



Board of Regents

University System of Ohio

John R. Kasich, Governor

John Carey, Chancellor

Directions for submitting a request for approval of undergraduate degrees/degree programs

University System of Ohio (USO) institutions requesting approval from the Chancellor of the Ohio Board of Regents to deliver undergraduate programs are required to complete and submit the enclosed proposal as part of the approval process. If the institution has not already done so, it must submit an Initial Inquiry to begin the review process. Questions about the Initial Inquiry or the proposal template may be submitted to Matt Exline, assistant director for program development and approval, at (614) 728-3095 or mexline@regents.state.oh.us. Once the initial inquiry is received, an institutional mentor will be assigned to the institution to assist in the development and review of the request.

Depending on the nature of the request, the institution may be asked to submit additional information in the form of a **supplement or supplements** (e.g., online course offerings, off-campus locations, flexible delivery schedules etc.). The institutional mentor will assist the institution in determining what forms are needed to complete the review the process.

If the request also requires the approval of the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC), or if the institution also intends to pursue programmatic/specialized accreditation for the request, the institution may submit materials prepared for HLC or the programmatic/specialized accrediting body in lieu of submitting this proposal and any applicable supplement forms.

If the institution is submitting a request for an **educator preparation program**, additional information will be requested to complete the review.

The institutional mentor will provide directions for submitting the request. Electronic submission of all review materials is preferred. The proposal itself must remain a Microsoft Word document. Appendix items should be clearly labeled and may be submitted as Microsoft Office documents (e.g., Word or Excel) or as PDF documents. If the electronic documents are too numerous or too cumbersome to email, you may copy them to a CD or "flash drive" and then mail the CD or flash drive to our office.

**REQUEST FOR APPROVAL
SUBMITTED BY:**

Wright State University – Lake Campus

Associate of Applied Science in Mechatronics and Industrial Engineering

February 4, 2022

REQUEST

Date of submission: February 4, 2022

Name of institution: Wright State University – Lake Campus

Degree/degree program title: Associate of Applied Science in Mechatronics and Industrial Engineering

Primary institutional contact for the request

Name: Weisong Wang

Title: Assistant Professor

Phone number: 419-586-0370

E-mail: weisong.wang@wright.edu

Delivery sites: Lake Campus

(List all sites where the proposed program will be delivered)

Date that the request was approved by the institution's governing board (e.g. Board of Trustees, Board of Directors): January 24, 2022 by Wright State University Faculty Senate

Proposed start date: August 22, 2022

Institution's programs: Associate, Bachelor, and MBA

Educator Preparation Programs: N/A

Licensure **No**

Endorsement **No**

SECTION 1: INTRODUCTION

1.1 *This Associate degree in Mechatronics and Industrial Engineering offers students a specific education opportunity to study mechanical, electrical and industrial engineering related courses that lead to potential four-year degrees in mechanical engineering and industrial engineering. It also prepares students for real world problem solving in multidisciplinary mechanical and electrical engineering. This degree offers a broad, practical and in-depth approach to mechanical engineering related topics.*

SECTION 2: ACCREDITATION

2.1 Regional accreditation

- *Original date of accreditation: 07/26/1968*
- *Date of last review: 6/29/2020 (Mid-Cycle)*
- *Date of next review: 2025-2026*

2.2 Results of the last accreditation review

- *Briefly describe the results of the institution's last accreditation review and submit the results (e.g., agency report, accreditation letters, requests for follow-up, etc.) as an appendix item.*

The Institutional Actions Council voted on October 26, 2020 to require a focused visit in Spring of 2023 on Core Components 4B, 5C, and 5D. The institution needs to provide evidence of ongoing, systematic assessment processes in undergraduate programs, general education, graduate programs and co-curricular programs and that there is substantial involvement by faculty and staff in these assessment processes. The institution needs to provide evidence that a new Strategic Plan has been completed, approved and is being implemented. Finally, the institution needs to provide evidence that it develops and documents performance in its operations. The institution should provide evidence that it learns from its experience and applies that learning to improve institutional effectiveness, capabilities and sustainability in areas throughout the university.

2.3 Notification of appropriate agencies

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

The first inquiry was sent to ODHE on Jan. 21, 2021 to request this new program. Initial inquiry form is included as an appendix item.

SECTION 3: LEADERSHIP—INSTITUTION

3.1 Mission statement

- *We transform the lives of our students and the communities we serve.*
We will:
 - *Build a solid foundation for student success at all levels through high-quality, innovative programs;*

- *Conduct scholarly research and creative endeavors and impact the quality of life; and*
- *Engage in meaningful community service*
- *Drive the economic revitalization of our region and our state and empower all of our students, faculty, staff, and alumni to develop professionally, intellectually, and personally*

3.2 Organizational structure

- *Provide a copy of the institution's organizational chart as an appendix item.*

Institution organizational chart is provided as an appendix item.

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure

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

The program will be housed with the Science, Math, and Engineering unit at the Lake Campus. This consists of an Academic Unit Director, who reports directly to the Dean. Faculty within the unit report to the Dean of Lake Campus, as well. The Lake Campus Dean reports to the Provost of Wright State University.

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

Chuck Ciampaglio is a Professor of Earth and Environmental Science and the Academic Director for the Science, Math, and Engineering unit at the Lake Campus. His duties include managing curriculum for the unit; appointing, mentoring, and evaluating adjunct faculty; consulting with faculty within his unit; and program assessment within the unit.

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

The Science, Math, and Engineering unit at the Lake Campus and the Engineering Advisory Board will help support the development and maintenance of the proposed program. The Engineering Advisory Board meeting is held once a year. The committee members are leaders from local industries. Per the committee discussion, the necessity of this program has been addressed frequently in recent meetings before this proposal was drafted.

4.2 Program development

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

This program provides students with the opportunity to successfully achieve a variety of professional and academic goals. Because of its flexibility, students have a great deal of freedom to forge the path that works best for them. With close consultation with academic advisors, students will be able to ensure that they are well-prepared for a number of different Bachelor degrees.

- *Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings. If completed, submit the full analysis as an appendix item.*

The Lake Campus Dean met with the Tri-Star Career Compact Director in the fall to discuss adding the program to our offerings and felt adding these offerings would be a great way to encourage more Tri-Star students to attend Lake Campus, and potentially WSU for a Bachelor's degree. It could be thought of as a 1 (articulated credit from Tri-Star and/or College Credit Plus) +1 (to obtain an Associate's Degree at Lake Campus) + 2 (to obtain a Bachelor's Degree) program where a student ultimately completes the Bachelor's degree in steps.

During the Engineering Advisory Board Meeting, an engineer from Midmark indicated they are seeking to fill a new level of Engineers at the Associates degree level.

Mike Pax, President of Pax Machine spoke with the Director of Community Relations and Development about seeking to fill Associates Degree engineering positions.

The Mercer County Economic Development Director supports the associate's degree programs, as long as there is a clear pathway to completing a bachelor's degree if desired by the student.

- *Indicate whether the institution consulted with advisory groups, business and industry, or other experts in the development of the proposed program. If so, briefly describe the involvement of these groups in the development of the program.*

The Lake Campus engineering unit has an engineering advisory board. The meeting is held once a year. The committee members are leaders from local industries. Per the committee discussion, the necessity of this program has been addressed frequently in recent meetings.

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

This program requires no specialized programmatic accreditation and is composed of courses that are already part of the existing Core and existing curriculum at Wright State Lake Campus and Wright State Dayton Campus.

4.3 Collaboration with other Ohio institutions

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

There are no programs within a 30-mile radius that offer the proposed program.

- *Indicate whether the proposed program was developed in collaboration with another institution in Ohio. If so, briefly describe the involvement of each institution in the development of this request and the delivery of the program.*

The proposed program was not developed in collaboration with another institution in Ohio.

SECTION 5: STUDENT SERVICES

5.1 Admissions policies and procedures

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

The admission requirements for this program match the general admission requirements for Wright State University.

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

The evaluation of transfer credit from public Ohio universities follows the policies of Ohio Department of Higher Education and are posted to the WSU Undergraduate Policies website: <http://www.wright.edu/academic-affairs/policies/ohio-articulation-and-transferpolicy>.

These policies include accepting courses that have been approved as meeting the Ohio Transfer Module (OTM), Transfer Assurance Guides (TAG), Career Technical Assurance Guides (CTAGs), and Military Transfer Assurance Guides (MTAGs). When possible these same policies are applied towards private and non-Ohio universities. WSU has also established course equivalencies, articulation agreements, and partnerships with several Ohio community colleges, which facilitates the transfer of credit from those institutions.

It is WSU undergraduate policy to only accept courses from institutions that are regionally accredited, such as by the Higher Learning Commission. Exceptions to this policy are the acceptance of the American Council on Education's (ACE) recommendations for military occupations and training. WSU policy is to accept all ACE recommendations for the military (<http://www.wright.edu/academic-affairs/policies/transfer-credit-for-military-trainingexperience-and-coursework>). Students who took courses from non-regionally accredited institutions which were not part of the military may follow the university Prior Learning Assessment (PLA) policy. There is a \$150 fee to have material related to the learning outcomes of a specific WSU course assessed by exam or portfolio assessment. See <http://www.wright.edu/academic-affairs/policies/prior-learning-assessment-policy-and-form>.

International students must provide evidence that the course was taken at an institution approved by the country's ministry of education. International students must also meet

the university's English language requirements. See <http://www.wright.edu/internationaleducation/international-students>.

Transfer credits are evaluated in the following manner:

- If the course is a TAG, CTAG, MTAG, OTM, or a course equivalency has already been created, the course is automatically accepted as the WSU course equivalent.
- If the course is accepted but has not been previously equated as a WSU, specific course, the Registrar will post the credit as UNK (Unknown) and give students the credit hours from the transferring institution.

5.2 Student administrative services

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

Current administrative structures are adequate to handle this program, and no further hires or positions will be needed to support this program.

5.3 Student academic services

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

Current student academic services (e.g., career services, counseling, tutoring, ADA, etc.) currently available at the institution are adequate to support the program.

SECTION 6: CURRICULUM

6.1 Introduction

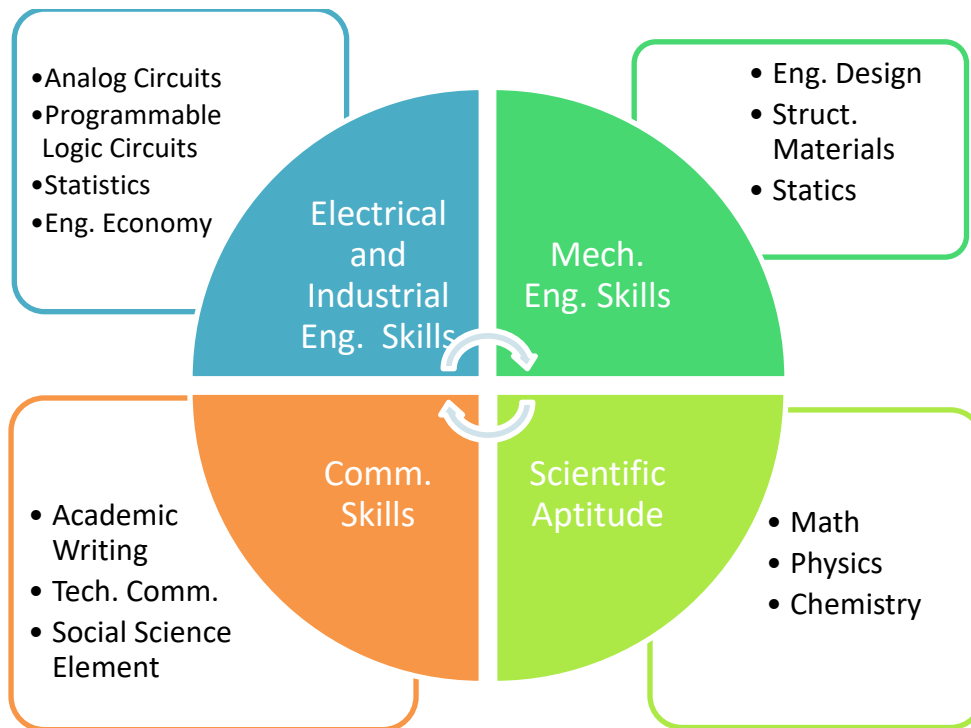
The Associate of Applied Science in Mechatronics and Industrial Engineering will serve students who want to receive a specialized degree with hybrid of mechanical, electrical and industrial engineering emphasis and prepare them for further study in B.S. programs such as mechanical engineering and industrial engineering. Through this program, students will be equipped with the technical skills needed for professional career and academic research and development. The proposed curriculum provides an easy pathway to B.S. programs of mechanical engineering and industrial engineering without additional credit requirements.

6.2 Program goals and objectives

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

1. Students will demonstrate effective written, oral, and digital communication skills
2. Students will demonstrate an applied knowledge of materials, structures and mechanical design and analysis.
3. Students will demonstrate an applied knowledge of circuit design and analysis and programmable logic controlling
4. Students will apply knowledge of math and science in engineering design and analysis
5. Students will understand industrial engineering and project management
6. Students will apply proper lab techniques while performing experiments and research in engineering labs.
7. Students will utilize innovations and technology in planning, experimenting and evaluating professional engineering assignments.

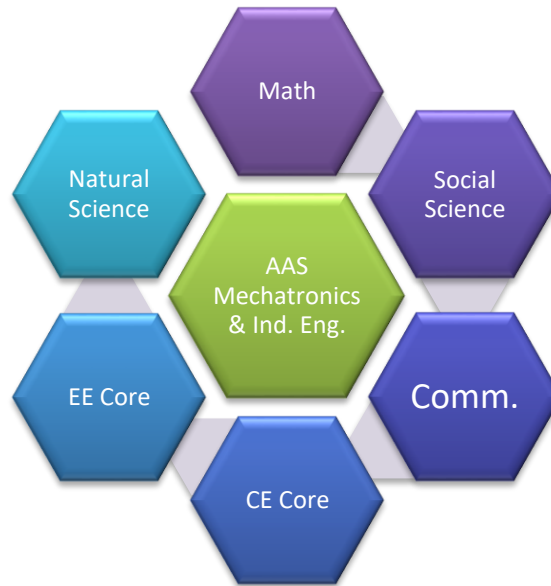
These skills will be gained through taking a variety of courses within the different disciplines within electrical and computer engineering that are highlighted below.



6.3 Course offerings/descriptions

- Complete the following table to indicate the courses that comprise the program. Please list courses in groups by type (e.g., major/core/technical, general education, elective) and indicate if they are new or existing courses.

The courses for this program consist entirely of courses that already exist and are taught at Wright State. They're comprised of the Core courses, as well as all general elective courses.



Course (name/number)	No. of credit hours (q/s)	Major/ Core/ Technical	General Education	Elective	OTM, TAG or CT ² equivalent course	New/Existing Course
ENG 1100	3	X	X			Existing
MTH 2300	4	X	X			Existing
MTH 2310	4	X	X			Existing
PHY 2400/2400L	5	X	X			Existing
PHY 2410/2410L	5	X	X			Existing
CHM 1210/1210L	5	X	X			Existing
EGR 1010	4	X				Existing
EGR 3350	3	X	X			Existing
EE 2010/2010L	4	X				Existing
ME 1020	3	X				Existing
ME 1040	3	X				Existing
ME 2120	3	X				Existing
ME 2700	3	X				Existing
ME 4121/4121L	4	X				Existing
ISE 1100/1100L	4	X				Existing
ISE 2211	3	X				Existing
ISE 4400	3	X				Existing

Provide a brief description of each course in the proposed program as it would appear in the course catalog. In your response, include the name and number of the course. **Submit course syllabi as appendix items.**

ENG 1100: Academic Writing and Reading

MTH 2300: Calculus I

MTH 2310: Calculus II
 PHY 2400/2400L: General Physics I
 PHY 2410/2410L: General Physics II
 CHM 1210/1210L: General Chemistry I
 EGR 1010: Intro. Mathematics for Engineering Appl.
 EGR 3050: Tech. Comm. For Engr. & Sci.
 EE 2010/2010L: Analog Circuit Theory and Lab
 ME 1020: Engineering Programming with Matlab
 ME 1040: Engineering Design & Solid Modeling
 ME 2120: Statics
 ME 2700: Structure and Properties of Materials I
 ME 4121/4121L: Industrial Controls and Automation with Lab
 ISE 1110/1110L: Intro. To EGR SCI APP for All
 ISE 2211: Statistics for Engineers
 ISE 4400: Engineering Economy

6.4 Program sequence

Provide the intended/ideal sequence to complete the program in the table below. An example is provided. Add additional time periods as needed.

Time period	Curriculum component	Time period	Curriculum component
Year 1 Fall Semester	Courses/Activities	Year 1 Spring Semester	Courses/Activities
	ENG1100: Academic Writing and reading		MTH2300: Calculus I
	ME 1040: Engineering Design & Solid Modeling		PHY2400/2400L: General Physics I
	EGR 1010: Intro. Mathematics for Engineering Appl.		ISE 2211: Statistics for Engineers
	CHM 1210/1210L: General Chemistry I		ME 1020: Engineering Programming with MATLAB
Time period	Curriculum component	Time period	Curriculum component
Year 2 Fall Semester	Courses/Activities	Year 2 Spring Semester	Courses/Activities
	PHY2410/2410L: General Physics II		EGR3350: Tech. Comm. For Engr. & Sci.
	ME 2120: Statics		ISE 1110/1110L: Intro. To EGR SCI APP for All
	ME 2700: Structure and Properties of Materials I		EE2010/2010L: Analog Circuit Theory and Lab
	MTH 2310: Calculus II		ME4121/4121L: Industrial Controls and Automation with Lab
	ISE 4400: Engineering Economy		

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

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

For the purposes of this document, the following definitions are used:

- *an **online course** is one in which most (80+%) of the content is delivered online, typically without face-to-face meetings;*
- *a **hybrid/blended course** is one that blends online and face-to-face delivery, with substantial content delivered online;*
- *a **flexible or accelerated program** includes courses that do not meet during the institution's regular academic term as well as courses that meet during the regular academic term but are offered in a substantially different manner than a fixed number of meeting times per week for all the weeks of the term.*

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

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

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

- *Describe the policies and procedures in place to assess and evaluate the proposed program. In your response, include the following:*

- *Name of the unit/position responsible for directing assessment efforts;*

The unit director and/or a designated ad-hoc committee at Lake Campus will be responsible for directing assessment efforts.

- *Description of any committees or groups that assist the unit;*

Consultation and advising from Engineering Advisory Board, Faculty in Undergraduate Studies Committee in Electrical Engineering department of Wright State University and Wright State – Lake Campus Alumni with support from the unit director, academic advisors and career services advisor will assist the unit to evaluate the program when they are available.

- *Description of the measurements used;*

Course (description in section 6.3)	Measurement	Corresponding program outcome (section 4.2)
ENG1100, EGR3050	Scientific writing and presentations	Item 1
ME 1020, ME 1040, ME 2120, ME 2700, EE2010, ME4121, ISE 1110, ISE 2211, ISE 4400	Analysis problems in quizzes, exams and homework	Item 2, 3, 4, 5, 7
EE2010L, EE3310L, ME4121L	Lab reports, sample calculations and analysis	Item 6

Other measurements include:

- Enrollment data
 - Graduation data
 - Time to graduation
 - Continuation to four year program
 - Interviews and surveys on graduating students
 - Surveys from the employers
 - Job placement within 6 month after graduation
- *Frequency of data collection;*

Every year the following data will be collected to assess the program:

- Course related measurements
- Enrollment data

Every two years, the following data will be collected to assess the program:

- Graduation data
- Time to graduation
- Continuation to four year program
- Interviews and surveys on graduating students

Every three years, the following data will be collected to assess the program:

- Surveys from the employers
- Job placement within 6 month after graduation

- *Frequency of data sharing;*

Every year, data that's due for collection will be shared to assess the program.

- *How the results are used to inform the institution and the program.*

The results of the measurements will be summarized into a comprehensive program assessment report. Such efforts will be led by Academic Unit Director with the assistance

from program faculty, academic advisors, career services advisors, etc. to inform the Faculty Senate and the Dean about the program.

7.2 Measuring student success

- *Describe the policies and procedures in place to measure individual student success in the proposed program. In your response, include the following:*

- *Name of the unit/position responsible for directing these efforts;*

Unit director, program faculty, academic advisors and career services advisor at Lake Campus will be responsible for directing assessment efforts.

- *Description of any committees or groups that assist the unit;*
No specific committee is needed.

- *Description of the measurements used;*

The measurements include:

- Exams (measurement within a course)
- Essays (measurement within a course)
- Presentations (measurement within a course)
- Projects (measurement within a course)
- Lab reports (measurement within a course)
- Student grades (measurement within the program)
- GPA (measurement within the program)
- Feedback from program faculty (measurement within the program)

- *Frequency of data collection;*

Data labeled as 'measurement within a course will be collected every semester;
For all other measurements, data will be collected every year to assess the student success.

- *Frequency of data sharing;*

Every semester, data that's measurement within a course such as exams, labs, etc. will be shared with the student.

Every year, data that's measurement within the program such as GPA progress and grades will be shared with the student.

- *How the results are used to inform the student as they progress through the program;*

At the end of every academic year, the data such as GPA progress, grades and feedback from program faculty will be summarized to inform the student.

- *Initiatives used to track student success after program completion.*

Following initiatives will be used to track student success after program completion and will be administered by career services advisor and development and community relations coordinator:

- Exit interview
- Surveys of job placement upon graduation
- Employer surveys on program graduates

SECTION 8: FACULTY

8.1 Faculty appointment policies

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

Standard University faculty designations as described in the Wright State University Collective Bargaining Agreements (CBA) for both tenure-eligible and tenured faculty (Appendix H), as well as non-tenure eligible faculty (Appendix I).

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

Wright State University follows the Higher Learning Commission and Ohio Board of Regents guidelines for faculty qualifications.

- *Describe the institution's load/overload policy for faculty teaching in the proposed program.*

Standard load/overload policies as outlined in the CBA and individual college/campus bylaws.

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

Additional faculty are not needed to offer this program. All classes are currently being offered.

8.2 Program faculty

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

Full-time: 5

Less than full-time: 0

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

Full-time: 0

Less than full-time: 0

8.3 Expectations for professional development/scholarship

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

Lake Campus faculty have professional development opportunities as outlined in the CBA and scholarship expectations as outlined in the Lake Campus bylaws (Appendix J).

The Faculty Handbook is available in Appendix B.

8.4 Faculty matrix

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

Name of Instructor	Rank or Title	Full-Time or Part-Time	Degree Titles, Institution, Year Include the Discipline/Field as Listed on the Diploma	Years of Teaching Experience In the Discipline/Field	Additional Expertise in the Discipline/Field (e.g., licenses, certifications, if applicable)	Title of the Course(s) This Individual Will Teach in the Proposed Program Include the course prefix and number	Number of Courses this Individual will Teach Per Year at <u>All</u> Campus Locations
Charles Ciampaglio	Professor	FT	Ph.D. in Paleontology, Duke University, 2002	18		PHY2400/L: General Physics I PHY2410/L: General Physics II	6
Jeong Tae Ok	Instructor	FT	Ph.D. in Engineering Science,	7	M.S. in Electrical and Computer Engineering,	ME1040: Engineering Design & Solid Modeling	7

			<i>Louisiana State University, 2011</i>		<i>Louisiana State University</i>		
<i>Weisong Wang</i>	<i>Assistant Professor</i>	<i>FT</i>	<i>Ph.D. in Engineering, M.S. in Electrical Engineering, Louisiana Tech University 2004</i>	<i>7</i>		<i>EE2010/L: Analog Circuit Theory with Lab ME4121/L: Industrial Controls and Automation with Lab</i>	<i>6</i>
<i>Hamed Attariani</i>	<i>Associate Professor</i>	<i>FT</i>	<i>Ph.D. in Mechanical Engineering, Iowa State University, 2016</i>	<i>6</i>		<i>ME 2700: Structure and Properties of Materials I</i>	<i>6</i>
<i>Jay Albayyari</i>	<i>Professor</i>	<i>FT</i>	<i>Ph.D. in Mechanical Engineering, University of Cincinnati</i>	<i>20</i>		<i>EGR 1010: Intro. Mathematics for Engineering Appl. ME 1020: Engineering Programming with MATLAB</i>	<i>6</i>
<i>David Wilson</i>	<i>Professor</i>	<i>FT</i>	<i>Ph.D. in English, Michigan State University, 2005</i>	<i>16</i>		<i>ENG1100: Academic Writing and reading EGR3350: Tech Comm. For EGR. & Sci.</i>	<i>6</i>
<i>Weiqun Zhang</i>	<i>Associate Professor</i>	<i>FT</i>	<i>Ph.D. in Mathematics, University of Wisconsin, Milwaukee, 2006</i>	<i>13</i>	<i>B.S. in Computer Science</i>	<i>MTH2300: Calculus I MTH2310: Calculus II CEG2170/L: Intro. To C programming CEG2171/L: C++ programming for scientists and engineers</i>	<i>6</i>

SECTION 9: LIBRARY RESOURCES AND INFORMATION LITERACY

9.1 Library resources

- *Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program).*
- *Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships, etc.).*
- *Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.*

The Lake Campus employs a full-time librarian. The library is located on campus and currently holds over 3,000 volumes in the book collection and over 600 volumes in the reference collection. There are 75+ periodical subscriptions and numerous audiovisual items. The Lake Campus Library Learning Center also houses approximately 5 workstations that provide access to all of the WSU library collections and approximately 48 million+ volumes in OhioLink. Access is also available to over 100 online research databases and resources, many with full text. Over 17,000 journals provide electronic access.

Other services include: one-on-one assistance, interlibrary loan, course reserves, and study space.

9.2 Information literacy

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

An introduction to the library is included in orientation and some general education courses.

SECTION 10: BUDGET, RESOURCES, AND FACILITIES

10.1 Resources and facilities

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

No additional resources are needed to support the proposed program.

10.2 Budget/financial planning

Complete the table on the following page to describe the financial plan/budget for the first four years of program operation.

Fiscal Impact Statement for New Degree Programs

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Head-count full time	5	7	8	9
Head-count part time	2	2	3	3
Full Time Equivalent (FTE) enrollment	6	8	9.5	10.5
II. Projected Program Income				
Tuition (paid by student or sponsor)	\$48,396	\$64,528	\$76,627	\$84,693
Expected state subsidy	\$12,704	\$16,334	\$19,963	\$21,778
Externally funded stipends, as applicable	N/A	N/A	N/A	N/A
Other income (if applicable, describe in narrative section below)	N/A	N/A	N/A	N/A
Total Projected Program Income	\$61,100	\$80,862	\$96,590	\$106,471
III. Program Expenses				
New Personnel				
• Instruction (technical, professional and general education)				
Full _____				
Part Time _____				
• Non-instruction (indicate role(s) in narrative section below)				
Full _____				
Part time _____				
New facilities/building/space renovation (if applicable, describe in narrative section below)	0	0	0	0
Scholarship/stipend support (if applicable, describe in narrative section below)				
Additional library resources (if applicable, describe in narrative section below)	0	0	0	0
Additional technology or equipment needs (if applicable, describe in narrative section below)	0	0	0	0
Other expenses (if applicable, describe in narrative section below)				
Total Projected Expense	0	0	0	0

Budget Narrative:

(Use narrative to provide additional information as needed based on responses above.)

- All courses in the proposed program are currently being offered at Lake Campus as a part of BSME and AAS ECET program. Thus, there's no need for additional expenditures to cover the proposed program.
- Part-time student tuition is calculated as half of full-time.
- Expected state subsidy is estimated based upon FY22 tuition projection and 22.5% is used to calculate state subsidy.

APPENDICES

Please list the appendix items submitted as part of the request in the table provided below. Please list the items in the order that they are referred to in the text.

Please note that the institution is required, at a minimum, to submit the following the items as part of the review:

- | | |
|---|---------------------------|
| Results of recent accreditation reviews | Course syllabi |
| Organizational Chart | Faculty CVs |
| Faculty/student handbooks (or link) | Current catalog (or link) |

Other items as directed in the supplemental forms (if submitted)

Appendix Name	Description
Initial inquiry form	Initial Inquiry Form
Lake Campus Organization Chart	Lake Campus Organization Chart
Faculty Handbook	https://www.wright.edu/human-resources/policies-and-resources/faculty-handbook
Student Handbook	ww.wright.edu/student-affairs/health-and-wellness/student-support-services/student-handbook
University Catalog	https://catalog.wright.edu/index.php?theme
Course Syllabi	
Faculty CVs	
Dean's CV	
WSU CBA	https://policy.wright.edu/sites/policy.wright.edu/files/uploads/2019/FINAL%20AAUP%20CBA%205%2030%202019%20SLN_0.pdf
Lake Campus Bylaws	https://policy.wright.edu/sites/policy.wright.edu/files/uploads/2016/Lake%20Campus%20Bylaws.pdf

Commitment to Program Delivery

Provide a statement of the institution's intent to support the program and assurances that, if the institution decides in the future to close the program, the institution will provide the necessary resources/means for matriculated students to complete their degree.

Lake campus is committed to support the program and ensure all students who enroll this program will receive quality education offered by Wright State University.

Verification and Signature

(Insert name of the institution) verifies that the information in the application is truthful and accurate.

Signature of the Chief Presiding Officer or the Chief Academic Officer

(Insert name and title of the chief presiding or chief academic officer)