High School	College
Attendance is mandatory and regularly monitored.	Understand the policy in each of your courses for attendance and participation. You are responsible for the impact of your choices on your final grade.
Your school provides all the required materials and technology for your classes.	You will need to arrange to have access to the required materials in your course, including technology. Technology Support can help you with user-related issues.
The length of the school year and holiday breaks tend to be similar across local high schools.	College semesters do not correspond to the high school calendar. Semesters start and end at different times from high school quarters. Spring break will typically not correspond to your high school's Spring vacation. You will need to attend class based on the college schedule and your professors are not required to accommodate those different timelines.
Weather delays/cancellations tend to be somewhat similar across local high schools.	Weather-related cancellations are independent of decisions made by local K-12 schools, and they tend to be much less frequent. Have a plan for transportation to the college in inclement weather if you are uncomfortable driving in the snow or other bad weather.

Learning Strategy

High School	College
Many students find that they only need to study a couple of hours (total) per week outside of class.	In college, you are expected to study 2-3 hours outside of class for *every* in-class hour.
A lot of class time is spent on re- teaching, review, and practice.	You are expected to read and make sure that you understand the assigned material. Lectures and other class activity proceed from the expectation and assumption that you have already done so. College classes move at a faster pace.

You are usually told in class what you need to learn from the assigned readings/work.	Your assigned readings may or may not be directly addressed in class, but you are expected to have completed them and to have mastery over the content. That material may show up on exams.

Grades

High School	College
Courses are often structured to heavily reward effort.	While effort is naturally important, in college it does not substitute for results.
Extra credit opportunities available to raise your grade.	Extra credit opportunities–if they exist-- will generally not raise a grade.
Testing tends to be frequent and generally covers relatively smaller amounts of material.	College courses may have only 2-3 tests in a semester.
High school grades do not affect your college GPA.	Grades earned through CCP courses are part of your permanent college record, even if you change schools. Whether those grades affect your overall college GPA will depend on whether or not you transfer to another institution and the policies of that institution.

As you can see, there are real differences between high school and college, but now that you know what they are, you are already half-way there! And if you are still not sure if college is right for you at this time, please contact our Advising Office at 419-372-0886. We would love to talk with you!

HIGHER LEARNING COMMISSION

March 25, 2022

Dr. Rodney Rogers
President
Bowling Green State University
1001 East Wooster St.
Bowling Green, OH 43403-0001

Dear President Rogers:

Attached is the institution's copy of the Additional Location Confirmation Report completed following the location visit to Bowling Green State University. As reported, the additional location conforms to the description provided by Bowling Green State University and no further monitoring is required.

Within the Additional Location Confirmation Report, you will find brief comments on degree offerings, human and physical resources, and instructional resources. Please consider these comments as advice and suggestions for continued improvement of the additional location.

Thank you again for your flexibility and hospitality in arranging the Additional Location Confirmation Visit, which fulfills federal regulations related to substantive change. Per HLC policy, completion of the visit and fulfillment of the requirement will be noted in the institution's history record and the completed report will be included in the institution's permanent file.

Please contact Pat Newton-Curran (pnewton@hlcommission.org) with any questions or comments regarding the Additional Location Confirmation Visit or this report.

Sincerely,

Higher Learning Commission

Enclosure

Additional Location Confirmation Visit Report Form

Institution name: Bowling Green State University

Name and street address of additional location: Lorain County Community College, 1005 Abbe Rd N, Elyria, OH 44035

Date of visit: 3/22/2022

Reviewer: Nanette Smith, Exec. Director Instiutional Effectivness Planning, Rhodes State College

Compare the written description of the location (provided in the institution's change request, HLC's response and/or the team report) with the actual location and answer the following questions. Document findings for each item and indicate the institution's strengths and/or opportunities for improvement in controlling and delivering degree programs off campus.

Submit the completed report as a single PDF file at hlcommission.org/upload. Select "Final Reports" from the list of submission options to ensure the report is sent to the correct HLC staff member.

1. Is the location at the approved address and are the programs or courses offered as described in the original request?

   ☒ Yes   ☐ No

   Comments:

   The street address of Lorain County Community College (LCCC) is consistent with the address listed in the original request. The degree requirements for licensure in Respiratory Care changed (from Associate of Applied Science in Respiratory Care to a Bachelor of Science degree) requiring the Memorandum of Understanding (MOU) to be updated. Although BGSU-Firelands had offered the Associate of Science in Respiratory Care at LCCC for several years, BGSU-Firelands suspended courses in fall 2021 when it was determined that LCCC required approval by HLC, Ohio Department of Higher Education and US Department of Education as an additional location. During the interim, LCCC students took classes online and at the BGSU-Firelands campus (35-minutes away) through fall 2021. LCCC students resumed coursework at LCCC during spring 2022.

   LCCC is a HLC accredited educational facility equipped with the appropriate classroom/laboratory space and instructional equipment necessary to offer the Respiratory Care program. BGSU-Firelands provided a list of courses (10) taught at the location during spring 2022 term. During the visit, courses were in session and students were actively attending classes.

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2. Are the instructional resources (e.g. registration, advising, career counseling and placement, library access) as described in the original request? What evidence demonstrates that they are appropriate for the programs offered?

☒ Yes ☐ No

Comments:

Respiratory Care students taking courses at LCCC have access to all resources (i.e., library services, financial aid, scholarships, career placement, tutoring, etc.) located at BGSU-Firelands which can also be accessed electronically. Additionally, students have access to computer lab, library, and other services available on the LCCC campus. Students spoke favorably about the Respiratory Care program as a whole, the faculty and Program Director, and confirmed their ability for "double access" to all the resources equipment and supports necessary for completing the BGSU-Firelands program at LCCC. Students also commented on how they enjoy the program offered at LCCC and that they do a great job with academic/course planning, have robust advising support and degree auditing. The only suggestion students made regarding instructional resources was the possibility of having more up-to-date equipment/technology, which matches what they are exposed to in their   clinical/hospital settings.

3. Are the financial resources for the location as described in the original request? What evidence demonstrates that the institution effectively plans for growth and maintenance of additional locations?

☒ Yes ☐ No

Comments:

The overall financial planning for programming at LCCC is maintained by BGSU-Firelands Campus, which has one budget for the Respiratory Care program (whether taught at LCCC or BGSU-Firelands). Under the agreement with LCCC, BGSU-Firelands does not pay rent or additional expenses to LCCC since all the equipment was previously purchased for the Respiratory Care program. LCCC has a large classroom space that functions as both lecture and lab. Within the lab area, there are 2 hospital beds, an infant warmer, four ventilators, a BiPap machine, 6 mannequins, and 6 computers for simulations. The program accrediting body (CoARC) approved all equipment/facilities during their review and approval of the Bachelor of Science in Respiratory Care.

The instructors for the program are based at BGSU-Firelands and travel to LCCC to teach the courses necessary. Therefore, BGSU-Firelands factors 50% of the Satellite Campus Coordinator position (required by the Commission on Accreditation for Respiratory Care (CoARC)) into its budget. Therefore, the only expense specific to the location is a stipend provided to the faculty member serving as the LCCC Satellite Campus Coordinator.

The student cap for the Respiratory Care program at LCCC is 20 per term, as required by the program accrediting body, Commission on Accreditation for Respiratory Care (CoARC). Review of the enrollment data provided by BGSU-Firelands, student meetings and discussions with the Program Director and faculty and staff confirmed there are currently 10 students enrolled in the program.

Although the BGSU program administrators indicated that the reduction in Respiratory Care program enrollment is due primarily to the suspension of in-person classes at LCCC during fall 2021, they have good working relationships with area hospitals and clinical sites and have begun outlining plans to collaborate with potential partners (i.e. hospitals, alumni, advisory board, high

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schools, etc.) to increase enrollment. During the student discussion, not only did they speak highly in support of the Respiratory Care program, but suggested increasing advertising to promote the BGSU-Firelands program at LCCC. With this in mind, the institution should continue its efforts to pursue partnership opportunities and consider developing an enrollment management plan for the Respiratory Care program at LCCC.

4. Does the evidence confirm that the institution effectively oversees instruction at the additional locations?

   ☒ Yes   ☐ No

   Comments:

   As the degree requirements for licensure in Respiratory Care changed from an Associate Degree to a Bachelor degree, BGSU-Firelands updated its Memorandum of Understanding (MOU) with LCCC. BGSU-Firelands is a branch campus and a recognized college of BGSU and management of the branch campus is outlined in the MOU that BGSU-Firelands has established with LCCC. Discussions with the Associate Provost for LCCC, Respiratory Program Director, faculty and staff confirmed the great working relationship between the LCCC and BGSU-Firelands.

   The LCCC location organizationally fits under BGSU-Firelands, as the Respiratory Care program is part of the campus/college. The Dean of BGSU-Firelands is responsible for the management of the Respiratory Care program at LCCC and reports directly to the BGSU Provost at the main campus.

   Direct oversite of the Respiratory Care program at LCCC and BGSU-Firelands is the Program Director who also teaches respiratory courses. All instructors who teach courses at LCCC are identical to those who teach at BGSU-Firelands with the exception of a new faculty member hired during the HLC Additional Application process. The Associate Teaching Professor serves as the Program Coordinator for the LCCC location and provides students an additional point of contact for program advising and support. In addition, the Clinical Coordinator assists students with securing the required practicums and internships as part of the program.

5. Does evidence confirm that the measures and techniques employed for assessment and evaluation at the location are equivalent to those on the main campus?

   ☒ Yes   ☐ No

   Comments:

   The courses offered at the LCCC location have the same student learning outcomes as those offered at BGSU-Firelands. Assessment measures, processes, and outcomes also align with those provided by the BGSU Perspective (BGP) Committee; the assessment data collected by faculty submitted via the institutional LMS (Canvas); and the information processed by the Office of Academic Assessment. Review of course syllabi confirmed that student-learning outcomes are being assessed for the Respiratory Care program. Faculty and program leads outlined an inclusive assessment process where LCCC and BGSU-Firelands comparisons of student and program learning outcomes are conducted using the same assessment tools. The Program Director ensure continuous improvement by conducting regular reviews of SLOs, PLOs and uses regular faculty meetings to develop action plans/make changes to program content as needed. Additionally, the program is required to provide annual assessment reports to BGSU-Firelands for regular monitoring of how students achieve specific learning outcomes. However, since this is the first year of the BS in Respiratory Care at LCCC there is no historical data for the program.

The Respiratory Care program is approved by CoARC, which demonstrates there is an effective process of assessment and evaluation of student learning; as its required to meet specific requirements (i.e. retention, job placement, CRT and RRT exams) in order to maintain its accreditation status. Students confirmed the process of completing course evaluations at the end of each semester, which also allows for feedback regarding courses and instruction so the department can make necessary improvements. Faculty confirmed that the CoARC also requires regular surveys regarding resources (i.e. personnel, facilities, laboratory, academic support, clinical locations, financial, equivalence to main campus) be given to students in order to demonstrate that BGSU-Firelands is effectively meeting the needs of the students at LCCC

6. Does evidence confirm that the institution has appropriately qualified and sufficient staff and faculty in place for the location and that the institution supports and evaluates personnel at the additional location?

☒ Yes   ☐ No

Comments:

Review of the faculty list and discussions with location faculty and BGSU-Firelands administrators confirmed that all faculty teaching at the LCCC site have been approved to teach at BGSU-Firelands campus in the Respiratory Care program. They submit transcripts to BGSU (indicating they hold the appropriate credentials) for the course being taught and are reviewed/approved according to the BGSU faculty credentialing process (for full and part-time faculty) to ensure minimum requirements for teaching undergraduate courses are met. The approval process begins with the program director who interviews and reviews qualifications for faculty members. Qualifications are then, reviewed by the Dean's Office at BGSU-Firelands and the Office of Institutional Effectiveness. Once the review is complete, they are loaded into the qualified faculty instructor table so they can teach courses within their approved academic departments.

7. Does the evidence confirm that the institution delivers, supports and manages necessary student services at the additional location?

☒ Yes   ☐ No

Comments:

CoARC requires that institutions regularly survey their students and staff regarding the personnel, facilities, laboratories, academic support, clinical experiences, fiscal resources. Specific to LCCC, programs must survey "to ensure that resources, services, and faculty at the satellite campus are adequate and equivalent to those on BGSU-Firelands. Conversations with LCCC and BGSU-Firelands faculty, staff and students, review of the course syllabi, and tour of the classroom/lab spaces demonstrate effectiveness in meeting the needs of the Respiratory Care students at LCCC.

Summary Recommendation

Select one of the following statements. Include, as appropriate, summary statement of findings.

☒ Overall, the pattern of this institution's operations at its extended additional locations appears to be adequate, and no further review or monitoring by HLC is necessary.

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☐ Overall, the pattern of this institution's operations at its extended additional locations needs some attention, as detailed in the individual comments in the previous section, and the institution can be expected to follow up on these matters without monitoring by HLC. The next scheduled comprehensive evaluation can serve to document that the matters identified have been addressed.

Identify specific areas needing organizational attention.

☐ The overall pattern of this institution's operations at its extended additional locations is inadequate and requires HLC attention.

Indicate recommendation for HLC follow-up, including specific concerns and monitoring.

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HIGHER LEARNING COMMISSION

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
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Fax: 312.263.7462 | hlcommission.org

January 14, 2022

Dr. Rodney Rogers
President
Bowling Green State University
1001 East Wooster St.
Bowling Green, Ohio 43403-0001

Dear President Rogers:

This letter serves as formal notification and official record of action taken concerning Bowling Green State University by the Institutional Actions Council of the Higher Learning Commission at its meeting on January 10, 2022. The date of this action constitutes the effective date of the institution's new status with HLC.

Action. IAC concurred with the evaluation findings and approved the institution's request to open an additional location: Falcon Point Lofts, 250 E. Market St., Sandusky , OH 44870.

In taking this action, the IAC considered materials from the most recent evaluation and the institutional response (if applicable) to the evaluation findings.

In two weeks, this action will be added to the *Institutional Status and Requirements (ISR) Report*, a resource for Accreditation Liaison Officers to review and manage information regarding the institution's accreditation relationship. Accreditation Liaison Officers may request the ISR Report on HLC's website at https://www.hlcommission.org/isr-request.

Within the next 30 days, HLC will also publish information about this action on its website at https://www.hlcommission.org/Student-Resources/recent-actions.html.

If you have any questions about these documents after viewing them, please contact the institution's staff liaison John Marr. Your cooperation in this matter is appreciated.

Sincerely,

Barbara Gellman-Danley
President

CC: ALO

BGSU® Firelands
Campus Map

N

1. Foundation Hall
2. George Mylander Hall
3. North Building
4. Cedar Point Center
● Emergency Phones

Lot G

Lot F

Lot E

Lot D

Lot C

Lot B

Lot A
Faculty / Guest

Boos Road

Rye Beach Road

McBride
Arboretum

3

2

1

4

University Drive

Lot H
Visitors
Only

FIRM	CLIENT	AREA	TOTAL COST	COMPLETION DATE
Collins Gordon Bostwick Architects	Bowling Green State University	30,000 sq.ft.	$5,958,000	06/2003

Situated on the southern edge of the campus, the Cedar Point Center is a two-story brick structure that matches existing campus buildings and has a large, 40-foot-high atrium that looks out toward the James H. McBride Arboretum. The building has been situated so that it not only forms the southern edge to the campus, but also allows the adjacent arboretum to flow into the campus.

The plans were organized so that the atrium is the hinge about which the public and private spaces revolve. The atrium is a transparent space that allows views to the campus and arboretum, and becomes illuminated at night as a beacon in the community.

This new building, designed for a satellite campus, accommodates a growing population of non-traditional students. The program spaces have been developed to provide flexibility, advanced technology and a professional/corporate image.

The 450-seat, divisible public meeting room has state-of-the-art audiovisual technology. Four large screens and projectors allow the room to work in different configurations, allowing for plenty of flexibility for the college and community. Five smaller conference rooms include video projection, electronic whiteboards and audio capabilities.
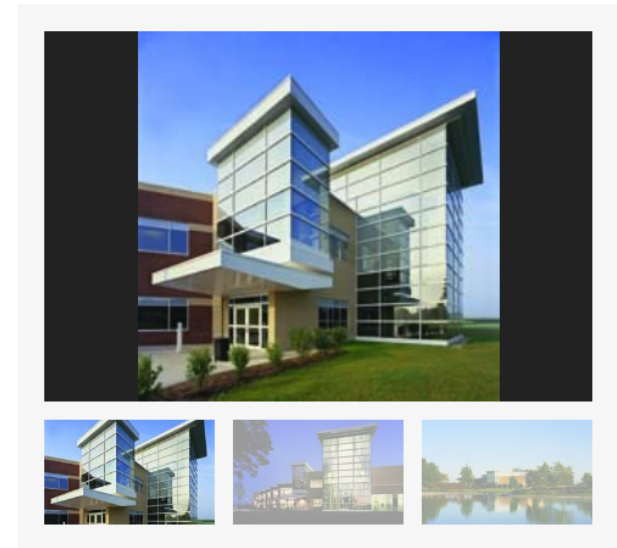
Two 1,000-square-foot distance-learning rooms have rear-screen projectors, surround-sound capability, and the ability to use multiple sources for teaching from web-based instruction to DVD and VCR capabilities.

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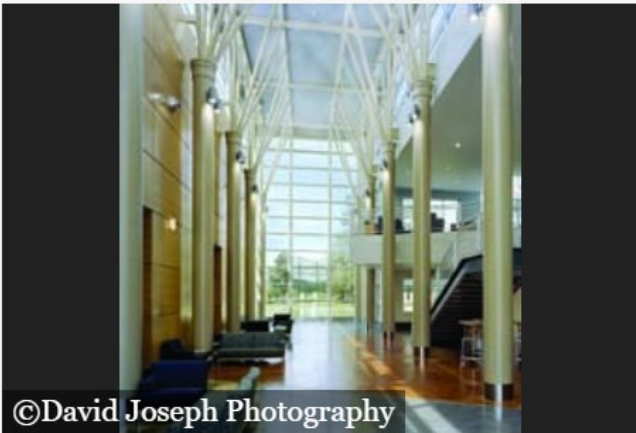
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Accessibility Services

Welcome to Accessibility Services at Bowling Green State University! The mission of Accessibility Services at Bowling Green State University is to provide equal access and opportunity to qualified students, faculty, and staff with disabilities. Our goal is to increase awareness of disability issues and support the success of students with disabilities by providing opportunities for full integration into the BGSU community.

Contact Us 8 a.m. to 5 p.m. Monday-Friday.

access@bgsu.edu

419-372-8495

BGSU Main Campus:

The main campus office will be staffed 8 a.m. to 5 p.m. Monday - Friday with limited capacity during the summer 2022 semester to assist students.

Firelands Campus:

During summer 2022, staff can be reached 8 a.m. to 5 p.m. Monday - Friday via email access@bgsu.edu or phone 419-372-8495.

Office of Accessibility Services Staff Directory

Peggy Dennis

> Director, Accessibility Services
> ADA/Section 504 Compliance Officer
> Title IX Deputy Coordinator
> Supervisor, National Test Center
> access@bgsu.edu

Lea Anne Kessler

> Assistant Director
> access@bgsu.edu

Bailey Murphy

> Coordinator
> access@bgsu.edu

Anne Forgrave

> Accessibility Specialist
> access@bgsu.edu

Lisa Jones

Administrative Assistant

access@bgsu.edu

Jennifer Murray Cosgrove

Ohio College2Careers Counselor

jcosgro@bgsu.edu

https://www.bgsu.edu/accessibility-services/OhioCollege2Careers.html

https://www.firelands.bgsu.edu/academics/student-services.htm
Retreived June 6, 2022l

Academic and Career Counseling

Welcome to BGSU Firelands!

The BGSU Firelands Office of Academic and Career Counseling is here to help you select and pursue a course of study, understand academic requirements towards graduation, connect you with resources through the BGSU Firelands community, and make plans for your education and life beyond BGSU Firelands!

Every student at BGSU Firelands is assigned an Academic Advisor or Faculty Mentor who is available to assist you throughout your path to graduation at BGSU Firelands. Please visit the links below to begin, advance, or continue your journey at BGSU Firelands.

How to Schedule an Appointment With your Advisor

Jenn Buening

Email: fire-acadserv@bgsu.edu

Subjects: Pre-College of Education; Pre-College of Music; Clark Inclusive Scholars; Early Childhood Education, Bachelor of Science in Resort Attraction and Management (RAAM)

College Credit Plus: Edison, Sandusky, on-campus/dual enrollment

Victoria Moran

Email: fire-acadserv@bgsu.edu

Subjects: Pre-College of Business; Pre-College of Technology, Architecture, and Applied Engineering; Computer; Electrical/Electronic Engineering; Management and Technology; Visual Media

College Credit Plus: Danbury, EHOVE, Monroeville, Norwalk, Vermilion, Western Reserve, on-campus/dual

Kelsey Hammond

Email: fire-acadserv@bgsu.edu

Subjects: Pre-College of Arts and Sciences; Communication; Human Service and Social Work; Pre-Bachelor of Liberal Studies and Bachelor of Liberal Studies; Psychology Pre-Psych 3+1; Undecided and exploring; Criminal Justice

College Credit Plus: Huron, Margaretta, Willard, on-

enrollment   campus/dual enrollment

Krista DeBlase

Email: fire-acadserv@bgsu.edu

Subjects: Allied Pre-Diagnostic Medical Sonography; Pre-Associate of Applied Science in Radiologic Technology; Pre-Bachelor of Science in Respiratory Care; Diagnostic Medical Sonography, Radiologic Technology and the Bachelor of Respiratory Care; Pre-Nursing, College of Health & Human Services; Firelands Regional Medical Center (FRMCSN)

College Credit Plus: Bellevue, Firelands, New London, Saint Paul, Sandusky Central Catholic, Oberlin Senior, on-campus/dual enrollment

Tamara Jenkins

Email: fire-acadserv@bgsu.edu

Lorain County Community College School of Nursing

College Credit Plus (CCP)

Students in grades 7-12 are eligible to apply for College Credit Plus and may choose from a variety of college-level courses that can satisfy both high school and college requirements. Students may take classes during the summer, fall and spring semesters.

Student Resources

Office Staff

Deborah Carden

Senior Secretary

dcarden@bgsu.edu

Sharyl Wahl

Administrative Assistant

swahl@bgsu.edu

Please contact us at

419-372-0886

BGSU. Firelands

One University Drive
Huron, Ohio 44839

419-433-5560

Fax: 419-433-9696

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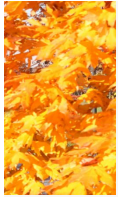
BGSU Firelands Student Government

Inclusive PreK-5 Educators (IPE)

Science Club

Sonography Club

Student Engagement, Diversity and Inclusion

BGSU.

How to get started	How to refer a student
Services Offered	Meet the Staff
Program Request	Doctoral Internship

EMERGENCY CRISIS INFORMATION

We have an on-call counselor available at 419-372-2081 for crisis situations from 8:00 a.m. to 5pm Monday-Friday. You can also utilize the Wood County Crisis Line at 419-502-4673 after Counseling Center business hours. Wood County Crisis Line is a 24 hours, 7 days a week crisis resource for folks in Wood County.

ADDITIONAL CRISIS RESOURCES

Crisis Text Line-Text HOME to 741741 for a crisis counselor or text STEVE to 741741 for a culturally competent crisis counselor. You can also text or dial 988 to be connected to a crisis counselor 24/7.

Counseling Center

Bowling Green State University / Counseling Center

The Counseling Center strives to promote the psychological well-being of students from diverse backgrounds; to foster their development, learning, and academic success; and to provide appropriate intervention when students are experiencing serious mental health concerns.

The Counseling Center welcomes all students. We aspire to respect cultural, individual, and role differences. Our goal is to create a safe, supportive and affirming climate for individuals of all races, ethnicities, national origins, genders, gender identities,

sexual/affectional orientations, religions, ages, abilities, sizes, socioeconomic statuses, languages, and cultures.

HOW TO GET STARTED

Need to start or restart counseling? Call to schedule your initial appointment.

Next steps ▶

SOCIAL JUSTICE ADVOCACY

We are committed to social advocacy issues that impact our campus and community.

Read our statements on critical social justice areas ▶

ASSIST A STUDENT IN NEED

The Counseling Center offers individual and group counseling as well as educational programming for the campus community.
[Learn more about connecting students](#) to the Counseling Center

Assist a student in need ▶   **Parent Resources** ▶

BGSU. | DIVISION OF HEALTH AND WELLNESS
Counseling Center
BOWLING GREEN STATE UNIVERSITY
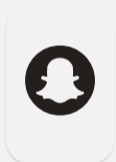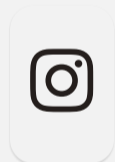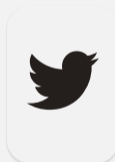
College Park Building Room 104
Bowling Green State University
Bowling Green, OH 43403
419-372-2081
Fax: 419-372-9535

Office Hours
Monday - Friday: 8:00 - 5:00
(some evening hours available)

Initial Appointments

Please call our office, 419-372-2081, to schedule an initial appointment with us.

FREQUENTLY ASKED QUESTIONS

+ ## What is counseling?

College years are an exciting time, but sometimes they can be stressful. Students may encounter problems that are not easily solved. When talking to friends or relatives about your concerns is impossible or unsatisfying, counseling is often the

answer. Personal counseling is a way of talking about what is on your mind with an objective person who can help you to learn new skills and new ways of looking at situations so that you will be more capable of solving problems on your own now and in the future.

+ ## Why do students go to counseling?

Students come to the Counseling for a variety of reasons including relationship issues, depression, anxiety, homesickness, trauma, family problems, eating disorders, and grief. Many students who seek counseling do not have a mental illness, rather they are having difficulty coping with a stressful life event. Some students come to the Counseling Center for help getting connected to other University or community resources.

+ ## Is counseling right for me?

If you feel uncertain about whether counseling is for you, we hope you will make an appointment for an introductory meeting and discuss your concerns with a counselor. There is no obligation to continue.

The Counseling Center staff welcomes all students. We aspire to respect cultural, individual, and role differences. Our goal is to create a safe, supportive and affirming climate for individuals of all races, ethnicities, national origins, genders, gender identities, sexual orientations, religions, ages, abilities, sizes, socioeconomic statuses, languages, and cultures.

+ ## Who is eligible?

Counseling services are made available to any enrolled Bowling Green State University student. Services come at no additional cost, are voluntary, and confidential.

+ ## What about confidentiality?

Consistent with professional ethical standards, information that students share in counseling is held in the strictest confidence. Further information about the confidentiality policy and its limitations is furnished to all students who come for counseling.

View our Notice of Privacy Practices ▸

+ ## Who are the counselors?

The counselors are qualified, trained mental health professionals and advanced graduate students with backgrounds in psychology. They are competent and caring people who can help students achieve more satisfying, educational and life experiences.

Meet the counselors ▶

+   How do I get started?

If you are a student wishing to meet with a counselor, the way to begin is through our scheduled initial appointment process. To schedule an initial appointment, please contact the Counseling Center during business hours, Monday-Friday from 8am to 5pm in order to be scheduled.

Prior to meeting with a clinician, you will complete consent forms and fill out initial questionnaires. Once completed, you'll speak with a clinician about what brings you to the Counseling Center and discuss further recommendations.

How to get started with counseling ▶

+   What services are offered?

The Counseling Center offers a variety of services to support student success. While individual and group counseling are available only to currently enrolled BGSU students, the Center offers consultation and outreach to all members of the BGSU community including faculty, staff, and parents. To read more about all our services, [click here.](#)

Updated: 08/25/2022 03:59PM

https://www.firelands.bgsu.edu/library/about.html
Retrieved June 6, 2022

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Library

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Staff Listing

Writing Lab

Library

BGSU Firelands
One University Drive
Huron, Ohio 44839
Phone: 419.372.0739

About the Library

Hours/Location

Fall/Spring Semesters

Days	Hours*
Monday - Thursday	7:00AM - 7:00PM
Friday	7:00AM - 5:00PM
Saturday - Sunday	Closed

*Hours may vary

Summer Semesters

Days	Hours
Monday - Friday	8:00AM - 5:00PM
Saturday - Sunday	Closed

The Library is located in Foundation Hall on the second floor at BGSU Firelands, One University Drive, Huron, Ohio 44839.

The book collection consists of nearly 23,000 volumes. Our collection is classified using Library of Congress (LOC) call numbers. The Library has holdings in its collection of nearly 100 print journals, magazines and newspapers combined, including many online journal databases. Firelands library has a strong audio-visual software collection with over 1200 items. We have special collections that include a Great Lakes Collection and a Holocaust Collection. Firelands Library is also a depository library for State of Ohio documents.

Updated: 01/07/2022 03:43PM

BGSU. Firelands

One University Drive
Huron, Ohio 44839

419-433-5560

Fax: 419-433-9696

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Teaching & Learning Center

Teaching & Learning Center

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Writing Lab

BGSU Firelands Library

Teaching & Learning Center

BGSU Firelands
One University Drive

Teaching & Learning Center

BGSU Firelands | Teaching & Learning Center

The Teaching and Learning Center (TLC) provides many services FREE to all BGSU students. The TLC strives to provide an atmosphere conducive to learning. We welcome university students to the center to help them: achieve academic success, improve self-esteem, and gain scholastic independence.

+

Remote Learning

BG Firelands Asynchronous Tutoring

Request an Appointment with TLC tutors

Ask a Tutor a Question

Huron, Ohio 44839
419.372.0748

You may submit your course questions using your BG email account to Askatutor@bgsu.edu . In the Subject line, you need to state the course and the instructor (i.e. ACEN 1000 ~ Green-Churchwell). In the body of the email, you may input your general question. Reminder, for academic honesty and integrity purposes, specific homework questions and examples cannot be answered outright.

OhioLink eTutoring

BG Firelands Synchronous Tutoring

If you desire to have electronic face-to-face tutoring, you may request online tutoring access by emailing the TLC from your BG email account at firetlc@bgsu.edu. In the Subject line, you need to state ONLINE TUTORING REQUESTED, along with the course and the instructor's name (i.e. ACEN 1000 ~ Green-Churchwell). Upon receiving the request, you will receive a link to the synchronous tutoring site and be assigned a tutor and support schedule.

Academic Coaching

All BGSU Firelands are eligible to work with an academic coach. These confidential sessions are designed to improve students' personal and professional goals. During this time, an academic coach can help students adjust to the transition of online learning, especially if technology is not your thing.

Satisfactory Academic Progress

Students who are under Satisfactory Academic Progress (SAP) may still meet their agreement requirements by emailing the TLC (firetlc@bgsu.edu) to schedule an intake assessment and establish an academic plan.

NAVIGATE

To schedule an appointment for the services offered online in the Teaching and Learning Center, you will use NAVIGATE. Don't know how to NAVIGATE, learn how in this scheduling tutorial NAVIGATE Tutorial . Still having problems, email the TLC (firetlc@bgsu.edu) or call the Teaching and Learning Center 419-433-5560 ext. 20705.

Contact Us

We are still available to answer your call: 419-433-5560 ext. 20705 or ext. 20748

Director, Brigitte Green-Churchwell –ext. 20703: blgreen@bgsu.edu

Secretary, Jacqueline McIntosh – ext. 20705: jacquem@bgsu.edu

Math Coordinator, Brent Fox – ext. 20610: bmfox@bgsu.edu

Professional Tutor, Elaine Tomczyk – ext. 20843: elainet@bgsu.edu

Professional Tutor, Ginger Packert – ext. 20748: gpacker@bgsu.edu

Professional Tutor, Meikhayhu Wheeler – ext. 20896: miriamw@bgsu.edu

Professional Tutor, Helen Smith- ext. 20748: helenms@bgsu.edu

Professional Tutor, Michelle Tomczyk-ext 20748: mtomczy@bgsu.edu

Professional Tutor, Emily Carroll - ext. 20748: escarro@bgsu.edu
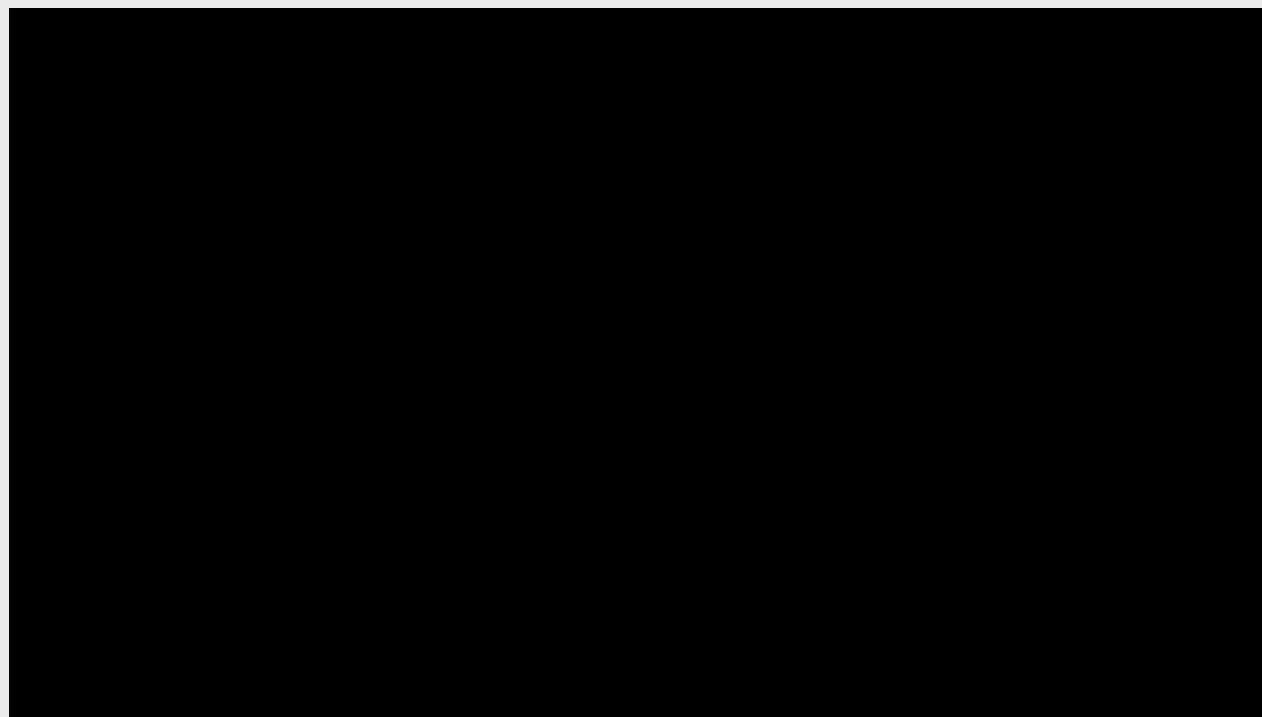
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Financial Aid

/ Financial Aid

You can afford an education at BGSU Firelands

Welcome to BGSU Firelands. Our dedicated financial aid staff is ready to answer any questions and help you succeed. We realize the the financial aid process might appear to be a challenge, but it's straightforward and we'll be with you each step of the way.

University financial aid	▶

University Bursar	▶

With an average tuition of about $2,800 per semester for Ohio residents, students enrolling at BGSU Firelands get the best value for a University education.

Cost summary	▶

This already-low cost becomes even more achievable with the help of scholarships and other available financial aid.

Search scholarships

Let's Connect

Our dedicated financial aid staff is ready to answer any questions and help you succeed. The financial aid process is straightforward and we'll be with you each step of the way with in-person, phone and virtual

appointments available.

Schedule an appointment ▶

Additional resources about financial aid and reconciling your student account can be found via these links:

Office of Student Financial Aid and Scholarships

Office of the University Bursar

Contact Us

Cheryl Chafee

Position: Assistant Director of Access and Affordability

Phone: 419-372-0683

Email: cchafee@bgsu.edu

Updated: 06/21/2022 11:00AM

Veterans

Main Duties:

The main purpose for the Veterans Services Office, a service of the Office of Career Services, is to assist veteran students in receiving benefits under the Montgomery GI Bill. This office ensures that the proper paperwork is filled out, certified, and filed with the VA so that payment dispersal can begin. If you are a veteran who will be attending classes at BGSU, or if you have any questions about VA benefits, please feel free to stop in and see us, or send us an e-mail.

For more information, please contact:

Veteran Services

Office of Career Services
BGSU Firelands
One University Drive
Huron, Ohio 44839
419.372.0888

Center for Faculty Excellence Web Page and Professional Development
URLs: https://www.bgsu.edu/center-for-faculty-excellence.html
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Center for Faculty Excellence

Bowling Green State University / Center for Faculty Excellence

The **Center for Faculty Excellence** is the University's lead
resource for teaching and learning support for faculty, staff,
and graduate students. The CFE provides professional
development workshops, consultations, web resources,
learning communities, and more—all designed to help those
involved in teaching to create an engaged and articulate
learning experience for all BGSU students.

Call for Proposals

Are you a BGSU faculty, instructor, or staff member
with an interest in the scholarship of teaching and
learning? The Center for Faculty Excellence is now
taking proposals for conference presentations at our
annual Teaching and Learning Summit which will be
held after spring break in March 2022.

Submit Proposal

- **Proposal Deadline:** Monday, February 28, 2022
- **Response Timeline:** Friday, March 4, 2022
- **Format:** Virtual, 1 Hour
  [40 min presentation, 20 min discussion]

Lab/Classroom Software Install Request

Meet with an Instructional Designer

Syllabi & Assessment Resources

Teaching & Learning Certificate

CFE Newsletter

**CENTER FOR FACULTY
EXCELLENCE**

103 Olscamp Hall
419-372-6898
cfe@bgsu.edu

Office Hours
Monday - Friday:
8:00am - 5:00pm

**Find Us on
Social Media!**

Twitter   Facebook

YouTube

February Events in the CFE

1. **Camtasia for Beginners**, February 1st, 1:00-2:00PM, Zoom
2. **Course Evaluation Data: Using Results to Inform Pedagogy**, February 9th, 12:0-1:30PM,Zoom
3. **Course Evaluation Data: Using Results to Inform Pedagogy**, Februray 11th, 9:00-10:030AM, Zoom
4. **Building Community in a Virtual Classroom**, February 15th, 1:00-2:30PM, Zoom
5. **Collaborating in a Virtual Classroom**, February 18th, 10:30-12:00PM, Zoom
6. **Assessing Course Design and Delivery**, February 23rd, 10:00-11:30AM, Zoom
7. **Safe Zone Training for Faculty**, February 23rd, 2:30-5:00PM, Zoom
8. **Assessing Course Design and Delivery**, February 25th, 12:00-1:30PM, Zoom

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Free Speech and Academic Freedom	**Free Speech and Academic Freedom Folder**
Health Insurance Portability and Accountability Act (HIPAA)	**HIPAA Policy**
Inclusive Pedagogy	**Strategies and Resources**
National Center for Faculty Development and Diversity (NCFDD)	**Webinars**
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Flexible Instruction Modalities

Bowling Green State University / Center for Faculty Excellence / Flexible Instruction Modalities

Who is this resource for?

BGSU Faculty who would like to provide flexible learning options for students who may be ill or not able to attend class.

What are the objectives?

After reviewing this guide, you will be able to...

- Identify strategies to help you facilitate flexible strategies for in-person instruction given a variety of scenarios.
- Determine the type of technology necessary for facilitating flexible strategies for in-person instruction.

Overview

The ability to flexibly blend in-person and online instruction using a variety of strategies is helpful for students and faculty. This guide will specifically focus on developing flexible, online options for course delivery if attending class in person is not an option. Using flexible strategies for in-person instruction can range from allowing students to join a synchronous class session remotely via Zoom or allowing students to engage with content and assignments asynchronously for a portion of the course. Flexible strategies can also enable instructors to facilitate a virtual class session for all students during one class period and meet face-to-face with students in smaller groups during the rest of the week.

Please keep in mind that instructors are not required to provide students with a synchronous virtual option to participate in-class. Furthermore, instructors should work collaboratively with chairs/directors and deans to enact short-term changes to the modality of courses should a significant fraction of students in a particular class need to isolate or quarantine.

If you do not plan to offer synchronous virtual options to participate during class, consider offering asynchronous access to course content, assessments, and course participation.

Preparing for Implementing Flexible Strategies for In-Person Instruction

+ Tips for Course Design

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Students are expected to follow BGSU COVID-19 protocols at all times, which includes wearing a face covering in all classrooms, studio, lab, and office spaces for as long as a university mandate is in place. Failure to comply with these protocols may result in disciplinary action under the Code of Student Conduct. Please refer to the BGSU COVID-19 **website** for the most current information about expectations and requirements.

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cfe@bgsu.edu

Office Hours

Monday - Friday:
8:00am - 5:00pm

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Safe Zone Training for Faculty

Bowling Green State University / Center for Faculty Excellence / Safe Zone Training for Faculty

The Safe Zone workshop promotes awareness of LGBTQ+ (lesbian, gay, bisexual, transgender, queer +) people. The workshop provides education concerning LGBTQ+ issues and seeks to improve the environment for LGBTQ+ people. This workshop helps to build a support network of allies for the BGSU LGBTQ+ community.

February 23, 2022

- **Time**: 2:30-5:00pm
- **Location**: Zoom
- **Facilitator**: Katherine Stygles, Ph.D., Director of Multicultural Affairs and LGBTQ+ Programs

Register for Safe Zone Training February 23 ▶

March 18, 2022

- **Time**: 9:00-11:30am
- **Location**: Zoom
- **Facilitator**: Katherine Stygles, Ph.D., Director of Multicultural Affairs and LGBTQ+ Programs

Register for Safe Zone Training for March 18 ▶

May 5, 2022

safe zone
building an ally network
BGSU.

Workshop goals and learning objectives include:

- To increase awareness of LGBTQ+ people and issues.
- To help build a visible support network of LGBTQ+ allies on BGSU's campus.
- To introduce working definitions of LGBTQ+ terminology, symbols, and flags and to clarify misconceptions.

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NCFDD Webinars - Spring 2022

CENTER FOR FACULTY EXCELLENCE

103 Olscamp Hall

419-372-6898

cfe@bgsu.edu

Office Hours

Monday - Friday:

8:00am - 5:00pm

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Bowling Green State University / Center for Faculty Excellence / Pedagogy / Resources / NCFDD [National Center for Faculty Development & Diversity / NCFDD Webinars - Spring 2022

Click here for information on How to Activate Your BGSU NCFDD Sponsored Membership.

1. Every Semester Needs a Plan

- **Date:** Friday, January 14th, 2022
- **Time:** 1:30-3:00PM
- **Location**: Zoom
- **Synopsis:** In this session, we will screen the NCFDD's Core Curriculum Webinar titled "Every Semester Needs a Plan" which provides a step-by-step guide on creating a research plan for the Spring 2022 semester. After the screening, we will engage in a short discussion about our Spring 2022 research/writing goals and our plans for getting them done!

Register for Every Semester Needs a Plan webinar ▸

2. Media Interviews and Relationship Building

- **Date:** Thursday, March 3, 2022
- **Time:** 1:00-2:00PM
- **Location**: Zoom

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419-372-6898
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The Center for Faculty Excellence strives to provide opportunities for BGSU educators to discuss learner-centered, integrative teaching. We hope that through participation, each educator can develop more pedagogical "capital." We sincerely invite you to join our community of learners by registering for the discussions/workshops that we offer.

Our professional development workshops are open to all BGSU faculty, graduate students and staff.

[✎ Professional Development Request Form]

Workshop Catalog

Please indicate if you need special services, assistance, or appropriate modifications to participate in an event or workshop by contacting Accessibility Services by email at access@bgsu.edu or by phone at 419-372-8495. Please notify us prior to the event.

Workshops being offerend in Spring 2022 are indicated [SP22]

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Workshop	Expectations	Support	Engagement	Feedback & Assessment	Academic Support Technologies	Inclusive Pedagogy
[SP22] Assessing Course Design & Delivery	✔	✔		✔		
[SP22] Building Community in a Virtual Classroom	✔	✔	✔	✔	✔	✔

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Retrieved: 01/29/2022

Workshop	Expectations	Support	Engagement	Assessment	Technologies	Pedagogy
[SP22] Assessing Course Design & Delivery	✔	✔		✔		
[SP22] Building Community in a Virtual Classroom	✔	✔	✔	✔	✔	✔
[SP22] Camtasia for Beginners					✔	
[SP22] Canvas New Quizzes	✔	✔		✔	✔	
[SP22] Collaborating in a Virtual Classroom	✔	✔	✔	✔	✔	✔
[SP22] Creating Engaging Microlearning Videos	✔	✔	✔	✔	✔	
[SP22] eCampus - Teaching Online Workshop	✔	✔	✔	✔	✔	✔
[SP22] Intro to Canvas Studio Video	✔	✔	✔	✔	✔	
[SP22] Introduction to Canvas	✔	✔	✔	✔	✔	
[SP22] Planning for Various BGSU Modalities	✔	✔	✔	✔	✔	✔

Showing 1 to 10 of 49 entries

Center for Faculty Excellence Web Page and Professional Development
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Center for Faculty Excellence

Meet the CFE

   Faculty Associates

   Newsletter

Find a Workshop

Canvas "New Quizzes" is Now Available

COVID-19 Syllabus Language

NCFDD Webinars

Pedagogy and Resources

ACUE Effective Teaching Practices

Flexible Instruction Modalities

Safe Zone Training for Faculty

Newsletter

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Subscribe to the CFE Newsletter

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January 2022

February 2022

CENTER FOR FACULTY EXCELLENCE

103 Olscamp Hall

419-372-6898

cfe@bgsu.edu

Office Hours

Monday - Friday:

8:00am - 5:00pm

CENTER FOR FACULTY EXCELLENCE

January 2022 Newsletter

The Center for Faculty Excellence would like to welcome our new Associate Director, **Dr. Chelsea Chandler**! Chelsea is joining the Center from the University of Michigan where she served as a Learning Designer, focusing on assisting faculty in the development of inclusive course design and pedagogy. Please join us in welcoming Chelsea to Bowing Green State University! To learn more about Chelsea, visit our **CFE Staff page**.

January Workshops

View All Workshops

1. Preparing for Spring 2022, January 4th, 12:30-1:30pm
2. Canvas New Quizzes, January 4th, 11:00-12:00pm
3. eCampus Teaching Online, January 5th, 12:30-1:30pm
4. Introduction to Canvas, January 5th, 1:00-2:30pm or 6th, 10:00-11:30am
5. Planning for Various BGSU Modalities, January 6th, 12:00-1:30pm
6. BGP Assessment Process, January 7th, 11:00-12:00pm, or 11th, 4:00-5:00pm
7. Building Community in a Virtual Classroom, January 11th, 12:00-1:30pm
8. Writing Clear and Challenging Learning Outcomes, January 12th, 3:00-4:00pm
9. Collaborating in a Virtual Classroom, January 13th, 12:00-1:30pm
10. Every Semester Needs a Plan, January 13th, 2:00-3:30pm
11. Assessing Course Design and Delivery, January 18th, 11:00-12:30pm
12. Creating Engaging Micro-Learning Videos, January 25th, 2:00-3:00pm
13. Introduction to Canvas Studio, January 28th, 11:00-12:30pm

Meet with an Instructional Designer

Let's Connect!

419-372-6898 // cfe@bgsu.edu

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CALL FOR PROPOSALS

VIRTUAL SUMMIT

COMMING IN MARCH 2022

Are you a BGSU faculty, instructor, or staff member with an interest in the scholarship of teaching and learning? The Center for Faculty Excellence is now taking proposals for conference presentations at our annual Teaching and Learning Summit, held after spring break in March 2022. For more information, or to submit your proposal, click on the link below!

Proposal Deadline	Monday, February 28, 2022
Response Timeline	Friday, March 4, 2022
Format	Virtual, 1 Hour
	(40 min presentation, 20 min discussion)

Submit Proposal

Meet with an Instructional Designer

Let's Connect!

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CENTER FOR FACULTY EXCELLENCE

February 2022 Newsletter

Call for Proposals! Teaching and Learning Summit

Are you a BGSU faculty, instructor, graduate student, or staff member with an interest in the scholarship of teaching and learning? The Center for Faculty Excellence is now taking proposals for conference presentations at our annual Teaching and Learning Summit, held after spring break in March 2022. For more information, or to submit your proposal, click on the link below!

Proposal Deadline: Monday, February 28, 2022
Response Timeline: Friday, March 4, 2022
Format: Virtual, 1 Hour (40 min presentation, 20 min discussion)

Submit Proposal

February Workshops

View All Workshops

1. Camtaisa for Beginners, February 1st, 1:00-2:00PM, Zoom
2. Course Evaluation Data: Using Results to Inform Pedagogy,
   a. February 9th, 12:0-1:30PM, Zoom
3. Course Evaluation Data: Using Results to Inform Pedagogy,
   a. February 11th, 9:00-10:030AM, Zoom
4. Building Community in a Virtual Classroom, February 15th, 1:00-2:30PM, Zoom
5. Collaborating in a Virtual Classroom, February 18th, 10:30-12:00PM, Zoom
6. Assessing Course Design and Delivery, February 23rd, 10:00-11:30AM, Zoom
7. Safe Zone Training for Faculty, February 23rd, 2:30-5:00PM, Zoom
8. Assessing Course Design and Delivery, February 25th, 12:00-1:30PM, Zoom

Meet with an Instructional Designer

Let's Connect!
419-372-6898 // cfe@bgsu.edu

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Center for Faculty Excellence

Meet the CFE

Meet the CFE

Faculty Associates

Bowling Green State University / Center for Faculty Excellence / Meet the CFE

Newsletter

Find a Workshop

Dr. Chelsea Chandler, Ph.D. (she/her)

Canvas "New Quizzes" is Now
Available

Position: Associate Director

COVID-19 Syllabus Language

Email: chelsbw@bgsu.edu

NCFDD Webinars

Address: 103 Olscamp Hall

Pedagogy and Resources

ACUE Effective Teaching Practices

Dr. Chelsea Chandler, Ph.D. serves as the Associate Director of the Center for Faculty Excellence (CFE). Chelsea is an

Flexible Instruction Modalities

experienced educator who is passionate about justice, equity, and inclusion at the intersections of teaching, learning, and

Safe Zone Training for Faculty

curriculum design. Chelsea has taught in a variety of settings including K-12, higher education, and informal education
programs.

CENTER FOR FACULTY EXCELLENCE

Prior to joining the CFE, Chelsea held multiple positions in higher education. Her higher education teaching experience began
with her appointment as an Assistant Professor of Curriculum and Instruction at Concordia University Chicago. She co-led the
Curriculum and Instruction program and taught graduate teacher education courses on topics such as curriculum theory and
design, culturally sustaining and responsive pedagogy, foundations of education, and teacher action research. Her
experiences designing courses for different modalities at Concordia University led her to pursue career opportunities in the
field of Learning Experience Design (LXD).

103 Olscamp Hall

419-372-6898

cfe@bgsu.edu

As a Learning Experience Designer, Chelsea focused on assisting University of Michigan faculty in the design of open, online
courses and led her team in faculty development focused on inclusive course design and pedagogy. During her time at U-M,
Chelsea also team taught a year-long Learning Experience Design lab course and mentored students during their
residency with the Center for Academic Innovation.

Office Hours

Monday - Friday:

8:00am - 5:00pm

Chelsea's research interests include inclusive pedagogy and course design, curriculum development, and teaching and
learning in online, hybrid, and face-to-face environments. She regularly presents her research at national conferences,
publishes in academic journals, and is a member of the National Center for Institutional Diversity's Diversity Scholars Network
at the University of Michigan.

Holly Barber

Position: Instructional Designer

Email: bholly@bgsu.edu

Address: 103 Olscamp Hall

Holly Barber is an Instructional Designer with over 18 years of experience in higher education, with a video production background. At BGSU, Holly focuses on helping faculty design their courses in alignment with their learning outcomes as well as offering a variety of professional development workshops. Prior to working in higher education, she was a video editor for a Cleveland Indians weekly TV show called "Indian's 411" and has worked for NBC 24 and WOUB. She has produced educational videos and specialized in educational technology at Owens Community College. While at OCC, an Instructional Designer, she became Apple Certified and created educational resources for their iTunes University program. Her passion is in emerging technology within higher education as well incorporating videos for Active Learning and the Flipped Classroom model.

Dr. Kristen Hidinger, Ph.D.

Position: Instructional Designer

Email: khiding@bgsu.edu

Address: 103 Olscamp Hall

Dr. Kristen Hidinger serves as an Instructional Designer in the Center for Faculty Excellence. As an Instructional Designer, Dr. Hidinger consults with faculty and facilitates workshops regarding online and remote pedagogy, course design, collaboration, and community building in online learning environments. Prior to joining the Center for Faculty Excellence, she served as a Student Success Coordinator and as a Retention Specialist for non- and post traditional student populations. Stemming from her experiences as an online learner and practitioner, Dr. Hidinger's research interests include peer interaction, community building, and culturally inclusive pedagogy in online and remote learning environments. Dr. Hidinger has a Master's degree in Equity and Diversity in Education from the University of Nevada, Reno and a Doctorate in Higher Education Administration from Bowling Green State University.

Equity and Diversity in Education from the University of Nevada, Reno and a Doctorate in Higher Education Administration from Bowling Green State University.

Kelsey L. Meyer, M.Ed.

Position: Senior Administrative Assistant
Email: klmeyer@bgsu.edu
Address: 103 Olscamp Hall

Kelsey Meyer serves as the Senior Administrative Assistant in the Center for Faculty Excellence. She recieved her B.A. in Art History from BGSU in 2013 and her M.Ed in Instructional Design from BGSU in 2019. Prior to joining the Center for Faculty Excellence, she served as the Administrative Assistant in the Office of Student Success and Life Design; assisting with first year student programs, retention initiatives, as well as advising and career planning.

Data Used to Inform Programming 2019-2022

Formal Data Sources

The CFE collects numerous sources of data that inform programmatic offerings each semester. The list below includes the data source type and a description of how the data are used during the planning process for programs.

- Workshop Registration Information
  - Registrant data collected include name, title, college, and department.
  - CFE staff analyze workshop registration data to identify trends related to instructor status (i.e., full-time faculty, qualified rank faculty, adjunct faculty, and graduate student instructors) and the number of instructors registering for workshops from the various colleges and departments.
  - Depending on the trends identified in the data, CFE staff develop plans to increase target marketing to various groups on campus.
- CFE Event Evaluation Form
  - For each event sponsored by the CFE, participants are sent an evaluation form.
  - CFE staff and Faculty Associates analyze data from collected evaluation forms for each event to identify ways in which specific workshops might be improved in terms of facilitation.
- Professional Development Request Form
  - The CFE website includes a Professional Development request form which instructors may fill out to request a specific workshop or event topic.
  - PD Request forms responses are sent to the CFE email and evaluated on a rolling basis by CFE staff to determine the alignment to current CFE priorities, capabilities, and general relationship to the subject of teaching and learning.

Anecdotal Data Sources

In addition to the above data sources, CFE staff also collect anecdotal data during email exchanges, Instructional Design consultations, and while facilitating workshops. CFE instructional designers have indicated that they have utilized instructor suggestions to develop new workshops and events.

Other anecdotal data collected on a rolling basis include workshop/event requests sent directly to the CFE email account (e.g., a high frequency of requests for assistance with flexible, in-person hybrid teaching led to the development of a resource page to be included on the CFE website). Additionally, input is provided by CFE Faculty Associates and Advisory Board members. CFE Faculty Associates and Advisory Board members have direct knowledge of faculty and instructor professional development needs.

Plans for Data Collection 2022 and Beyond

In November of 2021, the CFE hired a new Associate Director. The Associate Director has plans to implement additional data collection to inform CFE programming. As part of the CFE's evaluation strategy, we will be inputting data into PowerBI to aid in systematic analysis. Data will be collected and analyzed on an ongoing basis for formative evaluation purposes. Summative evaluation of programmatic offerings will take place at the end of each semester and again at the end of the academic year.

The list below includes the data source type and a description of how the data are used during the planning process for programs.

Formal Data Sources

- Faculty Professional Development Survey
  - This survey will ask faculty to identify topics of interest from a list of proposed workshops/events.
  - Faculty will also have the option to surface additional topics of interest in a free-response question.
- National Survey of Student Engagement (NSSE) Data analysis
  - CFE staff analyze NSSE data related to the following engagement indicators to inform programmatic offerings:
    - High Impact Practices
    - Higher-Order Learning
    - Reflective/Integrative Learning
    - Learning Strategies
    - Quantitative Reasoning
    - Collaborative Learning
    - Learning with Diverse Others
- Workshop Registration Information
  - We will continue to collect the same registration information
- Workshop and event attendance
  - All workshop and event facilitators will be required to submit attendance reports electronically.
- Workshop & Event Evaluation Forms
  - CFE staff will be updating workshop evaluation form to also request feedback on workshop content and ask for suggestions for additional workshops.
- Instructional Design Consultation Log
  - Data collected will include instructor name, title, college, department, assigned instructional designer, modality of consultation (synchronous vs. Asynchronous), and a brief overview of the topics discussed.
  - ID Consultation Logs will be analyzed continuously and topics that occur frequently will help to inform programmatic decisions.

Center for Faculty Excellence Web Page and Professional Development
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Anecdotal Data Sources

In addition to the previously mentioned anecdotal data collected by CFE staff, the Associate Director will meet regularly with college leadership and faculty to ask gauge interest in CFE programming and ask for recommendations based on their needs. Furthermore, the Associate Director will also meet regularly with student groups such as the Undergraduate Student Senate and Graduate Student Senate to discuss student perspectives on teaching and learning at BGSU.

Technology Support

BGSU Firelands / Administrative Offices / Technology Support

The Office of Technology Support Services (OTSS) assists students, faculty and staff with their technology needs across campus and directly supports online and face to face learning at BGSU Firelands. OTSS also houses BG1 Card, audio visual, and web services on the BGSU Firelands campus.

OTSS manages an open computing lab for student use, the OTSS main computer lab is located in Room 231 North Building. This lab is an open computing environment where students may utilize computing resources to complete their studies. **The lab hours for Summer 2022 will be 8 a.m. to 5 p.m. Monday Thru Friday.** Students who require devices outside of lab hours or to complete coursework and demonstrate financial need may apply for the laptop loan program.

Staff Directory   Laptop Loan Program

Julie Hamann

Position: Director of OTSS
Phone: 419.372.0743
Email: jrogers@bgsu.edu
Address: 1012 Cedar Point Center

BGSU.

FIRELANDS
Office of Technology Support Services
https://www.firelands.bgsu.edu/offices/technology-support.html

Mike Myers

6/14/22, 8:24 PM   Technology Support

Position: Assistant Director
Phone: 419.372.0743
Email: mmyers@bgsu.edu
Address: 235 North Building

Sheryl Smith

Position: Senior Secretary
Phone: 419.372.0743
Email: sherys@bgsu.edu
Address: 231 North Building
OTSS Computer Lab

Debra Streng

Position: Technology Support Specialist
Phone: 419.372.0743
Email: dstreng@bgsu.edu
Address: 234 North Building

https://www.firelands.bgsu.edu/offices/technology-support.html

6/14/22, 8:26 PM   Technology Support

Dan Bennett

Position: Technology Support Specialist
Phone: 419.372.0743
Email: dbennet@bgsu.edu
Address: 233 North Building

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Office of Technology Support Services
https://www.firelands.bgsu.edu/offices/technology-support.html

BGSU.

MyBGSU & Email

My Device

Store Files Online

Access BGSU

Student Resources

Printing

Get Connected

Duo New Phone Setup

Download Office 365

From registration to coursework, from email to personal information, and everything in between, whatever you need to do at BGSU, Information Technology Services (ITS) can help. By providing support for all University-wide technology, ITS helps make your college experience better.

Learn about BGSU technology!

Work For ITS On Campus

https://www.bgsu.edu/its/students.html

Information Technology Services is always looking for students with an interest in technology and customer support to help with a variety of services across campus.

Learn More About ITS Student Jobs ▶

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Placement Testing

BGSU Firelands / Administrative Offices / Technology Support / Placement Testing

Test Information	What to Expect

WHAT IS PLACEMENT TESTING?

BGSU Firelands uses a product by College Board, called Accuplacer. It tests reading comprehension, mathematics, and writing skills, and is designed to help accurately place you in college courses. These tests will help identify your strengths and needs in each subject area. The test results will then be used by your advising team along with your academic background and goals to help you select what courses you should take while at BGSU. The most important thing to remember: YOU CANNOT PASS OR FAIL A PLACEMENT TEST!

WHO HAS TO TAKE PLACEMENT TESTS?

All new, college credit plus (CCP), and some transfer students will be required to take placement tests in one or more of the following areas: Math, Reading, and Writing (English). The office of Student Services or College Access will determine what tests transfer and CCP students will be required to take. Anyone without an ACT score will be required to take some or all placement tests.

HOW LONG WILL THE TESTS TAKE AND HOW MANY QUESTIONS?

Accuplacer is a comprehensive computer-adaptive placement test. The reading comprehension and math sections are multiple choice and are untimed. This means you work at a pace that is comfortable to you. The reading and math tests can have as few as 12 multiple choice questions or as many as 40 multiple choice questions depending how quickly the test gauges your skills.

The Writeplacer test, which is the writing/english test within Accuplacer, is a 40 minute timed writing sample that starts a clock when you start typing. Don't worry, you will given a topic in which to write about.

The average test takes around 2 hours and 30 minutes. The average times are listed here so plan accordingly to avoid feeling rushed:

BGSU Firelands Procedures and Criteria for the Disbursement of Professional Development Funds.

1. Funds are allocated on a biennial basis to provide each full-time faculty member with $1000 per academic year ($2000/biennium) for professional development expenses.
2. Unspent professional development balances may be carried over for one academic year. At the end of the second year, any unspent money from that disbursement will be swept.
3. Faculty will be notified of their annual allocation, including any funds carried over from the prior year and/or any additional professional development stipends, by September 1 each year. Faculty can also obtain their running balance from their department chair throughout the year.
4. Department chairs are responsible for tracking allocations and expenditures for each full-time faculty member in the department, including descriptions of the purposes of each expenditure.
5. Faculty who plan to spend their professional development funds should complete the "Faculty Professional Development Form" and submit it to the department chair for approval. The chair will then forward the request to Budget and Operations for approval.
6. All requests must be approved before encumbering any expenses.
7. In order to support early career faculty (both TTF and QRF) and others who require additional professional development support, an opportunity for fund-pooling is available through the maintenance of a college-level Professional Development Bank (PD Bank), which will be jointly administered by the department chairs.
   a. At the beginning of each fiscal year, faculty members will be invited to contribute unneeded professional development funds to the PD Bank. Contributions may also be made on a rolling basis at any time during the fiscal year.
   b. Once funds are transferred to the PD Bank, they can only be reobtained through the withdrawal process.
   c. Each faculty member can contribute a maximum of $1000 per fiscal year to the PD bank.
   d. Faculty may not designate how or to whom the funds are reallocated.
   e. There will be two types of reallocation during the fiscal year: the Fall Reallocation and the Rolling Reallocation.
      i. Fall Reallocation: The chairs will request PD Bank applications at the start of fall semester, contingent on funding availability. All applicants must

receive some distribution of funds, though the distribution does not have to be equal. The order of applications may be considered as a criterion for granting PD Bank funds, though it need not be the only criterion. The chairs may also consider the total cost and purpose of the request in deciding how much funding to reallocate.

    ii. Rolling Reallocation: If any funds remain in the PD Bank after the initial Fall Semester reallocation, they will be available on a continuing basis throughout the fiscal year. Such funds will be reallocated on a monthly basis. Faculty are advised to submit their applications at least 45 days in advance of when they need the funds.

  f. One need not contribute to the PD Bank to be eligible to apply for a withdrawal. All full-time college faculty are eligible to apply at any time.

  g. Faculty must designate in writing their desire to make a contribution to the PD Bank. Faculty will not be singled out or specifically asked to make a contribution; they will only be notified in a general communication of their ability to make a contribution. If no action is taken, faculty will maintain access to their original allocation of $1000. Participation in the PD Bank is strictly voluntary.

  h. If a faculty member receives a reallocation from the PD Bank and then does not use it, they may contribute it back to the bank at any time.

8. Appeals regarding professional development funding should be made first to the chair and then to the dean. There are no appeals beyond the dean.

Criteria

The following are considered eligible activities and items for professional development funding:

1. Presentations and/or attendance at international, national, state, and regional conferences and conventions.
2. Projects directly resulting from or contributing to research and creative activities.
3. Participation in workshops, non-regular conferences, or meetings focused wholly or in large part on improvement of teaching, or other similar educational experiences.
4. Participation in a formal course of study sponsored by a professional organization, educational institution, or other reputable entity (e.g. post-doctoral courses, credit-bearing in-service training, or other post-terminal programs).
5. Development of instructional innovations which will increase the faculty member's ability to promote student learning (e.g. learning new and improved methods or techniques of instruction such as service learning, problem-based learning, other pedagogies of engagement, curricular development, learning the use of new instructional equipment, software, and/or materials).

6. Individual professional memberships as permitted by BGSU Policy: Individual Membership Payment Policy (see https://www.bgsu.edu/general-counsel/university-policies.html).
7. Instructional equipment, books, or subscriptions that create a direct benefit or impact for teaching and/or research/creative work activities.
8. Technology (hardware or software) that would create a direct benefit for a faculty member's in-person or online teaching experience and/or research/creative work.
9. Service to professional organizations (e.g. board roles, attendance at organizational meetings, accreditation visits, reviewer/adjudicator service).
10. Other activities or items that are appropriate in the context of a faculty member's merit and reappointment, tenure, and promotion expectations, identified in consultation with the department chair (e.g. self-directed travel to gather research data).

The following items are ineligible for professional development funding:

1. Expenditures committed to prior to submission of the "Faculty Professional Development Form."
2. Payments of faculty salaries while on leaves or to allow for course buyout (i.e. reduced teaching load).
3. Travel required for unit, college, or University requirements (e.g. training for accreditation).

October 8, 2021

To: BGSU Deans
From: Office of the Provost
Re: Program Viability Analysis

The Program Viability Analysis (PVA) provides an annual data-informed evaluation for all academic programs at BGSU which analyses the key metrics of program enrollment, student retention, and student graduation.

Below is a summary of the Program Viability Analysis developed with the Office of Institutional Effectiveness (OIE) with support from the Office of Institution Research (OIR). The summary contains rationale, processes, and an implementation plan.

Highlights from Program Viability Plan
The OIE will provide the following data:

- Program enrollment headcount and trends,
- Graduation numbers and trends
- Program retention rate trends,
- Number of incoming freshmen (FTFT) who declared the major (data from IR),
- Cohort FTFT student retention per program (IR data).

Chairs and directors will need to use Academic Performance Solutions (APS) to gather the program migration data, student progress in programs data, and other relevant program data. Chairs and Directors may need to gather employment trends. We suggest utilizing O*Net Online (www.onetonline.org) to gather employment trends for program analysis. OIE will provide training and resources necessary for programs to complete the analysis.

Metrics for initial undergraduate program analysis: Program Enrollment, 3-yr Program Enrollment Trend, FTFT program cohort enrollment, and the target FTFT program cohort retention rate of 78.3%. (The 2020 FTFT institutional retention rate is 78.3%). For programs without FTFT data program retention rate of 68% is used for analysis.

Timeline:

- October 8: Program Viability Analysis sent to deans for distribution
- October 11-15: On campus training (see Appendix A)
- November 12: Programs will have responses uploaded into SharePoint Form
- November 15: Deans will receive program responses from OIE
- December 3: Deans will have recommendations to Provost

If you have any questions as to the process or data provided, please contact the Office of Institutional Effectiveness at institutionaleff@bgsu.edu.

What is a Program Viability Analysis?

The Program Viability Analysis (PVA) is a Board of Trustees-directed priority. The PVA applies to all academic programs to assess programmatic "health" to ensure student success during their tenure at BGSU and that institutional resources are used efficiently and effectively.

The Program Viability Analysis (PVA) provides a data-informed annual evaluation for all academic programs at BGSU which analyses the key metrics of program enrollment, student retention, and student graduation.

The possible outcomes of a Program Viability Analysis (PVA) may include, but are not limited to, recommendations on the following:

- No change to program.
- Program Modification/Improvement/Stabilization: develop plan of action to enhance the program performance and effectiveness.
- Program Reorganization/Initiation: Develop plan of action for program restructure or redesign.
- Suspension of program admission.

Why Program Viability?

Program Viability ties directly to the following initiatives in the BGSU Strategic Plan:

Initiative 1: Right programs that are sustainable: We will continue to evaluate our undergraduate and graduate academic programs to ensure we are providing opportunities for our students that meet their needs, as well as society's needs. We will continue to support our strong existing programs and develop new programs that are in great demand, in areas such as healthcare and applied sciences.

Initiative 2: Intensive focus on outcomes: We will ensure each student receives a transformative experience, preparing them for timely graduation, post-graduation opportunities, and to live a meaningful and productive life. We must focus on opportunity gaps and those groups of students who have not experienced the levels of success of other groups.

Initiative 13: Enhancing value: We will reduce the net cost of a BGSU education for our students by streamlining curriculum, adopting innovative academic affordability initiatives and implementing innovative scholarship programs.

As the number of traditional college-aged students decline, along with enhanced external focus on student outcomes and debt, it is imperative that BGSU systematically reviews its programs to determine how to best steward its human and fiscal resources to increase student recruitment and retention. Program Viability Analysis allows programs, departments, and colleges to review a few key metrics to best support students and manage resources.

Program Viability Key Metrics

The Program Viability Analysis (PVA) will rely on quantitative data from Institutional Research and the Academic Performance Solutions (APS) Program Analytics platform.

Key metrics which will be used in identifying undergraduate programs for further analysis include:

- **Program and Pre-program Enrollment headcount and trends (# and %)**
- **FTFT declared majors for program and pre-programs (IR, three years)**
- **Program and pre-program specific FTFT Retention data for previous three years (IR: Target 78.3%; 78.3% was FTFT retention for 2020 cohort)**

The data collected will lead to programs/pre-programs being put into the following cases:

Case I: Increasing academic program enrollment with stable or increasing FTFT program/preprogram retention and 2020 FTFT program/pre-program cohort retention above 78.3%

Case II: Increasing academic program enrollment with 2020 FTFT program/pre-program cohort retention below 78.3%

or

Increasing academic program enrollment with decreasing FTFT program/preprogram retention and 2020 FTFT program/pre-program cohort retention above 78.3%

Case III: Decreasing academic program enrollment with stable or increasing FTFT program/preprogram and 2020 FTFT program/pre-program cohort retention above 78.3%

Case IV: Decreasing academic program enrollment with decreasing FTFT program/preprogram retention

or

Decreasing academic program enrollment with 2020 FTFT program/pre-program cohort retention below 78.3%

Low Enrollment: Programs with fewer than 20 students enrolled. This can apply to any case.

It may be possible that programs who meet certain criteria categories may be moved into other categories as warranted by other data, e.g. low program enrollment, low program retention as defined in APS, low FTFT cohort enrollment trends, etc.

1. **What additional data is required and what are the possible outcomes?**

    Case I. **Outcome**: No action (**Provided sufficient overall program enrollment*)

    Case II. **Additional Data and Action:** Chairs/Directors will extract and evaluate the following data:
    1. Total number of students enrolled in program over past three years (APS)
    2. Program graduation rate (APS)
    3. Migration data of # of students who migrated in and out of program/pre-program between consecutive fall semesters, including source and destination programs (APS)
    4. High DFWU courses in the program/department (APS)
    5. Program graduation headcount and 3-Yr trend (APS)
    6. Program graduation rate after 60 institutional credits. (APS)

    Outcome: Chair/Director will provide written analysis of data and improve plan

    Case III. **Additional Data and action:** Chair/Directors will extract and evaluate the following data:
    1. Total number of students in the program over past 3 years
    2. Migration data of # of students who migrated in and out of program/pre-program between consecutive fall semesters, including source and destination programs (APS)
    3. Employment/Labor market analysis (onetonline.org)

4. Program graduation headcount and 3-Yr trend (APS)
5. Program graduation rate after 60 institutional credits. (APS)
6. High DFWU courses in the program/department (APS)

Outcome: Chair/Director will provide written analysis of data and improvement plan

Case IV. Additional Data and action: Chair/Director will extract and evaluate the following data:
1. Program graduation headcount and 3-Yr trend
2. Program graduation rate after 60 institutional credits. (APS)
3. Median course completion rates 3-yr trend (presented as # & % for own majors). (APS)
4. Migration data of # of students who migrated in and out of program/pre-program between consecutive fall semesters, including source and destination programs (APS)
5. High DFWU courses within the department (APS)
6. Employment/Labor market analysis (Onetonline.org)

Low Enrollment: Additional Data and action: Chair/Director will evaluate the following data:
1. Total number of students in the program over past 3 years
2. Migration data of # of students who migrated in and out of program/pre-program between consecutive fall semesters, including source and destination programs (APS)
3. Employment/Labor market analysis (onetonline.org)
4. Program graduation headcount and 3-Yr trend (APS)
5. Program graduation rate after 60 institutional credits. (APS)
6. Program-only course enrollment (Courses only students in the program can take)

Outcome: Chair/Director will provide written analysis of data and improvement plan

2. **Who will provide the data for the program viability analysis?**
OIE, working with OIR will provide programs with the following data:
   a. Overall Program and Pre-program enrollment headcount and trends,
   b. Program graduation headcount and 3-yr program graduation trend
   c. Median Graduation rate of students who graduate in two years after completing 60 institutional credits
   d. FTFT declared majors for programs and pre-programs (three years)
   e. FTFT cohort retention data out of the program/pre-program (changed majors, left university)
   f. Overall Fall-to-fall program retention.

3. **Data timeline and follow-up**
   (1) OIE will send out the data reports to academic Deans by **October 8th**
   (2) OIE will provide training support (see Appendix A)
   (3) Chairs/Directors will upload analysis and plans into SharePoint by **November 12** (separate report will be provided for each program in the school/department)
   (4) Deans will be given access to department responses by **November 15**
   (5) Deans will review responses and submit recommendations to the Provost Office by **December 3.**

4. **What is the training schedule/support schedule for academic leaders pulling APS data.**

(1) There will be on-campus training the week of October 11-15. See Appendix A with training schedule and support.

(2) For additional support, send requests to institutionaleff@bgsu.edu. Using this e-mail allows for a more rapid response.

5. **How will data be provided/stored?**
   1. OIE will provide PDF data reports with enrollment, program retention, FTFT cohort enrollment and retention. In addition, OIE will provide templates for departments to complete depending on which Case programs fall into. This information will go to the deans.
   2. Deans will distribute the correct forms to the chairs and directors.
   3. Departments and Schools will upload their data and responses using SharePoint forms.
   4. SharePoint forms will house the data for Dean-level analysis.
   5. Final data will move to the OIE R: drive folder

6. **What are OIE's deliverables?**
   (1) How-to reporting guideline
   (2) Program Viability Data Definitions and Explanations
   (3) Analysis template forms
   (4) SharePoint Form to gather data and reports
   (5) The Chairs/Directors Analysis to Deans

APPENDIX A

In-person training October 11-15: Student Union Room 308		
Date	Time	Group
Monday, October 11	8:00-10:00 AM	A&S Dean/ADeans
Monday, October 11	10:00 AM-12:00 PM	A&S Chairs and Directors
Monday, October 11	1:00-3:00 PM	SCOB Dean/ADeans
Monday, October 11	3:00-5:00 PM	SCOB Chairs/Directors
Tuesday, October 12	8:00-10:00 AM	EDHD Dean/ADeans
Tuesday, October 12	10:00 AM-12:00 PM	EDHD Chairs/Directors
Tuesday, October 12	1:00-4:00 PM	1-on-1/Virtual meetings
In-person Training October 11-15: Student Union Room 315		
Wednesday, October 13	8:00-10:00 AM	TAAE Dean/ADeans
Wednesday, October 13	10:00 AM-12:00 PM	TAAE Chairs/Directors
Wednesday, October 13	1:00-3:00 PM	CMA Dean/ADeans/Chairs/Directors
Thursday, October 14	8:00AM-12:00 PM	1-on-1/Virtual meetings
Thursday, October 14	1:00-3:00 PM	HHS Deans/ADeans/ Chairs/Directors
Friday, October 15 (Virtual)	8:00-10:00	Firelands Deans/ADeans/ Chairs/Directors

Additional support is available throughout October and November by sending a request to institutionaleff@bgsu.edu.

APPENDIX B

Questions for Case Analysis

Case II: Academic program enrollment is increasing, FTFT program/preprogram retention is decreasing, and/or 2020 FTFT cohort retention below 78.3%

- How does the number of FTFT students leaving the program compare to total migration of students into the program? What number of students entering are new to BGSU but not FTFT students? How do continuing BGSU students enter your program (transfer from other BGSU programs, previously undeclared, etc.)?
- What courses or levels of courses (100, 200, 300, 400) may serve as impediments to persistence in program? What about these courses may be leading students to not persisting? What data supports your conclusions? (Example: high DFWU rates)
- What factors may be contributing to the declining or low FTFT retention rate?
- Are upper-level students, those with 60+ institutional credits, able to graduate from the program within two academic years reasonable level? If not, what may be causing them to take longer to graduate? (Low graduation rate may indicate that program enrollment growth is a result of students being unable to finish their degree.)
- <u>What strategies may improve the retention rate of FTFT students who entered BGSU declaring program as their major</u>? (e.g. Changes to advising, changes to curriculum map or course plan, reallocating departmental resources/personnel, partnering with other departments so pre-requisite courses align across departments)

Case III: Academic program enrollment is decreasing, FTFT program/preprogram retention stable or increasing, and 2020 FTFT program/pre-program cohort retention above 78.3%

- What are possible explanations as to why the program is experiencing a decrease in overall enrollment?
- If the program has students migrating to other programs, which programs are attracting the most students? What are some possible reasons why students are moving to those programs?
- Are upper-level students, those with 60+ institutional credits, able to graduate from the program within two academic years reasonable level? If not, what may be causing them to take longer to graduate? (Low graduation rate may indicate that program enrollment numbers are a result of students being unable to finish their degree.)
- What courses or levels of courses (100, 200, 300, 400) may serve as impediments to persistence in program? What about these courses may be leading students to not persisting? What data supports your conclusions? (Example: high DFWU rates)
- What external conditions may be affecting the program, including job prospects/demand for graduates in your program?
- What institutional conditions may contribute the decrease in program/pre-program enrollment?
- What strategies may help increase student enrollment in this program/department? (e.g. Updating/reimagining curriculum, proactive marketing strategy, reallocating departmental resources/personnel, industry partnerships)

Case IV: Decreasing academic program enrollment; FTFT program/preprogram retention is decreasing, and/or 2020 FTFT cohort retention below 78.3%

- What are possible explanations as to why the program is experiencing a decrease in overall enrollment?
- If the program has students migrating to other programs, which programs are attracting the most students? What are some possible reasons why students are moving to those programs?
- What courses or levels of courses (100, 200, 300, 400, etc.) may serve as impediments to persistence in program? What about these courses may be leading students to not persisting?
- Are upper-level students, those with 60+ institutional credits, able to graduate from the program within two academic years reasonable level? If not, what may be causing them to take longer to graduate? (Low graduation rate may indicate that program enrollment numbers are a result of students being unable to finish their degree.)
- What external conditions may be affecting the program enrollment and retention?
- What institutional conditions may contribute to the decrease in program/pre-program enrollment and retention?
- What strategies may help increase student enrollment in this program?
  (e.g. Updating/reimagining curriculum, proactive marketing strategy, reallocating departmental resources/personnel, industry partnerships)
- <u>What strategies may improve the retention rate of FTFT students who entered BGSU declaring program as their major</u>? (e.g. Changes to advising, changes to curriculum map or course plan, reallocating departmental resources/personnel, partnering with other departments so pre-requisite courses align across departments)

Programs with Low Enrollment (Regardless of Case Number)

- How many program courses are specific to only program majors? What is the enrollment in these courses?
- How many students have graduated from the program in the last three years?
- How does the number of FTFT students leaving the program compare to total migration of students into the program? What number of students entering are new to BGSU but not FTFT students? How do continuing BGSU students enter your program (transfer from other BGSU programs, previously undeclared, etc.)?
- What is the number of students migrating out of the program? Do students leave the institution or move to another program? If students migrate to another program, to which programs are they migrating?
- What possible reasons are there for low enrollment in your program?
- What can the department, college, and/or university do to increase enrollment in this program? (e.g. Updating/reimagining curriculum, proactive marketing strategy, reallocating departmental resources/personnel, industry partnerships)
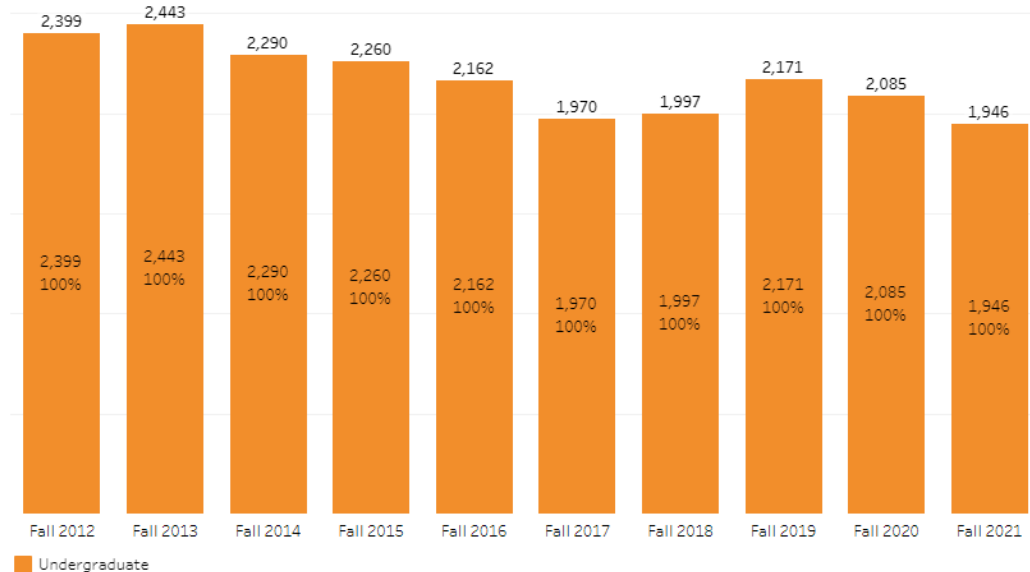
Firelands College Head Count

Student Enrollment: HC as of 15 Day of Fall

College: All

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Undergraduate	2,399	2,443	2,290	2,260	2,162	1,970	1,997	2,171	2,085	1,946
Grand Total	2,399	2,443	2,290	2,260	2,162	1,970	1,997	2,171	2,085	1,946

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MEMORANDUM

Date: April 25, 2022

To: Andy Kurtz, Dean, Firelands College

From: Rodney Rogers, President
David Jackson, BGSU-Faculty Association President

Re: Regional Higher Education Study Committee - Firelands

We are pleased to invite you to serve on the Regional Higher Education Study Committee - Firelands. Andrew Kurtz, Dean of Firelands College, will chair the committee. Higher education faces numerous challenges, such as the demographic cliff, regional population shifts, families questioning the ROI of a college degree, College Credit Plus, non-traditional providers of education, and short-term credentials.

The committee is tasked with reviewing the challenges facing higher education in the context of Firelands College and envisioning the possible future to meet the identified challenges. In imagining the possible future consider, at a minimum, 1) Enrollment challenges and the sharp demographic shifts; 2) The portfolio of academic programs and the appropriateness of the delivery method; 3) Comparable services (i.e., counseling, advising, etc.) across both campuses, 4) Organizational and reporting structure; and 5) Long-term financial vitality.

The work will begin in April 2022 and conclude with a written report by December 2022 delivered to BGSU President Rodney Rogers and BGSU-FA President David Jackson.

BGSU's role in regional higher education is vital to our strategic future to remain a successful and sustainable university. Thank you for your willingness to serve on this vital committee and we look forward to reviewing the report.

cc: Sara Bushong, Chief Negotiator, BGSU