

VOTING MEMBERS

Ex-Officio Members (yellow and orange name cards)

Todd A. Diacon, Co-ChairProvost and Senior Vice President for Academic AffairsPaul A. Farrell, Co-ChairChair of the Faculty Senate (term 2013-2014)

Ex-Officio Members: Deans or Dean Designees

Undergraduate EPC (yellow name cards)	Graduate EPC (orange name cards)	
Sonia A. Alemagno, Dean, Public Health	Barbara A. Broome, Dean, Nursing	
Joanne M. Arhar, Associate Dean, Education, Health and Human Services	Raymond A. Craig / Janis H. Crowther, Associate Dean, Arts and Sciences	
James L. Blank, Dean (Interim), Arts and Sciences	John (Jack) R. Graham, Associate Dean (Interim), Public Health	
James K. Bracken, Dean, University Libraries	Catherine E. Hackney, Associate Dean, Education, Health and Human Services	
Barbara A. Broome, Dean, Nursing	LuEtt J. Hanson, Associate Dean, Communication and Information	
John R. Crawford, Dean, The Arts	Vincent J. Hetherington, Senior Associate Dean, Podiatric Medicine	
Donald F. Palmer, Dean (Interim), Honors	Thomas E. Klingler, Assistant Dean, University Libraries	
Eboni J. Pringle, Dean (Interim), Undergraduate Studies	Ralph Lorenz, Associate Dean, The Arts	
Elizabeth A. Sinclair-Colando, Assistant Dean, Business Administration	I. Richmond Nettey, Associate Dean, Applied Engineering, Sustainability and Technology	
Robert G. Sines, Jr., Dean (Interim), Applied Engineering, Sustainability and Technology	Mary Ann P. Stephens, Dean, Graduate Studies	
Douglas L. Steidl, Dean, Architecture and Environmental Design	Robert A. Walker, Director, Digital Sciences	
Wanda E. Thomas, Dean, Regional College	Donald R. Williams, Associate Dean (Interim), Business Administration	
Robert A. Walker, Director, Digital Sciences	William T. Willoughby, Associate Dean, Architecture and Environmental Design	
Stanley T. Wearden, Dean, Communication and Information		

Faculty Senate-Appointed Representatives

Undergraduate EPC (yellow name cards) Graduate EPC (orange name cards) Donald (Mack) M. Hassler, English / Arts and Sciences Vanessa J. Earp, University Libraries (term 2012-2014) (term 2012-2014) Fred T. Smith, Art, The Arts (term 2013-2015) Thomas Janson, Music / The Arts (term 2010-2014) Terrence L. Uber, Architecture (term 2012-2014) Jonathan V. Selinger, Arts and Sciences (term 2010-2014) William C. Ward III, Regional College, Trumbull Roberto M. Uribe-Rendon, Applied Engineering, (term 2011-2015) Technology and Sustainability (term 2013-2015) Christopher A. Was, Lifespan Development and Educational Donald L. White, Mathematical Sciences / Sciences / Education, Health and Human Services Arts and Sciences (term 2013-2015) (term 2013-2015)

VOTING MEMBERS continued

Faculty Senate-Appointed Alternates

Undergraduate EPC (yellow name cards)	Graduate EPC (orange name cards)
Mary K. Kellermann, Mathematical Sciences /	Richard Feinberg, Anthropology / Arts and Sciences
Arts and Sciences (term 2013-2014)	(term 2013-2015)

College Curriculum Committee Representatives

Undergraduate EPC (yellow name cards)	Graduate EPC (orange name cards)	
Tina D. Bhargava, Public Health	Michael W. Chunn (fall 2013), Kathleen A. Browne (spring 2014), The Arts	
Gregory M. Blase, Communication and Information	John C. Duncan, Applied Engineering, Sustainability and Technology	
Jessie Carduner, Arts and Sciences	Jonathan P. Fleming, Architecture and Environmental Design	
Pamela K. Evans, Architecture and Environmental Design	Thomas W. Brewer, Public Health	
Rosemary Gornik, Education, Health and Human Services	Ann F. Jacobson, Nursing	
William E. Hauck, The Arts	Andrew P. Lepp, Education, Health and Human Services	
Eric D. Johnson, Business Administration	Mary A. Mooney, Podiatric Medicine	
John A. Marino, Regional	Marilyn A. Norconk, Arts and Sciences	
Denice Sheehan, Nursing	Timothy A. Roberts, Communication and Information	
Roberto M. Uribe-Rendon, Applied Engineering, Sustainability and Technology	John H. Thornton, Business Administration	

NON-VOTING OBSERVERS AND CONSULTANTS

Observers Undergraduate EPC (green name cards) Graduate EPC (green name cards) Michelle A. Crisler, Undergraduate Student Government Natalie R. Fox, Graduate Student Senate Consultants for the Educational Policies Council (green name cards) Susan M. Augustine, Academic Program Officer

Susan M. Augustine, Academic Program Officer, Education, Health and Human Services	Gail M. Rebeta, University Registra
Victoria A. Bocchicchio, Senior Special Assistant, Honors College	Said L. Sewell, Assistant Provost
Fashaad L. Crawford, Assistant Provost for Accreditation, Assessment and Learning	Linnea A. Stafford, Institutional Research Information Officer, Research, Planning and Institutional Effectiveness
Julie A. Gabella, Special Assistant, Graduate Studies	Melody J. Tankersley, Associate Provost for Academic Affairs
Mary Ann Haley, Assistant Dean, Arts and Sciences	Therese E. Tillett, Director, Curriculum Services
Jennifer S. Kellogg, Academic Program Coordinator, Curriculum Services	



TO:	Educational Policies Council (EPC)	
FROM:	Therese E. Tillett, Director of Curriculum Services	
SUBJECT:	EPC Meeting Schedule Academic Year 2013–2014	
DATE:	20 May 2013 REVISED 31 July 2013, 3 December 2013	

All meetings will begin at 3:20 p.m. Days, rooms and locations and deadlines are specified below.

The meeting of the joint EPC (when members of the two councils meet together) is <u>pending</u> for all months except November and May—the joint council will meet only when there are items that need to be voted upon by both councils. The Office of Curriculum Services will notify members of cancellation of the joint EPC meeting seven calendar days before the meeting. On the days that the joint council meets, the EPC Undergraduate meeting will begin immediately after conclusion of the joint EPC meeting.

August 2013	19 (Mon) – Joint EPC (KSC 306ABC) pending 19 (Mon) – Undergraduate EPC (KSC 306ABC) Graduate EPC canceled this month	Deadline for materials to Curriculum Services: 29 July 2013 Final meeting for spring 2014 course proposals	
September 2013	16 (Mon) – Joint EPC (KSC 310AB) <i>pending</i> 16 (Mon) – Undergraduate EPC (KSC 310AB) 23 (Mon) – Graduate EPC (KSC 310C)	Deadline for materials to Curriculum Services: 26 August 2013	
October 2013	14 (Mon) – Joint EPC (KSC 306ABC) <i>pending</i> 14 (Mon) – Undergraduate EPC (KSC 306ABC) 21 (Mon) – Graduate EPC (KSC 310C)	Deadline for materials to Curriculum Services: 23 September 2013	
November 2013	18 (Mon) – Joint EPC (KSC 310AB)	Deadline for materials to Curriculum Services: 28 October 2013	
January 2014	27 (Mon) – Joint EPC (KSC 310AB) <i>pending</i> 27 (Mon) – Undergraduate EPC (KSC 310AB)	Deadline for materials to Curriculum Services: 6 January 2014 Final meeting for fall 2014 course and program proposals	
December 2013	no meetings	Fall 2014 special course fee proposals due to Provost's Office (Jon Carlson)	
February 2014	3 (Mon) – Graduate EPC (KSC 310C) * 17 (Mon) – Joint EPC (KSC 310AB) <i>pending</i> 17 (Mon) – Undergraduate EPC (KSC 310AB) 24 (Mon) – Graduate EPC (KSC 310C)	Deadline for materials to Curriculum Services: 27 January 2014	
March 2014	17 (Mon) – Joint EPC (KSC 310AB) <i>pending</i> 17 (Mon) – Undergraduate EPC (KSC 310AB) 31 (Mon) – Graduate EPC (KSC 310C)	Deadline for materials to Curriculum Services: 24 February 2014	
April 2014	21 (Mon) – Joint EPC (KSC 310AB) <i>pending</i> 21 (Mon) – Undergraduate EPC (KSC 310AB) 28 (Mon) – Graduate EPC (KSC 310C)	Deadline for materials to Curriculum Services: 24 March 2014 Final meeting for fall 2014 policy proposals and other catalog changes that <u>go</u> to Faculty Senate/ Board of Trustees for final approval	
May 2014	19 (Mon) – Joint EPC (Governance Chambers)	Deadline for materials to Curriculum Services: 28 April 2014 Final meeting for fall 2014 policy proposals and other catalog changes of which EPC is final approver	

* Deadline for materials to Curriculum Services for the 3-Feb Graduate EPC meeting is 6 January 2014. This meeting is the final one for fall 2014 course and program proposals.



TO:	Educational Policies Council
FROM:	Senior Vice President and Provost Todd A. Diacon
SUBJECT:	Agenda for August meetings of the Educational Policies Council (EPC)
DATE:	10 August 2013

In the event that any of the action item proposals require corrections or create consequences not addressed in the response memos, please bring these matters to the attention of the Office of Curriculum Services before the meeting. If you wish to elevate an information item or lesser action item on the agenda to an action or discussion item, please notify the Office of Curriculum Services by Friday, 16 August 2013, to ensure that the materials are available at the meeting for review.

Agenda for Joint Meeting of the Educational Policies Council Agenda for Undergraduate EPC Course Changes

JOINT MEETING OF THE EDUCATIONAL POLICIES COUNCIL

Meeting at 3:20 p.m. on Monday, 19 August 2013, in Kent Student Center, room 306ABC

ACTION ITEMS

 Approval of minutes of 20 May 2013. Attachment 1

Office of Enrollment Management and Student Affairs (presented by Vice President Gregory I Jarvie)

 Revision to administrative policy regarding class attendance and class absence to ensure compliance with state and federal laws (e.g., Americans with Disabilities Act) and to provide greater procedural clarity relative to the various reasons for students' class absences. Effective Fall 2013 (1 October 2013) | Attachment 2

EPC Ad Hoc Committee for Academic Policies (presented by Chair Denise A. Seachrist)

3. Revision to university registration policy to limit course registrations adds after the semester has begun—from current end of second week to proposed end of first week (prorated for summer and part-of-term courses)—as well as to update language reflecting current practices. Effective Fall 2014 | Attachment 3

Office of the Provost (presented by Associate Provost Melody J. Tankersley)

- Revision to policy on instructional activities and the credit hour to include a definition of emporium courses. Effective Fall 2013 | Attachment 4
- Revision to policy on catalog rights and exclusions to include course specifications, and revision to administrative policy and procedure regarding academic requirements, course specifications and course offerings. Effective Fall 2014 | Attachment 5

ACTION ITEMS continued

Office of the Provost continued

6. Revision to administrative policy on academic forgiveness to replace outdated language regarding how the university calulates credit hours and GPA when academic forgiveness is applied to a student's record. Effective Fall 2014 | Attachment 6

INFORMATION ITEM

Office of the Provost

1. Inclusion of College of Podiatric Medicine policies in the University Catalog. Effective Fall 2013 | Attachment 7

DISCUSSION ITEM

Office of the Provost

1. Introduction of CurricUNET, a web-based system to manage Kent State's curriculum review and approval process.

UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

Meeting on Monday, 19 August 2013, in Kent Student Center, room 306ABC, immediately following conclusion of the Joint EPC meeting

ACTION ITEM

College of Communication and Information (presented by Dean Stanley T. Wearden)

School of Journalism and Mass Communication

1. Inactivation of Visual Journalism [VJNL] major within the Bachelor of Science [BS] degree. One of the major's two concentrations—Photojournalism [PHO]]—is moving to the Journalism [JNL] major (see lesser action item 4). The other concentration, Information Design [INFD], is inactivated with the major. Effective Fall 2014 | Attachment 8

INFORMATION ITEM

Regional College

- 1. Temporary suspension of admissions to Electrical/Electronic Engineering Technology [EEET] major within the Associate of Applied Science [AAS] degree at the Ashtabula Campus until fall 2014, at which time a decision will be made to reactivate or inactivate. The degree program is and will continue to be offered at the Trumbull and Tuscarawas campuses. Effective Fall 2013 | Attachment 9
- 2. Extension of the Veterinary Technology [VTEC] major within the Associate of Applied Science [AAS] degree to the Trumbull Campus. The degree program presently is offered at the Tuscarawas Campus. Effective Fall 2013 | Attachment 10

LESSER ACTION ITEMS

College of Arts and Sciences

Department of Philosophy

- Revision of course requirements for the Philosophy [PHIL] major within the Bachelor of Arts [BA] degree. Revisions include removing PHIL 11009 and PHIL 21001, increasing upperdivision PHIL electives and decreasing PHIL history electives. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014
- Revision of course requirements for the Philosophy [PHIL] minor. Revision adds PHIL 21020 as an elective. Minimum total credit hours to program completion are unchanged at 21. Effective Fall 2014

College of the Arts

School of Art

 Revision of course requirements for the Crafts [CRFT] major within the Bachelor of Fine Arts [BFA] degree. Revisions include adding ARTC 45098 to the major, and adding ARTC 35305, ARTC 35306 and ARTC 45300 to the electives in the Textile [TXTL] concentration. Minimum total credit hours to program completion are unchanged at 125. Effective Fall 2014

College of Communication and Information

School of Journalism and Mass Communication

4. Establishment of Photojournalism [PHOJ] concentration in the Journalism [JNL] major within the Bachelor of Science [BS] degree. Concentration was in the now-inactivated Visual Journalism [VJNL] major (see Undergraduate EPC action item 3). The concentration was also revised to add JMC 22001, JMC 40092. Minimum total credit hours to program completion are unchanged at 124. Effective Fall 2014

College of Education, Health and Human Services

School of Health Sciences

 Revision of course requirements for the Sports Medicine [SPMD] minor. Revisions include removing ATTR 35037 and ATTR 4538 and adding ATTR 35040 and ATTR 43018. Minimum total credit hours to program completion decrease, from 34 to 32. Effective Fall 2014

School of Foundations, Leadership and Administration

 Revision of course requirements for the Event Planning [EVPL] minor. Revisions include replacing RTPM 36092 with RPTM 36192. Minimum total credit hours to program completion are unchanged at 23. Effective Fall 2014

School of Teaching, Learning and Curriculum Studies

7. Revision of course requirements for the Integrated Social Studies [INSS] major within the Bachelor of Science in Education [BSE] degree. Revisions include adding requirement ADED 22275 to the requirements, removing PSYC 30651, PSYC 30821 and PSYC 41282 from the psychology electives and adding PSYC 30652, PSYC 40112 and PSYC 40625 to the psychology electives. Minimum total credit hours to program completion are unchanged at 124. Effective Fall 2014

LESSER ACTION ITEMS continued

College of Nursing

- Revision of policy for admission to and progression in the Bachelor of Science in Nursing [BSN] degree (traditional nursing sequence). Revisions include removing outdated and unnecessary language regarding the Licensed Practical Nurse. Effective Fall 2013
- Revision of policy for assigning out-of-sequence students to clinical nursing courses in the Bachelor of Science in Nursing [BSN] degree. Revisions include removing outdated and unnecessary language regarding the Licensed Practical Nurse. Effective Fall 2013

Regional College

 Revision of course requirements for the Aviation Maintenance Technology [AMRT] major within the Associate of Applied Science [AAS] degree to meet the general education requirements of the Ohio Board of Regents. Minimum total credit hours to program completion decrease, from 67 to 66. Effective Fall 2014

COURSE CHANGES

Course Changes Effective Spring 2014

ACTT	21092	Internship in Accounting Technology (2-3) [experiential learning]	Revise
ARTC	35601	Sculptural and Kiln-Formed Glass (3)	Revise
ARTC	45098	Senior Thesis Research and Proposal (1) [experiential learning]	Revise
CADT	22009	Applied Engineering Software (3)	Revise
CCI	80299	Dissertation II (15)	Revise
COMI	21092	Computer Practicum (1-3) [experiential learning]	Revise
COMI	21096	Individual Investigation in Computer Technology (1-3)	Revise
COMI	36392	Internship for Computer Technology Students (1-3) [experiential learning]	Revise
HST	11000	Introduction to Human Services (1)	Revise
HST	11001	Group Process in Human Services (2)	Revise
HST	21092	Internship in Human Services Technology I (3) [experiential learning]	Revise
HST	21192	Internship in Human Services Technology II (3) [experiential learning]	Revise
JMC	20008	Audience Analysis and Research (3)	Revise
JMC	26005	Multimedia Storytelling (3)	Revise
JMC	26008	Broadcast Beat Reporting (4)	Revise
JMC	42008	Advanced Photojournalism (3)	Revise
JMC	46000	Newspaper Design (3)	Revise
JMC	46020	Magazine Design (3)	Revise
JMC	46021	Magazine Writing and Editing (3)	Revise
JMC	46054	Broadcast Documentary (3)	Revise
LIS	60670	Culminating Experience (3)	Revise
PSYC	40112	Psychological Disorders of Childhood and Adolescence (3)	Revise
VCD	20000	Basic Computer-Graphic Design and Illustration (3)	Revise
VCD	20001	Photo Illustration Sophomore Portfolio Review (1)	Revise
VCD	20009	VCD Sophomore Portfolio Review (1)	Revise
VCD	20010	Introduction to Design Research (3)	Revise
VCD	22000	Design/Illustration Techniques I (3)	Revise
VCD	22001	Design/Illustration Techniques II (3)	Revise
VCD	23001	Introduction to Typography (3)	Revise
VCD	28000	Photography (3)	Revise
VCD	28002	Photography II (3)	Revise

Course Changes Effective Spring 2014 continued

VCD	32000	Illustration I (3)	Revise
VCD	33000	Graphic Design I (3)	Revise
VCD	33001	Graphic Design II (3)	Revise
VCD	34005	Introduction to 3D Graphic Design (3)	Revise
VCD	38003	Photo Technology (3)	Revise
		Course Changes Effective Fall 2014	
ADED	22275	Issues and Trends in Social Studies Education (3)	New
ADED	32275	Social Studies Education and the Social Sciences (3) to: Curriculum and Pedagogy in Social Studies	Revise
ADED	42275	Teaching Social Studies in Secondary Schools (3) to: Teaching Social Studies in Grades 7–12	Revise
ARAB	67010	Practice of Arabic Translation (2)	New
ARAB	67240	Literary and Cultural Translation (3)	New
ARAB	67250	Commercial, Legal and Diplomatic Translation (3)	New
ARAB	67251	Scientific, Technical and Medical Translation (3)	New
ARAB	67979	Translation Case Study (3)	New
BSCI	40372	Populations, Communities and Ecosystems (4)	Inactive
BSCI	50151	Mechanisms of Disease: Obesity and Related Metabolic Diseases (3)	New
BSCI	70370	Ecological Genetics (2) to: Ecological and Evolutionary Genetics	Revise
BSCI	70371	Evolutionary Ecology (2) to: Evolutionary Biology	Revise
BSCI	40151	Mechanisms of Disease: Obesity and Related Metabolic Diseases (3)	New
BSCI	50372	Populations, Communities and Ecosystems (4) to: Communities and Ecosystems (2)	Revise
BSCI	50373	Population and Community Ecology (3)	New
BSCI	60370 50370	Ecological Genetics (2) to: Ecological and Evolutionary Genetics	Revise
BSCI		Evolutionary Ecology (2) to: Evolutionary Biology	Revise
BSCI	70151	Mechanisms of Disease: Obesity and Related Metabolic Diseases (3)	New
BSCI	70372	Populations, Communities and Ecosystems (4) to: Communities and Ecosystems (2)	Revise
BSCI	70373	Population and Community Ecology (2) to: (3)	Reactive
COMM	45766	Communication in a Global Society (3)	New

Course Changes Effective Fall 2014 continued

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INS	39000	Insurance Law, Finance and Risk Management (3)	. Revise
INS	39001	Insurance Operations (3)	. Revise
INS	49000	Life and Health Insurance (3)	. Revise
ITAP	16605	Introduction to Operating Systems and Networking Technology (3)	. Inactive
ITAP	16620	Word Processing I (3)	. Revise
ITAP	16621	Word Processing II (3)	. Revise
ITAP	16625	Business Presentations (3)	. Revise
ITAP	16649	Database Applications for Medical Billing (1)	. Inactive
ITAP	26611	Spreadsheet Applications (3)	. Revise
ITAP	26622	Desktop Publishing I (3)	. Revise
ITAP	26623	Desktop Publishing II (3)	. Revise
ITAP	26650	Medical Billing Procedures(3)	. Revise
ITAP	26692	Internship for Administrative Professionals (1-3) [experiential learning]	. Revise
ITAP	26695	Special Topics in Information Technology for Administrative Professionals (1-3)	. Revise
ITAP	26696	Individual Investigation: Information Technology for Administrative Professionals (1-3)	. Revise
MKTG	3 5056	Social Media Marketing (3)	. New
OCAT	10002	Therapeutic Techniques I – Psychosocial (4)	. Revise
OCAT	10005 10092	Therapeutic Techniques – Fieldwork 1A (1) to: [experiential learning]	. Revise
OCAT	20000	Therapeutic Techniques II – Physical Dysfunction I (4)	. Revise
OCAT	20005	Clinical Applications I (4)	. Revise
OCAT		Therapeutic Techniques – Fieldwork 1B (1) to: [experiential learning]	. Revise
OCAT	20008	Clinical Applications II (4)	. Revise
OCAT	21096	Individual Investigation in Occupational Therapist Assistant Technology (1-4)	. Revise
PHIL	11009	Principles of Thinking (3) to: Critical Thinking [Kent Core Additional]	. Revise
PHIL	31040	Women and Philosophy (3) [domestic diversity]	. Revise
PHIL	31072	American Indian Philosophies (3) [domestic diversity]	. Revise
PHIL	41050	Philosophical Analysis (3) to: Analytic Philosophy	. Revise
PHIL	51050	Philosophical Analysis (3) to: Analytic Philosophy	. Revise

Update to 14 May 2012 EPC Agenda

Establishment of an Aviation Weather minor.

Banner code incorrectly reported, should be AVWT.

Update to 18 February 2013 Undergraduate EPC Agenda

SPA 70623 Audiologic Treatment Across the Lifespan (4) Duplicate course, department will instead use SPA 70732.	New
TECH 68110 Biofluid Mechanics (3) Course should have been tabled alongside the corresponding undergraduate course.	New
TECH 68120 Stem Cell and Tissue Engineering (3) Course should have been tabled alongside the corresponding undergraduate course.	New

Update to 28 January 2013 Undergraduate EPC Agenda

Agenda prepared by the Office of Curriculum Services



Ex-Officio Members present: Provost Todd A. Diacon; Faculty Senate Chair Paul A. Farrell; Deans Laura Cox Dzurec, Eboni J. Pringle, Deborah F. Spake, Mary Ann P. Stephens, Wanda E. Thomas; Associate Deans Gail E. Bromley, Raymond A. Craig, LuEtt J. Hanson (also representing Dean Stanley T. Wearden), Ralph Lorenz (also representing Dean John R. Crawford), Frederick W. Schroath, Pamela Tontodonato (representing Dean James L. Blank); Chair John R. Graham (representing Dean Sonia A Alemagno); Assistant Professor Mary A. Mooney (representing Dean Vincent J. Hetherington); Academic Program Coordinator Susan R. Peti (representing Director Robert A. Walker); Academic Program Officer Susan M. Augustine (representing Associate Dean Catherine E. Hackney)

Ex-officio Members not present: Deans Donald F. Palmer, Shin-Min (Simon) Song, Douglas L. Steidl; Associate Deans Joanne M. Arhar, Thomas W. Brewer, Jonathan P. Fleming, Thomas E. Klingler, Isaac Richmond Nettey.

Faculty Senate-Appointed Representatives present: Richard Feinberg, Thomas Janson, Terrence L. Uber

Faculty Senate-Appointed Representatives not present: Vanessa J. Earp, Donald (Mack) Hassler, Susan V. Iverson, Tracey A. Laux, Michael Mikusa, Jonathan V. Selinger, James A. Tyner, William C. Ward, Linda L. Williams, Donald L. White

Council Representatives present: Tina D. Bhargava, Jessie Carduner, Michael W. Chunn, John C. Duncan, Scott F. Grey, William F. Hauck, Andrew Lepp, Mei-Chen Lin (representing David B. Robins), Denice Sheehan, Roberto M. Uribe-Rendon, Belinda S. Zimmerman

Council Representatives not present: Paul J. Albanese, Gregory M. Blase, Pamela K. Evans, John A. Marino, Marilyn A. Norconk, Cynthia G. Roller, Adil M. Sharag-Eldin, John H. Thornton

Observers present:

Observers not present: Lindsay L. Westermann Ayers, Breanne Yonkof

Consultants and Guests present: Kenneth J. Bindas, Lisa N.H. Delaney, Julie A. Gabella, Frances L. Haldar, Waliah Poto, Jennifer Sandoval, Denise A. Seachrist, Linnea A. Stafford, Melody J. Tankersley, Therese E. Tillett

Provost Todd A. Diacon called the meeting to order at 3:23 p.m., Monday, 20 May 2013, in room 204 of the Kent Student Center. Provost Diacon introduced Mary A. Mooney from the College of Podiatric Medicine and asked Faculty Senate Chair and Professor Paul A. Farrell to clarify the voting rights of that college in regards to the Educational Policies Council.

Chair Farrell explained that the Committee on Committees, a sub-body of the Faculty Senate, stated that all representatives for committees had to be tenured/tenure-track faculty; however, the bylaws for the Educational Policies Council do not specify that a representative has to be tenure track, and that an elected representative could be any faculty. He said that the representative for the College of Podiatric Medicine is now elected and a voting member of the Educational Policies Council.

Action Item 1: Approval of the minutes of 18 February 2013 (Undergraduate EPC).

Dean Wanda E. Thomas moved for approval of the minutes, which was seconded by Associate Professor Tina D. Bhargava and passed unanimously.

Action Item 2: Approval of the minutes of 18 March 2013 (Graduate EPC).

Associate Dean Frederick W. Schroath moved for approval of the minutes, which was seconded by Associate Dean Ralph Lorenz and passed unanimously.

Action Item 3: Establishment of policy on academic standing for graduate students to replace current policies on dismissal and dismissal appeals.

Dean Mary Ann P. Stephens explained that the Graduate Studies Administrative Advisory Committee (GSAAC) has worked on this policy, which really has to do with academic standing. She said that there was previously a separate policy for graduate academic standing that it was only mentioned in the dismissal policy and only defined in terms of student grade-point average (GPA). GSAAC worked to expand the policy to include not only GPA but also grades and grading, progress toward the degree and other program requirements. Dean Stephens said probation, warnings and dismissals are also spelled out as well as for what the academic unit and students are responsible. She summarized by saying that the policy codified what was already being done, made more expansive the definition and outlined the process for students not meeting those standards. She added that this policy becomes part of academic grievances.

Dean Stephens moved for approval of the item, seconded by Associate Dean Raymond A. Craig.

A member asked if the language about students who fall below the threshold are subject to dismissal meant the student would be dismissed, or would that decision be left to the department. Dean Stephens replied that it is probably more the latter. It is more likely that a warning or probation would be given if it happened for one semester; if the student continued to fall below the threshold, then a dismissal would be considered. She added that there is discretion in all of these categories. Another member, who is also a member of GSAAC, added that the discussion involved very short and very long programs, and the impact those differences have based on the programs. Another member, also a member of GSAAC, said that one active change in this policy is that graduate programs are now required to do a yearly review. He noted that there is a great deal of variation among departments as to how or when they do what they do, so it is the desire to develop a pattern of practice in the best interest of the student.

Another member asked if such professional programs as the Master of Business Administration degree would adhere to this policy. Associate Dean Schroath from the College of Business Administration responded in the affirmative. The member then asked if there are reports available, or if the process would be manual. A member responded that there are reports available in Cognos.

With no further questions or discussion the item went before the EPC and passed unanimously.

Action Item 4: Inactivation of American Studies [AMST] major within the Bachelor of Arts [BA] degree. There have been only two graduates in the past 10 years, admission to the program was suspended in fall 2010. Proposal includes inactivation of all AMST courses: AMST 10001, 40095, 40096, 40197.

Associate Dean Craig introduced Kenneth J. Bindas, chair of the Department of History, who explained that he has been the chair since 2005, and at that point there was only one student in the major. He said that the director of the program resigned that year and a potential director could not be found. He added that there are currently no students in the major and courses are not being offered. He also noted that the minor in American Studies was also being inactivated and was listed as item 9 under lesser action items on this agenda.

Associate Dean Craig's motion for approval was seconded by Associate Dean LuEtt J. Hanson. With no questions or comments the item went to a vote and passed unanimously.

Action Item 5: Establishment of an Interprofessional Institute for Self-Care.

This item was withdrawn with no discussion.

Action Item 6: Merger of two academic departments—Environmental Health Sciences [EHS] and Epidemiology and Biostatistics [EPBS]—to form the Department of Biostatistics, Environmental Health Sciences and Epidemiology [BEHE].

John R. Graham, interim chair of the Department Epidemiology and Biostatistics, explained that all degree requirements continue intact, all faculty remain, and there will be no need to hire new faculty. He announced that Mark A. James, chair of the Department of Environmental Health Sciences, would assume the chair for the new department, and these changes were approved by the public health faculty and College Advisory Committee. He moved for approval of the item, which was seconded by Lecturer Scott F. Grey.

Provost Diacon said that he understood it is helpful for a college to have departments for accreditation purposes; however the current structure forced the College of Public Health to borrow faculty from other departments for promotion and tenure procedures. Chair Graham added that the merger also allows departments to share resources and laboratory facilities.

A member asked if there were any reservation by faculty regarding the merger. Dean Graham responded that one faculty member voiced concerns about the merger having a negative impact on accreditation, but that turned out not to be the case. Another member followed up, asking why it wasn't the case. He said that when the departments were formed, the EPC was told it was necessary to have all these departments. Chair Graham replied that things did not proceed the way the college thought they would for their laboratory facilities and other resources. He added that at some point in the future, the college may return to four departments. Provost Diacon agreed; as the faculty grows, more departments may be required. Chair Graham noted that there are five tenure-track faculty members in each department, one full professor in Epidemiology and Biostatistics, and three full professors in Environmental Health Science.

With no further questions or discussion, the EPC passed unanimously the item.

Action Item 7: Establishment of Agribusiness [AGRI] major within the Bachelor of Science [BS] degree, to be offered on the Tuscarawas Campus. Included in the proposal are establishment of 14 AGRI courses. Minimum total credit hours to program completion are 121.

Dean Wanda E. Thomas moved for approval of the item, which was seconded by Professor Michael W. Chunn. Dean Thomas then introduced Tuscarawas Campus Assistant Dean Frances L. Haldar and Business Manager Waliah Poto. Assistant Dean Haldar said the campus formed a focus group to study job need in this discipline in the region, as well as charged an agribusiness advisory board. She added that both entities found that it is becoming more critical for people wanting to enter the agribusiness field to have a bachelor's degree. In addition, the campus sought assistance from faculty of the University of Nebraska, which offers a bachelor's degree in agribusiness, to develop the curriculum.

A member asked how many agribusiness programs exist in Ohio. Assistant Dean Haldar replied that no bachelor's degree exist in Northeast Ohio. She said Ohio State University offers a bachelor's degree in agribusiness and applied economics, and the University of Northwestern Ohio has an agribusiness program forthcoming. Ohio State supported the development of Kent State's program.

In response to a member's question about the program's administrating department, Dean Thomas responded that the Agribusiness major would be housed in the Regional College. In response to other members' question about faculty, coordinator and courses, Assistant Dean Haldar replied that agribusiness faculty will be hired after all necessary approvals are received and they would coordinate the program, and approximately four agribusiness courses would be taught each semester.

Another member asked if the business courses offered were from the College of Business Administration. Assistant Dean Haldar replied that there is one Management and Information Systems (MIS) course required in the program. College of Business Administration Dean Deborah F. Spake pointed out that the college will need to ensure that the faculty teaching the course are appropriate, to which Assistant Dean Haldar agreed. The Accounting Technology (ACTT) courses are not in the College of Business Administration [they are administered by the Regional College].

A member asked if the campus anticipates high student demand. Assistant Dean Haldar replied that it forecasted that 15 students will be enrolled in the first year.

With no further questions or discussion the item went before the EPC for a vote and passed unanimously.

Discussion Item I: EPC Ad Hoc Committee for Academic Policies progress update.

Interim Associate Provost and EPC Ad Hoc Committee Chair Denise A. Seachrist reminded EPC members that the committee was charged by the EPC with identifying policy problems and proposing solutions. She said that the committee comprises a broad membership of 27. She added that it is an active working committee and continues to be active. She explained that sometimes the committee met as a body of the whole and sometimes in subcommittees. She said that a Listserv was created to share literature. Some of the literature reviewed was Clifford Adelman's research¹ and an article by Provost Diacon².

 ¹ Adelman, C. (2006). The toolbox revisited: Paths to degree completion from high school through college. Washington, DC: U.S. Department of Education. Retrieved from <u>www.ed.gov/rschstat/research/pubs/toolboxrevisit/toolbox.pdf</u>.
 ² Diacon, T.A. (July 15, 2008). The university of ohiopennkaniowatenn. Inside Higher Ed. Retrieved from <u>www.insidehighered.com/views/2008/07/15/diacon</u>.

She explained that a lot of time was spent looking at peer institutions and Banner institutions to see different ways for Kent State to do things and how to implement them. She said that it is being discovered implementation sometimes may be difficult, like pulling a thread on a tapestry.

Chair Seachrist said that a brainstorming session produced 23 policies that the committee wanted to examine. The members got about a third of the way through the ones they thought they could handle easily, which didn't always work. She added that with the provost's guidance, it was determined it would be best if some of these proposals could be packaged to be brought together to the Educational Policies Council.

She added that the committee is working closely with such departments as University Registrar, Student Financial Aid and the Bursar. It continues to move forward and it is the wish of every member to continue on the committee if they can. She said that the committee will reconvene in the fall. She pointed out that many that serve on the committee were also at the EPC meeting.

Provost Diacon asked Chair Seachrist to explain, for example, why the GPA policy could be an issue. Chair Seachrist replied that as the committee reviewed the policy, it found that some departments keep track of it manually, while some use reports. The committee is also looking at overall GPA calculation versus major and minor GPA calculations. A member of the Committee explained that the committee looked at how Kent State calculated GPA, what counts and what doesn't and how it affects the student. Chair Seachrist added that the GPS degree audit may use the grade from one course to satisfy a GPA requirement, when other course grade could also satisfy it.

Another committee member explained that the University of Alabama was reviewed for its policy in applying the highest grade of courses that fulfill degree requirements to calculate major GPA. She gave an example that at Kent State if a major requirement allows students to select two courses out of seven options, and the student completes all seven courses, the grades for all seven calculate into the major GPA, instead of only two. She added there was a vast difference between one method versus the other, and the committee is working with the Division of Resource Planning and Institutional Effectiveness (RPIE) to determine how the different methods affect students.

Provost Diacon and the council offered congratulations to Associate Dean Schroath on his impending retirement.

Provost Diacon asked if any members wished to elevate any information or lesser action items. Hearing none, Professor Richard Feinberg moved for adjournment of the meeting, which was seconded by Professor Roberto M. Uribe-Rendon.

The meeting adjourned at 4:01 p.m.

Respectfully submitted,

fisa MADelaney

Lisa N.H. Delaney Academic Program Coordinator, Curriculum Services Office of the Provost

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date Effective Date Fall 2013

Curriculum Bulletin _____ Approved by EPC _____

DepartmentEnrollment Management & Student AffairsCollegeselect oneProposalRevise PolicyProposal NameAttendance Policy, 3-01.2

Description of proposal:

Suggested revisions to Policy Register 3-01.2, "Administrative policy regarding class attendance and class absence."

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

Adoption of the revised policy will better ensure compliance with federal and state laws, e.g. Americans with Disabilities Act, and will provide greater procedural clarity relative to the various reasons for students' class absences.

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

Faculty Senate, Executive Committee Office of General Counsel Enrollment Management and Student Affairs (EMSA) Sponsored programs (e.g. Athletics, Band, etc.) Student Accessibility Services (SAS) University Health Services (UHS) Office of Equal Employment & Affirmative Action

REQUIRED ENDORSEMENTS	
Department Chair / School Director	//
Campus Dean (for Regional Campuses proposals)	<u> </u>
College Dean (or designee)	//
	//

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

Proposal Summary for a Policy [Revised Attendance Policy, 3-01.2]

Subject Specification:

This document proposes revisions to the current <u>Administrative policy regarding class attendance and</u> <u>class absence</u> [3-01.2], in order to reflect compliance with intepretations to recent changes in federal law (Americans with Disabilities Act), and to provide more procedural clarity for faculty, students, and staff in response to the various reasons for student class absences.

Background Information:

The university's attendance policy was last updated in June 2007. Since then, the 1990 Americans with Disabilities Act has been amended, and those amendments have implications for the university relative to students' disability-related absences. Section C of the current policy, for instance, does not include disability as a possible "legitimate reason" for class absences.

Additionally, as it currently reads, the policy lacks specificity regarding procedures that students and/or faculty ought to follow when a student misses class for reasons other than sponsored programs (e.g. student participation in a sponsored athletic event or band/orchestra performance, etc.). That procedural ambiguity can fuel confusion on either the student or the faculty's part, and jeopardize the integrity of the academic endeavor.

The proposed revisions attempt to remedy some of the ambiguity and omissions imbedded in the current policy in a number of different ways. Some of these are enumerated below:

- Amendments to the Americans with Disabilities Act (ADA) and the interpretation to those amendments obligate universities to consider disability-related absences as possible accommodations. Prior to the recent amendments, disability-related absences were generally not accommodated, and in the rare instances when they were, the negotiation of that accommodation rested solely between the student and the professor. The proposed policy revisions help codify expectations of all involved parties -- students, faculty, Student Accessibility Services -- in these instances.
- Recent findings from the **Office of Civil Rights (OCR)** following a complaint filed against the university, requires the university to revise its policies such that they are consistent with one another, and provide clear instruction to students and faculty/staff as to the necessary course of action in the event of disability-related class absence(s).
- The revised policy offers support to faculty and the integrity of their courses regarding attendance. It affirms the "essential or fundamental academic requirements of the course" and gives, at least implicitly, deference to academic programs in determining the essential components of their course(s) relative to attendance.
- The proposed changes provide greater clarity regarding procedures for the various reasons students may need to be absent from class.

- **Student obligations are specifically articulated** in the proposed revisions which emphasize students' responsibility for their coursework as well as their responsibility for complying with policies and procedures from the respective offices from which they are seeking assistance.
- The proposed policy revisions also offer specific offices to which faculty and/or students can seek redress with any concerns about attendance requirements or class absences.

The proposed revisions conform to the mission of the sponsoring unit (EMSA) which, among other things, is "to support the teaching and learning process and the development of the whole student by providing quality programs and services that enhance student learning and student success." When student, faculty, and staff expectations are clearly articulated in regards to class absences, all parties are aware of their respective responsibilities, and students, especially, then have a framework from which to better gauge their learning and success.

We do not anticipate that adoption of these revisions will require additional fiscal commitments or increased staffing for any department.

Alternatives and Consequences:

The current policy could be minimally revised, specifically in Section C, to include a more expansive list of reasons for class absences. To the current phrasing in Section C, which states, "legitimate reasons for absence include, for example, illness, death in the immediate family, religious observance, academic field trips, and participation in an approved concert or athletic event, and direct participation in university disciplinary hearings," additional reasons for absence could include injury, disability-related concerns, and military service.

Although revising only this section of the current policy would expand the list of "legitimate reasons for absence," it would not provide any clear procedural instructions to either students or faculty in regards to those reasons for absences. More importantly, this alternative does not address the concerns of the Office of Civil Rights (OCR) in regards to revising university policy to more consistently provide guidance for disability-related absences.

Specific Recommendation and Justification:

EMSA recommends the adoption of the proposed revisions to the attendance policy in order to better ensure compliance with federal and state laws, e.g. Americans with Disabilities Act, and to provide greater procedural clarity relative to the various reasons for students' class absences.

Timetable and Actions Required:

EMSA suggests that EPC review and adopt these revisions as quickly as possible, so they can be reviewed by Faculty Senate. It is our hope that Faculty Senate will recommend adoption of these revisions quickly as well so they can be enacted yet this Fall (2013).

3 -01.2

Administrative policy regarding class attendance and class absence

- (A) Purpose. Regular attendance in class is expected of all students at all levels at the university. While classes are conducted on the premise that regular attendance is expected, the university recognizes certain activities and events as legitimate reasons for absence from class. This policy provides for accommodations in accordance with federal and state laws prohibiting discrimination, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, 29 U.S.C.§794, and its implementing regulation, 34 C.F.R. Part 104; Title II of the Americans with Disabilities Act of 1990, 42 U.S.C. §12131 et seq., and its implementing regulations, 28 C.F.R. Part 35; as well as university policy 5-16.
- (B) Class attendance. The individual instructor has both the responsibility and the prerogative for managing student attendance. The instructor's policy regarding attendance for each course should be written in course syllabus and communicated to students during the first week of the term. The policy may take alternate forms within the bounds of appropriate instructional techniques.
- (C) Class absence. Legitimate reasons for <u>an "excused"</u> absence include, for example, <u>but are not</u> <u>limited to</u> illness, <u>and injury, disability-related concerns, military service</u>, death in the immediate family, religious observance, academic field trips, and participation in an approved concert or athletic event, and direct participation in university disciplinary hearings.
- (D) Academic requirement. Even though any absence can potentially interfere with the planned development of a course, and the student bears the responsibility for fulfilling all course expectations requirements in a timely and responsible manner, instructors will, without prejudice, provide students returning to class after a legitimate absence with appropriate assistance and counsel about completing missed assignments and class material. Neither academic departments nor individual faculty members are required to waive essential or fundamental academic requirements of a course to accommodate student absences. However, each circumstance will be reviewed on a case-by-case basis.

The following guidelines describe model procedures for sponsors of appropriate activities, instructors and students requesting and responding to legitimate absences.

- (E) Informal resolution should first be attempted between individual instructors and students in the event of any attendance-related concerns. If informal resolution is unsuccessful, the following offices, with respect to that office's purview, can provide assistance and guidance on attendance concerns and instructions on filing a grievance: student ombuds, student accessibility services and equal opportunity and affirmative action.
- (F) Student Responsibilities: In addition to the policies set forth below, students are responsible for following the procedures and policies of the respective offices from which they are seeking assistance, e.g. student accessibility services, the student ombuds, etc. In all instances of absences, students shall be responsible for all material covered in class during their absence. Students are responsible for completing any makeup work resulting from their absence. In no case is an excuse from class to be interpreted as a release from class responsibility.
- (G) General procedures and responsibilities for requesting and determining legitimate class absence.
 - (1) Instructors shall:
 - (a) Inform student about assignments to be made during the absences, and make alternative suggestions for acquisition of the material missed.
 - (b) Provide reasonable opportunity for a makeup examination and/or assignment if a legitimate absence occurs on an examination day and/or a day when an assignment is due. In the extraordinary circumstance where it is not feasible to offer a makeup examination and/or assignment, some acceptable alternative must be provided.

- (c) Resolve conflicts arising from a legitimate absence as provided in this rule through appropriate administrative channels.
- (1) Students shall:
 - (a) Follow the documentation procedures required by the respective identified below (in sections H, I, and J).
 - (b) Notify their instructors as soon as possible of class absences.
- (DH) Procedures and responsibilities for requesting an absence due to attendance at a sponsored activity.
 - (1) Sponsors shall:
 - (a) Provide a list to each participant of all approved events which might involve student absences from classes. The list should be given to the participants at or before the first scheduled class, activity, or field trip of the semester, or before the end of the second week of the semester, whichever occurs first. In cases where the date and time of the scheduled activity is not known within this time frame, approval to schedule an event which will result in student absences must be secured from the administrative officer directly above the sponsoring unit; e.g., college dean, director of athletics, etc.
 - (b) Provide each participating student with a signed "Class Absence Authorization Form" for each of the student's affected classes at the time the list of events is distributed.
 - (c) Seek <u>Coordinate</u> resolution of conflicts with instructors; such resolution is a faculty responsibility, not a student responsibility.
 - (2) Instructors shall:
 - (a) <u>Refer to procedures listed in (G)(1).</u> Inform the student about assignments to be made during the absence, and make alternative suggestions for acquisition of the material missed.
 - (b) Provide a reasonable opportunity for a makeup examination if a legitimate absence occurs on an examination day. In the extraordinary circumstance where it is not feasible to offer a makeup examination, some acceptable alternative must be provided.
 - (c) Resolve conflicts arising from a legitimate absence as provided in this rule through appropriate administrative channels. Under no circumstances are students responsible for the resolution of such conflicts.
 - (3) Students shall:
 - (a) Provide the sponsor of the activity with a list of classes which conflict with the proposed activity or field trip. This list should be presented at or before the first scheduled class or activity meeting that causes the conflict.
 - (b) Present a "Class Absence Authorization Form" to instructors in all affected courses and return the signed "Class Absence Authorization Form(s)" to the sponsor of the activity before the end of the second week of the semester. In the event the absence was due to illness or injury, verification from the health center or other medical officer should be presented to the instructor.
 - (c) Be responsible for all material covered in class during their absence. Students are responsible for completing any makeup work resulting from their absence. In no case is an excuse from class to be interpreted as a release from class responsibility.

- (I) Procedures and responsibilities for requesting an absence due to a disability. Under no circumstances are students solely responsible for the resolution of such conflicts arising from disability-related absences.
 - (1) Instructors shall:
 - (a) Communicate and collaborate with student accessibility services in the event of students' attendance accommodation due to a disability.
 - (b) Refer to procedures listed in (G)(1).
 - (2) Students shall:
 - (a) Consult with student accessibility services if frequent or prolonged absences are anticipated due to a disability.
 - (b) In consultation with student accessibility services, and in accordance with its attendance policy modification, provide their instructors, each semester, with an student accessibility services accommodation document, which may be presented to the instructor in lieu of verification from a medical provider.
 - (c) Contact their instructor as close to the beginning of the semester as possible to discuss the attendance modification accommodation.
- (J) Procedures and responsibilities for absence due to medical illness/injury.
 - (1) Instructors shall:
 - (a) Refer to procedures listed in (G)(1).
 - (2) Students shall:
 - (a) Provide verification from their medical provider.
 - (b) Refer to procedures listed in (G)(2).
- (K) Procedures and responsibilities for requesting an absence due to religious observation.
 - (1) Instructors shall:
 - (a) Refer to procedures listed in (G)(1).
 - (2) Students shall:
 - (a) Notify the instructor as close to the start of the semester as possible of any scheduled classes that conflict with observed religious holidays.
- (L) Procedures and responsibilities for requesting an absence to perform military service.
 - (1) Instructors shall:
 - (a) Refer to procedures listed in (G)(1).
 - (2) Students shall:
 - (a) Notify the instructor as close to the start of the semester, or as soon as possible, of any scheduled classes that conflict with military leave.
 - (b) Consult the university registrar in the event that a prolonged absence is anticipated.

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date	28-Jul-13	Curriculum Bulletin
Effective Date	Fall 2014	Approved by EPC

Department	EPC Ad Hoc Committee for Academic Policies
College	
Proposal	Revise Policy
Proposal Name	Revision of the university registration policy

Description of proposal:

Revisions are recommended to the registration policy, as published in the University Catalog and on the University Registrar website, in order to update language to reflect current practice and to decrease the amount of time students can add a course to their schedule after the semester has begun—from current two weeks to proposed one week for courses scheduled in a full 15-week semester (prorated equivalent deadline for summer or flexibly scheduled course).

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

Setting a shorter deadline for students to add a course will increase petition requests to the Office of the University Registrar and approval requests of the appropriate faculty member. Therefore, it is imperative that an online petition form is developed to coincide with this policy's implementation to automate the petition process, currently done manually.

Units consulted (other departments, programs or campuses affected by this proposal): Office of the University Registrar, Office of the Provost

REQUIRED ENDORSEMENTS	S
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Department Chair / School Director	
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Campus Dean (for Regional Campuses proposals)	
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College Dean (or designee)	
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Dean of Graduate Studies (for graduate proposals)	
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Provost and Senior Vice President for Academic Affairs (or designee)

Proposal Summary Revision of the University's Registration Policy

Subject Specification

This proposal seeks to revise the registration policy as published in the University Catalog and on the Office of University Registrar website. The most significant revision is changes to the add/drop deadlines to decrease the amount of time students can add a course to their schedule after the semester has begun—from two weeks to one week for courses scheduled in a full 15-week semester (prorated equivalent deadline for summer or flexibly scheduled courses¹).

Background Information

The Educational Policies Council (EPC) Ad Hoc Committee for Academic Policies was charged in spring 2013 with making recommendations that promote student success at Kent State. In turn, the committee members solicited comments from colleagues and constituents on academic policies they felt were obstacles for academic integrity and/or student success. One of the first items brought before the committee was a review of Kent State's course add/drop deadlines as stated in the university's registration policy.

Presently, Kent State's course add/drop deadlines allow all students to register for courses without prior approval from the instructor up until the Sunday after the first two weeks of the start of the semester (or the prorated equivalent for summer or flexibly scheduled courses). Allowing a student to enter a classroom at that late date without the instructor's knowledge or permission puts both that student and instructor at a disadvantage. In most instances, by the end of the second week of a full-term course, the goals and objectives of the course have been discussed, the syllabus examined, homework assigned and, perhaps, quizzes given out and evaluation scores collected.

Data on registration activity during the second week of the fall 2012 semester² reveals that approximately 15 percent of the students adding a course later withdrew, and 15 percent either failed the course or earned a C-, D+ or D grade. Another 20 percent dropped the course, presumably soon after adding it without attending a single class.

Data on fall 2011 retention rates³ demonstrates that first-year attrition increases among new freshmen on the Kent Campus if they add a course in the second week of the semester (table 1).

Number of courses added	Student count	First-year retention
0	4,048	77.1%
1	235	74.9%
2	30	63.3%
3	9	66.7%
4+	9	66.7%

Table 1: Fall 2011 retention rate for all Kent Campus new freshmen,

 based on number of courses added in second week

¹ Flexibly scheduled courses do not meet for the full semester (e.g., five-week course)

² Data provided by the Office of the University Registrar.

³ Data provided by the Office of Research, Planning and Institutional Effectiveness.

Based on a review of other Ohio universities' registration policies, Kent State's current course add deadline is among the most lenient, see table 2 below.

Institution	Last Day to Add	Last Day to Drop*	
Bowling Green State University	7 calendar days	14 calendar days	
Central State University	9 calendar days	9 calendar days	
Cleveland State University	end of 1st week (Sunday)	Friday of 2nd week	
Kent State University	end of 2nd full week (Sunday)	end of 2nd full week (Sunday)	
Miami University	Friday of 1st week (without prior approval)	20% of class (approximately 3rd week)	
Ohio State University	Friday of 1st week (without prior approval) Friday of 2nd week (with prior approval)	Friday of 3rd week	
Ohio University	Friday of 1st week (without prior approval) Friday of 2nd week (with prior approval)	Friday of 2nd week	
Shawnee State University	7 calendar days	7 calendar days	
University of Akron	5 calendar days (without prior approval) 15 calendar days (with prior approval)	15 calendar days	
University of Cincinnati	7 calendar days (without prior approval) 15 calendar days (with prior approval)	15 calendar days	
University of Dayton	7 calendar days	end of 3rd week	
Wright State University	Monday of 3rd week (without \$100/credit fee) (Sunday)		
Youngstown State University	7 calendar days	end of 2nd week	

Table 2: Registration deadlines at Oh	nio universities for full-term courses
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* This date reflects the last day a student can drop a course before the W (withdrawal) grade is assigned.

<u>The recommendation to decrease the time allowed for students to add a course affects</u> <u>students' ability to self-add through FlashFAST only</u>. Presently, Kent State students are able to petition the Office of the University Registrar to adjust their schedule after the published deadlines. If students want to add a course after the current deadline of two weeks, they must include in the petition a statement of support from the course's instructor. This practice will continue with the proposed revision. However, it is expected that if or when this new add deadline is enforced, the University Registrar will see an increase of requests for course adds after the first week.⁴ While the requests for exceptions to the deadline most likely will not reach the numbers attained when students were able to self-add in FlashFAST (table 3), the numbers still will be significant as students adjust to the different deadlines, and faculty members may be willing to approve additions to their course enrollment in the second week.

Fall 2012		Spring 2013			
Week	Adjustment type	Section count	Week	Adjustment type	Section count
1	Added	15,500	1	Added	15,883
1	Dropped	13,715	1	Dropped	13,436
2	Added	4,346	2	Added	4,417
2	Dropped	4,758	2	Dropped	4,376

Table 3:	Schedule Adjustments ⁵
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It will no longer be a practical and efficient student service to require students to complete and submit (by mail, fax or in person) a paper form⁶, considering that Kent State offers courses on eight campuses and numerous sites regionally, nationally and internationally, as well as offering online courses available to students located anywhere.

The EPC Ad Hoc Committee worked with Interim University Registrar Gail Rebeta and Associate University Registrar Lynette Johnson to decide on the development of an electronic process that will allow a student to submit the petition online as well as to automate course registration and notification for approved course adds.

Once developed, it is anticipated that the electronic petition process will accomplish the following:

- 1. Allow a student to request registration for a course after the deadline through FlashFAST
- 2. Notify the instructor of that course section that a request has been submitted
- 3. Allow the instructor to approve or deny the request⁷
- 4. If approved, register the student into the course section and perform tuition assessment
- 5. Notify the student that the request has been approved and processed or denied by the instructor
- 6. Add the appropriate documentation into Kent State's document archives (ApplicationXtender)
- 7. Update the university's processing deadlines and tuition credit calculators and related searchresults pages

It is also envisioned that this electronic process could replace completely the paper petition exception form and allow students to also request other scheduling adjustments after deadline.

⁴ The committee explored the idea of allowing appropriate administrative staff and faculty to add a student into a course through FlashFAST after the one-week deadline. However, Banner cannot be programmed to discriminate who can or cannot self-add a course, i.e., it cannot shut down the add functionality for students, but keep it open for other populations. In addition, the ability to adjust a student's schedule directly in Banner is authorized exclusively to the Office of the University Registrar, and due to the sensitivity of the data contained there, the committee determined that authority should be upheld.

⁵ Data provided by the Office of the University Registrar.

⁶ Petition for Exception to Registration form: <u>www.kent.edu/registrar/forms/upload/petitionforexceptionform.pdf</u>.

⁷ An instructor's approval to allow a student to register for his/her course after deadline will override the course's pre/corequisites, course capacity and student time conflicts. Approval will <u>not</u> override the student's maximum hours (refer to the policy for Registration for Full- and Part-Time Students in the University Catalog).

During the course of the review of the add/drop deadlines, the EPC Ad Hoc Committee recommended other revisions to the registration policy as either a consequence of the revised deadlines and/or to update language to reflect current practice.

Alternatives and Consequences

The alternate is the status quo and continuation of allowing students to register for a course without instructor approval until after the class has been in session for two weeks (prorated equivalent for summer or flexibly scheduled courses)—in addition to keeping outdated policy language in the University Catalog. The consequences are students under-prepared to continue in the course, and faculty members frustrated by an increase in their class size after two weeks in session (for a full-term course) without their prior consent.

Specific Recommendation and Justification

It is recommended that the changes to the registration policy as noted on pages 5-7 of this proposal be implemented to allow for better faculty control of their course enrollment after the course has begun, as well to update policy language to reflect current practice.

The changes to the add/drop deadlines will result in the following registration schedule for fall and spring semesters (deadlines will be prorated for summer or flexibly scheduled courses):

- Week 1 Course adds, drops and other schedule adjustments are done by student in FlashFAST
- Week 2 Course adds are done with instructor permission through petition in FlashFAST
 Course drops and other schedule adjustments are done by student in FlashFAST

Week 3 • Course adds are done with instructor permission through petition in FlashFAST

- Course drops and other schedule adjustments are done through petition
- Course withdrawals (W grade on transcript) are done by student in FlashFAST
- Week 11 Course adds are done with instructor permission through petition in FlashFAST
 - Course drops, withdrawals and other schedule adjustments are done through petition

Timetable and Actions Required

Marked-up copy of current policy as published in the 2013 University Catalog

New language is noted as <u>underlined text</u>. Deleted language is noted as strikethrough text.

Registration

Only students who have been formally admitted to Kent State University may register for coursework and pay the appropriate fees. An official registration is a record of the students' approved schedule of classes maintained online in the university's student information system, Banner. Students who are not officially registered for a course by published university deadlines should not attend classes and will not receive credit or a grade for the course. Students are responsible for their schedules and have the ultimate responsibility to confirm the accuracy frequently during the semester before posted deadline dates. Allowing a member of the university staff to make schedule changes does not relieve the student of his or her responsibilities.

Students register for courses online through FlashFAST (log onto FlashLine and click on the Student Tools and Courses tab). <u>Students must clear any registration holds before adjusting their class schedule.</u> Refer to the Office of the University Registrar website for registration information, instructions, dates, deadlines and procedures. New freshmen and new transfer students register through the various campus advising and registration orientation programs.

Kent State University reserves the right to change the time of a course if it is deemed necessary, and it reserves the right to drop any course from the Schedule of Classes if there is insufficient student demand or if resources are unavailable to offer the course. Students interested in registering at a Regional Campus should check with the campus in which they are interested for specific dates, times and procedures involving registration transactions (initial registrations, schedule adjustments, course withdrawals, etc.) must be completed by the published deadlines found on the appropriate term calendar on the Office of the University Registrar website.

Flexibly Scheduled Course Sections

Some courses are offered as flexibly scheduled sections, that is, the section does not meet for the full semester. Eligibility for processing registration transactions for these courses (adding, dropping or withdrawing) is determined by the beginning and ending dates of the section. See the Office of the University Registrar website for deadlines. To view registration deadlines for these courses, students should access the Detailed Class Search from the Registrar's Office Schedule of Classes Search. After locating the course, click on the "Registration Deadlines" link to see course-specific dates. Students can also find this information on their Student Printable Schedule in FlashLine.

Add, Drop and Other Schedule Adjustments

Schedule Aadjustments are changes to a student's class schedule for students who have already enrolled in at least one course (1 credit or more) for that semester. and are permitted by published university deadlines for the course(s). During registration, students may make the following adjustments:

- 1. Adding a course/section (permitted on a space-available basis).
 - Permitted by the end of the first week, Sunday at 11:59 p.m., of the fall or spring semester (or the prorated deadline for summer or flexibly scheduled sections*). After that deadline, students may add a class or change sections of a class only with the written permission the course's instructor and submission of a Petition for Exception to Registration through FlashFAST.
 - <u>Permitted on a space-available basis and meeting course registration eligibility.</u>

- 2. Dropping a course/section.
 - Permitted by the end of the second week, Sunday at 11:59 p.m., of the fall or spring semester (or the prorated deadline for summer or flexibly scheduled sections*).
- 3. Changing credit hours for a variable-credit-hour course.
 - Permitted by the end of the second week, Sunday at 11:59 p.m., of the fall or spring semester (or the prorated deadline for summer or flexibly scheduled sections*).
- 4. Changing from graded to pass/fail or audit status.
 - Permitted by the end of the second week, Sunday at 11:59 p.m., of the fall or spring semester (or the prorated deadline for summer or flexibly scheduled sections*).
- 5. Changing from pass/fail or audit to graded status.
 - Permitted by the end of the second week, Sunday at 11:59 p.m., of the fall or spring semester (or the prorated deadline for summer or flexibly scheduled sections*).

Students will use FlashFAST <u>via FlashLine</u> to process <u>schedule adjustments by the deadlines listed</u> <u>above.*</u> their registration transactions as outlined on the <u>Office of the University Registrar website</u>. There are no processing fees required for schedule adjustments. <u>Students must submit a Petition for</u> <u>Exception to Registration Form to the Office of the University Registrar when requesting schedule</u> <u>adjustments after the university deadlines listed above.*</u> The following schedule adjustments may be permitted:

Schedule adjustments are permitted as outlined on the Office of the University Registrar website. There are no processing fees required for schedule adjustments.

Withdraw

Withdrawal from any or all courses is permitted through the 10th week of the <u>fall or spring</u> semester (or the prorated deadline for <u>summer or</u> flexibly scheduled sections*). After that time, students are considered to be committed to all remaining courses and must complete them. If students are unable to complete the semester because of extreme circumstances that first occur after the deadline, students should consult their college or campus dean's office. Any course withdrawal(s) processed after the second week of the <u>fall or spring</u> semester<u>*</u> will appear on the students' academic record with a grade of W.<u>*</u> For more information on the W grade, please refer to Grading Policies and Procedures in the University Catalog.

If class beginning and/or ending dates are other than the regular session dates for a full term, deadlines may be different than noted above. See the Office of the University Registrar website for deadlines.

Any applicable tuition credit (policy published on the Office of the Bursar website) is determined by the date the transaction is processed on FlashFAST.

Students in the College of Podiatric Medicine who fail to complete registration requirements by the deadline will not be enrolled in classes for the following academic year and may be withdrawn from the college. These students may also be subject to a Professionalism Deficiency Evaluation. *[paragraph moved from "late registration" section]*

Late Registration Fee

Students who are not officially enrolled for any coursework (i.e., neither registered nor paid fees) as of the <u>end of the</u> first day <u>week</u> of classes for the <u>fall and spring</u> semester<u>s</u>^{*} will have <u>a late</u> registration fee assessed for any initial registration processed. to process a late registration through FlashFAST. All late registrations must be completed prior to the beginning of the third week of classes for fall and spring semesters^{*} If class beginning and/or ending dates are other than the regular session dates for a full term, deadlines may be different than noted above. For determining deadlines for these flexibly scheduled classes, visit the Office of the University Registrar website. Late registrations will not be accepted after the published university deadlines for the course(s).

A late registration fee will be assessed for any registration processed after the first week of classes for fall and spring semesters.* A non-payment fee will be assessed for registrations not paid by the end of the second week of classes. Visit the Office of the Bursar website for information on students' fees.

Students in the College of Podiatric Medicine who fail to complete registration requirements by the deadline will not be enrolled in classes for the following academic year and may be withdrawn from the college. These students may also be subject to a Professionalism Deficiency Evaluation. *[paragraph moved to end of "withdraw" section]*

Registration Cancellation

To receive a full refund of tuition, students who register and decide not to attend the university must cancel their registration as early as possible and no later than the end of the first week of classes (or the prorated deadline for <u>summer or</u> flexibly scheduled sections<u>*</u>).* This may be accomplished by the student dropping all courses via FlashFAST during registration periods. Any paid registration not canceled by the end of the first week of classes (or the prorated deadline for <u>summer or</u> flexibly scheduled sections<u>*</u>) will be subject to the refund policy published on the Office of the Bursar website. Any applicable refund is determined by the date the transaction is processed in the student information system.

* Please refer to the Office of the University Registrar's summer term calendar for summer deadlines. If the course's starting and/or ending dates are different than the regular start/end dates for the full fall or spring semester, deadlines may be different than noted above. For these flexibly scheduled courses and for courses scheduled in the summer, students should access the Detailed Class Search from the Registrar's Office Schedule of Classes Search. After locating the course, click on the "Registration Deadlines" link to see course-specific dates. Students can also find this information on their Student Printable Schedule in FlashLine.

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date	28-Jul-13	Curriculum Bulletin
Effective Date	Fall 2013	Approved by EPC

Department

College	PR - Provost
Proposal	Revise Policy
Proposal Name	Revision of the policy on instructional activities and the credit hour to include a definition of emporium courses

Description of proposal:

This proposal seeks to add a definition and credit guidelines for an "emporium" course to Kent State's policy on instructional activities and the credit hour. Emporium courses are structured differently than lecture and laboratory courses and should not be assigned either of those activities if Kent State wants to ensure accuracy and transparency in how the university structures and reports its courses for state, federal and accreditation compliancy.

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

None. The instructional activity "emporium" will be assigned to only those courses that align with the proposed definition, which are developmental mathematics courses (MATH 00021-00024) presently, but may include other similar courses in the future.

Units consulted (other departments, programs or campuses affected by this proposal): Department of Mathematical Sciences, College of Arts and Sciences, Regional College, Office of the Provost, Office of the University Registrar, Office of Curriculum Services

REQUIRED ENDORSEMENTS

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Department Chair / School Director	
	//
Campus Dean (for Regional Campuses proposals)	
	/ /
College Dean (or designee)	
	/ /
Dean of Graduate Studies (for graduate proposals)	
	/

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

Proposal Summary Revision of the Policy on Instructional Activities and the Credit Hour to Include Emporium Courses

Subject Specification

This proposal seeks to add a definition and credit guidelines for an "emporium" course to Kent State's policy on instructional activities and the credit hour. The full policy can be viewed at the end of this document.

Background Information

Since 2011, Kent State has offered the Math Emporium to students who have been assessed and placed into developmental mathematics courses (MATH 00021-00024). These emporium courses are structured differently than lecture and laboratory as the students learn at their own pace by individually interacting with a web-based artificially intelligent assessment and learning computer system (ALEKS)—albeit in a class setting—with guidance from on-site instructional team comprising faculty, graduate students and peer tutors.

The out-of-class expectation for the instructor of record is not to prepare lectures or grade student papers; instead the instructor monitors student progress within the software system with a view to initiate pedagogically helpful personal or electronic interactions with individual students in and out of class. Generally, the expectation for the assistants is to engage with the students in the lab and help them one-on-one; the role is as a tutor, and no preparation time is expected. Some assistants are granted teaching assistant status within the software system so they can monitor and engage with a subset of the class in a deeper way. The out-of-class expectation for such teaching assistants is 0.5 hour for each hour of work in class.

Therefore, for these developmental mathematics courses, a new instructional activity, "emporium," has been created with its own credit-hour definition to ensure Kent State's compliance with the federal definition of the credit hour for a lecture course, which affects federal financial aid, reaccreditation, Affordability Care Act, among other regulations.

Alternatives and Consequences

The alternate is to continue assigning the activity "lecture" to emporium courses even though these courses do not meet the lecture definition by Kent State standards. Assigning "laboratory" activity will create the same issue. Kent State will feel the consequences with the next accreditation visit from the Higher Learning Commission, which will be looking closely at how Kent State courses match the university's written policy on the credit hour definition, learning outcomes and assignments in and out of the classroom.

Specific Recommendation and Justification

It is recommended that the following definition be added to Kent State's policy on instructional activities and the credit hour to ensure accuracy and transparency in how Kent State structures and reports its courses for state, federal and accreditation compliancy.

EMPORIUM courses are offered in a computer-learning center utilizing software to provide an essential resource for students working collaboratively in a problem-based instructional setting or to provide individualized pathways that allow students to progress through the curriculum, based on assessment results of their mastery of the material. An instructional team provides student assistance.

 One credit hour is awarded for a nominal hour (50 minutes) in a standard week of a 15-week semester, or for 12.5 clock hours (750 minutes) in a semester.

Timetable and Actions Required

Educational Policies Council	approval sought 19 August 2013
Faculty Senate	approval sought 9 September 2013
Implementation of new definition in policy	anticipated September 2013
Attachment of "emporium" activity to courses spring 2014	

Policy on Instructional Activities and the Credit Hour

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DEFINITION OF SEMESTER CREDIT HOUR

"Semester credit hour" means a minimum of 750 minutes of formalized instruction that typically requires students to work at out-of-class assignments an average of twice the amount of time as the amount of formalized instruction (1,500 minutes). It is acknowledged that formalized instruction may take place in a variety of modes.

While awarding semester credit hours typically occurs for instruction delivered in accordance with an institution's standard semester calendar, it may also occur for instruction that may not follow the typical pattern of an institution's standard semester calendar as long as the criteria for awarding such credit is met. Credit hours may be calculated differently for certain types of instructional activities, including but not limited to: laboratory instruction, clinical laboratory instruction, directed practice experience, practicum experience, cooperative work experience, field experience, observation experience, seminar, miscellaneous and studio experience (Ohio Administrative Code, 3333-1-02, 2010).

DEFINITION OF ACADEMIC YEAR LENGTH

"Academic year" means a period of time that is at least 30 weeks in length counting periods of time (terms) that begin on the first day of classes and end on the last day of classes or examinations. The 30-week requirement shall be measured exclusive of compressed terms, e.g., summer term (Ohio Administrative Code, 3333-1-02, 2010).

DEFINITION OF SEMESTER LENGTH

"Academic semester" means a period of time that shall consist of no fewer than 15 calendar weeks and no more than 17 calendar weeks of instructional time. The inclusion of breaks or holidays within any particular semester shall be at the discretion of the institution so long as the institution is in compliance with the criteria for awarding semester credit hours (Ohio Administrative Code, 3333-1-02, 2010).

DEFINITION OF INSTRUCTIONAL WEEK TIME

"Week of instructional time" means for purposes of the definition of academic semester, academic quarter and academic year, a week of instructional time is any period of seven consecutive days in which at least one day of regularly scheduled instruction, examination, or (after the last day of classes) at least one scheduled day of examinations occurs (Ohio Administrative Code, 3333-1-02, 2010).



Policy on Instructional Activities and the Credit Hour

DEFINITION OF INSTRUCTIONAL ARRANGEMENTS AND GUIDELINES FOR THE AWARDING OF ACADEMIC CREDIT

Credit-to-contact ratios listed below are the minimum university standards. Some programs may require more to fulfill accreditation, licensure, certification or other requirements.

LECTURE is formalized instruction, conducted on- or off-campus, in which the instructor presents an educational experience to students, applying any combination of instructional methods. This definition is applicable only when the course organization requires that the instructor bear the primary responsibility for the instructional activity and is directly involved with all the students in the class. Students will be expected to work on out-of-class assignments on a regular basis over the length of the course, which will normally average two hours of out-of-class study for each hour of formal class activity. This out-of-class study shall not be counted as part of the lecture hour for credit.

• One credit hour is awarded for a nominal hour (50 minutes) in a standard week of a 15-week semester, or for 12.5 clock hours (750 minutes) of lecture instruction in a semester.

SEMINAR is a less formal educational experience than a lecture, in which a relatively small number of students engage in discussions directed by a faculty member.

• Credit hour is awarded on the same basis as lecture instruction.

LABORATORY is an educational activity with students conducting experiments, perfecting skills or practicing procedures under the direction of a faculty member.

- For laboratory instruction that requires little or no out-of-class study, one credit hour is awarded for three nominal hours (2.5 clock hours or 150 minutes) in a standard week of a 15-week semester, or for 37.5 clock hours (2,250 minutes) in a semester.
- For laboratory instruction that is supplemented by out-of-class assignments that normally average one hour of out-of-class study to prepare for or follow-up the laboratory experience, one credit hour is awarded for two nominal hours (one clock hour, 40 minutes or 100 minutes) in a standard week of a 15-week semester, or for 25 clock hours (1,500 minutes) in a semester.

CLINICAL LABORATORY applies only to health technology programs, during which students are assigned to laboratory sections that meet at a health-related agency rather than in on-campus laboratory facilities. Clinical laboratory sessions provide a realistic environment for student learning. A regular faculty member, full or part time, of Kent State directly supervises the laboratory instruction.

• Credit hour is awarded on the same basis as laboratory instruction.

Policy on Instructional Activities and the Credit Hour

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COMBINED LECTURE AND LABORATORY integrates both activities into one course with one grade.

• Credit hour is awarded on the same basis as lecture and laboratory instructions and dependent on how the credit hours are allocated for each instruction.

E.g., a 4-credit combined lecture/laboratory course (with laboratory having no out-of-class study) in a standard week of a 15-week semester can be broken down in any of these ways:

- 3 credits lecture + 1 credit laboratory = 2.5 clock hours (150 minutes) lecture per week
 + 1 clock hour, 40 minutes (100 minutes) laboratory per week
- 2 credits lecture + 2 credits laboratory = 100 minutes (1 clock hour, 40 minutes) lecture per week + 200 (3 clock hours, 20 minutes) minutes laboratory per week
- 1 credit lecture + 3 credits laboratory = 50 minutes lecture/week + 300 minutes (5 clock hours) laboratory per week

PRACTICUM and **INTERNSHIP** courses are credit-bearing work experiences that are integrated with academic instruction and relate to an individual student's occupational goal. Students concurrently apply learned concepts to practical situations within an occupational field. The experience is coordinated by a Kent State faculty member, who assists the student in planning the experience and assigns the course grade to the student after appropriate consultation with the employer/supervisor. The student is expected to complete pre-determined assignments. Examples may include a weekly journal, final paper and experience report. Whether the internship or practicum is paid or unpaid is determined by the employer in compliance with the Fair Labor Standards Act. Use of "practicum" as opposed to "internship" (and vice versa) for the course title may be to accommodate the differences in accreditation nomenclature.

• One credit hour is awarded for a minimum three clock hours (180 minutes) in a standard week of a 15-week semester, or for a minimum 45 clock hours (2,700 minutes) in a semester.

FIELD EXPERIENCE is a form of experiential learning obtained by going on an educational field trip, usually organized by Kent State and led by a Kent State faculty member, in order to meet the needs of the curriculum and to develop practical skills in an environment beyond the classroom and campus.

• One credit hour is awarded for minimum three clock hours (180 minutes) in a standard week of a 15-week semester, or for a minimum 45 clock hours (2,700 minutes) in a semester.

INDIVIDUAL INVESTIGATION / INDEPENDENT STUDY is a student-initiated experience to pursue an area of interest not covered by a regular course offering, with the guidance of a Kent State faculty member. The faculty member, who teaches such courses, has the primary responsibility to decide the subject content, objectives to be achieved and the effort to be expended by the student, and personally provides whatever instruction is required. The student is expected to complete pre-determined assignments, which may include a final research paper and a presentation on the findings of the study. The faculty member periodically assesses the student's progress, determines the evaluation methods of the work presented and assigns the final grade.

• One credit hour is awarded for a minimum three clock hours (180 minutes) in a standard week of a 15-week semester, or for a minimum 45 clock hours (2,700 minutes) in a semester.

Policy on Instructional Activities and the Credit Hour

COOPERATIVE WORK EXPERIENCE is on- or off-campus paid employment. It augments formal classroom instruction. The experience is coordinated by a Kent State faculty member who visits the job site for a conference with the students and supervisor at least once during the semester, and assigns the course grade to the student after appropriate consultation with the supervisor/employer.

• One credit hour is awarded for a minimum 10 clock hours (600 minutes) in a standard week of a 15-week semester, or for a minimum 150 clock hours (9,000 minutes) in a semester.

STUDIO is a workplace for the teaching or practice of an art.

- For studio instruction that requires little or no out-of-class study, one credit hour is awarded for three nominal hours (2.5 clock hours or 150 minutes) in a standard week of a 15-week semester, or for 37.5 clock hours (2,250 minutes) in a semester.
- For studio instruction that is supplemented by out-of-class assignments that normally average one hour of out-of-class study to prepare for or follow-up the studio experience, one credit hour is awarded for two nominal hours (1 clock hour, 40 minutes or 100 minutes) in a standard week of a 15-week semester, or for 25 clock hours (1,500 minutes) in a semester.

CLERKSHIP applies only to the podiatric medical training program, during which students in third and fourth years of medical school are required to participate in clinical sciences and patient care. Clerkships expose students to all facets of podiatric medicine and surgery in the hospital, surgery center, professional office and other clinical settings. In addition to podiatric clerkships, students are required to complete clerkships in general medicine. Elective and international clerkships may also be available. The student clerk gains essential experience managing the care of patients and learning the roles and responsibilities a podiatric physician. They also witness first-hand the interaction with other health-care professionals. They are expected to observe and participate in patient care including the performance of basic podiatric and medical procedures under direct supervision. Students elicit patient histories, complete physical examinations, write progress notes, and assist in surgeries and medical procedures. Students are evaluated by the clerkship coordinator at each affiliated site. No stipend or pay is provided to the students.

• Four credit hours are awarded for a clerkship that typically comprises five mandatory months and one optional month of rotations, during which the work hours are that of a full-time job (i.e., 40 hours per week), generally similar to that of medical residents. Students may also be required to work on weekends and to be on call.



Policy on Instructional Activities and the Credit Hour

FLIGHT TRAINING comprises individualized practical flight instruction in aircraft and associated ground-based instruction in aircraft flight theory. Flight training is offered under the authority of an Air Agency Certificate issued by the Federal Aviation Administration (FAA) under 14 Code of Federal Regulations Part 141. Flight instruction is offered in the form of flight courses composed of instructional blocks made up of flight lessons that comply with standards of proficiency and competency stipulated in the FAA-approved Training Course Outline and Federal Aviation Regulations Parts 61 and 141.

- Three credit hours are awarded for a minimum 45 hours* of flight instruction in aircraft and 30 hours of ground-based flight theory instruction towards the Private Pilot Certificate in a standard 15-week semester.
- Two credit hours are awarded for a minimum 17 hours* of flight instruction in aircraft and 15 hours of ground-based flight theory instruction towards the Commercial Pilot Flight I, II, III, Instrument Rating, Flight Instructor Airplanes in a standard 15-week semester
- One credit hour is awarded for a minimum 14 hours* of flight instruction in aircraft and 10 hours of ground-based flight theory instruction towards the Multi-Engine Pilot Flight Rating, Advanced Multi-Engine Pilot Flight Rating and the Multi-Engine Flight Instructor Rating in a standard 15-week semester.
- * In the context of flight training hours, flight time is measured in Hobbs time, which is an aeronautical equivalent of clock hours. As dictated by equipment related constraints, pilot health and weather conditions, the total actual flight time will exceed the stipulated minimum number of flight hours in aircraft and associated number of hours of ground-based flight theory instruction.

APPLIED MUSIC LESSON is one-on-one instruction in a performance medium with a separate group studio, during which students perform and are critiqued by the instructor and their peers, and practice outside the lesson and studio session. Course is two or four credits.

- Two credit hours are awarded for a minimum 30-minute private lesson, a one-nominal-hour (50 minutes) group studio and an expectation of seven clock hours of outside practice in a standard week of a 15-week semester.
- Four credit hours are awarded for a minimum one-clock-hour private lesson, a one-nominalhour (50 minutes) group studio and an expectation of 14 clock hours of outside practice in a standard week of a 15-week semester.

DISTANCE LEARNING takes place when the instructor and students are separated by location and/or time, but are able to communicate through the use of technology such as videoconferencing and the Internet. The exchange between instructor and students may be synchronous or asynchronous and may be a hybrid delivery, whereby a specific percentage of in-class activities are required.

 Credit hours are determined as the equivalent amount of instruction and student effort leading to equivalent learning outcomes as required for the on-campus instructional delivery as defined above.

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date	28-Jul-13	Curriculum Bulletin
Effective Date	Fall 2014	Approved by EPC

Department

College	PR - Provost
Proposal	Revise Policy
Proposal Name	Revision of the catalog rights and exclusions policy and administrative policy 3342.3-01.1 to clarify enforcement of course specifications

Description of proposal:

Proposal seeks to clarify that course specifications such as course title, content, prerequisite and status (e.g., Kent Core) are in force for the term in which the student is enrolled in the course. Presently, Kent State's catalog rights and exclusions policy does not address course specifications, and administrative policy 3342.3-01.1 is vague on the subject, noting only that course specifications "are based on the current catalog," which may or may not be the term the student took the course in question.

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

None. Clarifying the policy will alleviate confusion, inconsistency in practice and requests for exceptions to courses and programs.

Units consulted (other departments, programs or campuses affected by this proposal): Associate and Assistant Deans Committee approved the policy revision on 14 May 2013.

REQUIRED ENDORSEMENTS

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Department Chair / School Director	
	 //
Campus Dean (for Regional Campuses proposals)	
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	 //
College Dean (or designee)	
Dean of Graduate Studies (for graduate proposals)	
	 //

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

Proposal Summary Revision of the catalog rights and exclusions policy and administrative policy 3342.3-01.1 to clarify enforcement of course specifications

Subject Specification

This proposal seeks to clarify that course specifications such as course title, content, prerequisite and status (e.g., Kent Core) are in force for the term in which the student is enrolled in the course.

Background Information

In discussing students' catalog rights in regards to their academic program requirements and policies, there tends to be confusion on where courses fit in. Kent State's course offerings are continually under examination and revision. Therefore, the specifications of a particular course as listed in a student's catalog may have changed by the time the student registers for the course—e.g., the course title has changed, a lab component has been incorporated, a university designation such as "Kent Core" or "Writing Intensive" has been added or removed.

Kent State reserves the right to make changes as needed in course offerings to be effective whenever determined by the university. Students are held responsible for knowing their student schedule each semester (see Student Responsibilities policy in the University Catalog).

Presently, Kent State's Catalog Rights and Exclusions policy does not address course specifications, and administrative policy 3342.3-01.1 is vague on the subject, noting only that course specifications "are based on the current catalog," which may or may not be the term the student took the course in question.

Consequently, there tends to be misunderstandings when comparing a student's catalog against a particular term's Schedule of Classes, leading to scenarios, for example, when students think they need to adhere to a course's prerequisite as listed in their catalog versus a different one listed in the Schedule of Classes, or they wonder why they did not get "Diversity" credit for a course they completed several years before the course was designated "Diversity." This proposal seeks to lessen that confusion by clarifying when course specifications are to be enforced.

Alternatives and Consequences

The alternate is the status quo. By not having a written policy clarifying current practices on course specifications and catalog rights, the consequences will be ongoing confusion, inconsistency in practice and requests for exceptions to courses and programs.

Specific Recommendation and Justification

It is recommended that the following changes be implemented for greater specificity regarding student catalog rights for courses.

University Catalog: Catalog Rights and Exclusions Policy

excerpt – see page 3 for full policy

Exclusions

7. <u>Course specifications such as title, credit hours, prerequisites, status (e.g., Kent Core), etc.,</u> <u>are based on the term for which the student registered for the course. If the course is revised</u> <u>after the student took it, the student does not gain or lose anything with that revision.</u>

Policy 3342.3 -01.1: Administrative Policy and Procedure Regarding Academic Requirements, Course Specifications and Course Offerings

excerpt – see pages 4-5 for full policy

(C) Course specifications. Course specifications such as title, credit hours, prerequisites, <u>status</u> (e.g., Kent Core), etc., are based on the current catalog term for which the student registered for the course. If the course is revised after the student took it, the student does not gain or lose anything with that revision. Changes in course specifications are intended to be instituted at one time. Courses are taught with the assumption that only one set of prerequisites are in effect. In the event that a change in prerequisite, for instance, would substantially disadvantage a continuously-enrolled student by unreasonably adding one or more courses to that student's degree requirements as specified in (B)(2), dean's offices may authorize course substitutions, waiver(s), or some other appropriate alternative.

Timetable and Actions Required

approved 14 May 2013
approval sought 19 August 2013
approval sought 9 September 2013
review after Faculty Senate approval
ninistrative policy)
information item 4 December 2013
fall 2014
fall 2014

New language is noted as underlined text.

University Catalog – Catalog Rights and Exclusions

The university has established the following Catalog rights and exclusions relating to degree requirements. While these Catalog rights establish specific degree requirements for students, the exclusions noted ensure that the knowledge and skills acquired by students will be current with the state of knowledge in their fields of study.

Rights

- 1. Students' academic requirements are based on the Catalog that is in force during their first semester of enrollment at Kent State University.
- 2. Students may elect to complete an academic program (major, minor, certificate) under a more recent Catalog. When changing Catalog year, students must comply with all of the requirements relevant to their program in the newer Catalog.
- 3. Students may declare a different Catalog for a minor, certificate or second major/degree. However, all enforced university-level academic policies and procedures are based on the students' Catalog for their primary degree program.
- 4. Catalog rights may be granted through inter-institutional curricular agreements. Such rights are subject to the same exclusions noted below.

Exclusions

- 8. Students who transfer to another university and return to Kent State are readmitted under the Catalog-in-force at the time of readmission.
- Undergraduate students who do not satisfactorily complete 12 semester hours at Kent State in two calendar years must satisfy the requirements of the most recent Catalog. Transient work, Credit-By-Examination and coursework receiving grades of AU, F, NF, SF, IN, NR, W, U or Z will not count toward completing the 12 hours.
- 10. Undergraduate students who do not complete degree requirements within six years are required to update to the current Catalog.
- 11. Dismissed students are reinstated under the Catalog-in-force at the time of reinstatement.
- 12. Changes in degree requirements will be made to keep programs in compliance with accreditation, certification or licensure standards. Implementation of these standards may require that students update to the current Catalog.
- 13. Program changes may be required by financial urgency, unavailability of faculty or unavailability of other instructional resources. In these instances, the dean of the students' college will identify available alternatives for the completion of degree requirements.
- 14. <u>Course specifications such as title, credit hours, prerequisites, status (e.g., Kent Core),</u> <u>etc., are based on the term for which the student registered for the course. If the course</u> <u>is revised after the student took it, the student does not gain or lose anything with that</u> <u>revision.</u>

In rare instances an exception to the above policy may be granted by the college dean.

New language is noted as <u>underlined text</u>. Deleted language is noted as strikethrough text.

3342.3 -01.1 Administrative policy and procedure regarding academic requirements, course specifications, and course offerings

- (A) Policy. The university reserves the right to change academic requirements, course specifications, the time of meetings of a class, and to drop or add any course from the "Schedule of Classes." These actions are normally taken when changes in certification or licensure standards mandate changes in academic requirements or in university programs, or when there is insufficient student demand or resources are unavailable; nevertheless, such changes should not be to the substantial disadvantage of a student during his/her continuous enrollment.
- (B) Academic requirements.
 - (1) University orientation. Undergraduate students are required to complete the university orientation course. Adult students (twenty-one years or older at the time of admission) and transfer students entering with more than twenty-four semester hours (excluding post-secondary and dual-enrollment credit) are exempted from the requirement. Full-time students are expected to complete the university orientation course during their first full semester of enrollment. Part-time students are expected to complete the course before they attain sophomore standing. In addition to the course, all new undergraduate students are required to attend the university orientation program, which occurs just prior to the first week of class fall semester.
 - (2) Catalog in force.
 - (a) Student's academic requirements are based on the catalog that is in force during the student's first semester of enrollment at Kent state university.
 - (b) Students may elect to complete an academic program (major, minor, certificate) under a more recent catalog. When changing catalog year, students must comply with all of the requirements relevant to their program in the newer catalog.
 - (c) Students may declare a different catalog for a minor, certificate or second major/degree; however, all enforced university-level academic policies and procedures are based on the student's catalog for their primary degree program.
 - (d) Catalog rights may be granted through inter-institutional curricular agreements. Such rights are subject to the same exclusions noted below.
 - (e) Students who transfer to another university and return to Kent state university are readmitted under the catalog in force at the time of readmission.
 - (f) Undergraduate students who do not satisfactorily complete twelve semester hours at Kent state in two calendar years must satisfy the requirements of the most recent catalog. Transient work, credit-by-examination and coursework receiving grades of AU, F, NF, SF, IN, NR, W, U or Z will not count toward completing the twelve hours.
 - (g) Dismissed students are readmitted under the catalog in force at the time of reinstatement.
 - (h) Changes in degree requirements will be made to keep programs in compliance with accreditation, certification or licensure standards. Implementation of these standards may require that students update to the current catalog.
 - (i) Program changes may be required by financial urgency, unavailability of faculty or unavailability of other instructional resources. In these instances, the dean of the students' college will identify available alternatives for the completion of degree requirements.
 - (j) In rare instances, an exception to the above policy may be granted by the college dean.
- (C) Course specifications. Course specifications such as title, credit hours, prerequisites, <u>status (e.g., Kent Core)</u>, etc., are based on the <u>current catalog term for which the student registered for the course</u>. If the course is revised after the student took it, the student does not gain or lose anything with that revision. Changes in course specifications are intended to be instituted at one time. Courses are taught with the assumption that only one set of prerequisites are in effect. In the event that a change in prerequisite, for instance, would substantially disadvantage a continuously-enrolled student by unreasonably adding one or more courses to that student's degree requirements as specified in (B)(2), dean's offices may authorize course substitutions, waiver(s), or some other appropriate alternative.

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date	28-Jul-13	Curriculum Bulletin
Effective Date	Fall 2014	Approved by EPC

Department

College	PR - Provost
Proposal	Revise Policy
Proposal Name	Revision of the academic forgiveness policy

Description of proposal:

This proposal seeks to correct inacurate language in the university's academic forgiveness policy about what is calculated when academic forgiveness in enacted. Current language that states the university adjusts cumulative attempted hours and cumulative GPA needs to be changed to reflect that the university adjusts earned hours and GPA when forgiving grades below a C.

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

None. Written policy currently doesn't follow practice. Correcting the policy will better align Kent State written policy with federal financial aid regulations.

Units consulted (other departments, programs or campuses affected by this proposal): Office of the University Registrar, Office of Student Financial Aid, Office of the Provost, Office of Curriculum Services

REQUIRED ENDORSEMENTS

	//
Department Chair / School Director	
Campus Dean (for Regional Campuses proposals)	
College Dean (or designee)	
Dean of Graduate Studies (for graduate proposals)	

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

Proposal Summary Revision of Academic Forgiveness Policy

Subject Specification

This proposal seeks to correct inacurate language in the university's academic forgivenss policy, as published in the University Catalog and in administrative policy 3342-01.5, to reflect current practice and comply with federal regulations.

Background Information

The university's current academic forgiveness policy has been in place since 1981. While the policy's language has been modified through the years, one statement has remained constant: "All cumulative calculations of hours attempted, quality points earned and cumulative GPA also will be adjusted."

This statement may have been true and in practice in 1981; however—at least for the past 15 years—Kent State has not adjusted/does not adjust attempted hours for a student when implementing academic forgiveness. "Attempted hours" are credit hours for courses in which a student has earned a grade or administrative mark (e.g., W, IN). Attempted hours are a reflection of every course that appears on the transcript. This ensures the integrity of a Kent State transcript and complies with federal financial aid regulations.

For academic forgiveness, the university adjusts the student's earned hours. "Earned hours" are credit hours for courses in which a student has earned a passing grade—i.e., a D grade or better— (earned hours also includes credit earned through transfer or exam, although neither type of credit is factored into the student's Kent State GPA or the university's academic forgiveness policy). Since the policy allows for forgiveness of grades C-, D+ and D, which all count in earned hours, a student's earned hours is adjusted to reflect the removal of those grades.

Since the university adjusts individual courses, the student's earned hours by term and level, as well as all grade point averages (excluding the one used for institutional honors), are affected—not just the student's cumulative hours and cumulative GPA as currently stated in the policy.

In other section, a small change is made to clear up awkward language. Therefore, those sections of the policy should read:

Purpose: ... Specifically, once the returning students have demonstrated the ability to sustain a satisfactory level of academic performance following their return, <u>any and</u> all grades of C-, D+, D, F, NF, SF, M and U <u>below a C</u> earned during the previous Kent State enrollment will be disregarded in the cumulative calculations of hours attempted, quality points earned and grade point average.

Procedure: ... All courses in which grades of C-, D+, D, F, NF, SF, M or U were received in the previous period of Kent State enrollment will be retained on the academic transcript with the notation of an "E" in the repeat column, which denotes courses excluded from GPA calculation <u>and earned hours</u>, and the official grade will be changed to X^* (e.g., XC-, XD, etc.), which denotes academic forgiveness.

All *cumulative* calculations of hours *attempted*, *quality points* earned and *cumulative* GPA *also* will be adjusted.

Exceptions/Explanations: ... It applies to <u>any and</u> all grades below C (2.000), with the exception of courses taken on a pass/fail basis that were earned in the previous period of Kent State University enrollment, or to none.

Alternatives and Consequences

The alternate is the status quo. Not correcting the university policy reflects poorly on academic integrity, causes confusion and may jeopardize Kent State's compliancy with the U.S. Department of Education's satisfactory academic progress regulation, which uses students' attempted hours to ensure they are making academic progress toward completion of a degree in order to receive federal assistance through Title IV federal grant, work and loan programs.

Specific Recommendation and Justification

It is recommended that changes be made to the academic forgives policy as published in the University Catalog and in administrative policy 3342-01.5, noted on the next pages, to ensure accuracy, integrity and compliancy.

Timetable and Actions Required

Educational Policies Council	. approval sought 19 August 2013
Faculty Senate	. approval sought 9 September 2013
President's Cabinet (administrative policy)	. review after Faculty Senate approval
Submission to Legislative Service Commission (admin	nistrative policy)
Board of Trustees	. information item 4 December 2013
Effective date of administrative policy 3342-01.5	. fall 2014
Effective date of University Catalog policy	. fall 2014

New language is noted as <u>underlined text</u>. Deleted language is noted as strikethrough text.

University Catalog – Academic Forgiveness

Purpose: The Academic Forgiveness policy pertains only to former Kent State students returning to the university as undergraduate students after a significant absence and prior to earning any degree at any institution. It provides them an opportunity to have their academic standing reflect their increased maturity and readiness, and improved level of academic performance gained since the interruption of studies at Kent State. Specifically, once the returning students have demonstrated the ability to sustain a satisfactory level of academic performance following their return, <u>any and</u> all grades <u>of C-, D+, D, F, NF, SF, M and U below a C</u> earned during the previous Kent State enrollment will be disregarded in the cumulative calculations of hours attempted, quality points earned and grade point average.

Eligibility: Academic Forgiveness is available to any Kent State University student who has not been enrolled for a period of at least one calendar year (12 months).

Procedure: Any student who has not been enrolled at Kent State University for at least 12 consecutive months may request information on the Academic Forgiveness policy and an Application for Academic Forgiveness form from student's academic advising office. Once the acknowledgement portion of the form is completed, the student's records will be reviewed by the appropriate dean at the conclusion of each subsequent term.

After returning to Kent State, a student must complete a minimum of 12 graded credit hours with a minimum 2.000 GPA to be eligible for academic forgiveness. If the student meets these conditions, has completed the Application for Academic Forgiveness form, and requests to have the policy applied, the following steps will be taken with regard to the student's academic record:

- All courses in which grades of C-, D+, D, F, NF, SF, M or U were received in the previous period of Kent State enrollment will be retained on the academic transcript with the notation of an "E" in the repeat column, which denotes courses excluded from GPA calculation <u>and earned hours</u>, and the official grade will be changed to X* (e.g., XC-, XD, etc.), which denotes academic forgiveness.
- All cumulative calculations of hours attempted, quality points earned and cumulative GPA also will be adjusted.
- 3. If a student has been awarded an associate degree and/or certificate from Kent State University, only courses not used in the completion of an associate degree and/or certificate will be eligible for the application of the Academic Forgiveness policy.

If the student fails to maintain a minimum 2.000 GPA for the first 12 semester hours of graded coursework following return to the university, the eligibility period shall be extended through the term that encompasses the 24th semester hour of graded coursework. Students are permitted to use the provisions provided by the Course Repeat Policy during the extension period. If after completing 24 graded semester hours, the returning student has not achieved a 2.000 GPA, eligibility for the academic forgiveness will have expired.

Exceptions/Explanations: The Academic Forgiveness policy is non-selective. It applies to <u>any and</u> all grades below C (2.000), with the exception of courses taken on a pass/fail basis that were earned in the previous period of Kent State University enrollment, <u>or to none</u>. In the event that a course for which the students previously had received a "passing" grade of C-, D+ or D is required for the degree program the students are pursuing, the students must retake this course unless the dean of the college in which the students are enrolled approves a suitable substitution. The original GPA (unadjusted by the application of the Academic Forgiveness policy) will be used in determining eligibility for university, collegial, departmental or professional honors or other recognition based upon the entirety of students' undergraduate academic career and record of academic Forgiveness policy to their record only once in their career at Kent State and within the eligibility standard.

The Academic Forgiveness policy applies only to coursework formerly taken at Kent State University and only to the students' Kent State transcript. It is available to undergraduate students only. The dean of the college or regional campus or director of the independent school in which the students are enrolled at the time of eligibility for the application of the Academic Forgiveness policy shall determine all questions as to the eligibility for, and the application of, the Academic Forgiveness policy. Completed forms are submitted to the University Registrar for validation and application to the students' records.

New language is noted as <u>underlined text</u>. Deleted language is noted as strikethrough text.

3342-01.5 Administrative policy regarding academic forgiveness

- (A) Purpose. The academic forgiveness policy pertains only to former Kent state students returning to the university as undergraduate students after a significant absence and prior to earning any degree at any institution. It provides them an opportunity to have their academic standing reflect their increased maturity and readiness and improved level of academic performance gained since the interruption of studies at Kent state.
- (B) Eligibility. The academic forgiveness policy is available to any Kent state university student who has not been enrolled for a period of at least one calendar year (twelve months).
- (C) Procedure.
 - (1) Any student who has not been enrolled at Kent state university for at least twelve consecutive months may request information on the academic forgiveness policy, as well as the academic forgiveness form, from the dean of his/her college or regional campus or director of his/her independent school. Once the acknowledgement portion of the form is completed, the student's records will be reviewed by the appropriate dean at the conclusion of each subsequent term.
 - (2) After returning to Kent state, a student must complete a minimum of twelve graded credit hours with a minimum GPA of 2.000 to be eligible for academic forgiveness. If the student meets these conditions, has completed the application for academic forgiveness form, and requests to have the policy applied, the following steps will be taken with regard to the student's academic record:
 - (a) All courses in which grades of C-, D+, D, F, NF, SF, M or U were received in the previous period of Kent state enrollment will be retained on the academic transcript with the notation of an "E" in the repeat column, which denotes courses excluded from GPA calculation, and the official grade will be changed to X* (e.g., XC-, XD, etc.), which denotes academic forgiveness.
 - (b) All cumulative calculations of hours attempted, quality points earned and cumulative GPA also will be adjusted.
 - (c) If a student has been awarded an associate degree and/or certificate from Kent state university, only courses not used in the completion of an associate degree and/or certificate will be eligible for the application of the academic forgiveness policy.
 - (3) If the student fails to maintain a 2.000 GPA for the first twelve semester hours of graded coursework following return to the university, the eligibility period shall be extended through the term that encompasses the twenty-fourth semester hour of graded coursework. Students are permitted to use the provisions provided by the course repeat policy during the extension period. If after completing twenty-fourth graded semester hours, the returning student has not achieved a 2.000 GPA, eligibility for academic forgiveness will have expired.
- (D) Supplementary information.
 - (1) The academic forgiveness policy is non-selective. It applies to <u>any and</u> all grades below C (2.000), with the exception of courses taken on a pass/fail basis that were earned in the previous period of Kent state university enrollment, <u>or to none</u>. In the event that a course for which the students previously had received a "passing" grade of C-, D+ or D is required for the degree program the students are pursuing, the students must retake this course unless the dean of the college in which the students are enrolled approves a suitable substitution. The original GPA (unadjusted by the application of the academic forgiveness policy) will be used in determining eligibility for university, collegial, departmental or professional honors or other recognition based upon the entirety of students' undergraduate academic career and record of academic performance. Former students returning to the university may request the application of the academic forgiveness policy to their record only once in their career at Kent State and within the eligibility standard.
 - (2) The academic forgiveness policy applies only to coursework formerly taken at Kent state university and only to the students' Kent state transcripts. It is available only to undergraduate students. The dean of the college or regional campus or director of the independent school in which the students are enrolled at the time of eligibility for the application of the academic forgiveness policy shall determine all questions as to the eligibility for, and the application of, the academic forgiveness policy. Completed forms are submitted to the university registrar for validation and application to the students' records.

This document lists academic policies in the 2013 University Catalog that have been updated to integrate College of Podiatric Medicine policies where necessary. Highlighted in yellow is any mention of College of Podiatric Medicine where its policy may differ or where the reader is directed to the catalog college section for more information. This document does not constitute all academic policies published in the University Catalog or all academic policies that cover graduate students.

Admission - Graduate Student

Applicants are evaluated on the basis of both past academic performance and potential for continued achievement. In all cases, a combination of quantitative and qualitative measures is assessed. Credentials indicating an ability to succeed in graduate-level work might include cumulative and major GPA; caliber of prior institutions attended; progression of academic performance over time; standardized test scores; written communication skills; recommendations from faculty; relevant work experience; indices of leadership; prior research experience; and correspondence between research interests and available faculty expertise. Please refer to the end of this section for admission procedures for the College of Podiatric Medicine.

MINIMUM QUALIFICATIONS FOR ADMISSION

- 1. A bachelor's degree from an accredited college or university. If applicant attended a non-U.S. college or university, the degree must have been received from a recognized institution where the requirements for the bachelor's degree are similar to those at Kent State University, as determined by Kent State's Office of Global Education.
- 2. A total undergraduate grade point average (GPA) of 3.000 on a 4.000 point scale. For graduate level coursework, a minimum 3.000 GPA is expected. Some programs may require a higher minimum undergraduate or graduate GPA.

Applicants who do not meet the minimum university and/or program requirements may be considered for conditional admission. Admission in such cases will depend heavily on other indices of the student's ability to handle graduate-level work. These might include strong performance on standardized tests, GPA in the major and/or other experiences that are clearly indicative of strong academic ability.

CONDITIONAL ADMISSION

The purpose of conditional admission is to provide applicants with an opportunity to compensate for any deficiencies, and to demonstrate their ability to satisfactorily complete graduate level work. Conditional admission is normally assigned for one or more of the following reasons:

Applicant does not meet minimum university/program requirements. The conditions are determined by the applicant's program/college. Normally, conditions will include the successful completion of specified graduate coursework and/or the achievement of a specified first semester GPA. A statement of the conditions of admission, as well as the rationale for conditional admission, will be sent to the student in writing by the academic college. Monitoring the student's success in meeting specified conditions is the responsibility of the program.

Applicant does not have expected academic background in the field of proposed graduate study. The conditions are determined by the applicant's program/college. Normally, the conditions will include the successful completion of specified undergraduate coursework. A statement of the conditions of admission, as well as the rationale for conditional admission, will be sent to the student in writing by the academic college. Monitoring the student's success in meeting specified conditions is the responsibility of the program.

Applicant does not meet minimum English proficiency requirements. A statement of the conditions of admission will be included in the Letter of Admission. Conditions include the successful completion of English as a Second Language (ESL) courses and proof of English proficiency. Enrollment in ESL courses does not assure admission to an academic program. ESL faculty is responsible for monitoring the student's conditions.

Applicant does not have final transcripts and/or degree document(s). The required document(s) will be listed in the Letter of Admission, and must be submitted by the first day of the first semester of enrollment. The Division of Graduate Studies is responsible for monitoring receipt of the document(s). A "hold" will be placed on the student's record during the second week of the student's first semester. The hold will inhibit further course registration if the document(s) have not been received by Graduate Studies by that time.

REQUIRED APPLICATION MATERIALS FOR ADMISSION

- 1. Online Application and non-refundable application fee.
- 2. Official transcripts from each college or university in which 8 or more semester credit hours were attempted. Include both undergraduate and graduate work. Applicants need not submit transcripts of work completed at Kent State University.
- 3. Letters of recommendation. Most programs require three letters, although some programs require two. The letters should be completed by persons who are familiar with the applicant's educational goals and professional and/or academic ability.
- 4. Proof of English proficiency. All applicants whose education has been primarily outside the United States must have objective evidence of proficiency in the English language. Exceptions may be granted for applicants who have completed their education in a primarily English speaking country/territory. Check with the Office of Global Education for a list of appropriate tests, minimum test score requirements and applicable exceptions.
- 5. Additional materials as required by the graduate program to which the individual is applying.

Once received, all application materials become the property of Kent State University and will not be returned. Application materials are kept for a period of one year from the date the completed online application form is submitted. After that time, materials will be destroyed. Applicants interested in admission after one year will need to reapply and submit a new application fee.

MULTIPLE APPLICATIONS

If an applicant chooses to apply to more than one graduate program, the applicant must submit a separate application and application fee for each program. Contact the Division of Graduate Studies to have application materials applied to more than one application. Applicants may be required to submit additional materials. Check individual programs in this Catalog for required application materials.

DEADLINES FOR ADMISSION

For timely consideration of the application, it is recommended applicants submit a complete application at least one month before the start of the semester of first coursework. Some programs may have much earlier deadlines. Check individual programs in this Catalog for their deadlines.

APPLICATION PROCEDURES

Domestic Applicants

Domestic applications are received and processed by the Division of Graduate Studies. All transcripts, letters of recommendation, goal/purpose statements, vita/résumés and other required materials as specified by the program must be sent to:

gradapps@kent.edu or Division of Graduate Studies Office of Graduate Admissions 650 Hilltop Drive Kent State University Kent, OH 44242

After completing the online application form, applicants will receive notification via e-mail that the application was received. Applicants can also view the status of their submitted application using the Login

ID and PIN that they created to complete the application. The Division of Graduate Studies will send applicants periodic e-mail reminders regarding any required application materials that have yet to be received.

Once all required application materials are received, the completed application form and materials are electronically forwarded to the respective program for review. The program's review committee then forwards its recommendation for admission or denial to the academic college dean. The dean's final admission decision is sent to the Division of Graduate Studies where it is documented on the applicant's record. The official admission decision letter is sent by the dean of Graduate Studies. Individual programs may send additional information to applicants, such as information about graduate assistantships.

International Applicants

International applications are received and processed by Kent State's Office of Global Education. Applicants who require an F-1 or J-1 student visa must:

- 1. Meet the visa eligibility requirements.
- 2. Verify that they have the financial resources to cover their expenses during graduate study at Kent State University. The Financial Information Worksheet for International Students is available through the Office of Global Education. If a governmental entity is funding the student, an official letter regarding the funding must be submitted along with the Financial Information Worksheet for International Students.

The Financial Information Worksheet for International Students, proof of English proficiency and all transcripts, letters of recommendation, goal/purpose statements, vita/résumés and other required materials as specified by the graduate program must be sent to:

Office of Global Education Kent State University 106 Van Campen Hall 625 Loop Road Kent, OH 44242 USA

After completing the online application form, international applications will receive notification via e-mail that it was received. Applicants can also view the status of their submitted application using the Login ID and PIN that they created to complete the application. The Division of Graduate Studies will send applicants periodic e-mail reminders regarding any required application materials that have yet to be received.

Once all required application materials are received, the completed application form and materials are electronically forwarded to the respective program for review. The program's review committee then forwards its recommendation for admission or denial to the academic college dean. The dean's final admission decision is sent to the Division of Graduate Studies where it is documented on the applicant's record. The official admission decision letter is sent by the dean of Graduate Studies. Individual programs may send additional information to applicants, such as information about graduate assistantships. If accepted for admission, the Office of Global Education will issue the form I-20 or DS-2019.

International students may enroll at Kent State University only if they have been admitted to a degree program, a certificate program or the post-baccalaureate teacher education program. The form I-20, which is required to obtain F-1 immigration status, or the form DS-2019, which is required to obtain J-1 immigration status, is issued only after the application is complete, all documents are properly verified, the applicant is admitted to a degree program and proof of funding is received. International students who do not require an F-1 or J-1 immigration status do not need to provide proof of funding. Insurance coverage against illness and accident must be obtained and maintained throughout a student's enrollment at the university. Such coverage is available for purchase through University Health Services.

FRAUDULENT RECORDS

Any transcripts, certificates, translations, or examination results that appear irregular will be verified with the appropriate school or examination authorities, and the application process will be delayed until verification is

received. If it is determined that an applicant has submitted false records or omitted information about previous school attendance, his/her application will be denied, and legal action may be taken.

CHANGE OF APPLICATION TERM

Applications and application materials are valid for one year only. Applicants may change the term of their application to a later term within one calendar year from the date the completed online application form was submitted. To be considered for admission during a different term, contact the Division of Graduate Studies to have the term of application changed. Some programs admit only one term per year. Check individual programs in this Catalog for the term(s) during which they will consider admission. Applicants interested in admission after one year will need to re-apply and submit a new application fee.

DEFER ENROLLMENT

Admitted students are expected to enroll in and attend courses during the term of their admission. Students may defer the term of enrollment to another term within one calendar year from the term of admission. Initial enrollment beyond one year is not permitted. To defer enrollment to a later term, contact the Division of Graduate Studies. Students who have not enrolled in and attended courses within one calendar year of admission will need to re-apply and submit a new application fee.

COLLEGE OF PODIATRIC MEDICINE

Kent State University's College of Podiatric Medicine adheres to the admissions policies set forth by the American Podiatric Medical Association. For the college's admissions procedures and requirements, visit the <u>College of Podiatric Medicine</u> website. Applicants to the Doctor of Podiatric Medicine degree will need to apply through the <u>American Association of Colleges of Podiatric Medicine Application Service</u>.

Admission - Transfer Graduate Student

Please refer to the policy for Admission - Graduate Student in this Catalog for admission criteria for transfer students. For policies regarding transfer and advanced standing admissions to the College of Podiatric Medicine, please refer to that college's section of this Catalog.

A maximum of 12 semester credits hours from accredited institutions offering the master's degree may be accepted for transfer towards a master's degree. A master's degree and 12 semester credit hours (or maximum 44 semester hours of graduate credit) from accredited institutions may be accepted for transfer towards a doctoral degree.

In both instances, the following must occur:

- 1. Graduate credit was received from that institution.
- 2. The work was of B grade or better quality
- 3. The work fits into the student's program at Kent State
- 4. Credit is less than six years old for a master's degree and less than nine years old for a doctorate at the time the degree is conferred at Kent State.
- 5. An official transcript with an accompanying explanatory letter is filed in the department.
- 6. The student's advisor, department graduate committee and college dean approve.

An "accredited" institution is one that is approved or accredited by the appropriate regional accrediting agency (e.g., North Central Association of Colleges and Schools) for graduate-level work.

Dismissal, Appeal and Reinstatement

DISMISSAL

Undergraduate Students

[section removed]

Graduate Students

Only work of high quality is approved for graduate credit. Graduate students are expected to maintain a 3.000 average GPA^{*} in all work attempted at Kent State. A student who fails to maintain a 3.000 average is subject to dismissal. In addition, in order to qualify for graduation, a 3.000 average must be maintained for all graduate coursework. Grades below C (2.000) are not counted toward completion of requirements for any advanced degree, but are counted in evaluating a student's grade point average. Only graduate course credits count toward a graduate degree.

A graduate student who receives a combination of more than 8 credit hours of B- (2.700) or lower grades, or more than 4 credit hours of grades lower than C (2.000) is subject to dismissal. Dismissal may be recommended by the chair (or director) of the student's department to the college dean, or the college dean may request the action of the department chair, or action may be recommended by the college dean's designee.

When a department has determined that the number of in-progress (IP) or incomplete (IN) grades on a student's record indicates poor progress toward completion of a degree, it may recommend to the college dean dismissal of the student. In certain programs in which professional success depends upon factors other than those measured by normal evaluations in coursework, a department has the right to separate from the program a student who, in the opinion of a duly constituted departmental committee, is not likely to succeed professionally despite earning acceptable grades. Such programs, along with the factors involved, are listed with the college dean. Administrators of these programs will inform the student upon admission of the nature of the assessment and the process by which it is made. A student separated from such a program has the right to appeal the decision. Information on the process of appeal is available in the office of the college dean, appropriate academic offices and student services offices upon request.

In determining a graduate student's grade point average, all graduate courses attempted by the student while in a Kent State University graduate program are included in the computation. A change by a graduate student from one department or program to another does not eliminate the grades received under the first enrollment, which are computed in the student's grade point average. Graduate (but not undergraduate) courses taken by the student over and above those required for the student's program are included in the grade point average.

* Students seeking the Doctor of Podiatric Medicine degree are expected to maintain a minimum 2.000 grade point average.

APPEAL

A student who is dismissed has the right to appeal the decision. Appeals must be made in writing to the college or campus at which the student was enrolled at the time of the dismissal.*

The appeal letter must be composed, typed and signed by the student. The appeal letter may be delivered personally or sent by mail, fax or e-mail from the student's kent.edu account, and must include all pertinent documentation for the appeal to be considered. Appeal letters for dismissals must be received by the college or campus no later than 14 calendar days after final grades are posted on the student's FlashLine account. Dates when final grades are posted can be found at the calendar page of the <u>Office of the University Registrar</u> website.

Appeals must be based on recent circumstances that were beyond the control of the student. Appeal letters must include the following:

- 1. An explanation of the extenuating circumstances, such as personal illness/injury, critical family illness or other situations of sufficient severity that they may have adversely affected academic performance. These circumstances must be documented by providing physician statements or other appropriate official documents.
- 2. Proof of consistent satisfactory academic performance prior to the occurrence of the circumstances believed to be the cause of the dismissal. These efforts must be documented by course instructors, and their statements must be submitted on university letterhead or sent from each instructor's Kent

State e-mail address. If errors have occurred for one or more reported grades, the course instructor must verify that a grade change has been submitted.

- 3. An explanation of why action such as course withdrawal, complete term withdrawal, request for an incomplete grade, etc., was not taken before the end of the semester.
- 4. A detailed plan of action for achieving academic success for any future enrollment at Kent State University.
- 5. The student's full name, Kent State ID number, current and permanent mailing addresses, current and permanent telephone numbers and Kent State e-mail address.

Appeals that do not meet these guidelines will not be reviewed.*

* For dismissal appeal procedures in the College of Podiatric Medicine, please refer to that college section in this Catalog.

REINSTATEMENT

Undergraduate Students

[section removed]

Graduate Students

A graduate student who has been dismissed from a graduate program normally may not be reinstated for work in the student's former program, or readmitted in any other program or coursework. However, after one year as a dismissed student, application for reinstatement or readmission may be made based upon evidence that former academic weaknesses have been appropriately addressed. If the pertinent department and the college dean agree that another opportunity should be provided, conditional admission will be granted.

College of Podiatric Medicine: Students who are reinstated are placed on academic probation with a notation on their transcript, until outstanding failures have been satisfactorily resolved. Students who are officially dismissed from the college for any other reason are not eligible for readmission consideration at any time. Any student who has been officially dismissed two times from the college is ineligible for readmission consideration at any time. For more information on the policy and procedures in that college, please refer to the College of Podiatric Medicine section of this Catalog.

Grade Point Average (GPA)

Undergraduate Students

[section removed]

Graduate Students

To be considered "in good standing," a 3.000 average or better in all graduate and required undergraduate work undertaken at Kent State University should be maintained by graduate students⁸. In order to qualify for graduation, the student must have a 3.000 average in all graduate courses attempted. The grade point average of a student who enlists in the military service after work is begun toward a graduate degree may, at the student's request upon return from military service, exclude the grades earned in the last semester in which that student is in residence prior to induction.

* Students seeking the Doctor of Podiatric Medicine degree are expected to maintain a minimum 2.000 grade point average.

Grading Policies and Procedures

The transcript is an accurate and complete historical record of work attempted at the university. Changes to transcript entries that alter the enrollment history of a student are not to be made.

Academic Grades and Administrative Marks

Student proficiency in coursework is recorded by the following letter grades:

- A (4.000) Denotes "excellent scholarship" for undergraduate students and "superior scholarship" for graduate students
- A- (3.700)
- B+ (3.300)
- B (3.000) Denotes "good performance" for undergraduate students and "average performance" for graduate students
- B- (2.700)
- C+ (2.300)
- C (2.000) Denotes "fair or average performance" for undergraduate students and "below average performance" for graduate students
- C- (1.700)
- D+ (1.300)
- D (1.000) Denotes "poor (unsatisfactory but passing) performance" for undergraduate students and "far below average performance" for graduate students
- F (0.000) Denotes failure
- AU The mark AU denotes that students have registered to audit a course. Students may audit without credit any course subject to space availability and departmental approval. An audited course is not counted as part of the course load, but students must go through registration procedures and pay the normal registration fees. For graduate students, an audited course may not be counted as fulfilling the minimum course load requirements. An instructor may impose whatever attendance requirements deemed necessary upon the students registered for audit. The students must be informed of these requirements at the beginning of the semester. Failure to meet such attendance requirements subjects the students to being withdrawn from the course by the instructor. This will be accomplished by the instructor's insertion of the mark W for the students on the final grades list.
- IN The administrative mark of IN (Incomplete) may be given to students who are unable to complete the work due to extenuating circumstances. To be eligible, undergraduate students must be currently passing and have completed at least 12 weeks of the semester. Graduate students must be currently earning a C or better grade and are unable to complete the required work between the course withdrawal deadline and the end of classes. The timeline shall be adjusted appropriate for summer sessions and flexibly scheduled courses. Appropriate documentation is generally required to support the extenuating circumstance. The student must initiate the request for the Incomplete mark from the instructor, and it is the responsibility of the student to arrange to make up the incomplete work. Incomplete grades must be made up within one semester (not including summer sessions) for undergraduate students, one calendar year for graduate students and three months for College of Podiatric Medicine students. Instructors are required to complete and submit an Incomplete Mark Form to the department chair at the time grades are assigned. This form includes justification for awarding the Incomplete, describes the work to be completed for the course and specifies the grade to be assigned if the work is not completed (default grade). A copy of the Incomplete Mark Form is provided to the student. Incomplete grades will not be counted in the computation of grade point averages until the work is completed, at which time an appropriate grade will be assigned based on the instructor's evaluation of the work submitted and a new grade point average computed. Unless the course is completed or an extension is granted, Incomplete grades will automatically lapse to the grade designated on the Incomplete Mark Form at the end of one semester for undergraduate students and at the end of one year for graduate students.

- IP The grade IP (In Progress) may be given to students to indicate that research, individual investigation or similar efforts are in progress and that a final grade will be given when the work is completed. The IP grade can be utilized only in designated courses and is not used in computing grade point averages. For graduate students, an IP grade is used for thesis (6xx99) or dissertation (8xx99) courses during those semesters in which a student is in the process of completing a thesis or dissertation. For courses required for the degree, a final grade must be given before a degree can be granted. The IP grade when given for thesis registration remains a terminal grade if the student changes from a thesis option in the master's degree to another degree option.
- M The grade M (Missing) was used until 1980. It is similar to the NF and SF grades (see below) and counts as an F (zero quality points) in computing grade point averages.
- NF The grade NF (Never Attended–Fail) denotes that the student neither attended one class session nor formally withdraw from the course. The NF grade counts as an F (zero quality points) in computing grade point averages. In the case of undergraduate courses taken pass/fail, the NF grade will be changed to a Z grade.
- NR A mark NR (Not Recorded) indicates the instructor did not submit a grade.
- S The grade S denotes satisfactory completion of a course in which a regular letter grade is inappropriate. Satisfactory work is interpreted as average or superior attainment. The credit hours are awarded but are not considered in computing grade point averages, but work earning an S grade may be applied toward meeting degree requirements. For graduate students, the S grade, along with the U grade (see below) are the only grades to be used for thesis (6xx99), dissertation (8xx99), workshops and courses involving internship/practicum. The instructor intending to use the S and U grades in a course other than these must do so exclusively and only where permitted. The instructor will announce this intent to the particular class at the beginning of the course and note it on the course syllabus.
- SF The grade SF (Stopped Attending–Fail) denotes that the student stopped attending the course and did not formally withdraw. The SF grade counts as an F (zero quality points) in computing grade point averages and must be accompanied by a date of last attendance in the course. Faculty who cannot determine the exact date of last attendance may use the date of the last academic activity in which students participated. SF grades are not appropriate for students who stop attending after the course withdrawal deadline. After that time, grades should be based on student performance in the completion of course requirements. In the case of undergraduate courses taken pass/fail, the SF grade will be changed to a Z grade.
- U The grade U denotes unsatisfactory performance in a course for which a regular grade is inappropriate. Credit hours are recorded as credit hours attempted, and the grade will be counted as an F in computing grade point averages. For graduate students, the U grade, along with the S grade (see above) are the only grades to be used for thesis (6xx99), dissertation (8xx99), workshops and courses involving internship/practicum. The instructor intending to use the S and U grades in a course other than these must do so exclusively and only where permitted. The instructor will announce this intent to the particular class at the beginning of the course and note it on the course syllabus.
- W The mark W denotes that the student has withdrawn from the university or from any individual course without evaluation. For students in the College of Podiatric Medicine, this mark is given to students who withdraw prior to midterm exams.* The W mark is not used in computing grade point averages.
- WF The mark WF is used by the College of Podiatric Medicine to denote that the student has withdrawn from the university or from any individual course/rotation with failing status after seven weeks of course instruction.* The WF mark is not used in computing grade point averages.
- WP The mark WP is used by the College of Podiatric Medicine to denote that the student has withdrawn from the university or from any individual course/rotation with passing status after seven weeks of course instruction.* The WP mark is not used in computing grade point averages.
- Y The grade Y denotes a passing grade in undergraduate pass/fail courses or in undergraduate courses in which students have elected the pass/fail grading option. The credit hours are not considered in

computing grade point averages.

Z The grade Z denotes failing performance in undergraduate pass/fail courses or in undergraduate courses in which students have elected the pass/fail grading option. The credit hours are not considered in computing grade point averages.

* Please refer to the College of Podiatric Medicine section in this Catalog for procedures for withdrawal.

Grade-to-Grade Change Policy

Once grades are submitted, they are final and will not be changed except in cases of administrative error. Grades will not be changed by allowing the students to do additional work (e.g., retaking exams; redoing papers; submitting extra credit papers, reports, etc.) or by using criteria other than those applied to all students in the class. In the event of a possible administrative error, the students must contact the instructor as soon as possible following the awarding of the grade^{*}. If the instructor is not available, the department/school chair/director should be contacted. Grade appeals for reasons other than administrative error must follow established procedures for student academic complaints. See the Student Academic Complaints (Kent Campus) procedure in the Code of Student Conduct published annually on the Office of Enrollment Management and Student Affairs website, or contact the Office of Enrollment Management and Student Affairs on the Kent Campus or the campus dean's office for the Regional Campuses.

* Request for a grade change in the College of Podiatric Medicine for posted scores (e.g., didactic exams, quizzes, lab practicals), course or rotation grades or other forms of evaluation must be submitted within seven calendar days of posting or receipt. All grade change requests for reasons other than removal of an F grade or an IN (incomplete) mark must be submitted within the first two weeks of the succeeding academic term. No challenge will be considered or adjustment made after that period.

Grade Point Average: Quality points are awarded on the following scale:

- Each hour of A equals 4.000 points
- Each hour of A- equals 3.700 points
- Each hour of B+ equals 3.300 points
- Each hour of B equals 3.000 points
- Each hour of B- equals 2.700 points
- Each hour of C+ equals 2.300 points
- Each hour of C equals 2.000 points
- Each hour of C- equals 1.700 points
- Each hour of D+ equals 1.300 points
- Each hour of D equals 1.000 point
- Each hour of F equals 0.000 points
- Each hour of NF equals 0.000 points
- Each hour of SF equals 0.000 points
- Each hour of U equals 0.000 points

A grade point average is determined by dividing the total number of points earned by the number of quality hours taken. Totals are extended to three decimal points and are not rounded up.

As an example, assume a student has completed 30 credit hours with a grade distribution of 3 hours of A, 3 hours of B, 3 hours of B-, 15 hours of C, 4 hours of D and 2 hours of F.

	Points
3 hours of A at 4 points per hour	12.000
3 hours of B at 3 points per hour	9.000
3 hours of B- at 2.7 points per hour	8.100
15 hours of C at 2 points per hour	30.000
4 hours of D at 1 point per hour	4.000
2 hours of F at 0 points per hour	0.000

Total 63.100

Dividing 63.100 by 30, a grade point average of 2.103 is obtained, which is slightly above a C average. Cumulative averages are computed by dividing the total quality points by the total quality hours. Grades of S, Y and Z are not included in grade point average.

Grade Reports

Final grades are reported at the close of each academic term and become a part of the students' permanent records. Grades are available on FlashFAST.

Midterm Evaluation

A midterm (seventh week) evaluation is completed for all undergraduate freshmen. Midterm results are available to advisors and college/school/campus deans and will be used for counseling purposes when achievement is considered unsatisfactory (i.e., D or F quality). This evaluation will not be included as part of the students' academic transcripts. The midterm evaluation is available to freshmen on FlashFAST.

Graduation

Each Kent State University college awards one or more undergraduate and graduate degrees and certificates at commencement exercises in December, May and August. The graduation requirements for these degrees are outlined in the various college sections of this Catalog.

Undergraduate and graduate students applying for graduation should complete the online graduation application available in their Graduation Planning Tools channel (Student Tools and Courses tab) in FlashLine by the published deadlines. The online graduate application is used for all degrees and certificate programs. If students fail to carry out the proper application procedures by the published deadlines (see Academic Calendar), the degree will not be granted until the next graduation date. Associate degrees are conferred at each Regional Campus at the end of the academic term in which all requirements are successfully completed. Application deadlines may be obtained from the Office of the University Registrar as well as from the various college and campus offices.

For commencement dates for each campus, see the Academic Calendar in this Catalog.

Application for Graduation

Prospective graduates for degrees and certificates must complete the online application for graduation (available in FlashLine) by the following deadlines:

- **December Graduation:** The application for a bachelor's degree or undergraduate certificate must be submitted by the 15th day of the preceding March. The application for an associate degree, graduate degree (master's, post-master's or doctoral) or graduate certificate must be submitted by the Friday of the first week of the fall term in which graduation will occur.
- May Graduation: The application for a bachelor's degree and/or undergraduate certificate must be submitted by the 15th day of the preceding September. The application for an associate degree, graduate degree (master's, post-master's or doctoral) or graduate certificate must be submitted by the Friday of the first week of the spring term in which graduation will occur.*
- August Graduation: The application for a bachelor's degree or undergraduate certificate must be submitted by the 15th day of the preceding December. The application for an associate degree, graduate degree (master's, post-master's or doctoral) or graduate certificate must be submitted by the Friday of the first week of the summer term in which graduation will occur.

* Candidates for the Doctor of Podiatric Medicine degree must meet all graduation requirements before July 1 immediately following the May graduation. Completion of program requirements after July 1 but before the conclusion of the calendar year will result in a December graduation date. After December, candidates will not be eligible for graduation until the following May. Attendance at the graduation ceremony is required.

Failure to adhere to the posted deadlines may result in a late fee of \$200. The Late Graduation Application form is accessible in the Student Tools and Courses tab in FlashLine. Exceptions to the policies above shall be made only by the respective collegial deans or their appointed representative, based upon unusual circumstances.

Posting of Degrees

The integrity of academic transcripts is fundamental to the validity of coursework and degrees certified by the university. Therefore, all student transcript entries (grades and other notations) are finalized when the degree is officially posted to the permanent academic record. Degrees are posted to students' permanent academic records approximately 30 days following the effective date of graduation.

Leave of Absence for Graduate Students

A leave of absence is granted for degree-seeking graduate students in active status who must be away from their studies for one or more semesters for personal, family, financial or other compelling reasons. Prior to applying for a leave of absence, students should consider its potential implications for such matters as funding (including assistantships and veterans benefits), loan repayment, immigration status, health insurance, university housing and time-to-degree completion.

International students should contact the Office of Global Education before the initiation of a leave of absence and before returning to campus to ensure compliance with SEVIS regulations and visa restrictions.

To be eligible for a leave of absence, a student must be seeking a graduate degree, have completed at least one full term of enrollment prior to the date a leave is to begin, be in good academic standing and be making reasonable progress toward the degree. Leaves will not be granted to students who (1) have completed less than one full term of enrollment; (2) are not in good academic standing; or (3) have received an extension of the degree time limit.

Leaves of absence are normally granted for one to two semesters.^{*} The time taken on an approved leave of absence is not included in the time limitations for degree completion and advancement to candidacy, with the exception of the Doctor of Podiatric Medicine degree.

* Please refer to the College of Podiatric Medicine section in this Catalog for leave of absence time limits and procedures for requesting a leave of absence.

The Request for Leave of Absence form should be submitted prior to the start of the term for which the leave is requested, when the necessity for leave is foreseeable. If the need for a leave is not foreseeable, the request should be submitted as soon as possible, but no later than the last day of classes in the term during which the leave has been taken. A retroactive leave of absence will not be granted.

When a department/school grants a leave of absence, it implies the program will be willing to re-admit the student. A plan for re-admission, including any conditions that must be met, should be put in writing and clearly understood by all parties prior to the start of the leave. Students who are registered for courses must drop or withdraw from all courses prior to taking leave. Course withdrawal does not negate a student's financial obligation, and students will be held responsible for all balances due to the university. Any applicable refunds will be processed per University policy 3342-7-06.

Course withdrawal is not permitted after the tenth week of the fall and spring semesters (or the prorated deadline for flexibly scheduled sections and summer terms). Students applying for a leave of absence after the course withdrawal deadline should address grading and course completion issues with their individual instructors. To consider any variation from this rule for reasons of extenuating circumstances, the student must submit a Petition for Academic Record Adjustment to the University Registrar.

Students on a leave of absence are not registered and, therefore, do not have the rights and privileges of registered students, including course pre-registration and access to the libraries, recreational center and health services. They cannot fulfill any official department or university requirements during the leave period, such as taking qualifying exams or submitting a dissertation/thesis. Students on an approved leave must complete

the Application for Graduate Re-Enrollment form in order to register for classes and have the rights and privileges of registered students.

To receive an extension of an approved leave, students must complete a new Request for Leave of Absence form prior to the expiration of their leave. If a student does not receive an extension and does not return to the graduate program, he or she will be considered as having permanently withdrawn from the University. To be reconsidered for graduate study, students who have permanently withdrawn must formally apply to their program of interest, including the submission of an application, the non-refundable application fee and any necessary application materials.

Registration

Only students who have been formally admitted to Kent State University may register for coursework and pay the appropriate fees. An official registration is a record of the students' approved schedule of classes maintained online in the university's student information system, Banner. Students who are not officially registered for a course by published university deadlines should not attend classes and will not receive credit or a grade for the course. Students are responsible for their schedules and have the ultimate responsibility to confirm the accuracy frequently during the semester before posted deadline dates. Allowing a member of the university staff to make schedule changes does not relieve the student of his or her responsibilities.

Students register for courses online through FlashFAST (log onto FlashLine and click on the Student Tools and Courses tab). Refer to the Office of the University Registrar website for registration information, instructions, dates, deadlines and procedures. New freshmen and new transfer students register through the various campus advising and registration orientation program.

Kent State University reserves the right to change the time of a course if it is deemed necessary, and it reserves the right to drop any course from the Schedule of Classes if there is insufficient student demand or if resources are unavailable to offer the course. Students interested in registering at a Regional Campus should check with the campus in which they are interested for specific dates, times and procedures involving registration transactions (initial registrations, schedule adjustments, course withdrawals, etc.) must be completed by the published deadlines found on the appropriate term calendar on the Office of the University Registrar website.

Flexibly Scheduled Course Sections

Some courses are offered as flexibly scheduled sections, that is, the section does not meet for the full semester. Eligibility for processing registration transactions for these courses (adding, dropping or withdrawing) is determined by the beginning and ending dates of the section. See the Office of the University Registrar website for deadlines.

Late Registration

Students who are not officially enrolled for any coursework (i.e., neither registered nor paid fees) as of the first day of classes for the semester will have to process a late registration through FlashFAST. All late registrations must be completed prior to the beginning of the third week of classes for fall and spring semesters*. If class beginning and/or ending dates are other than the regular session dates for a full term, deadlines may be different than noted above. For determining deadlines for these flexibly scheduled classes, visit the Office of the University Registrar website. Late registrations will not be accepted after the published university deadlines for the course(s).

A late registration fee will be assessed for any registration processed after the first week of classes for fall and spring semesters (or the prorated deadline for flexibly scheduled sections)*. A non-payment fee will be assessed for registrations not paid by the end of the second week of classes. Visit the Office of the Bursar website for information on students' fees.

Students in the College of Podiatric Medicine who fail to complete registration requirements by the deadline will not be enrolled in classes for the following academic year and may be withdrawn from the college. These students may also be subject to a Professionalism Deficiency Evaluation.

Schedule Adjustments

Schedule Adjustments are changes to a student's class schedule and are permitted by published university deadlines for the course(s). Students will use FlashFAST to process their registration transactions as outlined on the Office of the University Registrar website. There are no processing fees required for schedule adjustments. The following schedule adjustments may be permitted:

- 1. Adding a course/section (permitted on a space-available basis).
- 2. Dropping a course/section.
- 3. Changing credit hours for a variable-credit-hour course.
- 4. Changing from graded to pass/fail or audit status.
- 5. Changing from pass/fail or audit to graded status.

Withdrawal

Withdrawal from any or all courses is permitted through the 10th week of the semester (or the prorated deadline for flexibly scheduled sections). After that time, students are considered to be committed to all remaining courses and must complete them. If students are unable to complete the semester because of extreme circumstances that first occur after the deadline, students should consult their college or campus dean's office. Any course withdrawal(s) processed after the second week of the semester will appear on the students' academic record with a grade of W*. Students in the College of Podiatric Medicine who request withdrawal after seven weeks of course instruction will receive on their transcript either the mark WP or WF if passing or failing, respectively. Please refer to the college policies in the College of Podiatric Medicine section of this Catalog for more information on its procedure for withdrawal.

If class beginning and/or ending dates are other than the regular session dates for a full term, deadlines may be different than noted above. See the Office of the University Registrar website for deadlines.

Any applicable tuition credit (policy published on the Office of the Bursar website) is determined by the date the transaction is processed on FlashFAST.

Registration Cancellation

To receive a full refund of tuition, students who register and decide not to attend the university must cancel their registration as early as possible and no later than the end of the first week of classes (or the prorated deadline for flexibly scheduled sections).* This may be accomplished by the student dropping all courses via FlashFAST during registration periods. Any paid registration not canceled by the end of the first week of classes (or the prorated deadline for flexibly scheduled sections) will be subject to the refund policy published on the Office of the Bursar website. Any applicable refund is determined by the date the transaction is processed in the student information system.

* Please refer to the Office of the University Registrar's summer term calendar for summer deadlines.

Registration for Full- and Part-Time Students

For student financial aid purposes, full-time undergraduate student status is defined as registered for minimum 12 credit hours in one semester. Undergraduate students wanting to registering for more than 18 credit hours in fall or spring semester may be eligible for an approved course overload. Please refer to the Course Load for Undergraduate Students policy in this Catalog for more information.

A full-time graduate student is one registered for 8 to 16 hours in any one semester, with 16 hours being the maximum number that may be carried per semester, with the exception of students in the Doctor of Podiatric Medicine degree who may be required to be registered for more. A graduate student who has entered into candidacy and is within the university's maximum time and credit hour limits for completion of the degree may carry a program of one or more graduate-level credits involving research (Dissertation II) under the direction of the candidate's dissertation advisor, and will be considered as full time.

A part-time undergraduate student is taking less than 12 credit hours in one semester. A part-time graduate student is one taking less than 8 hours per semester. Persons doing graduate work while engaged in a full-

time, on-campus position should attempt to limit themselves to one course. Off-campus work is governed by the same rules that apply to work on campus.

For a comprehensive breakdown of full-time and part-time status for both undergraduate and graduate students, see the Enrollment Certification policy in this Catalog.

Time Limits for Graduate Degrees

Graduate students must register for courses at Kent State University within two years after the students' admission date to retain active status. Failing to do so, students must reapply, and all requirements in effect at the time of reapplication must be met. If students are unable to begin formal coursework during the term for which admission was originally granted, they must maintain current demographic information and academic transcripts at the admitting office at Kent State University and indicate the term in which they will register.

Master's degree students will normally complete work within six calendar years after the students' first graduate registration at Kent State University. Any credit being transferred for meeting degree requirements should also have been earned within the six-year period. Departments with time limits that vary from these norms will notify their students in writing.

It is expected that the doctoral degree students entering Kent State with a baccalaureate will complete the degree in no more than 10 years. Normally, doctoral degree students entering with a master's degree will complete the degree in no more than nine years. Students proceeding from the baccalaureate will normally pass the candidacy examination within five years, and students already possessing a master's degree will pass the candidacy examination within four calendar years of the first graduate registration at Kent State University. A doctoral candidate is expected to satisfactorily complete the dissertation and pass the final oral examination within five years after having passed the candidacy examination. Individual disciplines may have shorter time limits, and students should consult with their specific program's department. *

* Candidates for the Doctor of Podiatric Medicine degree must successfully complete all graduation requirements within six years of their initial matriculation. The six-year limitation includes any leaves of absence, withdrawals or any other interruptions of the students' program.

When an extension of any of these time limits seems to be necessary and proper, the student and advisor will petition the student's department for an extension. The extension may be denied, in which case the student will be dismissed, or it may be granted with qualification. The student, advisor and college dean must be informed of the decision in writing. If the extension exceeds one year, the approval of the college dean is required. Requests for time extensions exceeding one year must be submitted to the college dean with evidence that the degree candidate is current in his/her field of study.

Students who must be away from their studies for one or more semesters for personal, family, financial or other compelling reasons may apply for a leave of absence. More information can be found in the Leave of Absence policy in this Catalog.

Upon receiving their graduate degree, students are inactivated and are no longer eligible to register for courses at Kent State University. If students wish to continue their studies at Kent State, they will need to reapply to the appropriate academic unit and be accepted for another graduate degree program or as a special non-degree student.

EPC Agenda | 19 August 2013 | Attachment 8 | Page 1

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	Prepara	Preparation Date 23-Jan-13		Curriculum Bulletin	
	Effectiv	e Date	Fall 2014	Approved by EPC	
Department	JMC				
College	CI - Communication and Information				
Degree	BA - Bachelor of Arts				
Program Name	Visual Journalism Major	Progr	am Banner Cod	e VJNL	
Concentration(s)	Concentration(s) Banner Code(s)				
Proposal	Inactivate program				

Description of proposal:

Inactivate the Visual Journalism Major

Does proposed revision change program's total credit hours?☑ Yes□ NoCurrent total credit hours:124Proposed total credit hours 0

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

Units consulted (other departments, programs or campuses affected by this proposal): School of Visual Communication Design

REQUIRED ENDORSEMENTS 10 Department Chair / School Director Campus Dean (for Regional Campuses proposals)

Student Hanne

College Dean (or designee)

Dean of Graduate Studies (for graduate proposals)

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

EPC Agenda | 19 August 2013 | Attachment 8 | Page 2 KENT STATE UNIVERSITY **CERTIFICATION OF CURRICULUM PROPOSAL**

	Prepar	Preparation Date 23-Jan-13		Curriculum Bulletin	
	Effectiv	e Date	Fall 2014	Approved by EPC	
Department	JMC				
College	CI - Communication and	Informati	on		
Degree	BA - Bachelor of Arts				
Program Name	Visual Journalism Major	Progr	am Banner C	Code VJNL	
Concentration(s)	Information Design Conc	entration	Conc	entration(s) Banner Code(s)	BS-VJNL-
Proposal	Inactivate program				

Description of proposal: Inactivate the Information Design Concentration (BS-VJNL-INFD)

Does proposed revision change program's total credit hours? 🖾 No Current total credit hours: 124 Proposed total credit hours

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

Units consulted (other departments, programs or campuses affected by this proposal): **School of Visual Communication Design**

REQUIRED ENDORSEMENTS	
her Case	4,11,13
Department Chair / School Director	
	///
Campus Dean (for Regional Campuses proposals)	
Hilth H-	5 1/31/3
College Dean (or designee)	
	1 1
Dean of Graduate Studies (for graduate proposals)	
	1 1
Provost and Senior Vice President for Academic Affairs (or designee)	·

Proposal Summary Inactivate the Visual Journalism Major (BS-VJNL) and the Information Design Concentration (BS-VJNL-INFD)

a. Description of action:

Inactivate the Visual Journalism Major (BS-VJNL). Inactivate the Information Design Concentration (BS-VJNL-INFD) in the Visual Journalism Major (BS-VJNL). The Visual Journalism Major contains two concentrations- Information Design (BS-VJNL-INFD) and Photojournalism (BS-VJNL-PHOJ). The Information Design Concentration (BS-VJNL-INFD) will be inactivated and the Photojournalism Concentration (BS-VJNL-PHOJ) will be moved to the Journalism Major (BS-JNL) (see separate proposal).

The enrollment in the Information Design Concentration (BS-VJNL-INFD) has not grown significantly and the single faculty member who teaches in that Concentration is leaving the University in the spring of 2013 and will not be replaced. Further, Information Design is better taught in the School of Visual Communication Design. The Photojournalism Concentration (BS-VJNL-PHOJ) is a type of journalism and better suited to be part of the Journalism Major (BS-JNL).

Inactivation of one concentration and moving the other concentration to a different major leaves no concentrations in the Visual Journalism Major, so it will be inactivated.

b. Impact on other programs, course offerings, students, faculty and staff.

No impact on other programs.

c. Fiscal, enrollment, facilities and staffing considerations:

Current students in the program will be provided with all the courses they need to graduate. Adjunct faculty will teach two of the unique courses specific to this program and a full-time faculty member will continue teaching the third specific course in this program. There will be no adverse fiscal impact and no impact on the library, facility or equipment.

d. Evidence of need and sustainability NA

e. Provision of phase-out if inactivating.

i. Plans to notify current students, and assist them in completing program. All students currently in program have been notified and assured they will be able to complete program. Necessary courses will continue to be offered.

ii. Loss of faculty or staff positions (if any) and when they were informed.

The one faculty member who taught specifically in this program is leaving the University

after spring 2013 and has been informed.

iii. Communication of inactivation with advisors, admissions and financial aid offices.

The School of Journalism and Mass Communication advisors, the Admissions office and the financial aid office have been notified of this change.

f. Units consulted.

School of Visual Communication Design

Memos concerning duplication, impact, support. Memo of support from VCD

Catalog copy Attached

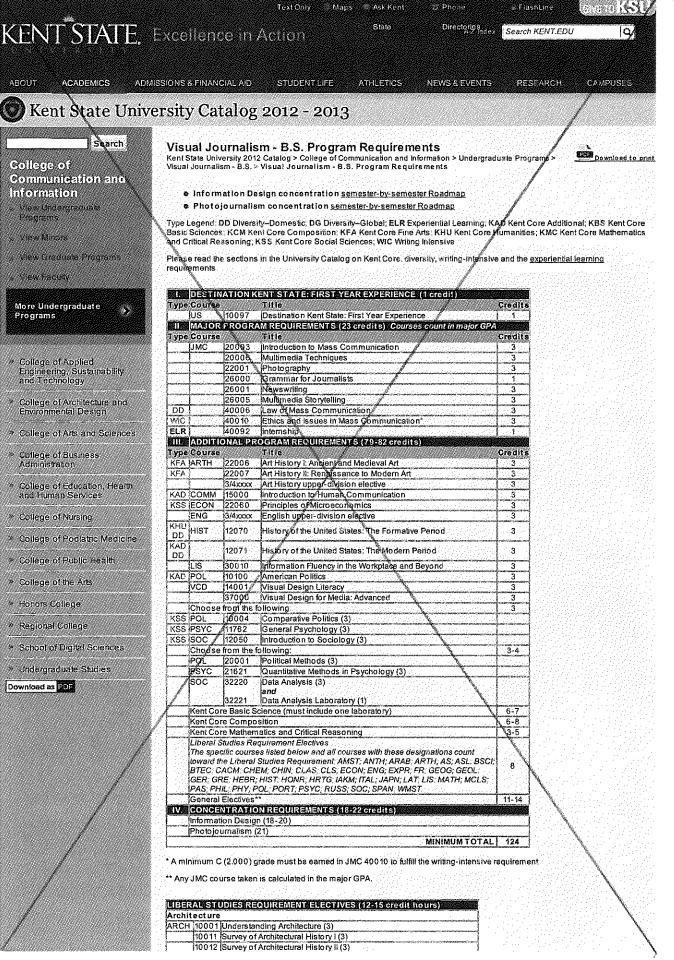
Roadmap NA

Keywords NA

Assessment plan

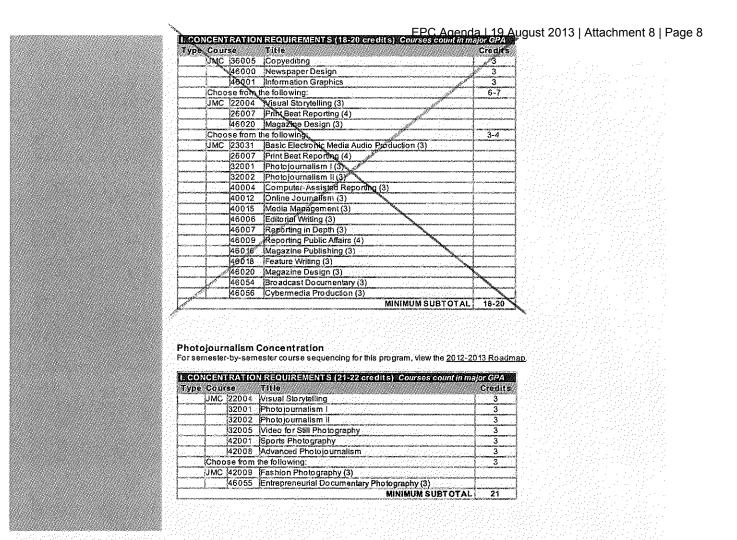
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Visual Journal	College of Communication and Information	/		
Department	School of Journalism and Mass Communication	Resources		
Department 4	201 Franklin Hall Tel: 330-872-2572	Roadmaps		
	E-mail: inc@kent.edu Web: http://mc.kent.edu	ProgramiŘequire		
	······	Acadethic Policie	IS	
Description	The Bachelor of Science in Visual Journalism compri Photojournalism	ses two concentrations: information Design ar	nđ	
	Information design majors study the visual presental presentation of news for The Daily Kent Stater, The E employment as page designers or copy editors at tra publications	Burr and Kentwired corn. Graduates can find		
	Photojournalism majors study the visual reporting of perception and yeart to demonstrate this skill through into this career, and the courses are geared loward p newspapers, magazines or other print publications as of news is required	photography. A dynamic portfolio is needed to roducing one. Graduates find employment at	o break	
Gareer Opportunities	More than helf of photographers are self-employed, a Some self-employed photographers have contracts v businesses to do individual projects for a set fee, whi photographs to stock-photo agencies.	with advertising agencies, magazine publishers		
	Most salaried photographers work in portrait or comm newspapers, magazines, and advertising agencies. F are employed in metropolitan areas.			
	(Source: Bureau of Labor Statistics)	1		
Admission Requirements	Students first entening the university, whether from hi admitted directly into one of the ten JMC majors/cont maintained to continue taking JMC courses	gh school or transferring from another institute entrations A Kent State GPA of 2.750 must b	on, are Xe	
	Current Kent State students wishing to pursue a majo Communication must have a GPA of 2 750 or higher majors/concentrations.			
	Current Kent State sludents with a GPA lower than 2 journalism and mass communication per-majors	.750 (but 2.000 or higher) may be admitted as	i	
Graduation Requirements	Menimum 124 credit hours and minimum 2.750 GPA outside the School of Journalism and Mass Commun pass/fill, of which maximum 12 credit hours may be requirements stated in this catalog to declare a Journ A 2.750 overall GPA is also required to empil in JMC	ication. Only general elective courses may be taken as pass/feit. Students must meet the alism and mass communication major.		
	Students who tail below a 2.750 overall will be allowe registered for one more semester. They will be given school minimum Failure to do so will (result in not be GPA reaches the school minimum. In jadditon, no gr counted toward graduation or as a parequisite for a	one semester to bring their overall GPA up to ing permitted to enroll in JMC courses until the ade lower than a C- (1.700) in a JMC course w) the eir overall	
	Students must pass the school's grammar usage ant following JMC courses: 28001 Networking, 30064 W Electronic Media, 31022 Adventising Copywriting, 31 Photojournalism I, 40006 Law of Mass Communicati 44040 Concept Psychographics and 46001 Informati	kriling for Electronic Media, 30034 Programmi 203 Adventising Media Planning, 32001 211, 40010 Ethics and Issues in Mass Commun	ing for	
	The Liberal Studies Requirement (LSR) is mandated well-rounded degrees with 8 strong grounding in the (out of tha total of 124 for fixed edgree) must be taken courses, except JMC 20001, count toward the LSR, hours of LSRs are covered in Addational Degree Req designations and some specific courses that count to	humanities, artis and sciences. Sixty-five credi in the humanities, arts and sciences. All Kent so that covers 37 of the 65 hours. The remain uirements and electives. There are specific co ward the 65-hour Liberal Studies Requirement	if hours Core ing 28 burse nt. See	
	your advisor for details. Students electing minors tha more than 124 hours. Journalism and mass communication majors suppler	N.		
	specialization. Other opportunities for practical exper performance and advertising positions on the campu edition, the campus television station, TV-2; the cam magazine, <u>the four</u> , and its online edition.	ience include news, production, management, s newspaper, the <u>Daily Keht Stater</u> , and its on	, sales, line	
Study Abroat/Away Opportunities	There are many study abroad/away opportunities. For Education or CCI's Coordinator of International Study		à!	
Program Pes	\$60/semester			
Accreditation	Accrediting Council on Education in Journalism and I	Mass Communication		
Student Organizations	National Association of Black Journaliate, Public Roli Photographers Association, American Advertising Fe Media: Artemis, The Daily Kent Stater, The Burr and Squirrel Radio, Kentwired.com	deration Student Chapter, Kappa Tau Alpha 🖓	Student	
Advanced Dogree Programs	Journelism and Mass Communitation (M.*.)			

EPC Agenda | 19 August 2013 | Attachment 8 | Page 6



şanaanaanaataa	EPC Agenda	19 August 2013
	10111 History of Architecture I (3) 2020 1 Beyond Western Architecture (3)	
Service of the servic	45210 Renaissance Architecture (3)	
Province and and and a	45211 Baroque Architecture (3)	
	45220 American Architecture: Colonial to 1900 (3)	
E-C-CO-CO-CO-CO-CO-CO-CO-CO-CO-CO-CO-CO-C	46263 Modern Architecture (3) unication Studies	
	15000 Introduction to Human Communication (3)	
Sugar Sur Continentite M	21000 Communication Grammar Review (1)	
	25902 Communication Theory (3)	
	26000 Criticism of Public Discourse (3)	
	26001 Public Communication in Society (3) 30000 Communication Research Methods (3)	
	35852 Intercultural Communication (3)	-
100000000000000000000000000000000000000	35912 Gender and Communication (3)	1
	45006 Media Use and Effects (3)	
	45007 Freedom of Speech (3) 45091 Seminar in Communication Studies (1-4)	and the second sec
	ter Science	
	10001 [Computer Literacy (3)	
	33006 Social and Ethical issues in Computing (3)	
	al Foundations 29535 Education in a Democratic Society (3)	
	(no technique classes)	
	27076 Dance as an Art Form (3)	1
Entrep	reneurship	
	27056 Introduction to Entrepreneurship (3)	
	m Design and Marchandising 20043 History of Costume (3)	
	300 15 Fashion and Pop Culture (3)	
Geron	ology	
	14029 Introduction to Gerontology (3)	
	30656 Psychology of Aging (3) Development and Family Studies	
	Development and Family Studies 22011 Interpersonal Relationships and Families (3)	
	24013 [Early Adolescence (3)	
Health	Education	
	32544 Human Sexuality (3)	
	e Studies 12000 Introduction to Justice Studies (3)	
	26704 issues in Law and Society (3)	
	33300 Development of Justice in America (3)	
	33400 Crime and Justice in Popular Culture (3)	
	ement and Information Systèms	
Music		
MUS	22111 [The Understanding of Music (3)	
	22121 Music as a World Phenomenon (3)	
	22131 Survey of Rock Music History (3) 42101 Roots of Rock (3)	
	42101 ROOIS OF ROCK (3)	
(insection) to Well	42131 America's Music (3)	
	43141 Fold and Traditional Music of Western Continents (3)	
	42151 (Asian Musics (3)	
	42161 History of Jazz (3) on and Dieterics	
NUTR	23511 Science of Human Nutrition (3)	
Physic	al Education- Professional	
	25059 Sport in Society (3)	
Transformer and a state of the	Healt b 1999 / Introduction to Public Health (2)	
	1000/f Introduction to Public Health (3)	
	20001 Essentials of Epidemiology (3)	
	30002 Introductory Biostatistics (3)	
	30005 Social and Behavioral Science Theories in Public Health (3)	
	30006 Environmental Health Sciences (3) 44000 Health Disparities (3)	N
	44000 Health Dispances (3) Ition, Park and Tourism Management	
	16000 Foundations of Recreation and Leisure (3)	1
Lotte woons we want	26001 Introduction to Community Inclusion of Individuals with Disabilities (1
	26010 Community Development and Recreation (3)	
L'average and a second	36085 Leisure and Culture (3) Administ retion	
	25059 Sport in Society (3)	
	35021 Governance in Sport (3)	
	45024 Sport in Global Perspective (3)	
	45026 [Sport and the Media (3) I Educat Ion/d>.	1
	23000 Introduction to Exceptionalities (3)	-
Theat		
	11000 [The Art of the Theatre (3)	
	31112 History of Theatre and Drama I (3)	
	31113 [History of Theatre and Drama II (3) Communication Design	
		N ²
	14001 Visual Design Literacy (3)	

Information Design Concentration For semester-by-semester course sequencing for this program, view the <u>2012-2013 Roadmap</u>.



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At one of Ohio's top universities. Kent State offers the resources and facilities of a large university with the friendly, casual atmosphere of a liberal arts college. Enroll today to start pursuing your future at one of the best colleges in Ohio. We ve been educating successful graduates for over 100 years, join us today. Copyright 2013 – Kent State University: Kent, Ohio 44242 – Phone: 330-672-3000



EPC Agenda | 19 August 2013 | Attachment 8 | Page 9 Roadmap: Visual Journalism - Information Design - Bachelor of Science [CI-BS-VJNL-INFD] College of Communication and Information School of Journalism and Mass Communication Catalog Year: 2012-2013

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

Course Subject and Title	Credit Hours		Min. Grade	Major GPA	Important Notes
Semester One: [16 Credit Hours]					
HIST 12070 History of the United States: The Formative Period	3				Fulfills Kent Core Humanities and domestic diversity requirement
JMC 20003 Introduction to Mass Communication	3		C-		
JMC 20006 Multimedia Techniques	3		C-		a second and a second a
JS 10097 Destination Kent State: First Year Experience	1				Not required of transfer students with 25 credits
/CD 14001 Visual Design Literacy	3				
Kent Core Requirement	3				
Semester Two: [16 Credit Hours] Requirement: minimum 2.750 GPA					
IMC 26000 Grammar for Journalists	1		C-		
JMC 26001 Newswriting	3		C-		/ /
COMM 15000 Introduction to Human Communication	3				Fulfills Kent Core Additional
HIST 12071 History of the United States: The Modern Period	3				Fulfills Kent Core Humanities and domestic diversity requirement
POL 10004 Comparative Politics or PSYC 11762 General Psychology or SOC 12050 Introduction to Sociology	3			ALWERT STA	Fulfills Kent Core Social Sciences
Kent Core Requirement	3			5:5 T	See Kent Core Summary on page 2
Semester Three: [15 Credit Hours]					
ARTH 22006 Art History I: Ancient and Medieval Art	3		f.		Fulfills Kent Core Fine Arts
JMC 22001 Photography	3	and a first of	<u>``</u> ¢-		
JMC 26005 Multimedia Storytelling	3,3	R ^A	C- \		• • • • • • • • • • • • • • • • • • •
VCD 37000 Visual Design for Media: Advanced	15		1		
Kent Core Requirement	3			144	See Kent Core Summary on page 2
Semester Four: [15 Credit Hours]					
ARTH 22007 Art History II: Renaissance to Modern Art	3				Fulfills Kent Core Additional
ECON 22060 Principles of Microeconomics	3		1		Fulfills Kent Core Social Sciences
ENTR 27056 Introduction to Entrepreneurship	3		1		
JMC 36005 Copyediting	3		C-		· · · · · · · · · · · · · · · · · · ·
POL 10100 American Politics	3		1		Fulfills Kent Core Additional
Semester Five: [15-17 Credit Hours]					
Requirement: minimum 2.750 major and cumulative GPA					
JMC 22004 Visual Storytelling <i>or</i> JMC 26007 Print Beat Reporting <i>or</i> JMC 46020 Magazine Design	3-4		C-		JMC 46020 is offered in fall only
POL 20001 Political [®] Methods or PSYC 21621 Quantitative Methods in Psychology I or SOC 32220 Data Analysis and SOC 32221 Data Analysis Laboratory	3-4				
Kent Core Requirement	3				
Kent Core Requirement	3				See Kent Core Summary on page 2
Liberal Studies Requirement Electives	3				See note 3 on page 3



Critical requirements are boldface in shaded areas.

Course Subject and Title		Upper Div.	Min. Grade	Major GPA	Important Notes
Semester Six: [17-18 Credit Hours]					
JMC 22004 Visual Storytelling or JMC 26007 Rrint Beat Reporting or JMC 46020 Magazine Design	3-4		с-	81	JMC 46020 is offered in fall only
JMC 46000 Newspaper Design	3	8	C-	a	
JMC 46001 Information Graphics	3		C-		
LIS 30010 Information Fluency in the Workplace and Beyond	3	國			
Non-JMC General Electives (upper-division)	5	8			and a second
Summer III: [1 Credit Hours]					
JMC 40092 Internship	1	X	S		Fulfills experiential learning requirement
Semester Seven: [14-15 Credit Hours]					
JMC 40006 Law of Mass Communication	3	Ø	C-		and the second sec
ARTH Elective (upper division)	3				
JMC Elective (lower or upper division)	3-4		C-	8	See note 1 below
Liberal Studies Requirement Electives	2				See note 3 on page 3
General Electives	3			Jacob	Any JMC course taken is calculated in the major GPA.
Semester Eight: [15 Credit Hours]					
JMC 40010 Ethics and Issues in Mass Communication	3	and the second second	and Car	E	Fulfills writing-intensive course requirement; see note 2 below
ENG Elective (upper division)	3	R ear and the second	Serie Sale		
Liberal Studies Requirement Electives	3	A. C.	No. A.		See note 3 on page 3
Non-JMC General Electives (upper-division)	B	D		and a start of the	Number of credits required depends on meeting minimum 124 credit hours and 39 upper-division hours.

Graduation Requirements Summary

Minimum	Minimum Upper-	Minimum	Global / Domestic	Writing-	Experiential	Mini	mum
Total Hours	Division Hours	Kent Core Hours	Diversity Course	Intensive	Learning	Major GPA	Overall GPA
124	39	36	Kent Core/Electives HIST 12070	JMC 40010	JM6 40092	2.750	2.750

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Composition (6-8 credit hours) ENG 11002, 11011, 21011; HÖNR 10197, 10297	Enrollment based on placement test	6-8
Mathematics and Critical Reasoning (3-5 credit hours)	Enroliment based on placement test	3-5
Humanities and Fine Arts (9 credit hours) Minimum one course from humanities in Arts and Sciences and minimum one course from fine arts	Fulfilled in this major with ARTH 22006, HIST 12070 and HIST 12071	0
Social Sciences (6 credit hours) Must be selected from two curricular areas	Fulfilled in this major with ECON 22060; and POL 10004 or PSYC 11762 or SOC 12050	C C
Basic Sciences (6-7 credit hours) Must include one laboratory		647
Additional (6 credit hours) Must be selected from two Kent Core categories	Fulfilled in this major with ARTH 22007 and POL 10100	0

Note 1: JMC elective (3-4 credit hours), choose from the following:

JMC 23031 Basic Audio Production	3	JMC 46007 Reporting in Depth	3
JMC 26007 Print Beat Reporting	4	JMC 46009 Reporting Public Affairs	4
JMC 32001 Photojournalism I	3	JMC 46016 Magazine Publishing	3
JMC 40004 Computer-Assisted Reporting	3	JMC 46018 Feature Writing	3
JMC 40012 Online Journalism	3	JMC 46020 Magazine Design	3
JMC 40015 Media Management	3	JMC 46054 Broadcast Documentary	3
JMC 46006 Editorial Writing	3	JMC 46056 Cybermedia Production	3

Note 2: Students declaring the combined degree program with the master's in journalism and mass communication will satisfy the writing-intensive requirement with JMC 60003 Ethics in Mass Communications.



EPC Agenda | 19 August 2013 | Attachment 8 | Page 11 Roadmap: Visual Journalism - Information Design - Bachelor of Science [CI-BS-VJNL-INFD] College of Communication and Information School of Journalism and Mass Communication Catalog Year: 2012-2013

Note 3: Liberal Studies Electives (8 credit hours) choose from the following: the specific courses that are list below and all courses with these designations count toward the Liberal Studies Requirement: AMST; ANTH; ARAB; ARTH; AS; ASL; BSCI; BTEC; CACM; CHEM; CHIN; CLAS; CLS; ECON; ENG; EXPR; FR; GEOG; GEOL; GER; GRE; HEBR; HIST; HONR; HRTG; IAKM; ITAL; JAPN; LAT; LIS; MATH; MCLS; PAS; PHIL; PHY; POL; PORT; PSYC; RUSS; SOC; SPAN; WMST.

Architecture (ARCH)	
10001 Understanding Architecture	3
100(1 Survey of Architectural History I	3
10012 Survey of Architectural History II	3
10111 History of Architecture I	3
20201 Beyond Western Architecture	3
45210 Renaissance Architecture	3
45211 Baroque Architecture	3
45220 American Architecture: Colonial to 1900	3
46263 Modern Architecture	3
Communication Studies (COMM)	
15000 Introduction to Human Communication	3
21000 Communication Grammar Review	1
25902 Communication Theory	3
26000 Criticism of Public Discourse	3
26001 Public Communication in Society	3
30000 Communication Research Methods	3
35852 Intercultural Communication	3
35912 Gender and Communication	3
45006 Media Use and Effects	3
45007 Freedom of Speech	3
45091 Seminar in Communication Studies	1-4
Computer Science (CS)	
10001 Computer Literacy	ъ. З
33006 Social and Ethical Issues in Computing	Ś
Cultural Foundations (CULT)	¥.
29535 Education in a Democratic Society	3
Dance (DAN) no technique courses	-
27076 Dance as an Art Form	3
Entrepreneurship (ENTR)	
27056 Introduction to Entrepreneurship	3
Fashion Design and Merchandising (FDM)	
20013 History of Costume	3
30013 Fashion and Pop Culture	3
Gerontology (GERO)	,
14029 Introduction to Gerontology	3
14029 Introduction to Gerontology	3 3
14029 Introduction to Gerontology 30656 Psychology of Aging Human Development and Family Studies (HDFS)	3
14029 Introduction to Gerontology 30656 Psychology of Aging Human Development and Family Studies (HDFS) 24011 Interpersonal Relationships and Families	3
14029 Introduction to Gerontology 30656 Psychology of Aging Human Development and Family Studies (HDFS) 24011 Interpersonal Relationships and Families 24013 Early Adolescence	3
14029 Introduction to Gerontology 30656 Psychology of Aging Human Development and Family Studies (HDFS) 24011 Interpersonal Relationships and Families 24013 Early Adolescence Health Education (HED)	3 3 3
14029 Introduction to Gerontology 30656 Psychology of Aging Human Development and Family Studies (HDFS) 24011 Interpersonal Relationships and Families 24013 Early Adolescence Health Education (HED) 32544 Human Sexuality	3
14029 Introduction to Gerontology 30656 Psychology of Aging Human Development and Family Studies (HDFS) 24011 Interpersonal Relationships and Families 24013 Early Adolescence Health Education (HED) 32544 Human Sexuality Justice Studies (JUS)	3 3 3 3
14029 Introduction to Gerontology 30656 Psychology of Aging Human Development and Family Studies (HDFS) 24011 Interpersonal Relationships and Families 24013 Early Adolescence Health Education (HED) 32544 Human Sexuality Justice Studies (JUS) 12000 Introduction to Justice Studies	3 3 3 3 3
14029 Introduction to Gerontology 30656 Psychology of Aging Human Development and Family Studies (HDFS) 24011 Interpersonal Relationships and Families 24013 Early Adolescence Health Education (MED) 32544 Human Sexuality Justice Studies (JUS) 12000 Introduction to Justice Studies 26704 Issues in Law and Society	3 3 3 3 3 3 3
14029 Introduction to Gerontology 30656 Psychology of Aging Human Development and Family Studies (HDFS) 24011 Interpersonal Relationships and Families 24013 Early Adolescence Health Education (HED) 32544 Human Sexuality Justice Studies (JUS) 12000 Introduction to Justice Studies	3 3 3 3 3

24053 Introduction to Computer Applications	3
Music (MUS) no technique courses	
22111 The Understanding of Music	7 3
22121 Music as a World Phenomenon	3
22131 Survey of Rock Music History	3
42101 Roots of Rock	3
42111 African Music and Cultures	3
42131 America's Music	3
43141 Folk and Traditional Music of Western Continents	3
42151 Asian Musics	3
42161 History of Jazz	3
Nutrition and Dietetics (NUTR)	1
23511 Science of Human Nutrition	3
Physical Education-Professional (PEP)	i
25059 Sport in Society	3
Public Health (PH)	
10001 Introduction to Public Health	3
10002 Introduction to Global Health	3
20001 Essentials of Epidemiology	3
30002 Introductory Biostatistics	3
30005 Social and Behavioral Science Theories in Public Health	3
30006 Environmental Health Sciences	3
44000 Health Disparities	3
Recreation, Park and Tourism Management (RPTM)	1 3
16000 Foundations of Recreation and Leisure	3
26001 Introduction to Community Inclusion of Individuals with	1
Disabilities	3
26010 Community Development and Recreation	3
36085 Leisure and Culture	3
Sport Administration (SPAD)	
25059 Sport in Society	3
35021 Governance in Sport	3
45024 Sport in Global Perspective	3
45026 Sport and the Media	3
Special Education (SPED)	
23000 Introduction to Exceptionalities	3
Theatre (THEA) no technique courses	
11000 The Art of the Theatre	3
31112 History of Theatre and Drama I	3
31113 History of Theatre and Drama II	3
Visual Communication Design (VCD)	
14001 Visual Design Literacy	3

Notes for Visual Journalism Major:

Minimum 65 credit hours in liberal studies courses.

Students must meet the requirements in the catalog to declare a journalism and mass communication major.



EPC Agenda | 19 August 2013 | Attachment & Page 12 Roadmap: Visual Journalism - Information Design - Bachelor of Science [CI-BS-VJNL-INED]

College of Communication and Information School of Journalism and Mass Communication Catalog Year: 2012-2013

Kent Core

Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement

Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement

Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.000) grade. Visit <u>www.kent.edu/catalog/wic</u> for course list.

Experiential Learning Requirement (ELR)

To provide students with direct engagement in learning experiences that promote academic relevance, meaning and an understanding of real-world issues, students must complete this requirement at Kent State, either as a for-credit course or as a non-credit, non-course experience approved by the appropriate faculty member. Visit www.kent.edu/catalog/elr for course list.

Upper-Division Requirement

Students must complete a minimum 39 upper-division (numbered 30000 to 49999) credit hours of coursework. Programs in the College of Arts and Sciences require a minimum of 42 hours of upper-division coursework.

HANSON, LUETT

From:LEBLANC, ANNMARIESent:Friday, April 05, 2013 2:28 PMTo:BLASE, GREGORYCc:HANSON, LUETTSubject:Visual Journalism

Dear Professor Blase:

On behalf of the School of Visual Communication Design, this memo is in support of the School of Journalism and Mass Communication's decision to inactivate the Visual Journalism major and the Information Design concentration.

If I may be of further assistance, please do not hesitate to contact me.

Sincerely,

AnnMarie LeBlanc / Director / School of Visual Communication Design Kent State University / 231 Art Building, Kent, Ohio 44242 ph: 330.672.7856 / fax: 330.672.9714 / aleblanc@kent.edu

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	9-Jul-13	Curriculum Bulletin
		Effective Date	Fall 2013	Approved by EPC
Department				
College	RE - Regional Co	llege		
Degree	AAS - Associate	0	:e	your grandurgener
Program Name				Program Banner Code EERT
Concentration(s)	General & Comp			inner Code(s) EETG & CMPR
Proposal	Temporarily sus			
Description of propo		¥4 3 3		
				e Associate of Applied Science 2014 Summer Term.
Does proposed revi	sion change progra	m's total credit hou	ırs? □Yes	🖾 No
Current total credit I		Proposed total cr		₩asid
Describe impact on staffing consideration	other programs, pol ins; need; audience	lícies or procedure ; prerequisites; tea	s (e.g., duplica cher educatior	tion issues; enroliment and i licensure):
None				
Units consulted (oth	er departments, pro	grams or campuse	es affected by i	this proposal):
Trumbull campus Tuscarawas campu	15			
antheogless a symptotic straining and heavily as margin why grant of the strain on the field	ge gy mean sand ges as a lead i gy Bobby, a wis a manana - j	ananina a si ana a sa	e i ki i jegovy.	مرين ومعرفون منت تنقد المحمد والتي والتي
		REQUIRED END	ORSEMENTS	;
	ىرىنى بىرىنى		14	
Department Chair /	School Director	×.		
Desan	Storell	2R		D191B
Campus Dean (for F	legional Campuses	proposals)		
Manda	S Monte	22		<u> 71913</u> <u>71113</u>
College Dean (or de	Contraction of the second s			unanteren al alla former former and
				1 1
Dean of Graduate S	tudies (for graduate	proposals)		4
				1 1
Provost and Senior	Vice President for A	cademic Affairs (o	r designee)	Weble-service.com/mc ² enveryments to take a second service.

offered on campus since 1996

Proposal Summary to Temporarily Suspend Admission Associate of Applied Science in Electrical/Electronic Engineering Technology at the Ashtabula Campus

Full explanation of why the temporary suspension of admission to the program is being proposed:

In the last five years the Ashtabula campus has had only two students complete the Associate of Applied Science in Electrical/Electronic Engineering Technology. Currently, the campus offers a minimal number of Electrical/Electronic Engineering (EERT) courses for the remaining Ashtabula campus students in Associate of Applied Science in Mechanical Engineering Technology (MERT), a degree program approved for inactivation in 2012. At the end of the 2013-14 Academic Year the campus will not have any programmatic need to offer MERT and EERT courses.

The Ashtabula campus seeks approval to suspend admission to the Associate of Applied Science in Electrical/Electronic Engineering Technology, a program at the campus with no faculty and two current students. The Ashtabula campus will consult with relevant units and submit a curricular proposal in the fall of 2013 to inactivate the General and Computer concentrations of the Associate of Applied Science in Electrical/Electronic Engineering Technology and while the proposal is under consideration we seek to prevent current and new students from declaring in the AAS in EERT. If the proposal to inactivate the program at the Ashtabula campus is approved it will likely not take effect until the fall of 2014, so the campus does not want to admit students to a program it does not intend to offer in the future.

List of courses that will not be taught if admission into the program is suspended, and a statement summarizing the effect of suspending these courses on other units of the university that rely on these courses for core or option requirements, with evidence that those units have been consulted with respect to these effects:

If admission to the program is suspended, then the following courses would not be offered:

EERT	12000	Electric Circuits I
EERT	12005	Electrical/Electronic Drawing
EERT	22002	Industrial Controls
EERT	22004	Digital Systems
EERT	22005	Electronic Instrumentation
EERT	22006	Electrical Machines
EERT	22011	Electronic Systems
EERT	22013	Industrial Electronics
EERT	22014	Microprocessors and Robotics
EERT	22015	Robotics and Advanced Microsystems
EERT	22018	PC/Network Engineering and Troubleshooting
EERT	32005	Instrumentation

Proposal Summary to Temporarily Suspend Admissions

MERT	12000	Engineering Drawing
MERT	22009	Engineering Technology Project
MERT	22009	Engineering Technology Project
TECH	33016	PC/Network Engineering and Troubleshooting
TECH	33095	Special Topics: AutoCad with Applications
TECH	43220	Electrical Machinery

There would be no impact on any other units. The AAS in EERT would still be offered at the Trumbull and Tuscarawas campuses.

Effect on current students enrolled in the program, faculty, staff and active courses:

Currently, there are two students enrolled in the program. The advising staff will work directly with each student to clarify programs of study and ensure they are able to meet their degree requirements.

The program currently does not have any full-time faculty or dedicated staff.

Fiscal and staffing impact of suspension, including library, facility, equipment; examples are budgeted expenditures that will be suspended or cancelled, funding that has been committed and now will not be used, and grants that could be jeopardized:

A suspension will not have any negative impact on staffing or resources. The program has no full-time faculty or dedicated resources at the Ashtabula campus. We are offering three EERT courses during AY 13-14 that are needed to close out the Associate of Applied Science in Mechanical Engineering Technology which was inactivated by the campus in the fall of 2012.

Term and year when it is anticipated that it will end (<u>no temporary suspension of admission</u> <u>may exceed three years</u>):

The anticipated suspension will end Summer Term 2014.

Enrollment and graduation rates for the AAS degree in Electrical/Electronic Engineering Technology [EEET] at the Ashtabula Campus

Fall Term	Enrollment
2000	17
2001	19
2002	18
2003	12
2004	8
2005	8
2006	6
2007	3
2008	3
2009	3
2010	1
2011	0
2012	2

Year	Graduation
2000	3
2001	2
2002	0
2003	5
2004	1
2005	2
2006	1
2007	2
2008	2
2009	1
2010	0
2011	1
2012	1

Source: Research, Planning and Institutional Effectiveness (RPIE) Student Enrollment Trend and Degree Awarded Trend



Board of Regents University System of Ohio

John R. Kasich, Governor John Carey, Chancellor

Change Request: Offering Existing Program at Regional Campus

Date of submission: 14 August 2013

Name of institution: Kent State University

Name of campus: Trumbull Campus

Program to be delivered at the site: AAS degree in Veterinary Technology

Proposed start date: Fall 2013

Primary institutional contact for this request:

Name:	Therese E. Tillett
Title:	Director of Curriculum Services, Office of Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

Date that the request received final approval from the appropriate institutional committee:

Final approval to offer the program on the Trumbull Campus was granted by the Regional College Curriculum Committee on 19 July 2013. The proposal will be an information item on the 19 August 2013 agenda of the Educational Policies Council, a sub-committee of the Kent State Faculty Senate.

Program is educator preparation and leads to licensure or endorsement: No

Briefly describe the rationale for offering the program at this site. In your response, indicate whether the program to be offered at the site will be time limited or ongoing.

Kent State University has offered the Associate of Applied Science degree in Veterinary Technology at its Tuscarawas Campus since fall 2006. The program has graduated 76 students, and in fall 2012 had 60 students enrolled in the major and 65 students enrolled in the pre-Veterinary Technology major. The Kent State program is accredited by the American Veterinary Medical Association' Committee on Veterinary Technician Education and Activities (see Appendix A for notification). The university considers it a viable program and now sees an opportunity to offer it at the Trumbull Campus.

There is no other veterinary technology program offered by any institution in the Trumbull or Eastern Ohio areas. The program has the support of the local veterinary community (see Appendix B for letters of support) and will be partnering with the Animal Welfare League of Trumbull County (a Memorandum of Understanding has been signed by both parties), which has developed an Education Center that will serve as a teaching laboratory for students in the veterinary technology program. The Animal Welfare League will be the on-site location of course laboratories¹ that will use animals as part of the hands-on learning experience.

¹ The on-site courses will be VTEC 10002 Veterinary Nursing I, VTEC 10205 Veterinary Nursing II, VTEC 20010 Imaging Techniques and VTEC 20212 Surgery and Anesthesia.

SECTION 1: CHANGES NEEDED TO ACCOMMODATE THE NEW PROGRAM(S)

Academic and Administrative Leadership and Services

1.1 Describe the changes (if any) that will be needed in academic and administrative leadership at the site to accommodate the new program.

There are no anticipated changes needed. As Trumbull is an established regional campus of Kent State University, there is a campus dean/chief administrator officer, who reports to the university provost and senior vice president for academic affairs, and the campus has a full range of support personnel who are supervised by an assistant dean for academic affairs and a director of student affairs and enrollment management.

These positions supervise staff in offices that include, but are not exclusive to, the library, computer technology, learning center, accessibility services, admissions, registration, financial aid, advisement, registrar, bursar and tutoring.

The veterinary technology program director at Kent State Tuscarawas will oversee all curricular and academic aspects of the Veterinary Technology degree program at the Trumbull Campus.

1.2 Describe the changes (if any) that will be needed in the site's existing administrative services (e.g., admissions, financial aid, registrar, etc.) to accommodate the new program. If such services are not available at the site, describe how students in the new program(s) will access such services.

There are no additional resources required to implement this degree program. As Trumbull is an established regional campus of Kent State University, there is a full range of administrative and support services available, including admissions, financial aid, advising, registrar, tutoring, learning center, disability services and library.

1.3 Describe the changes (if any) that will be needed in the site's existing academic student services (e.g., advising, tutoring, psycho-social counseling, placement services, etc.) to accommodate the new program. If such services are not available at the site, describe how students in the new program(s) will access such services.

There are no changes needed to accommodate this program.

Resources and Facilities

1.4. Describe the changes in resources and facilities (e.g., classrooms, computer labs, laboratories, study areas, social areas, technology, and other learning environments) that will be needed to accommodate the new program and provide a timeline for implementing the changes.

The Trumbull Campus will procure equipment for the veterinary technology course laboratories e.g., centrifuges, glassware, animal handling equipment and anatomical models—during the summer of 2013 prior to the start of the fall 2013 semester.

1.5 Describe any additional library resources (e.g., personnel, space, technology, etc.) that will be needed to accommodate the new program at the site and provide a timeline for implementing the changes.

There are no additional library resources required to implement this degree. The on-site Trumbull Campus library currently houses 50,000 volumes, 40 patron computers, copier and printer station and private study rooms, and provides student access to reference librarians, information literacy instruction, interlibrary loan, OhioLINK and KentLINK.

KentLINK is Kent State's library system catalog, containing 2.9 million items—books, electronic books, audiovisual materials and microforms. Through Kent LINK, students have access to more than 140 online professional journals and nearly 600 reference books in veterinary medicine.

1.6. If a full-service library is not available onsite, please indicate how students, faculty, staff in the program will access the resources and services of the main campus library.

Not applicable.

SECTION 2: PROGRAM INFORMATION

2.1 Using the chart below, please list the degree program/general education program that is being added for delivery at the site.

title of degree/major	full program	partial program	
or program component	available on-site	available on-site	
Associate of Applied Science degree in Veterinary Technology	✓		Program is an extension of existing program at the Tuscarawas Campus

2.2 Indicate whether accelerated, hybrid/blended and/or online delivery options are available for the program at the proposed campus and indicate whether this is different from the delivery option used for the approved program at other campuses:

All Veterinary Technology courses will be delivered at the Trumbull Campus as on-ground instruction. There will be no difference in delivery from what is offered at the Tuscarawas Campus.

SECTION 3: FACULTY

3.1 Complete a faculty matrix for the proposed program at this offsite location. A faculty member must be identified for each course to be taught at the site during the first two years of program delivery. 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.

Please note that the courses listed on the next page in the matrix are the major courses in the degree program. All other courses to satisfy graduate requirements comprise general education requirements (Kent Core), first-year orientation (US 10097 Destination Kent State: First Year Experience) and general electives, which are offered on all Kent State University campuses.

A copy of each full-time faculty member's CV is included in Appendix C. See the 2013 University Catalog for the program requirements: <u>www.kent.edu/catalog/2013/re/ug/vtec</u>.

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Name of instructor	Rank or title	Degree, Title, Institution, Year	Years teaching/ experience	Courses individual will teach in proposed program	Courses Taught*
Heidi Moser	Adjunct Faculty	AAS, Veterinary Technology, Cuyahoga Community College, 2002; Bachelor of Arts, English Literature St. Mary's College, 1995	2 years/ registered veterinary technician	VTEC 10001 Introduction to Veterinary Technology VTEC 10204 Clinical Laboratory I VTEC 20008 Clinical Laboratory II	4
Ronald Southerland	Program Director	Doctor of Veterinary Medicine, University of Tennessee, 1986; Master of Public Health, University of Akron, 2007	6+ years	BSCI 10100 Anatomy for Veterinary Technicians	2
Open position	Adjunct Faculty	Bachelor's required; Master's preferred **	2+ years	VTEC 10002 Veterinary Nursing I VTEC 10205 Veterinary Nursing II VTEC 10206 Pharmacology	tbd
Open position	Adjunct Faculty	Bachelor's required; Master's preferred **	2+ years	VTEC 20010 Imaging Techniques VTEC 20212 Surgery and Anesthesia VTEC 20213 Nutrition and Disease	tbd
Open position	Adjunct Faculty	Bachelor's required; Master's preferred **	2+ years VTEC 2009 Veterinary Nursing VTEC 20214 Veterinary Nursing and Hospital Procedures VTEC 20392 Veterinary Hospital Practicum		tbd

* Number of courses instructor will teach per year at all campus locations.

******Minimum degree requirements for open positions: associate degree in veterinary technology and bachelor's degree in a science-related field. If bachelor's degree is not in a science-related field, the candidate will have acceptable experience in the field as a registered veterinary technician.

3.2 Describe future faculty staffing plans for the program at this location. In your response, include a description of the institution's plans, if any, for adding courses and faculty after the initial two years of operation and a description of the plans to add faculty in response to increases in student enrollment.

A search is in progress for a full-time, non-tenure-track faculty member, who will start during the fall 2013 semester. This new faculty member will teach courses at both the Tuscarawas and Trumbull campuses as needed in accordance with the collective bargaining agreement.

A full-time, non-tenure-track faculty member will be hired for fall 2014. When student enrollment increases to 48 students accepted into their first-year class at the Trumbull Campus, a second full-time, non-tenure-track faculty will be sought.

In similar fashion to the hiring of faculty to teach Veterinary Technology classes at the Tuscarawas Campus, criteria for hiring adjunct faculty at the Trumbull Campus will be in accordance with the program's specialized accreditation policies and procedures. Adjunct faculty hired by the program director will be currently involved in the field and licensed by the Ohio Veterinary Medical Licensing Board.

SECTION 4: MARKET / WORKFORCE NEED

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

A survey to determine the existence of similar programs and the location(s) of the nearest existing program(s) was conducted. It was discovered that the closest associate degree (at Cuyahoga Community College) was approximately one hour away from the Trumbull Campus and is generally in a different market area than the Trumbull county.

Research was also conducted to survey the job market for veterinary technicians in the Warren, Trumbull County and Northeast Ohio area. The results indicated jobs were available coinciding with the federal and state findings of growth in the number of jobs for veterinary technicians sector. According to the Bureau of Labor Statistics, "employment of veterinary technologists and technicians is expected to grow 52 percent from 2010 to 2020, much faster than the average for all occupations" and "rapid employment growth means that the number of positions available will continue to outpace the number of new graduates."² The Bureau of Labor Statics lists Ohio at #7 in the country with the highest employment level in this occupation.³ Employment for veterinary technologists and technicians was rated fourth in the state by the Ohio Department of Jobs and Family Services, with a 42.8 percent growth rate between 2010 and 2020.⁴ One online search for veterinary technician jobs resulted in 26 jobs in a 50-mile radius of Warren.

4.2 Indicate the projected enrollments for the program at this site over the next three years.

	2013-2014	2014-2015	2015-2016
First-year students	24	24	24
Second-year students		20	20

4.3. Indicate whether the institution consulted with advisory groups, business and industry, or other experts when considering moving the program to the proposed site. If so, briefly describe the involvement of these groups in the development of this request.

Multiple meetings were conducted with the Animal Welfare League of Trumbull County concerning the extension of the AAS Veterinary Technology degree program from the Tuscarawas to the Trumbull Campus. The Animal Welfare League fully supports the program at the Trumbull Campus as it aligns with its vision of a state-of-the-art teaching facility in their new shelter, which is currently under construction and due to be completed by the end of August 2013. Members and supporters of the Animal Welfare League include business leaders, private citizens and political leaders from the Warren/Trumbull County areas.

² Bureau of Labor Statistics. U.S. Department of Labor. *Occupational Outlook Handbook, 2012-13 Edition*, Veterinary Technologists and Technicians. Retrieved from <u>www.bls.gov/ooh/healthcare/veterinary-technologists-and-technicians.htm</u>.

³ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Employment and Wages, May 2012,

Veterinary Technologists and Technicians. Retrieved from <u>www.bls.gov/oes/current/oes292056.htm</u>. ⁴ Ohio Department of Job and Family Services. 2010-2020 Occupational Trends. Retrieved from <u>www.odjfs.state.oh.us/forms/file.asp?id=2250&type=application/pdf</u>.

Members of the veterinary community, who are also members of the Trumbull County Veterinary Medical Association, also fully support the program at the Trumbull Campus (see Appendix A for letter of support).

4.4. Indicate whether any other institution within a 30-mile radius of your campus currently offers the program(s). If so, list the institutions that offer the program(s) within this radius.

There are no other institutions within a 30-mile radius of the Trumbull Campus currently offering a fully accredited associate degree in veterinary technology. The closest are Cuyahoga Community College in Parma (45 miles) and Stautzenberger College in Brecksville (50 miles).

APPENDICES

Appendix Description

- A Notification to the American Veterinary Medical Association' Committee on Veterinary Technician Education and Activities
- B Letters of support
- C Faculty curricula vitae

Commitment to Program Delivery at Site

Kent State University is committed to supporting the AAS degree in Veterinary Technology at its Trumbull Campus. If the university decides in the future to either eliminate the degree program or close the campus, Kent State will provide the necessary resources and means for matriculated students to complete their degree.

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

Todd A. Diacon Senior Vice President for Academic Affairs and Provost Kent State University



TO:	Educational Policies Council
FROM:	Senior Vice President and Provost Todd A. Diacon
SUBJECT:	Agenda of the Educational Policies Council (EPC)
DATE:	9 September 2013

There will be no in-person meeting held for either graduate or undergraduate council in September. There is, however, an agenda of lesser action items for the Graduate EPC, and list of course changes for both councils. These items will be transmitted through the EPC e-mail listserv, and any questions, concerns or comments will be recorded through the listserv and answered accordingly.

If an EPC member wishes to elevate any of the items listed on this agenda to an action or discussion item, please notify Therese Tillett, by Monday, 16 September 2013, to ensure that the item is added to the agenda for the next EPC meeting. All items on this agenda will be approved administratively and implemented if there are no objections from EPC members by 16 September 2013.

GRADUATE EDUCATIONAL POLICIES COUNCIL

INFORMATION ITEM

College of Public Health

 Extension of Health Policy and Management [HPM] concentration in the Public Health [PH] major within the Master of Public Health [MPH] degree to the Trumbull Campus. Admission and graduation requirements are unchanged. Effective Fall 2013 | Attachment 1

LESSER ACTION ITEMS

College of Arts and Sciences

Department of Modern and Classical Languages

 Establishment of Arabic [ARAB] concentration in the Translation [TRNS] major within the Master of Arts [MA] degree. Five ARAB courses are created for the concentration. Minimum total credit hours to program completion are unchanged at 36. Effective Fall 2014

Department of Philosophy

 Inactivation of all concentrations in the Philosophy [PHIL] major within the Master of Arts [MA] degree—Culture/History [CUHS], Ethics/Practice [ETHP] and Interpretation/Method [INTM]. Request for inactivation of these concentrations was in the proposal submitted for the 28 January 2013 EPC meeting but were omitted inadvertently from the agenda. Effective Fall 2013

Graduate Educational Policies Council Agenda continued

LESSER ACTION ITEMS continued

College of Business Administration

- 3. Revision of policy to waive courses in the Business Administration [BAD] major within the Master of Business Administration [MBA] degree. The college will permit the waiving of required courses if supported by appropriate and recent undergraduate coursework. The waiver of specific course(s) will be determined by the relevant academic department within the college. Student may graduate from the MBA degree program with less than the minimum 57 total credit hours but no less than 39 total credit hours. Effective Fall 2013
- 4. Revision of course requirements for the Human Resource Management [HRM] concentration in the Business Administration [BAD] major within the Master of Business Administration [MBA] degree. Revisions include removing elective MIS 64263 and adding MIS 64108, MIS 64160, MIS 64261 and MIS 64270. Minimum total credit hours to program completion are unchanged at 57. Effective Fall 2014

College of Communication and Information

School of Library and Information Science

5. Establishment of articulation agreement with Ursuline College (Pepper Pike), whereby eligible graduates of the college's accelerated Bachelor of Arts degree in Health Care Informatics, after admittance, will earn credit for three courses (IAKM 60401, IAKM 60403, IAKM 60412) applicable toward the Health Informatics [HI] concentration in the Information Architecture and Knowledge Management [IAKM] major within the Master of Science [MS] degree. Effective Spring 2013

COURSE CHANGES

Course Changes Effective Spring 2014

ACTT 20012	Accounting Software Applications (3) Revise
ACTT 21096	Individual Investigation – Accounting Technology (1-3) Revise
CADT 21092	Animation and Game Design Practicum (1-3) [experiential learning] Revise
EERT 21096	Individual Investigation in Electrical/Engineering Technology (1-4) Revise

Course Changes Effective Fall 2014

AMRT 10020	Aircraft Tools and Techniques (2)	Revise
COMM 5576	6 Communication in a Global Society (3)	New
CS 47105	Web Design and Programming I (3)	Inactive
CS 47106	Web Design and Programming II (3)	Inactive
CS 47107	Web Design and Programming Studio (3-6)	Inactive
CS 53901	Software Engineering (3)	Inactive
CS 57105	Web Design and Programming I (3)	Inactive
CS 57106	Web Design and Programming II (3)	Inactive
CS 57107	Web Design and Programming Studio (3-6)	Inactive
GEOG39161	Introduction to Cartography (3)	Inactive
GEOG39162	Introduction to Cartography Laboratory (1)	Inactive
GEOG81098	Research in Urban Climatology (2 or 3)	Inactive
GEOG82091	Research in Human Resources (2 or 3)	Inactive
GEOG89082	Foreign Field Research (1-5)	Inactive
INS 49001	Property Insurance (3) to: Personal Lines Insurance	Revise
INS 49002	Liability Insurance (3) to: Commercial Insurance	Revise
INS 49020	Life and Health Insurance Operations (3)	Revise
INS 49021	Property and Casualty Insurance Operations (3)	Revise
INS 49031	Health Insurance (3)	Revise
INS 49041	Personal Lines Property and Casualty Insurance (3)	Revise
INS 49042	Commercial Lines Property and Casualty (3)	Revise
ITAP 16639	Database Applications (3)	Revise
ITAP 26636	Project Management for Administrative Professionals (1)	Revise

Course Changes Effective Fall 2014 continued

MIS	64108	Advanced Topics in Human Resources Management and Organizational Behavior (3) to:	
		Applied Topics in Human Resource Management	Revise
MIS	64160	Leadership and Organizational Change (3)	Revise
MIS	64261	Strategic Design-Making and Human Resource Management (3) to: Fundamental Topics in Human Resource Management	Revise
MIS	64270	Organizational Analysis and Design (3)	Revise
NURS	60403	Methods of Inquiry (3)	New
NURS	80403	Methods of Inquiry (3)	New
OCAT	20004	Therapeutic Techniques III – Developmental Disabilities (3)	Revise
PHY	54291	Planetarium Operation and Programming (1)	Inactive
RTT	11004	Therapeutics (6)	Revise
RTT	11006	Introduction to Clinical Respiratory Care (3)	Revise
RTT	11008	Blood Gas Analysis (2)	Revise
RTT	21000	Critical Care (4)	Revise
RTT	21001	Mechanical Ventilation (5)	Revise
RTT	21003	Perinatal and Pediatric Respiratory Therapy (2)	Revise
RTT	21010	Respiratory Therapy Capstone (3)	Revise

Updates to 19 August 2013 EPC Agenda

BSCI 50373 Population and Community Ecology (2)	New
Credit hours reported incorrectly at 3; should be 2	

COMT 36392 Internship for Computer Technology Students (1-3) [experiential learning] Withdrawn Proposal to revise withdrawn by department



Board of Regents University System of Ohio

John R. Kasich, Governor John Carey, Chancellor

Change Request: New Program Offering at Existing Regional Campus

Date of submission: 10 July 2013

Name of institution: Kent State University

Primary institutional contact for this request:

Name:	Mary Ann P. Stephens
Title:	Dean, Graduate Studies
Phone:	330-672-4712
E-mail:	mstephen@kent.edu

Program to be delivered at the site: Master of Public Health degree (Health Policy and Management concentration) Name of campus: Trumbull Campus

Proposed start date: Fall 2013

Date that the request received final approval from the appropriate institutional committee:

Approved by the College of Public Health Curriculum Committee on 2 July 2013. Per standard procedures, the proposal will be included as an information item on the 19 August 2013, agenda of the Educational Policies Council, a subcommittee of the Faculty Senate.

Program is educator preparation and leads to licensure or endorsement: No

Briefly describe the rationale for offering the program at this site. In your response, indicate whether the program to be offered at the site will be time limited or ongoing.

This proposal extends the Master of Public Health degree to Kent State's Trumbull Campus, offering the full Health Policy and Management concentration to a specialized cohort of approximately 20 students in a blended format—40 percent online, 60 percent on-ground—over the course of 24 months (typical length for a student in the MPH degree).

This cohort will comprise health care professionals who are in management roles or aspire to management roles in public health agencies, hospitals and other health care organizations. As part of the program, they will complete elective credit hours in leadership and organizational change, as well as a practicum guiding an organization through a change process. The program will be unique to Northeast Ohio because the program's emphasis will be on steering an organization through the requirements of health care reform and the Federal Government's Affordable Care Act. Kent State has a growing list of prospective students who would like to participate in this unique program but, due to their full-time work schedule in Trumbull, Mahoning and Columbiana counties, are unable to travel to Kent State's Regional Academic Center in Twinsburg, where this cohort program is offered (approved by the Ohio Board of Regents in 2012).

SECTION 1: CHANGES NEEDED TO ACCOMMODATE THE NEW PROGRAM(S)

Academic and Administrative Leadership and Services

1.1 Describe the changes in academic and administrative leadership (if any) that will be needed to accommodate the new program.

There are no anticipated changes needed. The Master of Public Health degree has a full-time faculty program director who will manage both the Twinsburg and Trumbull cohorts. The addition of another regional site was anticipated at the time of the hire of the administrative director of the program.

1.2 Describe the changes (if any) that will be needed in the site's existing administrative services (e.g., admissions, financial aid, registrar) to accommodate the new program. If such services are not available at the site, describe how students in the new program will access such services.

The graduate admission process will remain in the Division of Graduate Studies at the Kent Campus. All support services for this cohort students will be provided by the College of Public Health from the Kent Campus.

1.3 Describe the changes (if any) that will be needed in the site's existing academic student services (e.g., advising, tutoring, counseling, placement services) to accommodate the new program. If such services are not available at the site, describe how students in the new program will access such services.

There are no changes needed to accommodate this program.

Resources and Facilities

1.4. Describe changes in resources and facilities (e.g., classrooms, computer labs, laboratories, study areas, social areas, technology, and other learning environments) needed to accommodate the new program and provide a timeline for implementing the changes.

This program requires access to a classroom that can accommodate 20 students. There is no special need for computer labs as all students are required to have laptops and to procure student versions of the statistical software needed. As the students in the program will be working professionals, they do not generally take advantage of study areas and social areas.

1.5 Describe any additional library resources (e.g., personnel, space, technology) that will be needed to accommodate the new program at the site and provide a timeline for implementing the changes.

There are no additional library resources required to implement this degree. The Kent Campus maintains the graduate program holdings required by the College of Public Health, and students are advised to use the Kent Campus main library. The on-site Trumbull Campus library currently houses 50,000 volumes and 40 patron computers and provides student access to reference librarians, information literacy instruction, interlibrary loan, OhioLINK and KentLINK.

1.6. If a full-service library is not available onsite, please indicate how students, faculty, staff in the program will access the resources and services of the main campus library.

Not applicable.

SECTION 2: PROGRAM INFORMATION

2.1 Using the chart below, please list degree program that is added for delivery at the site.

title of degree/major	full program	partial program	comments for
or program component	available on-site	available on-site	chancellor's staff
Master of Public Health degree, Health Policy and Management concentration	~		

2.2 Indicate whether accelerated, hybrid/blended and/or online delivery options are available for the program at the proposed campus and indicate whether this is different from the delivery option used for the approved program at other campuses:

The delivery of this program will be the same format currently being implemented at Kent State's Regional Academic Center in Twinsburg (approved by Ohio Board of Regents in 2012). The format comprises sequential eight-week classes, with each course offered in a blended delivery of 60 percent on-ground and 40 percent online instruction. This differs from the Kent Campus MPH degree program, which is 100 percent on-ground instruction.

SECTION 3: FACULTY

3.1 Complete a faculty matrix for the proposed program at this offsite location. Include a separate matrix if general education courses are being added. A faculty member must be identified for each course to be taught at the site during the first two years of program delivery. 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.

See the 2013 University Catalog for the program requirements: <u>www.kent.edu/catalog/2013/ph/gr/ph</u>. A copy of each full-time faculty member's CV is included as Appendix A.

Name of instructor	Rank or title	Terminal Degree	Years teaching/ experience	Courses individual will teach in proposed program	Courses Taught *
Beaird, Heather	Assistant Professor	PhD	3	EPI 52017 Fundamentals of Public Health Epidemiology	6
Eng, Abbey	Assistant Professor	PhD	3	BST 52019 Biostatistics in Public Health	7
Hoornbeek, John	Associate Professor	PhD	10	HPM 53004 Public Health Policy, Law and Ethics	3
Oglesby, Willie	Assistant Professor	PhD	5	HPM 53003 Health Care Systems HPM 53005 Financial Management for Public Health Organizations HPM 53006 Cost Benefit Analysis of Public Health Programs	9**
Staley, John	Assistant Professor	PhD	6	HPM 52015 Emerging Issues in Health Policy and Management	8
VanGeest, Jonathan	Professor	PhD	15	HPM 52016 Public Health AdministrationHPM 53007 Public Health Programs: Planning, Implementation and Evaluation	3
Woolverton, Christopher	Professor	PhD	25	EHS 52018 Environmental Health Concepts in Public Health	3
Yang, Jingzhen	Associate Professor	PhD	10	SBS 50020 Social and Behavioral Sciences	3
Zakariasen, Kenneth	Professor	PhD, DDS	30	HPM 60192 Practicum Experience in Social and Behavioral Sciences HPM 60195 Special Topics: Leadership I (required elective) HPM 60195 Special Topics: Leadership II (required elective	2

* Number of courses instructor will teach per year at all campus locations.

** Courses comprise student practicum for the college.

3.2 Describe future faculty staffing plans for the program at this location. In your response, include a description of the institution's plans, if any, for adding courses and faculty after the initial two years of operation and a description of the plans to add faculty in response to increases in student enrollment.

This program is taught by full-time faculty or adjunct faculty members who have graduate faculty status in the College of Public Health. This is a requirement for accreditation and not expected to change.

SECTION 4: MARKET / WORKFORCE NEED

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

A needs assessment in the health policy and management field was conducted three years ago when the Master of Public Health degree was approved by the Ohio Board of Regents. More recently, according to the Department of Labor Job Outlook for 2013, there will be a faster than average growth for health care managers. "Employment of medical and health services managers is expected to grow by 22 percent from 2010 to 2020, faster than the average for all occupations. As the large baby-boom population ages and people remain active later in life, the healthcare industry as a whole will see an increase in the demand for medical services. Managers will be needed to organize and manage medical information and healthcare staffs in all areas of the industry."¹

4.2 Indicate the projected enrollments for the program at this site over the next three years.

	2013-2014	2014-2015	2015-2016	
MPH students at	20	20	20	
Trumbull Campus	20	20	20	

4.3. Indicate whether the institution consulted with advisory groups, business and industry, or other experts when considering moving the program to the proposed site. If so, briefly describe the involvement of these groups in the development of the program.

In 2011, Kent State's College of Public Health facilitated a community health needs assessment for the Mahoning Valley region from which five priority areas were identified to improve the health status of Mahoning Valley residents. The five improvement priorities were:

- 1. Reduce violence and harm in the community by reducing suicide rates.
- 2. Ensure access to physical and behavioral health care by expanding access to and increasing awareness of medical, dental, and behavioral services from regional health care providers.
- 3. Educate and promote health behaviors by increasing the number of residents who adopt a healthier lifestyle through workplace and school-based interventions.
- 4. Ensure access to health foods and physical activity by increasing access to both.
- 5. Protect the environment from harm and ensure a greener Mahoning Valley by diverting pharmaceutical wastes from wastewater and landfills, and eliminating child lead poisoning.

¹ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*, Medical and Health Services Managers. Retrieved from <u>www.bls.gov/ooh/management/medical-and-health-</u> <u>services-managers.htm</u>.

Effective leadership is critical for success in meeting these priorities, as public health solutions are often complex and challenging. The next decade also promises to bring dramatic changes to the field, creating additional opportunities for creative leadership. Despite these opportunities, there remains the need to develop effective community-based collaborative leadership. The American Public Health Association, the U.S. Centers for Disease Control and Prevention and the Association of State and Territorial Health Officials have all highlighted the pressing need to develop leaders in the public health workforce capable of addressing community health priorities, such as those outlined for the Mahoning Valley region.

More locally, the need for health leadership was highlighted in the 2010 Ohio workforce needs assessment, as well as in ongoing discussions with One Health Ohio, an organization dedicated to improving the overall health of local communities. One Health Ohio, in particular, identified the need for leadership and change management skills to improve the co-ordination and effective delivery of health related services.

APPENDICES

Appendix Description

A Faculty curricula vitae

Commitment to Program Delivery at Site

Kent State University is committed to supporting the Master of Public Health degree, Health Policy and Management concentration, at its Trumbull Campus. If the university decides in the future to either eliminate the degree program or close the campus, Kent State will provide the necessary resources and means for matriculated students to complete their degree.

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

Todd A. Diacon

Senior Vice President for Academic Affairs and Provost Kent State University



TO:	Educational Policies Council
FROM:	Senior Vice President and Provost Todd A. Diacon
SUBJECT:	Agenda of the Educational Policies Council (EPC)
DATE:	10 October 2013

There will be no in-person meeting held for either graduate or undergraduate council in October. There is, however, an agenda of information and lesser action items and list of course changes for both councils. These items will be transmitted through the EPC e-mail listserv, and any questions, concerns or comments will be recorded through the listserv and answered accordingly.

If an EPC member wishes to elevate any of the items listed on this agenda to an action or discussion item, please notify Therese Tillett, by Thursday, 17 October 2013, to ensure that the item is added to the agenda for the next EPC meeting. All items on this agenda will be approved administratively and implemented if there are no objections from EPC members by 17 October 2013.

UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

INFORMATION ITEM

Regional College

 Extension to the Trumbull Campus for the Veterinary Technology [VTEC] major within the Associate of Applied Science [AAS] degree. Degree program is currently and will continue to be offered at and administered by the Tuscarawas Campus. Oversight of admission, curriculum, faculty and graduation will be through the Tuscarawas Campus. Effective Spring 2014 Attachment 1

LESSER ACTION ITEMS

College of the Arts

School of Fashion Design and Merchandising

- Revision of admission criteria for the Fashion Design [FD] major within the Bachelor of Arts [BA] and Bachelor of Fine Arts [BFA] degrees. The minimum high school GPA for freshman students to be admitted increases, from 2.750 to 3.000. The minimum college GPA for transfer students to be admitted increases, from 2.500 to 2.750. The minimum Kent State GPA for Pre-Fashion Design and Merchandising students and change-of-program students to be admitted increases from 2.500 to 2.750. Effective Fall 2014
- Revision of admission criteria for the Fashion Merchandising [FM] major within the Bachelor of Science [BS] degree. The minimum high school GPA for freshman students to be admitted increases, from 2.750 to 3.000. The minimum college GPA for transfer students to be admitted increases, from 2.500 to 2.750. The minimum Kent State GPA for Pre-Fashion Design and Merchandising students and change-of-program students to be admitted increases from 2.500 to 2.750. Effective Fall 2014

UNDERGRADUATE EPC AGENDA

LESSER ACTION ITEMS continued

College of Communication and Information

School of Communication Studies

3. Establishment of 2+2 articulation agreement with Stark State College, whereby eligible graduates of the college's Associate of Arts degree in Communication, after admittance, will articulate into their third year of Kent State's Communication Studies [COMM] major within the Bachelor of Arts [BA] degree. Admission, course and graduation requirements for the degree program are unchanged.

Effective Spring 2013

Regional College

 Revision of course requirements for the Environment Management [EMTG] major within the Associate of Technical Studies [ATS] degree. Required PHIL 21001 is replaced any Kent Core Humanities or Fine Arts course. Minimum total credit hours to program completion are unchanged at 61.
 Effective Fall 2014

Effective Fall 2014

5. Revision of course requirements for the Industrial Trades Technology [ITTN] major within the Associate of Technical Studies [ATS] degree. A Kent Core Basic Sciences course is added the requirements to ensure compliancy with the Ohio Board of Regents' general education requirements for associate degree programs. Minimum total credit hours to program completion increase, from 63 to 66. Effective Fall 2014

UPDATE TO 20 MAY 2013 EPC AGENDA

The following item was rescinded by the school:

School of Communication and Information

School of Visual Communication Design

 Revision of admission requirements for the Visual Communication Design [VCD] major within the Bachelor of Arts [BA] and Bachelor of Fine Arts [BFA] degree. An entrance portfolio is now required, consisting of exercises, optional portfolio, writing samples and letter of recommendation. Effective Fall 2013

GRADUATE EDUCATIONAL POLICIES COUNCIL

INFORMATION ITEM

College of Education, Health and Human Services

School of Teaching, Learning and Curriculum Studies

 Program development plan to establish a Middle Childhood Education major within the Master of Arts in Teaching degree, to be offered at the Kent and Stark campuses. Attachment 2

LESSER ACTION ITEMS

College of Communication and Information

School of Library and Information Science

 Revision of policy for students seeking educator licensure in the Dual Degree MEd/MLIS School Library Media Licensure [DDSL] concentration in the Library and Information Science [LIS] major within the Master of Library and Information Science [MLIS] degree. As of September 2013, the Ohio Assessments for Educators replaces the Praxis II series as the required Ohio educator licensure assessments. This policy is not a graduation requirement. Effective Fall 2013

College of Nursing

- Revision of course requirements for the Nursing [NURS] major within the Master of Science in Nursing [MSN] degree. NURS 60403 replaces NURS 60401 and 60402 with. Minimum total credit hours to program completion decrease, from 33-47 to 31-45 [depending on concentration]. Effective Fall 2014
- Revision of name for the Pediatric Clinical Nurse Specialist [C820] post-master's certificate. Name changes to Primary Care Pediatric Clinical Nurse Specialist [C845]. Minimum total credit hours to program completion are unchanged at 17. Effective Fall 2014
- Revision of name for the Pediatric Nurse Practitioner [C806] post-master's certificate. Name changes to Primary Care Pediatric Nurse Practitioner [C846]. Minimum total credit hours to program completion are unchanged at 18. Effective Fall 2014
- Inactivation of Advance Practice Nurses with Non-PMH Master's Degree Psychiatric Mental Health [PMH] Nursing of Children and Adolescents: Clinical Nurse Specialist [C823] postmaster's certificate. Effective Fall 2014
- Inactivation of Advance Practice Nurses with PMH Master's Degree Psychiatric Mental Health [PMH] Nursing of Children and Adolescents: Clinical Nurse Specialist [C824] post-master's certificate. Effective Fall 2014
- 7. Inactivation of Geriatric Nurse Practitioner [C816] post-master's certificate. Effective Fall 2014
- 8. Inactivation of Psychiatric Mental Health Adult Clinical Nurse Specialist [C821] post-master's certificate. Effective Fall 2014
- Inactivation of Psychiatric Mental Health Nurse Practitioner for Advanced Practice Nurses with Non-PMH Degree [C834] post-master's certificate. Effective Fall 2014

COURSE CHANGES

Course Changes Effective Fall 2014

DSCI 10010	Society, Culture and Digital Sciences (3)	Revise
DSCI 10410	Information Ethics and Social Responsibility (3)	Revise
DSCI 23410	Cognition in Technology (3)	Revise
DSCI 31010	Enterprise Architecture (3)	Revise
DSCI 33310	Human-Computer Interaction (3)	Revise
DSCI 34410	Digital Information Management and Processing (3)	Revise
DSCI 60910	Capstone in Digital Sciences (3)	Revise
INS 49030	Life Insurance (3)	Revise
NRST 10009	Basic Principles of Pharmacology (2)	Revise
NRST 20208	Nursing Agency III (4)	Revise
NRST 20210	Child and Family Development Self-Care (2)	Revise
RADT 14000	Introduction to Radiologic Technology (3)	Inactive
RADT 14003	Introduction to Radiologic Technology (2)	Revise
RADT 14005	Clinical Education I (1)	Revise
RADT 14011	Clinical Education II (1)	Revise
RADT 14012	Clinical Education III (1)	Revise
RADT 14013	Clinical Education IV (1)	Inactive
RADT 14016	Patient Care Management (3)	Revise
RADT 14019	Radiographic Exposure and Imaging I (3)	Inactive
RADT 14020	Radiographic Procedures I (2)	Inactive
RADT 14022	Radiographic Exposure and Imaging II (3)	Revise
RADT 14024	Radiographic Procedures III (4)	Revise
RADT 24010	Clinical Education V (1)	Inactive
RADT 24011	Clinical Education VI (1)	Inactive
RADT 24024	Advanced Imaging (4)	Inactive



John R. Kasich, Governor John Carey, Chancellor

Change Request: Offering Existing Program at Regional Campus

Date of submission: 17 October 2013

Name of institution: Kent State University

Name of site: Trumbull Campus and Animal Welfare League of Trumbull County

Program to be delivered at the campus: AAS degree in Veterinary Technology

Proposed start date: Spring 2014

Primary institutional contact for this request:

Name:	Therese E. Tillett
Title:	Director of Curriculum Services, Office of Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

Date that the request received final approval from the appropriate institutional committee:

Final approval to offer the program on the Trumbull Campus and at the Animal Welfare League of Trumbull County was approved by the Regional College Curriculum Committee on 20 September 2013. The proposal was an information item on the October 2013 agenda of the Educational Policies Council, a sub-committee of the Faculty Senate.

Program is educator preparation and leads to licensure or endorsement: No

Briefly describe the rationale for offering the program at this site. In your response, indicate whether the program to be offered at the site will be time limited or ongoing.

Kent State University has offered the Associate of Applied Science degree in Veterinary Technology at its Tuscarawas Campus since fall 2006. As of summer 2013, the program has graduated 76 students, and in fall 2013 had 50 students enrolled in the major and 88 students enrolled in the premajor. The Kent State program is accredited by the American Veterinary Medical Association's Committee on Veterinary Technician Education and Activities (see appendix A for a letter from the association regarding this extension). The university considers it a viable program and now sees an opportunity to offer it ongoing in Trumbull County, at space provided by Kent State's Trumbull Campus and the Animal Welfare League of Trumbull County.

There is no other Veterinary Technology program offered by any institution in the Trumbull or Eastern Ohio areas. The program has the support of the local veterinary community (see appendix B for letters of support) and has partnered with the Animal Welfare League of Trumbull County (see appendix C for memorandum of understanding), which has developed a Care and Education Center that will serve as a teaching laboratory for students in the Veterinary Technology program. The Animal Welfare League will be the on-site location of course laboratories that will use animals as part of the hands-on learning experience.

SECTION 1: CHANGES NEEDED TO ACCOMMODATE THE NEW PROGRAM(S)

Academic and Administrative Leadership and Services

1.1 Describe the changes (if any) that will be needed in academic and administrative leadership at the site to accommodate the new program.

There are no anticipated changes needed. As Trumbull is an established regional campus of Kent State University, there is a campus dean/chief administrator officer, who reports to the dean of the Kent State Regional College. The Animal Welfare League of Trumbull County will serve as a laboratory for Kent State students, under the supervision of Kent State faculty.

Ronald Southerland, DVM, the Veterinary Technology program director at Kent State Tuscarawas will oversee curriculum, faculty and other academic aspects for the program at the Trumbull Campus and the Animal Welfare League. Students will be admitted through the Tuscarawas Campus, and the Tuscarawas Campus will continue to confer the degree. Faculty needed to teach for the Trumbull program will be hired through the Tuscarawas Campus.

1.2 Describe the changes (if any) that will be needed in the site's existing administrative services (e.g., admissions, financial aid, registrar, etc.) to accommodate the new program. If such services are not available at the site, describe how students in the new program(s) will access such services.

There are no additional resources required to implement this degree program. As Trumbull is an established regional campus of Kent State University, there is a full range of administrative and support services available, including admissions, financial aid, advising, registrar, tutoring, learning center, disability services and library.

1.3 Describe the changes (if any) that will be needed in the site's existing academic student services (e.g., advising, tutoring, psycho-social counseling, placement services, etc.) to accommodate the new program. If such services are not available at the site, describe how students in the new program(s) will access such services.

There are no changes needed to accommodate this program.

Resources and Facilities

1.4. Describe the changes in resources and facilities (e.g., classrooms, computer labs, laboratories, study areas, social areas, technology, and other learning environments) that will be needed to accommodate the new program and provide a timeline for implementing the changes.

The Tuscarawas Campus will procure necessary equipment for the Veterinary Technology laboratory courses at the Animal Welfare League—e.g., centrifuges, glassware, animal handling equipment and anatomical models—during fall 2013 prior to the start of the spring 2014 semester. The Trumbull Campus will allow the Tuscarawas Campus to use academic space for any needed courses of the program. No additional Trumbull Campus resources are dedicated to this program.

1.5 Describe any additional library resources (e.g., personnel, space, technology, etc.) that will be needed to accommodate the new program at the site and provide a timeline for implementing the changes.

There are no additional library resources required to implement this degree. The on-site Trumbull Campus library currently houses 50,000 volumes, 40 patron computers, copier and printer station and private study rooms, and provides student access to reference librarians, information literacy instruction, interlibrary loan, OhioLINK and KentLINK. The Tuscarawas Campus will acquire any additional reference texts need for the Trumbull Campus library to support the program.

KentLINK is Kent State's library system catalog, containing 2.9 million items—books, electronic books, audiovisual materials and microforms. Through Kent LINK, students have access to more than 140 online professional journals and nearly 600 reference books in veterinary medicine.

1.6. If a full-service library is not available onsite, please indicate how students, faculty, staff in the program will access the resources and services of the main campus library.

Not applicable.

SECTION 2: PROGRAM INFORMATION

2.1 Using the chart below, please list the degree program/general education program that is being added for delivery at the site.

title of degree/major	full program	partial program	comments for
or program component	available on-site	available on-site	chancellor's staff
Associate of Applied Science degree in Veterinary Technology	4		Program is an extension of existing program at the Tuscarawas Campus; lab courses will be offered at the county's Animal Welfare League; remaining courses will be offered on the Trumbull Campus

2.2 Indicate whether accelerated, hybrid/blended and/or online delivery options are available for the program at the proposed campus and indicate whether this is different from the delivery option used for the approved program at other campuses:

All Veterinary Technology courses will be delivered at the Trumbull Campus and at the Animal Welfare League of Trumbull County as on-ground instruction. There will be no difference in delivery from what is offered at the Tuscarawas Campus.

SECTION 3: FACULTY

3.1 Complete a faculty matrix for the proposed program at this offsite location. A faculty member must be identified for each course to be taught at the site during the first two years of program delivery. 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.

Please note that the courses listed on the next page in the matrix are the major courses in the degree program. All other courses to satisfy graduate requirements comprise general education requirements (Kent Core), first-year orientation course (US 10097) and general electives, which are offered on all Kent State University campuses.

A copy of each full-time faculty member's CV is included in Appendix D. See the 2013 University Catalog for the program requirements: www.kent.edu/catalog/2013/re/ug/vtec.

Name of instructor	Rank or title	Degree, Title, Institution, Year	Years teaching/ experience	Courses instructor will teach in program at the Trumbull Campus (TC) and Animal Welfare League (AWL)	Courses Taught *
Ronald Southerland	Program Director	Doctor of Veterinary Medicine, University of Tennessee, 1986; Master of Public Health, University of Akron, 2007	6+ years	BSCI 10100 Anatomy for Veterinary Technicians (TC)	2
Kinglsy Berlin	Instructor	AAS, Veterinary Technology, Kent State University, 2008 BS, Animal Sciences, Ohio State University, 2005	1 year teaching/ registered veterinary technician	VTEC 20008 Clinical Laboratory II (AWI)	6
Heidi Moser	Adjunct Faculty	AAS, Veterinary Technology, Cuyahoga Community College, 2002; BA, English Literature St. Mary's College, 1995	2 years teaching/ 11 years registered veterinary technician		4
Open Position	Adjunct Faculty	Bachelor's required; Master's preferred **	2+ years	VTEC 10204 Clinical Laboratory I (AWL) VTEC 20008 Clinical Laboratory II (AWL)	tbd
Open Position	Adjunct Faculty	Bachelor's required; Master's preferred **	2+ years	VTEC 20009 Veterinary Nursing III (TC) VTEC 20214 Veterinary Nursing and Hospital Procedures (AWL) *** VTEC 20392 Veterinary Hospital Practicum (TC)	tbd

* Number of courses instructor will teach per year at all campus locations.

****** Minimum degree requirements for the open position: associate degree in veterinary technology and bachelor's degree in a science-related field. If bachelor's degree is not in a science-related field, the candidate will have acceptable experience in the field as a registered veterinary technician.

Reference: Accreditation Policies and Procedures of the AVMA Committee on Veterinary Technician Education and Activities (CVTEA), IV. Accreditation Standards and Guidelines for Interpretation, 9b: Instructors in the program must have knowledge and expertise in the topics they teach and promote the appropriate role of the veterinary technician in the veterinary health care team.

*** VTEC 20214 will also be offered at other sites, including NEOMED and others to be determined later.

3.2 Describe future faculty staffing plans for the program at this location. In your response, include a description of the institution's plans, if any, for adding courses and faculty after the initial two years of operation and a description of the plans to add faculty in response to increases in student enrollment.

When student enrollment increases to 48 first-year Veterinary Technology students taking their coursework at the Trumbull Campus, the Tuscarawas Campus may determine to hire an additional full-time faculty member.

In similar fashion to the hiring of faculty to teach Veterinary Technology classes at the Tuscarawas Campus, criteria for hiring adjunct faculty to teach courses at the Trumbull Campus and the county's Animal Welfare League will be in accordance with the program's specialized accreditation policies and procedures. Adjunct faculty hired by the Tuscarawas Campus program director will be currently involved in the field and licensed by the Ohio Veterinary Medical Licensing Board.

SECTION 4: MARKET / WORKFORCE NEED

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

A survey to determine the existence of similar programs and the location(s) of the nearest existing program(s) was conducted. It was discovered that the closest associate degree in veterinary technology (at Cuyahoga Community College) was approximately one hour away from the Trumbull Campus and is generally in a different market area than the Trumbull County.

Research was also conducted to survey the job market for veterinary technicians in the Warren, Trumbull County and Northeast Ohio area. The results indicated jobs were available coinciding with the federal and state findings of growth in the number of jobs for veterinary technicians sector. According to the Bureau of Labor Statistics, "employment of veterinary technologists and technicians is expected to grow 52 percent from 2010 to 2020, much faster than the average for all occupations" and "rapid employment growth means that the number of positions available will continue to outpace the number of new graduates."¹ The Bureau of Labor Statics lists Ohio at #7 in the country with the highest employment level in this occupation.² Employment for veterinary technologists and technicians was rated fourth in the state by the Ohio Department of Jobs and Family Services, with a 42.8 percent growth rate between 2010 and 2020.³ One online search for veterinary technician jobs resulted in 26 jobs in a 50-mile radius of Warren.

4.2 Indicate the projected enrollments for the program at this site over the next three years.

	2014-2015	2015-2016	2016-2017
First-year students	24	24	24
Second-year students		20	20

4.3. Indicate whether the institution consulted with advisory groups, business and industry, or other experts when considering moving the program to the proposed site. If so, briefly describe the involvement of these groups in the development of this request.

Multiple meetings were conducted with the Animal Welfare League of Trumbull County concerning the extension of the AAS Veterinary Technology degree program to the Trumbull Campus. The Animal Welfare League fully supports the program as it aligns with its vision of a teaching facility in its new shelter, which is currently under construction and due to be completed by the end of 2013.

Members and supporters of the Animal Welfare League include business leaders, private citizens and political leaders from the Warren/Trumbull County areas.

Members of the veterinary community, who are also members of the Trumbull County Veterinary Medical Association, also fully support the program in the Trumbull County (see appendix B for letter of support).

¹ Bureau of Labor Statistics. U.S. Department of Labor. *Occupational Outlook Handbook, 2012-13 Edition*, Veterinary Technologists and Technicians. Retrieved from <u>www.bls.gov/ooh/healthcare/veterinary-technologists-and-technicians.htm</u>.

² Bureau of Labor Statistics, U.S. Department of Labor, Occupational Employment and Wages, May 2012,

Veterinary Technologists and Technicians. Retrieved from <u>www.bls.gov/oes/current/oes292056.htm</u>. ³ Ohio Department of Job and Family Services. *2010-2020 Occupational Trends*. Retrieved from <u>www.odjfs.state.oh.us/forms/file.asp?id=2250&type=application/pdf</u>.

4.4. Indicate whether any other institution within a 30-mile radius of your campus currently offers the program(s). If so, list the institutions that offer the program(s) within this radius.

There are no other institutions within a 30-mile radius of the Trumbull Campus currently offering a fully accredited associate degree in veterinary technology. The closest are Cuyahoga Community College in Parma (45 miles) and Stautzenberger College in Brecksville (50 miles).

APPENDICES

Appendix Description

- A Letter from the American Veterinary Medical Association's Committee on Veterinary Technician Education and Activities
- B Letters of support
- C Memorandum of understanding between Kent State University and the Animal Welfare League of Trumbull County
- D Faculty curricula vitae

Commitment to Program Delivery at Site

Kent State University is committed to supporting the AAS degree in Veterinary Technology in Trumbull County. If the university decides in the future to eliminate the degree program, close the Trumbull Campus or end its association with the Animal Welfare League of Trumbull County, Kent State will provide the necessary resources and means for matriculated students to complete their degree.

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

Todd A. Diacon Senior Vice President for Academic Affairs and Provost Kent State University



TO:	Educational Policies Council (EPC)
FROM:	Senior Vice President and Provost Todd A. Diacon
SUBJECT:	Agenda for the 18 November 2013 joint meeting of the EPC
DATE:	12 November 2013

In the event that any of the action item proposals require corrections or create consequences not addressed in the response memos, please bring these matters to the attention of the Office of the Curriculum Services before the meeting. If you wish to elevate an information item or lesser action item on the agenda to an action or discussion item, please notify the Office of Curriculum Services by Friday, 15 November 2013, to ensure that the materials are available at the meeting for review.

JOINT MEETING OF THE EDUCATIONAL POLICIES COUNCIL

Meeting at 3:20 p.m. on Monday, 18 November 2013, in Kent Student Center, room 310AB

ACTION ITEMS

 Approval of minutes of 19 August 2013. Attachment 1

College of Arts and Sciences

Department of Psychology

1. Revision of department name, from Psychology to Psychological Sciences. Effective 1 July 2014 | Attachment 2

College of Communication and Information

School of Visual Communication Design

- Inactivation of Visual Communication Design [VCD] major within the Bachelor of Science [BS] degree and the combined degree with the Master of Arts [MA] degree (the MA degree will continue to be offered). Visual Communication Design is also offered as a Bachelor of Fine Arts [BFA] degree, and that degree program is continuing. Last graduate of the BS degree was one student in summer 2011; last enrollment was one student in spring 2012. Effective Fall 2014 | Attachment 3
- Establishment of Information Design [INFD] minor to be offered fully online in addition to on ground at the Kent Campus. Minimum total credit hours to program completion are 18. Effective Fall 2014 | Attachment 4

INFORMATION ITEMS

College of Applied Engineering, Sustainability and Technology

1. Letter of intent to establish an Aerospace Engineering major within the Bachelor of Science degree. Effective Fall 2015 | Attachment 5

INFORMATION ITEMS continued

Regional College

2. Establishment of fully online delivery for seven of the 10 optional concentrations within the Bachelor of Technical and Applied Studies [BTAS] degree. The Technical and Applied Studies [TAS] major as a stand-alone program will also be offered online. The degree program is currently offered and will continue to be offered on ground at Kent State's seven regional campuses. Concentrations to be delivered online are Applied Business [APBU]; Nonprofit-Human Services [NPHS]; Computer Technology General [CTAG]; Computer Technology Networking [CTN]; Computer Technology Internet/Multimedia [CTIM]; Computer Technology Application Development [CTAD]; and Computer Technology Applied Computer Security and Forensics Technology [CTAC]. Admission, course and graduation requirements for the program are unchanged.

Effective Fall 2014 | Attachment 6

LESSER ACTION ITEMS

College of Arts and Sciences

Department of Geography

- 1. Revision of course requirements for the Geography [GEOG] major within the Bachelor of Arts [BA]. Revisions include removing GEOG 39161 and 39162 and adding GEOG 22061, 29160 and 49070 as major requirements, and adding GEOG 37072 and 37095 to the regional geography elective list. Revision also removes three and adds 13 courses to the electives lists for the Environmental Geography [ENVG], Geographic Information [GINF] and Social Geography [SGEG] concentrations. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014
- 2. Revision of program requirements for the Geography [GEOG] major within the Master of Arts [MA] degree. Revision adds a new policy that limits the number of research hours—to 3 credit hours—that students may apply toward their degree. Revision also allows the waiving of additional technique courses if students completed the undergraduate version (i.e., slashed course). In those cases, students still must adhere to the minimum-hour requirement for the program. Minimum total credit hours to program completion are unchanged at 32. Effective Fall 2014
- Revision of program requirements for the Geography [GEOG] major within the Doctor of Philosophy [PHD] degree. Revision restricts students from counting graded research hours toward their 12-hour graded geography coursework. Minimum total credit hours to program completion are unchanged at 60. Effective Fall 2014
- Inactivation of Cartography [CART] minor. Last graduate was in summer 2010; last enrollment was two students in spring 2011. Effective Fall 2014

Department of Physics

 Revision of course requirements for the Physics [PHY] minor. Revision includes decreasing physics elective courses, from 4 to 3 credit hours, and requiring electives to be upper-division level. Minimum total credit hours to program completion decrease, from 23 to 22. Effective Fall 2014

LESSER ACTION ITEMS continued

College of Arts and Sciences continued

Department of Political Science/Center for Applied Conflict Management

- 6. Revision of course requirements for the Applied Conflict Management [ACM] major within the Bachelor of Arts [BA] degree. Revisions include restricting the total number of CACM 35092 credit hours that can be applied toward the major, from 12 to 3l; any credit hours taken above 3 will count as general electives. In addition, new course CACM 41004 is required; major elective credit hours are reduced, from 9 to 6, and CACM 32010 is removed from the major elective list. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014
- Revision of course requirements for the Applied Conflict Management [ACM] minor. Revision further restricts the number of CACM 35092 credit hours that can be applied, from 6 to 3. Students are permitted to register for a maximum of 12 credit hours of internship. Effective Fall 2014

College of Business Administration

Department of Accounting

8. Revision of admission and course requirements for the Accounting [ACCT] major within the Master of Science in Accounting [MSA] degree. The minimum undergraduate GPA to be admitted into the program will increase from 2.700 to 3.000; the GMAT requirement will be waived for recent (within five years) Kent State BBA Accounting graduates with a minimum 3.500 overall GPA and minimum 3.500 major GPA. Course revisions include removing MIS 64005 and the graduate course elective from the core requirements; adding ACCT 63045 to the Taxation [TAXN] concentration; and adding an elective list comprising ACCT 53095, ACCT 63025, ACCT 63030 and ACCT 63092 to the Assurance Services [ASRV] concentration. Minimum total credit hours to program completion decrease, from 33 to 30. Effective Fall 2014

College of Communication and Information

School of Communication Studies

- 9. Revision of course requirements for the Global Communication [GLBL] concentration in the Communication Studies [COMM] major within the Bachelor of Arts [BA] degree. Revisions includes requiring COMM 15000; replacing JMC 40009 with COMM 45766; adding JMC 40009 to the CCI-elective list; and adding ANTH 48214, ANTH 48230 and MCLS 20000 to the non-CCI elective list. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014
- Revision of course requirements for the Global Communication [GLBL] minor. Revisions including adding COMM 45766, and reducing the elective course list from 12 to 9 credit hours. Minimum total credit hours to program completion are unchanged at 21. Effective Fall 2014

LESSER ACTION ITEMS continued

College of Communication and Information continued

School of Journalism and Mass Communication

- 12. Revision of course requirements for the Public Relations [PR] minor. Revisions include replacing JMC 20004 with COMM 21000; removing VCD 37000; adding JMC 20006; adding JMC 20006 and JMC 21008 (or COMM 21008); and allowing either JMC 48002 or 48006 to be optional rather than both required. Minimum total credit hours to program completion decrease, from 24 to 22. Effective Fall 2014
- 13. Revision of admissions and course requirements for the Visual Journalism [VISJ] minor. Admission to the minor is now opened to all students in the College of Communication and Information (previously limited to Visual Communication Design majors). Revisions include removing JMC 22002; adding JMC 20006, JMC 46056 and COMM 21000; and allowing either JMC 20004 or JMC 26001 to be optional rather than both required. Minimum total credit hours to program completion increase, from 19 to 22. Effective Fall 2014

College of Education, Health and Human Services

School of Lifespan Development and Educational Sciences

14. Inactivation of non-degree Pre-Human Development [PHDF] pre-major and revision of admission and course requirements for the Human Development and Family Studies [HDFS] major within the Bachelor of Science [BS] degree. With removal of the pre-major, student will be admitted directly into major. Course revisions include creating a "professional phase" of upper-division HDFS courses and adding PSYC 31574 as an either/or with SOC 32210. In the Nursing Home Administration [NHA] concentration, ARCH 45640 and PHIL 40005 are moved from required to electives. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014

School of Teaching, Learning and Curriculum Studies

- 15. Revision of concentration name and course requirements for the Physical Education Professional [PEP] major within the Bachelor of Science [BS] degree. Name of the Human Movement Studies [HMS] concentration changes to Physical Activity and Sports Performance [PASP]. Revisions include adding PEP 35020 and removing a Kent Core Additional in the major; increasing the list of PEB electives in the Physical Education Licensure [PEL] and Health and Physical Education [HPE] concentration; reducing credits for EDUC 49526 in the Health and Physical Education [HPE] concentration; and increasing the list of PEP electives for the renamed Physical Activity and Sport Performance [PASP] concentration. Minimum total credit hours to program completion are unchanged at 121 for Physical Education Licensure [PEL] and the renamed Physical Activity and Sport Performance [PASP] concentrations, and decrease, from 159 to 157 for the Health and Physical Education [HPE] concentration [HPE] concentration [HPE] concentration [PASP]
- 16. Revision of course requirements for the Athletic Coaching [ATCO] minor. Revision includes adding PEP 35020 and PEP 45692, removing HED 32530 and NUTR 23511, and adding PEP 35049 and PEP 45692 to the list of coaching experience electives. Minimum total credit hours to program completion increase, from 22 to 25. Effective Fall 2014

LESSER ACTION ITEMS continued

College of Nursing

- 17. Revision of course requirements for the Nursing [NURS] major within the Bachelor of Science in Nursing [BSN] degree. NUTR 23511 replaces NUTR 33512, the organic chemistry requirement is removed, students in the BSN for Registered Nurse [RN] concentration may take any Kent Core Mathematics course, and elective hours are adjusted. Minimum total credit hours to program completion decrease, from 122 to 121. Effective Fall 2014
- 18. Revision of name for two concentrations and course requirements for the Nursing [NURS] major within the Master of Nursing [MSN] degree. Concentration Pediatric Nurse Practitioner [PNPR] changes to Primary Care Pediatric Nurse Practitioner [PCNP]; and concentration Pediatric Clinical Nurse Specialist [PCNS] changes to Primary Care Pediatric Clinical Nurse Specialist [PCSP]. Revisions include adding NURS 60605 as a requirement to the Nursing Educator [NUED] concentration; and adding NURS 60506 to Adult Gerontology Clinical Nurse Specialist [AGCN] concentration. Minimum total credit hours to program completion increase, from 31-45 to 33-45 (depending on concentration) Effective Fall 2014
- Revision of name for two concentrations and course requirements for the Advanced Nursing Practice [ANP] major within the Doctor of Nursing Practice [DNP] degree. Concentration Pediatric Clinical Nurse Specialist [PCNS] changes to Primary Care Pediatric Clinical Nurse Specialist [PCSP]; and concentration Pediatric Nurse Practitioner [PNPR] changes to Primary Care Pediatric Nurse Practitioner [PCNP]. Revisions include replacing NURS 80401 and NURS 80402 with NURS 80403. Minimum total credit hours to program completion decrease, from 71-86 to 70-85 (depending on concentration). Effective Fall 2014
- 20. Revision of course requirements for the Adult Gerontology Clinical Nurse Specialist [C844] post master's certificate. NURS 60506 is added as a requirement. Minimum total credit hours to program completion increase, from 14 to 17. Effective Fall 2014
- 21. Revision of course requirements for the Nursing Education [C811] post master's certificate. NURS 60605 is added as a requirement. Minimum total credit hours to program completion increase, from 9 to 11. Effective Fall 2014

Regional College

- 22. Establishment of clinical policy for the Occupational Therapist Assisting Technology [OCAT] major within the Associate of Applied Science [AAS] degree. Policy notifies students of the possibility of attending required clinicals on days outside of the academic calendar (e.g. certain holidays, spring recess and/or prior to the start of the semester). Admission, course and graduation requirements for the degree program are unchanged. Effective Fall 2014
- 23. Establishment tech prep articulation agreements with Garaway High School (Sugarcreeek), whereby eligible graduates of the school's Business Management program will, after admittance, earn credit for two courses (BMRT 11006, BMRT 21095) applicable toward the Business Management Technology [BMRT] major within the Associate of Applied Business [AAB] degree. Effective Fall 2014

LESSER ACTION ITEMS continued

Regional College continued

- 24. Establishment tech prep articulation agreements with GlenOak High School (Canton), whereby eligible graduates of the High School of Business program will, after admittance, earn credit for two courses (BMRT 11006, BMRT 21095) applicable toward the Business Management Technology [BMRT] major within the Associate of Applied Business [AAB] degree. Effective Fall 2013
- 25. Establishment of tech prep articulation agreements with Cuyahoga Falls High School, whereby eligible graduates of the Business Finance and Entrepreneurship Academy will, after admittance, earn credit for one course (BMRT 11000) applicable toward the Accounting Technology [ACTT] major within the Associate of Applied Business [AAB] degree. Effective Fall 2012

UNIVERSITY REQUIREMENTS CURRICULUM COMMITTEE

Course Changes Effective Fall 2014

Approved for Experiential Learning Requirement

- BMS 40196 Individual Investigation in Biomedical Sciences (1-3)
- PHY 40096 Individual Investigation (1-6)

Approved for Kent Core Mathematics and Critical Reasoning

MATH 10041 Elementary Probability and Statistics (3) to: Introductory Statistics (4)

COURSE CHANGES

Course Changes Effective Spring 2014

РН	20001	Essentials of Epidemiology (3)Revise
РН	30002	Introductory Biostatistics (3) Revise
РН	30005	Social and Behavioral Science Theories in Public Health (3) Revise
РН	30006	Introduction to Environmental Health and Safety (3) Revise
РН	30015	United States Health Care System (3)Revise
РН	30033	Public Health Policy and Decision-Making (3) Revise
РН	44005	Legal Aspects of Health Services Management (3) Revise
РН	44010	Public Health Planning and Finance (3)Revise
РН	44015	Public Health Management (3) Revise

Course Changes Effective Fall 2014

ARTE	61095	Special Topics: Art Education (3)	Revise
BMS	40196	Individual Investigation in Biomedical Sciences (1-3) [experiential learning]	New
CACM	32010	Exploring Careers in Conflict Management (3)	Inactive

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CACM	35092	Internship in Conflict Management (3-12) to: (1-9)	. Revise
CACM	[41004	Capstone in Applied Conflict Management (3)	. New
BSCI	20021	Basic Microbiology (3)	. Revise
CI	55051	Elementary School Physical Education Methods (3)	. Revise
CI	55053	Elementary School Physical Education Content (3)	. Revise
CI	55058	Secondary School Physical Education Methods (3)	. Revise
CI	55059	Secondary School Physical Education Content (3)	. Revise
CI	65037	Adapted Physical Education (3)	. Revise
CI	65592	Internship in Motor Development (1-12) to: Practicum in Adapted Physical Education (3)	. Revise
CI	75592	Internship in Motor Development (1-12) to: Practicum in Adapted Physical Education (3)	. Revise
DSCI	10310	My Story on the Web (3)	. Revise
DSCI	15310	Computational Thinking and Programming (3)	. Revise
DSCI	26010	Telecommunication Infrastructure (3)	. Revise
DSCI	41510	Global Project Management and Team Dynamics (3) to: Project Management and Team Dynamics [writing intensive]	. Revise
DSCI	51510	Project Management and Team Dynamics (3)	. New
DSCI	64210	Data Science (3)	. New
EDUC	49526	Student Teaching in Health and Physical Education (12) to: (10)	. Revise
ELS CI	65025	Contemporary Issues in Sport Pedagogy (3) to:	. Revise
GEOG	G 37072	Geography of China (3)	. New
GEOG	637095	Special Topics in Regional Geography (3)	. New
GEOG	G41051	Natural Disasters and Society (3)	. New
GEOG	G41065	Applied Climatology (3)	. New
GEOG	G41195	Special Topics in Environmental Geography (1-3)	. New
GEOG	642053	Geographies of Memory and Heritage (3)	. New
GEOG	G42195	Special Topics in Social Geography (1-3)	. New
GEOG	649070	Geographic Information Science (3) to: (4)	. Revise
GEOG	649072	Geographic Information Science and Health (3)	. New
GEOG	649075	Geographic Information Science: Urban and Economic Applications (3)	. New
GEOG	649078	Geographic Information Science and Hazards (3)	. New
GEOG	649082	CyberGIS (3)	. New

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GEOG49085	Web and Mobile Geographic Information Science (3)	. New
	Advanced Cartography (3) to: Cartography and Geovisualization	. Revise
	Advanced Cartography Lab (1) to: Cartography and Geovisualization Laboratory (1)	. Revise
GEOG49195	Special Topics in Geographic Information Sciences (1-3)	. New
GEOG51051	Natural Disasters and Society (3)	.New
GEOG51065	Applied Climatology (3)	.New
GEOG51195	Special Topics in Environmental Geography (1-3)	. New
GEOG52053	Geographies of Memory and Heritage (3)	. New
GEOG52195	Special Topics in Social Geography (1-3)	. New
GEOG59070	Geographic Information Science (3) to: (4)	. Revise
GEOG59072	Geographic Information Science and Health (3)	.New
GEOG59075	Geographic Information Science: Urban and Economic Applications (3)	. New
GEOG59078	Geographic Information Science and Hazards (3)	. New
GEOG59082	CyberGIS (3)	. New
GEOG59085	Web and Mobile Geographic Information Science (3)	. New
	Advanced Cartography (3) to: Cartography and Geovisualization	. Revise
	Advanced Cartography Lab (1) to: Cartography and Geovisualization Laboratory (1)	. Revise
GEOG59195	Special Topics in Geographic Information Sciences (1-3)	. New
GEOG71051	Natural Disasters and Society (3)	.New
GEOG71065	Applied Climatology (3)	. New
GEOG71195	Special Topics in Environmental Geography (1-3)	. New
GEOG72053	Geographies of Memory and Heritage (3)	.New
GEOG72195	Special Topics in Social Geography (1-3)	. New
GEOG79070	Geographic Information Science (3) to: (4)	. Revise
GEOG79072	Geographic Information Science and Health (3)	. New
GEOG79075	Geographic Information Science: Urban and Economic Applications (3)	.New
GEOG79078	Geographic Information Science and Hazards (3)	. New
GEOG79082	CyberGIS (3)	. New
GEOG79085	Web and Mobile Geographic Information Science (3)	. New

GEOC	G79162	Advanced Cartography (3) to: Cartography and Geovisualization	Revise
GEOC	G 79163	Advanced Cartography Laboratory (1) to: Cartography and Geovisualization Laboratory	Revise
GEOG	G79195	Special Topics in Geographic Information Sciences (1-3)	New
GERC) 44030	Adult Development and Aging (3)	Revise
GERC) 44092	Practicum in Gerontology (3-6)	Revise
HDFS	24012	Child Development (3)	Revise
HDFS	44018	Professional Development in Human Development and Family Studies (3)	Revise
HDFS	44020	Adolescents Development (3)	Revise
HDFS	44021	Family Intervention Across the Lifespan (3)	Revise
HDFS	44023	Building Family Strengths (3)	Revise
HDFS	44028	Parent-Child Relationships (3)	Revise
HDFS	44029	Family Policy (3)	Revise
HDFS	44030	Family Life Education Methodology (3)	Revise
HDFS	44035	Assessment and Strategies in Case Management (3)	Revise
HDFS	44036	General Case Management Methods (3)	Revise
HDFS	44037	Positive Youth Development (3)	Revise
HDFS	44038	Professional Child and Youth Work Practice (3)	Revise
HDFS	44092	Practicum in Human Development and Family Studies (3-6)	Revise
HDSF	44192	Internship In Human Development and Family Studies – Case Management I (3-6)	Revise
HDFS	44292	Internship in Human Development and Family Studies – Case Management II (3-6)	Revise
MATH	100006	Basic Algebra I and II (4)	Inactive
MATH	400007	Basic Algebra III and IV (4)	Inactive
MATH	H 10041	Elementary Probability and Statistics (3) to: Introductory Statistics (4) [new Kent Core]	Revise
MATH	H11008	Explorations in Modern Mathematics (3) [Kent Core]	Revise
MUS	31221	Audio Recording III (3)	Revise
MUS	33214	Music Technology for Music Educators (1)	Revise
MUS	34111	Elementary Conducting (2)	Revise
MUS	41321	Orchestration (3)	Revise
MUS	42111	African Music and Cultures (3)	Revise

MUS	40141	Folly and Traditional Music of Western Continents (2)	Dorrigo
MUS		Folk and Traditional Music of Western Continents (3)	
	42151	Asian Musics (3)	
MUS	42221	Symphonic Literature (3)	
MUS	42222		
MUS		Piano Literature (3)	
MUS	42251	0 ()	
MUS	42261	Opera Literature (3)	
MUS	42272		
MUS	44111	Choral Conducting and Arranging (3)	Revise
MUS	44121	Instrumental Conducting and Arranging (3)	Revise
MUS	48111	Eurhythmics (1)	Revise
MUS	48112	Eurhythmics (1)	Revise
NURS	60001	Psychiatric Mental Health Advanced Practice Nursing Adult I: Individual and Family (3)	Inactive
NURS	60002	Psychiatric Mental Health Advanced Practice Nursing Adult II: Group, Organization and Community (3)	Inactive
NURS	60004	Psychiatric Mental Health Advanced Practice Nursing Child/Adolescent I: Individual And Family (3)	Inactive
NURS	60005	Psychiatric Mental Health Advanced Practice Nurse Child/Adolescent II: Group, Organize and Community (3)	Inactive
NURS	60021	Acute Care for Nurse Practitioners (5)	Inactive
NURS	60022	Acute Care Therapeutics (3)	Inactive
NURS	60023	Adult Clinical Nurse Specialist II (4)	Inactive
NURS	60035	Adult Clinical Nurse Specialist III (4)	Inactive
NURS	60036	Women's Health Nurse Practitioner Clinical Practicum (2-4)	Inactive
NURS	60037	Pediatric Nurse Practitioner Clinical Practicum (2-4)	Inactive
		Adult Primary Health Care II (5)	
		Women's Health Nurse Practitioner Capstone (4)	
		Pediatric Nurse Practitioner Capstone (4)	
		Primary Health Care of Women (3)	
		Nurse Practitioner Summer Practicum (2)	
		Ambulatory Diagnostics for Advanced Nursing Practice (2)	
		Theory for Advanced Psychiatric Mental Health Nursing, Child and Adolescent Focus (3)	

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NURS	60303	Gerontological CNS I (4)	. Inactive
NURS	60304	Gerontology Clinical Nurse Specialist II (4)	. Inactive
NURS	60305	Gerontological Clinical Nurse Specialist III (4)	. Inactive
NURS	60332	Clinical Specialization in Psychiatric Mental Health Nursing (4)	. Inactive
NURS	60432	Adult Nurse Practitioner Role Practicum (4)	. Inactive
NURS	60492	Family Primary Care Nurse Practitioner Role Practicum OBGYN and Pediatrics (5)	. Inactive
NURS	60605	Nursing Education with Technology (2)	. New
NURS	60692	Practicum in Nursing Higher Education Curriculum (3)	. Inactive
NURS	60792	Practicum in Acute Care Nurse Practitioner Role (2-6)	. Inactive
NURS	61003	Neurobiology And Psychopharmacology of Major Psychiatric Disorders (3).	. Inactive
NURS	61021	Advanced Pediatric Assessment and Health Promotion (5)	. Inactive
NURS	61022	Primary Care of Acutely Ill Children (5)	. Inactive
NURS	61023	Care of Acutely Ill Children (5)	. Inactive
NURS	61024	Care of Chronically Ill Children (4)	. Inactive
NURS	62021	Advance Pediatric Assessment and Health Promotion for Psychiatric Mental Health (3)	. Inactive
NURS	65592	Psychiatric Mental Health Nursing Practicum II (1)	. Inactive
NURS	65692	Psychiatric Mental Health Nursing Practicum III (1)	. Inactive
NURS	66692	Psychiatric Mental Health Nursing Practicum III (2)	. Inactive
PEP	25033	Lifespan Motor Development (3)	. Revise
PEP	35020	Fitness Education (3)	. New
PEP	45051	Elementary School Physical Education Methods (3)	. Revise
PEP	45053	Elementary School Physical Education Content (3)	. Revise
PEP	45058	Secondary School Physical Education Methods (3)	. Revise
PEP	45059	Secondary School Physical Education Content (3)	. Revise
PHY	40096	Individual Investigation (1-6) [experiential learning]	. Revise
RADT	14096	Individual Investigation in Directed Readings in Radiologic Technology (3)	. Revise
RADT	24006	Radiologic Physics (4)	. Revise
RADT	24048	Radiographic Techniques (3)	. Revise
RIS	34003	Radiation Therapy Principles/Practice I (3)	. Revise
RIS	34004	Radiation Therapy Patient Management (3)	. Revise
RIS	34008	Radiation Therapy Physics I (3)	. Revise
RIS	34030	Radiation Therapy Clinical Education I (1)	. Revise

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RIS	34040	Patient Management in Diagnostic Medical Sonography (3)	Revise
RIS	34042	Abdominal Sonography I (3)	Revise
RIS	34044	Ultrasound Physics and Instrumentation (3)	Revise
RIS	34045	Ultrasound Clinical Education I (2)	Revise
RIS	34055	Ultrasound Clinical Education II (3)	Inactive
RIS	34060	Ultrasound Clinical Education II (4)	Revise
RIS	34083	Sectional Anatomy in Medical Imaging (3)	Revise
RIS	34084	Computed Tomography and Magnetic Resonance Imaging Sectional Anatomy I (2)	Revise
RIS	44000	Introduction to Radiologic and Imaging Science (2)	Revise
RIS	44013	Radiation Therapy Principles/Practice II (3)	Inactive
RIS	44021	Patient Management in Computed Tomography (2)	Revise
RIS	44025	Computed Tomography Clinical Education I (3)	Revise
RIS	44027	Computed Tomography Clinical Education II (3)	Revise
RIS	44029	Radiation Therapy Pathology I (3)	Revise
RIS	44030	Physical Principles of Computed Tomography I (2)	Revise
RIS	44031	Patient Management in MRI (2)	Revise
RIS	44033	Computed Tomography Techniques (1)	Revise
RIS	44036	MRI Clinical Education II (3)	Revise
RIS	44037	MRI Clinical Education III (3)	Revise
RIS	44038	Radiation Therapy Physics III (3)	Revise
RIS	44040	Radiation Therapy Clinical Education II (1)	Inactive
RIS	44042	Radiation Therapy Pathology II (3)	Revise
RIS	44043	Radiation Therapy Principles/Practice III (3)	Revise
RIS	44044	MRI Procedures I (2)	Revise
RIS	44046	Magnetic Resonance Imaging Techniques (1)	Revise
RIS	44047	Computed Tomography Procedures I (1)	Revise
RIS	44048	Computed Tomography Procedures II (2)	Revise
RIS	44049	Physical Principles of Computed Tomography II (1)	Revise
RIS	44050	Radiation Therapy Clinical Education III (1)	Revise
RIS	44051	Magnetic Resonance Equipment and Image Acquisition I (2)	Revise
RIS	44053	Radiation Therapy Clinical Education II (3)	Revise
RIS	44055	Ultrasound Clinical Education IV (1)	Revise

RIS	44060	Radiation Therapy Clinical Education IV (1)	Revise
RIS	44065	Ultrasound Clinical Education V (4)	Revise
RIS	44070	Radiation Therapy Clinical Education V (1)	Inactive
RIS	44074	Vascular Sonography (2)	Revise
RIS	44075	Ultrasound Clinical Education IV (3)	Inactive
RIS	44078	Sonographic Techniques (3)	Revise
RIS	44080	Radiation Therapy Clinical Education V (3)	Revise
RIS	44083	Pathophysiology for Medical Imaging (3)	Revise
RIS	44085	Ultrasound Clinical Education V (3)	Inactive
RIS	44096	Individual Investigation in Medical Imaging Directed Readings (3)	Revise
RIS	44098	Research in Medical Imaging (3) [experiential learning] [writing intensive]	Revise
VCD	60200	Design Theory I: Culture, Communities and Context (3)	New
VCD	80200	Design Theory I: Culture, Communities and Context (3)	New

Update to 17 October 2013 EPC agenda

DSCI	60910	Capstone in Digital Sciences (3) to:	
	60998	Capstone Project in Digital SciencesR	evise
Course	number a	ind title updated for to reflect accurate activity of the course	

Agenda prepared by the Office of Curriculum Services



Ex-Officio Members present: Provost Todd A. Diacon; Faculty Senate Chair Paul A. Farrell; Deans Sonia Alemagno, James L. Blank, James K. Bracken, John R. Crawford, Vincent J. Hetherington, Robert G. Sines, Deborah F. Spake, Douglas L. Steidl, Wanda E. Thomas; Associate Deans Joanne M. Arhar, Gail E. Bromley, Raymond A. Craig, Catherine E. Hackney, LuEtt Hanson (also representing Dean Stanley T. Wearden), Ralph Lorenz, William T. Willoughby; Director Robert A. Walker.

Ex-officio Members not present: Deans Donald F. Palmer, Eboni J. Pringle, Mary Ann Stephens, Susan J. Stocker; Associate Deans John R. Graham, Thomas E. Klingler, Isaac Richmond Nettey, Donald R. Williams.

Faculty Senate-Appointed Representatives present: Donald (Mack) Hassler, Thomas Janson, Terrence L. Uber, Roberto M. Uribe-Rendon, Christopher A. Was, Donald L. White

Faculty Senate-Appointed Representatives not present: Vanessa J. Earp, Jonathan V. Selinger, Fred T. Smith, William C. Ward III

Council Representatives present: Tina D. Bhargava, Michael W. Chunn, Pamela K. Evans, Scott F. Grey, William E. Hauck, Andrew Lepp, Mary A. Mooney, Marilyn Norconk, David B. Robins, Denice Sheehan, Belinda S. Zimmerman

Council Representatives not present: Paul J. Albanese, Gregory M. Blase, Jessie Carduner, John C. Duncan, John A. Marino, Cynthia G. Roller, Adil M. Sharag-Eldin, John H. Thornton

Observers present:

Observers not present: Lindsay L. Westermann Ayers, Breanne Yonkof

Consultants and Guests present: Susan M. Augustine, Fashaad L. Crawford, Lisa N.H. Delaney, Jonathan P. Fleming, Mary Ann Haley, Jeffrey S. Hallam, Gregory I. Jarvie, Shay Davis Little, Jennifer Sandoval, Denise A. Seachrist, Said L. Sewell, Linnea A. Stafford, Melody J. Tankersley, Therese E. Tillett, G.R. (Jarrod) Tudor

Minutes from the Joint Meeting of the Educational Policies Council

Provost Todd A. Diacon called the meeting to order at 3:21 p.m., on Monday, 19 August 2013, in room 306 of the Kent Student Center. Provost Diacon reminded the council that going forward there will be separate meetings for the Undergraduate and Graduate Educational Policies Councils, because he needs to be at both, and they previously met at the same time. He stated that when he had been presenting and defending proposals to the Board of Trustees, some of proposals he was not aware of, or had heard of briefly. He asked if the members had received notification of the new schedule, to which they responded in the affirmative.

Action Item 1: Approval of minutes of 20 May 2013.

Dean Wanda E. Thomas moved for approval of the minutes, which was seconded by Dean Sonia A. Alemagno. The motion passed unanimously.

Action Item 2: Revision to administrative policy regarding class attendance and class absence to ensure compliance with state and federal laws (e.g., Americans with Disabilities Act) and to provide greater procedural clarity relative to the various reasons for students' class absences.

Provost Diacon introduced Gregory I. Jarvie, vice president for enrollment management and student affairs, and Shay Davis Little, associate vice president for student affairs and dean of students. Vice President Jarvie explained that this policy revision comes in light of a situation in which the university was cited by the Department of Education. There was a student complaint made to the Ohio Civil Rights Commission, whereby a student with a disability reported that a Kent State instructor refused to accept some class absences that were a result of the student's disability. One of the outcomes of the complaint was a recommendation that Kent State update its class absence policy to be compliant with the American Disabilities Act.

Vice President Jarvie said that Kent State's Office of Student Accessibility Services is responsible for contacting the instructor in these instances. That office will vet the policy and work with the instructor with regard to the appropriate attendance. He explained that this proposed policy revision does not change the instructor's right in managing student attendance and listing his/her attendance policy on the syllabus. He added that there are only certain disabilities that are erratic with regards to a student having to miss classes; that does not mean the student passes the class as the student is always responsible for the work.

Vice President Jarvie said that the updated administrative policy has been vetted by the Office of Legal Counsel and has gone to the Faculty Senate Executive Committee. He added that the next step after EPC is Faculty Senate and, finally, the Board of Trustees. The floor was then opened for questions and comments.

A member pointed out that section (C) lists several "excused" absences; before it said "for example" but now it says "not limited to," and asked if instructors have to accept these listed absences. Vice President Jarvie said he thinks they are all negotiable, but the key point is that if there is a legitimate excuse from a physician then it is in Kent State's best interest to take that as an "excused absence." He added that this revision is not meant to dictate the classroom attendance policy, but that the policy needs to stay within legal lines. He explained that in the past there have been forgeries and other egregious examples, and the Office of Student Accessibility Services will work with the instructors when that occurs.

Another member pointed out a typographical error, that there are two (G)(1)s and the second instance should be (G)(2). The member said that the sentence that will be (G)(2)(a) is missing a word; perhaps it should read "Follow the documentation procedures required by the respective *section* identified below." Vice President Jarvie agreed. Director Therese E. Tillett offered to fix the errors before the proposal goes to the Faculty Senate. [Note: the missing word in (G)(2)(a) is "absence."]

Hearing no further questions or discussion Provost Diacon asked for a motion from the members. Associate Professor Pamela K. Evans moved for approval of the item, which was seconded by Professor Roberto M. Uribe-Rendon. The motion went before a vote and passed unanimously. Provost Diacon asked Vice President Jarvie to give a brief update on the incoming freshman class. Vice President Jarvie said that there are just under 4,300 incoming freshman; this class has the highest GPA and test scores ever admitted, and AALANA (African American, Latina/o American, Native American) enrollment is up. He said there are a little over 100 students who do not have a standard room in the residence halls, they are being put in the lounges but are being provided beds, dressers and desks. Within weeks, they will all be moved into an assigned room.

Vice President Jarvie said that the culture has changed in the last four or five years in that it seems as though everyone feels responsible for recruitment; he decreed it wonderful, making everyone's job that much easier.

Provost Diacon asked if Vice President Jarvie had any information on other public universities in Ohio. Vice President Jarvie replied that, unfortunately, some are struggling. The University of Akron, University of Toledo, Youngstown State University and Bowling Green State University are all down in enrollment. However, Bowling Green is reporting that the decrease is by design. Enrollment at Ohio State University is up, Miami University is fine, and the University of Cincinnati is about the same. In comparison, Kent State's enrollment is up just a little bit.

Action Item 3: Revision to university registration policy to limit course registrations adds after the semester has begun—from current end of second week to proposed end of first week (prorated for summer and part-of-term courses)—as well as to update language reflecting current practices.

Provost Diacon asked Denise A. Seachrist, professor and chair of the EPC Ad Hoc Committee for Academic Policies, to present the item. Chair Seachrist said the Ad Hoc Committee was charged in the spring to look at initiatives and make recommendations that promote student success. One of the first items that came to the committee was the course add/drop policy. She explained that the current policy allows students to add courses without the instructors' prior approval or knowledge up until the Sunday after the first two weeks of classes. That timeline puts both the student and instructor at a disadvantage because during that time the syllabus has been discussed, course objectives have been defined and, often, assignments and quizzes have been dispensed.

Chair Seachrist said that data shows that about 15 percent of students who added a course in the second week ultimately withdrew, 15 percent either failed or earned a D-, D or C- grade. Another 20 percent dropped the course, probably without ever attending the class. Other data showed that adding a course in the second week of the semester for freshmen on the Kent Campus had a direct correlation with decreased retention of these students. Matching Kent State's add deadline against other Ohio four-year institutions revealed the leniency of Kent State's deadline in comparison.

Therefore, the committee's recommendation was to change the policy to allow students to add classes without prior approval through the first week of the semester only. After that deadline, students most submit a formal petition with the instructor's permission as is currently done after the deadline is reached.

Chair Seachrist added that the committee anticipated that this change will, at least initially, create an increase in petitions, the burden of which will fall to the Office of the University Registrar. The committee met with Interim University Registrar Gail Rebeta and Associate Registrar Lynette Johnson to find a way to develop an electronic mechanism for students to submit the petition (to replace the paper process).

Provost Diacon asked if the effective date for this revision is fall 2014, to which Chair Seachrist replied in the affirmative.

An EPC member said that that she believed the deadline revision was a great idea, but was concerned about the petition routing and asked if there was a way to get an advisor to review it as well as the faculty member. Her concern was the faculty's approval overriding prerequisites and time conflicts of which the faculty member may not be aware. Director Tillett replied that is something that can be looked into and changed; there is the ability to not have those things overridden. She added that the committee or this body can decide which ones, if any of them, should be overridden. Another member suggested that it was a good idea for the advisor to check the recommendation of the faculty as advisors clear students for graduation.

A member said that students do not have to see an advisor currently except after the second week. He added that most instructors do not want a new student to enter their course after the second week. Kent State has a sophisticated registration system, and in order to stop late enrollments the max registration can be reduced after the second week. He said that after the second week, students have to get a form and go to the Registrar's Office. The Registrar's Office decides whether to send the petition forward, so it's unknown if what they are checking. The member said that the EPC Ad Hoc Committee's recommendation is attempting to tighten registration, and in so doing the Registrar's Office is not completely overwhelmed—they have a small staff and shouldn't have to be given more to do.

Provost Diacon asked how the process operates currently; if a student wants to get in after two weeks, does an advisor sign off on the petition. Chair Seachrist replied that paper petition goes to the Registrar's Office for approval, then to the faculty. Provost Diacon stated that he did not want the advisor involved with this process. Ultimately, he emphasized, it is the instructor's decision to allow a student to add a course after the deadline.

Following more discussion, Dean Douglas L. Steidl made a motion for approval of the item, which was seconded by Assistant Professor Mary A. Mooney and passed unanimously.

[Note: according Interim University Registrar Rebeta, the current process begins with the student who submits a paper petition with a personal statement and includes written permission from the course's instructor, or the instructor e-mails his/her permission directly to the Registrar's Office. Petition with instructor permission will override the course's pre/corequisites, room capacity and time conflicts. There are times when either the Registrar's Office or the Bursar's Office will deny a petition to add a course after deadline. Those instances include the instructor has not sent permission very late, the student has reached maximum course load (student will need to seek advisor permission to take the overload) or, in the case of the Bursar's Office, there are issues that affect tuition surcharges. However, the registrar stressed that each denial is uniquely based on the individual student's case and always supported with solid justification. The Registrar's Office notifies the student when the petition has been approved and implemented or denied.]

Action Item 4: Revision to policy on instructional activities and the credit hour to include a definition of emporium courses.

Associate Provost Melody J. Tankersley explained that emporium courses are structurally different than other courses in that students work on their own and at their own pace, but receive guidance from an instructional team. She added that because the courses are computer-guided and computer-graded there is very little outside work on the part of the instructor. She said that emporium courses are now being defined so Kent State is in compliance for faculty workload and accreditation. She said that the proposal is to create a new course schedule, emporium.

A member asked if emporium would be similar to lecture, laboratory, studio, etc. Associate Provost Tankersley replied in the affirmative. Provost Diacon added that it is because the course type does not fall in any of the current definitions.

Professor Thomas Janson moved for approval of the item. The motion was seconded by Professor Michael W. Chunn and passed unanimously.

Action Item 5: Revision to policy on catalog rights and exclusions to include course specifications, and revision to administrative policy and procedure regarding academic requirements, course specifications and course offerings.

Associate Provost Tankersley said that this revision is to ensure that Kent State is very clear in its communications to students about what is in play for a course distinction at the time they take the course. Students don't gain or lose if the course is revised in the future. She gave an example that this year a student takes a course and next year it becomes a diversity course; the student cannot then get credit for the diversity designation.

A consultant said that the policy change takes the student's catalog year out of play, and rests on the courses status at the time of the student's enrollment in the course.

A brief deliberation ensued about allowing students to petition to gain some specification of a course that was changed after the student completed the course (e.g., student earns diversity status even though the course was not designated as diversity when the student took the course). It was discussed that course specifications included not just some items as diversity status, but also credit hours, prerequisites, lab components, etc., and Kent State would not allow, for example, a student to petition to earn 5 credits for a course when the student took it as a 3-credit course before it was revised to 5 credits. Or, in a reverse situation, for a student to petition to not have to take the prerequisites for a course because the prerequisites were not in place at the time the student entered the university, but are now in place at the time the student plans to enroll in the course. In addition, someone would have to undertake a review of a course with, for example, a just-approved diversity or Kent Core designation, to see what revisions were made after the student completed it and before it received that designation.

There is, however, one exception to this rule: The new Experiential Learning Requirement (ELR) is being applied to internship and other courses now automatically ELR-approved even if the student took the course before the ELR was implemented. This is to assist with the transition of students at Kent State who do/do not fall under the new requirement.

There followed more discussion on petitions for exceptions to the rule. A member asked if language could be added to the policy regarding petitioning. Associate Provost Tankersley said she doesn't advocate for it because all policies are able to be petitioned. Provost Diacon said that it may be something that the university wants to add to affect all policies. Director Tillett added that many universities have a policy that specifically addresses petitions for exceptions and substitutions as well as the process. Kent State has a petition process in place, but nothing in the catalog about it. Provost Diacon said that he would ask Director Tillett and Associate Provost Tankersley to look into that.

At the request of Provost Diacon, Associate Provost Tankersley clarified the problem that is being solved with this revision is that sometimes students come back and ask for current specifications of a course that is different than when they took it. When a student took a course, is what the course is. So, as the course changes over time, and courses always change, the way students took the course is the way the university is using the course to meet current curriculum.

Associate Professor Christopher A. Was moved for approval of the item, which was seconded by Associate Dean William T. Willoughby. With no further questions or discussion the item passed unanimously.

Action Item VI: Revision to administrative policy on academic forgiveness to replace outdated language regarding how the university calculates credit hours and GPA when academic forgiveness is applied to a student's record.

Associate Provost Tankersley said this policy is coming to the council for some clarification as well. Language about how the university calculates hours and GPA for academic forgiveness has been on the books for a while and is in need of updating to follow current practice. The policy states the university recalculates attempted hours and cumulative GPA. In reality, the university recalculates earned hours and all types of GPA (e.g., major GPA), not including the one used for institutional honors. Attempted hours are all courses a student has taken at the university, including courses later withdrawn. Earned hours are every course the student passed (grade D or better), and is adjusted to reflect the removal of the forgiven grade (grades D, D+, C-) after academic forgiveness is granted.

Provost Diacon added that this policy revision is simply codifying what is already in practice. He then asked for a motion to be made, which was done by Assistant Professor Tina D. Bhargava and seconded by Associate Dean LuEtt J. Hanson.

A member asked if the first iteration of the course remains on the record, but not in the calculation. Associate Provost Tankersley replied in the affirmative, adding that it is not in the earned credit calculation. She explained that what the current policy says is that all cumulative calculations of hours attempted, quality points earned and cumulative GPA also will be adjusted; however, Kent State really cannot adjust attempted hours legally.

Another member stated that he has run into this problem with the Music Education graduate program: If a student earns an F grade, retakes the course and subsequently earns an A grade, the F grade remains on the student's record. Director Tillett responded that the policy under discussion is for undergraduate students who are eligible for academic forgiveness; what the EPC member is referring to is the university's course repeat policy, where all grades are calculated into the graduate student's earned GPA no matter how many times a graduate course is repeated. The member then asked if the council could look into a similar policy for graduate students. Provost Diacon agreed with that request, but acknowledged that it was a separate issue than what was being discussed.

With no further questions or comments, the item passed unanimously.

Information Item 1: Inclusion of College of Podiatric Medicine policies in the University Catalog.

Provost Diacon said that these policies don't need to be approved because they were approved by the governing body of College of Podiatric Medicine; the wish is to include them in the university's academic policy section to have a more centralized document. Associate Provost Tankersley added that the highlighted sections have already been approved, and language is just being inserted so it reads as one unified document. She said none of the university's academic policies have been changed or altered except for the insertion of College of Podiatric Medicine where it differs from the Kent State policy.

Dean Vincent J. Hetherington from the College of Podiatric Medicine said that a lot of the areas that are highlighted have been in practice for years and some of it ties into the college's accreditation.

Discussion Item 1: Introduction of CurricUNET, a web-based system to manage Kent State's curriculum review and approval process.

Director Tillett said the Office of Curriculum Services is getting close to the finish line for implementing CurricUNET so she wanted to give the council an overview of what the system is because, soon, her office will coming to visit every curriculum committee, department and college, over the next year to demonstrate the product. She gave a brief history of how the university decided to buy the software, noting that for years her office has tried to find a curriculum management system that is accessible and accurate. The current paper process allows for many instances of getting lost on desks, never getting to the approving body or being modified after that body approved it, then it needs to be manually archived and can be difficult to find it later.

In 2009, a Banner workflow was created for course proposals, but only course proposals because it was the most complicated workflow to have been created at the time. So far it works okay, but it is inflexible—documents cannot be attached, the approval routing is standard, and it doesn't include necessary supplemental information for such committees as the University Requirements Curriculum Committee (URCC). She added that it has also made the system a bit confusing because faculty are submitting course proposals through an electronic workflow and program and policy proposals through the old paper process.

Through Cuyahoga Community College (Tri-C), Director Tillett learned about CurricUNET; Tri-C has been using it for approximately eight years. Approximately two years ago, CurricUNET's software company gave a demonstration to about 45 Kent State administrators, staff and faculty members, people who deal with the administrative side of the review and approval process. Other Ohio universities and the Ohio Board of Regents were invited to come as well. She explained that after the demonstration, the Kent State attendees were surveyed, and the response was overwhelmingly positive.

Director Tillett expounded that CurricUNET has been around since 1998 and is used by more than 550 colleges and universities. This product is used by three state systems: California, Illinois and Iowa. A fourth one has just been added: the Ohio Board of Regents has bought CurricUNET to use at the state level.

After Kent State committed to buy CurricUNET, her office convened a committee to review Kent State's curriculum review and approval process. The committee was comprised of faculty and administrators; everyone but two had faculty status. She said the committee recommended somes changes to the process, which went through EPC and Faculty Senate last year. This past year, her office and the software company have been developing this system dedicated to Kent State's needs. She stated they are almost finished with data entry; her office still has to validate the site before rolling it out for training.

Director Tillett explained that CurricUNET is a website; it's web-based software that will work on any computer or internet browser. It is customized for Kent State. It is restricted to authorized users so not everyone can go in and start a proposal. She explained that it is replacing paper completely; what faculty do now on paper will be done in the system. It will look very familiar, the same fields and questions are there. The only new item is course learning outcomes. She stated that her office will maintain user access, however the course content outlines, or basic data sheets, are available for anyone to review. This will provide one location for all the course, program and policy proposals. She added that CurricUNET has the ability to "package" programs and courses, so everything goes through at the same time. The software sits on a database and allows users to create reports, something users cannot do presently. For example, faculty planning to inactivate a course will be able to run a report out of CurricUNET to tell them if the course is listed anywhere as a course prerequisite or program requirement. Since courses are in a database, there also won't be issues of faculty making a typo or listing a non-existent course when creating or revising a program or course prerequisite. She added that CurricUNET also calculates total hours and assigns correct attributes. No more manually counting up program total hours or accounting for all university requirements.

Director Tillett explained that the roadmaps and program requirements will be pulled from the same database, currently they are created separately. There will be an automated workflow that will route the proposals to the correct committee members, and an e-mail notification will be sent to let them know the proposal is ready for review. The members can easily find where a proposal is in the approval process so it doesn't get stuck or lost. She explained that committees can use CurricUNET to review; they can go in and make comments that everyone can see within that committee, and they can return the proposal back to the initiator for changes or approve it and send it on. This will allow committees to move things forward if a face-to-face meeting is not possible.

Director Tillett said she believes that CurricUNET will take away a lot of the minutia that comes with the review process and allow for smarter tracking, which will allow the process to be more efficient and transparent.

Provost Diacon asked when CurricUNET willgo live. Director Tillett responded that they are still in the development stage but expect to start validating in the next month. As soon as her office trains faculty and administrators, they can start using it. She expects a period where both old/new processes (paper/Banner workflow and CurricUNET) will be used, until a point in the future where the university uses CurricUNET only.

A member asked if this software is more of less friendly toward innovative thinking, like emporium or experiential learning; is the university locked into paradigms that have existed in the past. Director Tillett responded that the Office of Curriculum Services will have administrative rights in CurricUNET that allow the office to update the system when needed. The member asked if it is flexible. Director Tillett responded in the affirmative. The member asked if this product was purchased, similar to Infosilem (scheduling software). Provost Diacon responded that the university bought the product from a software company, but beyond that CurricUNET is very different from Infosilem. He added that the reason he likes working with Director Tillett so much is that she is the only person who use the words "excited" and "curriculum approval" in the same sentence.

Provost Diacon announced that the meeting will move on to the undergraduate agenda, and graduate EPC members were excused if they so chose to leave.

The meeting adjourned at 4:22 p.m.

Minutes from the Joint Meeting of the Educational Policies Council

Provost Todd A. Diacon called the meeting to order at 4:23 p.m., on Monday, 19 August 2013, in room 306 of the Kent Student Center.

Action Item I: Inactivation of Visual Journalism [VJNL] major within the Bachelor of Science [BS] degree. One of the major's two concentrations—Photojournalism [PHOJ]—is moving to the Journalism [JNL] major. The other concentration, Information Design [INFD], is inactivated with the major.

Associate Dean Hanson explained that major is being inactivated along with its Information Design concentration. The major's other concentration, Photojournalism, is moving to the Journalism major within the school. She said that the Visual Journalism major has had very low enrollment and, over the last several years, has not grown much. The Photojournalism concentration is much better aligned with the Journalism major. She stated that there is a plan to ensure that current students can complete the program.

She moved for approval of the item, which was seconded by Associate Professor Evans. With no questions or discussion, the item passed unanimously.

Information Item 2: Extension of the Veterinary Technology [VTEC] major within the Associate of Applied Science [AAS] degree to the Trumbull Campus. The degree program presently is offered at the Tuscarawas Campus.

Provost Diacon announced that Information Item 2 has been withdrawn.

Provost Diacon announced that Associate Professor G.R. (Jarrod) Tudor is joining the meeting because today is his first day as provost fellow.

Dean Steidl announced that William (Bill) T. Willoughby is the new associate dean of the College of Architecture and Environmental Design and will be on the Graduate EPC committee. Provost Diacon added that while Associate Dean Willoughby moved to Kent State from Louisiana Tech University, he earned two degrees from Kent State University.

Dean Alemagno introduced Jeffrey S. Hallum as the new chair of the Department of Social and Behavioral Sciences within the College of Public Health.

With no further questions, discussion or announcements, the meeting adjourned at 4:31 p.m.

Respectfully submitted,

nAl belaney

Lisa N.H. Delaney Academic Program Coordinator, Curriculum Services Office of the Provost

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date	20-Aug-13	Curriculum Bulletin
Effective Date	Fall 2014	Approved by EPC

Department	Psychology
College	AS - Arts and Sciences
Proposal	Revise Academic Unit
Proposal Name	Rename Psychology Department

Description of proposal:

We would like to rename our department, changing the name from "Department of Psychology" to "Department of Psychological Sciences". The intent is to update the department label to better reflect current practice of referring to psychology as a science field.

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

None expected, there are no other departments currently using this label.

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

######################################	
REQUIRED ENDORSEMENT	rs
Marias. Farz	8/20/13
Department Chair / School Director	
Campus Dean for Begighal Campuses proposals)	//
TAN	8,22,13
College Dean (or designee)	
Dean of Graduate Studies (for graduate proposals)	//
	1 1

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

PSYC 2

Proposal Summary to Establish or Revise an Academic Administrative Structure

Proposal: Rename Psychology Department to "Department of Psychological Sciences"

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

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

The proposed change will not affect the quality of programs offered or the quality of current faculty. It might improve the quality of graduate students who apply to the program as the new department name is more contemporary and therefore may project a more "up to date" image for the department.

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

The change is consistent with recent efforts to upgrade and better promote the sciences at Kent State University.

3. Comparative advantage versus other structures.

The department name change is an advantage over the current label in that it reflects current labels used in the field and more accurately communicates the nature of the discipline. This action was motivated in part by a recent external review in which it was suggested that the department look at how it is "branded" and presents itself.

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

Unit already exists and has large graduate and undergraduate programs. Many of our courses (e.g., General Psychology, Quantitative Methods) are required by other departments.

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

We are one of the largest programs in Arts and Sciences with over 900 undergraduate majors on the Kent campus. Our graduate program is also large (over 80 students) and the employment rate for graduates is almost 100%.

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

There is no duplication of our program within the university. Psychology departments are found at all universities in Ohio. The focus of our graduate program is distinct in that not all graduate psychology departments in Ohio provide training in Health, Clinical Neuropsychology, or Child Clinical/Developmental.

PSIC 3

Proposal Summary to Establish or Revise an Academic Administrative Structure

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

We have been able to leverage existing resources, both tuition dollars and external funding, to maintain our programs.

8. Administrative reporting structure.

This request does not involve changes to the administrative structure. The department includes a Chair, and other administrators reporting to the Chair include the Associate Chair, Graduate Coordinator, Undergraduate Coordinator, and Resource and Development Coordinator.

9. Space and capital budget needs.

There are no space or capital budget needs associated with the request to change the department name.

10. A proposed operating budget with any one-time resource needs.

The proposed name change does not affect our operating budget, which next year is projected to be approximately \$11 million.

11. Evaluation procedures including academic assessment procedures.

As this is a one time, permanent change, there are no plans to assess impact.

12. A timetable for proposal implementation.

We would like to implement the change in July 2014.

PSYC4

Department of Psychological Sciences

Purdue University

Case Western Reserve

University of Missiouri

Vanderbilt University (Includes Psychology Dept. and Human Dev)

Ball State University

Loyola University

University of San Diego

Belmont University

Albion College

Winston-Salem State University

University of Arkansas

Kansas State University

Northern Kentucky

University of Central Missouri

University of Houston

Benedictine College

PSYC 5

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		December Dat		
		Preparation Dat		Curriculum Bulletin
		Effective Date	Fall 2014	Approved by EPC
Department	Visual Communi	ication Design		
College	CI - Communicat	tion and Informat	ion	
Degree	BS/MA	BS		
Program Name	Combined BS/M	A in VCD Prog	ram Banner Co	ode
Concentration(s)	Combined BS/M. VioueCom Conce	entration(s) Banner	Code(s)	
Proposal	Inactivate progra			
Communication D Does proposed revi Current total credit I	bined.Bachelor of esign; inactive sion change progra nours: other programs, po ons; need; audience have been admitte	tion of Arts m's total oredit hou Proposed total cl licies or procedure ; prerequisites; tea ed to this program	redit hours (e.g., duplication (acher education (for several)	A Communication Deign Hogam No ation issues; enrollment and n licensure): years.
AmMa	50		OORSEMENTS	9,23,13
Department Chair / S	School Director			
Campus Dean (for R	Regional Campuses	proposals)		//
Hilt				10 122113
College Dean (or de	signee)			
Dean of Graduate St	udies (for graduate	proposals)		//
Provost and Senior \	/ice President for A	cademic Affairs (or	r designee)	/

Proposal Summary Inactivate Combined BS/MA in Visual Communication Design

Description of Action, Including Intended Effect

Inactivate the specifically designated Combined Bachelor of Science and Master of Arts Degrees in Visual Communication Design and remove reference to that program from the University Catalog listing of Combined Bachelor's and Master's Degrees for Specified Professional Programs. Moch were

the Bachelor of Science in Vioual Communication Deargn. The former up of the BS in VD was Only for those students who pursued the combined Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication

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

There will be no impact because no students have been admitted to this program for several years. While the School of Visual Communication Design now offers a BS in Photo-Illustration, it no longer offers the BS in Visual Communication Design specified in this program. If future students wish to combine the BA or BFA in Visual Communication Design with the MA or MFA in Visual Communication Design, they will still be able to do so under the general provisions of the University Catalog regarding Combined Bachelor's and Master's Degrees.

Fiscal, Enrollment, Facilities and Staffing Considerations

none

Evidence of Need and Sustainability if Establishing na

Provisions for Phase-Out if Inactivating

No students are currently actively enrolled in this program. If any students who began this program, and left the university before completing it, return to complete the program, they will be advised as appropriate to their individual circumstances. No courses are being inactivated.

Timetable and Actions Required:

Approval by VCD FAC – October 2013 Approval by CCI CCC – November 2013 Approval by EPC Undergraduate and Graduate Councils – January 2014 Removal from University Catalog – effective Fall 2014 WORK IN PROGRESS CATALOG | view current 2012 catalog

Kent State University Catalog 2013 - 2014

Combined Bachelor's Master's Degree

Persons with outstanding undergraduate records or exemplary professional credentials may be eligible for one of the following three enrollments in a combined bachelor's and master's degree program:

I. Combined Bachelor's and Master's Degrees for Students Early In Their Undergraduate Studies

Undergraduate students who have achieved a GPA of one of the following may apply for early admission to a master's degree program:

- 3.500 GPA after 60 semester hours
- 3.400 GPA after 75 semester hours
- 3.300 GPA after 90 semester hours
- 3.200 GPA after 105 semester hours

To successfully apply for a master's program, students must accomplish the following:

- 1. Complete an application for admission.
- 2. Complete the Combined Baccalaureate and Master's Program form, which includes:
 - i. Listing of courses at the undergraduate level that need to be taken for the bachelor's degree.
 - ii. The beginning date for graduate study.
 - iii. Listing of graduate courses to be used to satisfy the undergraduate degree. (In participating departments/schools, students may apply maximum 12 of their accumulated graduate hours toward the completion of their undergraduate degree requirements as well. The students' undergraduate department will determine the undergraduate coursework for which graduate credits may be substituted). In some departments, graduate coursework may be substituted for elective undergraduate coursework only and cannot be used as substitution within the major. Students should check with the graduate coursework and the number of credits to be applied toward an undergraduate degree requires the approval of the graduate chair in the students' academic department and the appropriate college dean(s).
- Provide three letters of recommendation from instructors who are familiar with the students' achievements and intended academic goals.
- 4. Submit any required test scores from standardized examinations.

II. Combined Bachelor's and Master's Degrees for Specified Professional Programs

Combined Bachelor of Science and Master of Arts Degrees in Speech Pathology and Audiology

Students who have earned 90 semester hours and achieved a 3.000 minimum GPA may, with approval of the School of Health Sciences, apply for admission to the combined degree program, which will lead to clinical certification. Admission will be based upon satisfactory GRE scores, three letters of recommendation and completion of the Application for Admission and Combined Baccalaureate and Master's Program forms.

Combined Bachelor of Business Administration and Master of Business Administration Degrees

Eligible students must have earned 90 semester hours and meet the GPA requirements listed above in item I.

Combined Bachelor of Arts Degree in International Relations and Master of Business Administration Degree

International Relations students must complete their undergraduate coursework in the first three years of study. In addition, students must pass a language proficiency exam, have a minimum 3.300 cumulative GPA and earn a minimum 525 GMAT score before being admitted to the M.B.A. degree program. In the fourth year of this combined program, students take graduate business courses that are applicable to the undergraduate degree as electives and to the M.B.A. degree as foundation coursework. During the final year, students take advanced graduate business coursework leading to the M.B.A. degree.

Combined Bachelor of Science Degree in Fashion Merchandising and Master of Business Administration Degree

Eligible students may complete both degrees within five years. Students intending to follow this plan should work closely with their faculty advisor as careful planning and advising are needed to successfully complete the programs in a timely manner. In the freshman year, students are recommended to take MATH 11012 or MATH 12002. Students who have achieved 90 credit hours or more in the Fashion Merchandising program (beginning of the junior year) and have a minimum 3.300 GPA may apply for conditional admission to the M.B.A degree program. This application must occur no later than April 1 of the student's junior year. The GMAT exam must be completed with an appropriately high score at the time application is made.

Combined Bachelor of Science and Master of Arts Degrees in Visual Communication Design

This is a five-year degree program with optional concentrations in 2-D graphic design, 3-D graphic design and illustration. Students who pass the junior portfolio review, complete a minimum of 90 semester hours, demonstrate excellence in formal organization, conceptual problem-solving abilities and technical skills and maintain a minimum 3.00 overall GPA and a 3.25 in the major will be invited or may petition to enter this program. An overall GPA of 3.000 and a major GPA of 3.000 in both the bachelor's and master's programs will be required for graduation.

Combined Bachelor of Science in Nursing and Master of Science in Nursing Degrees

This is an accelerated combined degree program for undergraduate Nursing students who have completed 60 semester hours and meet the GPA requirements list above in item I. Qualified students may apply by completing an application for admission to the Master of Science in Nursing program of choice and gaining approval from the appropriate graduate faculty program director. A plan of substituting selected master's core courses for selected undergraduate courses should be carefully worked out with the faculty advisor. Following graduation and passing the state licensing examination (NCLEX-RN), students' M.S.N. degree application may be activated for admission into the selected

Page 3 of 3

EPC Agenda | 18 November 2013 | Attachment 3 | Page 5

concentration.

Combined Bachelor of Science Degree in Human Development and Family Studies with a concentration in Gerontology and Nursing Home Administration and Master of Business Administration Degree

This combined program is designed for gerontology students who, upon graduation, want to secure administrative positions in the nursing home industry. 6 MBA requirements may be substituted with specific undergraduate courses.

III. Non-Traditional Master's Degree Student

In rare instances, persons who have not completed a baccalaureate will be considered for admission to the appropriate graduate unit due to unusual and exemplary experiential learning. Such applicants may apply for admission by presenting for departmental consideration a curricular plan encompassing undergraduate and graduate coursework to achieve a liberal educational background and professional graduate degree and three letters of recommendation attesting to their potential for graduate study. Upon departmental recommendation and the approval of the college dean, applicants will be admitted to undertake graduate work. Upon successful completion of the curricular plan and the particular master's degree requirements, the students will be awarded the master's degree.

DELANEY, LISA

From:HANSON, LUETTSent:Thursday, November 07, 2013 12:27 PMTo:DELANEY, LISASubject:RE: CCI program proposals

Follow Up Flag: Flag Status: Follow up Completed

Lisa:

Yes, please. I'd appreciate that. I haven't gotten back to you sooner because I've been waiting for an email from VCD saying that's OK. I've had verbal confirmation, but nothing in writing.

LUETT

LuEtt Hanson, Ph.D. Associate Dean College of Communication and Information Kent State University Office phone: 330-672-2950 Fax: 330-672-2952

From: DELANEY, LISA Sent: Thursday, November 07, 2013 12:10 PM To: HANSON, LUETT Subject: RE: CCI program proposals

Hi LuEtt,

Just following up. Would you like me to update the proposal?

Thanks, Lisa

From: DELANEY, LISA Sent: Monday, November 04, 2013 10:55 AM To: HANSON, LUETT Subject: RE: CCI program proposals

LuEtt,

In order to also inactivate the BS we just need a statement on the CCP and Proposal summary such as: Inactivate the Bachelor of Science in VCD along with the Combined Bachelor of Science and Master of Arts Degrees in Visual Communication Design. I can mark up your proposal with an email as a request to do so, or you can revise it and send it to me.

Please let me know if you have any issues or concerns.

Thanks, Lisa From: HANSON, LUETT
Sent: Friday, November 01, 2013 1:59 PM
To: DELANEY, LISA
Cc: CHILD, JEFFREY T.; BLASE, GREGORY; Rinnert, Gretchen; ZINGRONE, CATHERINE
Subject: RE: CCI program proposals

Lisa:

Comm Studies changes – COMM did not seek formal comments from Anthropology or MCLS because of the assumption that any program that seeks university requirement approval for its courses must be expecting greater enrollment in those courses. Also these courses are being added to a very long list of acceptable options. Enrollment from the Global Communication concentration will be spread widely over all these courses. The JMC rep to the CCC expressed no objections to the change of JMC 40009 from a requirement to an elective in this concentration when the motion was debated and voted on in CCC.

BS/MA in VCD – VCD currently offers a BS in Photojournalism, and there are no plans to inactivate that degree program. At some time in the future, it may be revised to a BA program to conform to other VCD undergraduate offerings, but that's not happening now. The former use of the BS degree in VCD was ONLY for those students who wished to pursue a Combined Baccalaureate/Master's Program. It apparently still exists in some curriculum tables with old concentration designations that have since been removed from the BA/BFA program. I hoped that the proposal we put forward would be enough to remove the out-of-date BS information from those tables, but if we need to complete additional paperwork to do so, please advise exactly what that should be.

Hope this answers your questions,

LUETT

LuEtt Hanson, Ph.D. Associate Dean College of Communication and Information Kent State University Office phone: 330-672-2950 Fax: 330-672-2952

From: DELANEY, LISA Sent: Friday, November 01, 2013 1:13 PM To: HANSON, LUETT Subject: CCI program proposals

Hi LuEtt,

After reviewing all of the proposals from your college, I have a few questions I am hoping you can help me with.

Communication Studies:

The Global Communications concentration added 3 courses to their non-CCI electives 2 from Anthropology and 1 from MCLS, I don't see where these departments were contacted alerting them to the inclusion of these courses. Also JMC 40009 was replaced as a required course and will now be used as an elective. Was JMC notified of the change?

BS/MA in VCD

Is it the schools intention also to inactivate the BS in VCD? While it is no longer admitting students, it is still an active program. If I recall correctly, when you and I spoke we discussed that the BS is still active, however not in the catalog (by

EPC Agenda | 18 November 2013 | Attachment 3 | Page 8 oversight we believe) but we decided since it was to be inactivated it would be more confusing to add it back in if the program would be inactivated.

Please let me know if you have any questions or concerns.

Thanks,

Lin

Lisa N.H.Delaney, M.Ed. I Academic Program Coordinator Curriculum Services I Office of the Provost **Kent State University EXCELLENCE in Action** <u>Iheiland@kent.edu</u> I 208H Schwartz Center I 800 E. Summit St. PH: 330-672-8559 I Fax: 330-672-2645

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	Preparation Date	e 29-Aug-13	Curriculum Bulletin	
	Effective Date	Fall 2014	Approved by EPC	
Visual Communi	cation Design			
CI - Communicati	on and Informatio	on		

Degree	Minor	(non	degree)
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Program Name Information Design Program Banner Code INFD

Concentration(s) Concentration(s) Banner Code(s)

Proposal Establish program

Description of proposal:

Department

College

Establishing a minor in Information Design in the School of Visual Communication Design.

 Does proposed revision change program's total credit hours?
 □ Yes
 ⊠ No

 Current total credit hours:
 Proposed total credit hours

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

Because each of the courses listed in this proposed minor are offered each fall and spring, it is expected that the likely increase in enrollment would require the School to increase the enrollment caps for the existing courses and add sections when necessary. Appropriate instructors are available in the School and in the Northeast Ohio community.

The primary audiences are majors in COMM, JMC, and Digital Sciences. The widespread used of information graphics – in business, communication, websites, newspapers, magazines, scientific documents, government and politics – provide ample opportunity for students in a variety of majors to employ the use of information graphics in their respective disciplines

Units consulted (other departments, programs or campuses affected by this proposal): Communication Studies, Journalism and Mass Communication, and Digital Sciences

REQUIRED ENDORSEMENTS	
AunMandhance	8,30,13
Department Chair / School Director	
Campus Dean (for Regional Campuses proposals)	//
August A-	9124113
College Dean (or designee)	
Dean of Graduate Studies (for graduate proposals)	//
	//
Provost and Senior Vice President for Academic Affairs (or designee)	

Proposal Summary

Title: Establishing a minor in Information Design

Subject Specification: It is the intention of this proposal to establish an Information Design Minor to be offered by the School of Visual Communication Design (VCD).

Background of Action: The School of Visual Communication Design is uniquely positioned to offer a minor that will provide instruction in the design, technology and theory of information design. A wealth of examples of information graphics can be found in the portfolios of VCD majors and it is believed that undergraduates enrolled in majors other than VCD will benefit from completing this minor. Students enrolled in the Information Design Minor will gain the understanding necessary to create print and digital artifacts and possess a basic understanding of information design and how it is used in many fields of study – business, science, communication, journalism, etc. It is expected that these skills will enhance and complement students' respective majors.

Description of action: Establish an Information Design Minor

Conformity of action with mission of sponsoring unit: Studio and lecture courses throughout the VCD undergraduate curricula offer instruction in design research, visual ethics, the making of information graphics, and the understanding of how information is influenced by the shape, color, and composition of visuals. Existing courses in these topics are readily available at an instruction level suitable for students coming from many undergraduate majors across campus.

Rationale for action:

- The courses necessary to provide the technical skills, design methods and understanding of the uses of information design already exist in the School of Visual Communication Design;
- The courses in this proposed minor do not include prerequisites and are offered at a level appropriate for students coming to the subject matter from a variety of fields of study;
- The widespread used of information graphics in business, communication, websites, newspapers, magazines, scientific documents, government and politics provide ample opportunity for students in a variety of majors to employ the use of information graphics in their respective disciplines.

Effect on Current Programs, Offerings, Students, and Staff:

- Because each of the courses listed in this proposed minor are offered each fall and spring, it is expected that the likely increase in enrollment would require the School to increase the enrollment caps for the existing courses and add sections when necessary.
- Appropriate instructors are available in the School and in the Northeast Ohio community.
- Two of the courses in this proposal are offered online (VCD 37000: Visual Design for Media and VCD 45000: Graphic Design Perspectives) and are therefore available to students on the Kent State regional campuses. It is the intention of VCD to develop online versions of the remaining courses so that the minor will be available in a face-to-face format and in an online format by academic year 2014-2015.

Fiscal and staffing impact of action:

Because the courses for this minor already exist and each is reviewed and updated on a regular basis, it is expected that the only additional cost of this minor will be in the employment of additional instructors as enrollment increases. VCD currently employs instructors with the appropriate knowledge of the subject matter.

Alternatives and Consequences:

If this proposal is not approved, a unique opportunity for many undergraduates to gain a marketable skill in information design will be lost.

Specific Recommendation and Justification:

It is preferable to establish this minor allowing undergraduates other than VCD majors to incorporate information design into their respective fields of study. Because there is little or no additional cost to the host School, and because the courses already exist there is no risk to offering this minor.

Timetable:

- Agreed upon by the VCD faculty, fall 2013
- Proposed to The College of Communication and Information Curriculum Committee, fall 2013
- Anticipated implementation, fall 2014

WORK IN PROGRESS CATALOG | view current 2012 catalog

Kent State University Catalog 2013 - 2014

PDF	
Associat.	Download to print

College of Communication and Information

131 Moulton Hall 330-672-2950 Web: <u>www.kent.edu/cci</u>

Academic Advising Offices:

School of Communication Studies 135 Taylor Hall 330-672-2659 www.kent.edu/comm

School of Journalism and Mass Communication 334 Franklin Hall 330-672-8293 http://jmc.kent.edu

School of Library and Information Science 314 University Library 330-672-2782 www.kent.edu/slis

School of Visual Communication Design 231 Art Building 330-672-7856 <u>http://vcd.kent.edu</u>



The disciplines represented within the College of Communication and Information emphasize different aspects of communication and information theory, research, use and practice. Yet, they all focus on the elements and means of creating, managing, using and evaluating messages, and on information components and processes that are central to communication interaction.

The evolution of digital and electronic media has blurred the distinctions and narrowed the traditional differences between and among communication and information disciplines. The College of Communication and Information provides a coherent and unified structure for the cohesive, collaborative and convergent study of human interaction and information design, production, processing, management, exchange and evaluation, while retaining the unique perspectives and content foci of programs within each of the constituent schools.

The college includes four schools: Communication Studies, Journalism and Mass Communication, Library and Information Science and Visual Communication Design.

The college links programs with a pedagogical and research interest in new technology for information and communication uses, distribution and content. In addition, the School of Communication Studies houses the Communication Instructional Resource Lab and the Communication Research Center. The School of Journalism and Mass Communication houses two centers: the Center for Scholastic Journalism and the Media Law Center for Ethics and Access. The School of Library and Information Science houses the Center for the Study of Librarianship and the Center for the Study of Information and Religion. In partnership with regional, national and international businesses and organizations, the School of Visual Communication Design engages in multidisciplinary research focused on socially responsible design concepts.

Departments and Schools

- College of Communication and Information
- School of Communication Studies
- School of Journalism and Mass
 Communication
- School of Library and Information
 Science
- School of Visual Communication
 Design

Academic Programs

Undergraduate Programs

- Advertising
- Communication Studies
- Electronic Media
- Journalism
- Photo-Illustration
- Public Relations
- Visual Communication Design
- Visual Journalism

Minors

- Advertising
- Communication Studies
- Design
- Electronic Media
- Fashion Media
- Global Communication
- Health Communication
- » Information Design
- Interpersonal Communication
- Media Literacy
- Organizational Communication
- Photo-Illustration
- Photojournalism
- Public Communication
- Public Relations
- Visual Journalism

Graduate Programs

- Communication and Information
- Communication Studies
- Information Architecture and Knowledge Management
- Journalism and Mass
 Communication
- Library and Information Science
- Visual Communication Design

Certificates

Graduate Certificates

- Advanced Study in Library and Information Science (Post Master's)
- Health Informatics (Post Bachelor's)
- Web-Enabled E-Learning Knowledge Management (Post Bachelor's)

Faculty

School of Communication Studies

- BENTLEY, LAURIE S. (1994) Assistant Professor, Regional Campuses, M.A., Kent State University, 1996
- CAI, BEI (2002) Associate Professor, Regional Campuses, Ph.D., Bowling Green State University, 1996
- CHENEY, GEORGE (2011) Professor, Ph.D., Purdue University, 1985
- CHILD, JEFFREY (2007) Associate Professor, Ph.D., North Dakota State University, 2007
- CHUNG, JAE EUN (2010) Assistant Professor, Ph.D., University of California (Los Angeles), 2010
- CLINE, REBECCA J. (2009) Professor, Ph.D., Pennsylvania State University, 1975
- CRUME, ALICE L. (2005) Assistant Professor, Regional Campuses, Ph.D., Bowling Green State University, 1995
- CRUZ, JOELLE (2013) Assistant Professor
- D'ENBEAU, SUZY M. (2013) Assistant Professor
- DUNCAN, ROZELL R. (1989) Assistant Professor, Ph.D., Kent State University, 1996
- EGBERT-SCHEIBELHOFFER, NICHOLE L. (2000) Associate Professor, Ph.D., University of Georgia, 2000
- GOODALL, CATHERINE E. (2009) Assistant Professor, Ph.D., The Ohio State University, 2009
- HARIDAKIS, PAUL M. (2000) Professor, Ph.D., Kent State University, 2000

Information Design Minor

College College of Communication and Information Department School of Visual Communication Design 231 Art Building Tel: 330-672-7856 | Fax: 330-672-9714 Email: vcd@kent.edu Web: <u>http://vcd.kent.edu</u> The Information Design minor offers students a basic understanding of visual communication tools, theory, and ethics. Subjects covered include science, communication, journalism, etc. It is expected that these skills will enhance and complement students' respective majors. Subjects the creation of print and digital artifacts and an understanding of information design and how it is used in many fields of study – business,

Type Course Title Credits VCD 14001 Visual Design Literacy 3⁻ VCD 20010 Intro to Design Research 3⁻ VCD 34004 Visual Ethics 3⁻ VCD 37000 Visual Design for Media **MM 3⁻** VCD 43007 Information Graphics or JMC 46001 Information Graphics

いして VCD 45000 Graphic Design Perspectives 3

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MINIMUM TOTAL

18

Minimum 2.250 GPA in the minor required for graduation.

Thursday, August 28, 2013

Hello AnnMarie.

On behalf of Communication Studies I want to thank VCD for putting together the proposed minor in Information Design. This will be, I believe, a very attractive minor for students majoring in Communication Studies. This necessary minor is long overdue. Your School has the support of Communication Studies to move forward and implement the Information Design minor. There are no issues of encroachment and the curriculum will fit nicely with the curriculum in Communication Studies. Please accept this e-mail as my letter of support. Again, thanks to you and your faculty for creating this minor for our College.

Paul Haridakis Director and Professor Kent State University School of Communication Studies 135 Taylor Hall P.O. Box 5190 Kent, OH 44242 Direct: 330-672-0180 Phone: 330-672-2659 Fax: 330-672-3510 To: LEBLANC, ANNMARIE Cc: Wasbotten, Thor

You replied on 8/29/2013 11:15 AM.

AnnMarie,

The School of Journalism and Mass Communication supports the creation of an Information Design Minor in the School of Visual Communication Design. We look forward to collaborating with this minor by including the course JMC 46001, Information Graphics as part of this minor.

We believe this minor will be of value to JMC students who are interested in acquiring the graphic skills needed in the design of content in various media platforms.

Gregory Blase

Associate Director for Undergraduate and Graduate Education School of Journalism and Mass Communication Kent State University Kent, OH 44242 330-672-8290 gblase@kent.edu www.jmc.kent.edu

HANSON, LUETT

From:WALKER, ROBERTSent:Friday, August 09, 2013 11:47 AMTo:LEBLANC, ANNMARIECc:WALKER, ROBERT; HANSON, LUETT; WEARDEN, STANLEYSubject:Re: Information Design Minor

Hello AnnMarie,

On behalf of the School of DIgital Sciences, I am happy to offer our support for this proposed VCD Minor in Information Graphics. This minor looks like it will provide a coherent, in-depth introduction to information graphics, and given its course overlap with our pre-approved advisor-approved electives, it should be an attractive option for some of our students, in particular the students in our BA program or Cognition and Communication BS concentration.

- bob

Robert A. Walker	Director, School of Digital Sciences
rawalke1@kent.edu	http://www.kent.edu/dsci
walker@cs.kent.edu	Professor, Computer Science Department
236 Math & CS Building	http://www.cs.kent.edu/~walker
330-672-9105	Kent State University, Kent OH 44242

On Jul 15, 2013, at 4:30 PM, "LEBLANC, ANNMARIE" aleblanc@kent.edu> wrote:

Dear Thor, Paul and Bob:

Over the last year I have had discussions with each of you and several of your faculty members about a VCD minor in Information Graphics. Professors Jessica Barness and David Middleton have worked on a sequence of courses that I believe will provide a well-rounded understanding of the theory and application of information design. Their task was to build a minor that would provide students with information design skills and would be supportive of various majors in JMC, COMM and Digital Sciences.

Attached you will find a draft document for your review. You will note in this document that there are courses in the proposed minor that are already required (or elective) in each of your schools. Thor, because one of the courses has been cross-listed (VCD/JMC) in the past, if you and your colleagues wish for the JMC course to be listed in this minor, we would be happy to do that.

Also attached are examples of VCD undergraduate information graphics. It would be the goal of this minor to provide the student with a portfolio of designs demonstrating skills in print and online graphics such as those included in the attached pdf.

Please let me know of your thoughts as we would like to finalize this proposal and have it ready for committee when the fall semester begins. Your letter of support for the proposal is greatly appreciated.

Thank you, AnnMarie



Board of Regents University System of Ohio

John R. Kasich, Governor John Carey, Chancellor

LETTER OF INTENT

Date of submission: 22 November 2013

Name of institution: Kent State University

Intent: Establishment of a Bachelor of Science degree in Aerospace Engineering

Primary institutional contact for this request:

Name:	Therese E. Tillett
Title:	Director of Curriculum Services, Office of the Provost
Phone number:	330-672-8558
E-mail:	ttillet1@kent.edu

Institution type (please check all that apply):

Public Private, non-profit

For-profit

Type of request (please check all that apply):

First request to the Chancellor (i.e., request for initial authorization)

New degree in an approved institution

New program within an existing degree (e.g., major, minor, concentration, etc.)

Certificate program

New licensure/endorsement area (educator preparation)

Other (please describe):

Alternative Delivery Options (please check all that apply):

] More than 50% of the program will be offered online

More than 50% of the program will be offered using a flexible or accelerated delivery model

] More than 50% of program will be offered at a site different from the institution's main campus

The program will be offered at multiple campus locations

Date that the request was approved or will be approved by the institution's Governing Board:

Approved by the Educational Policies Council on 18 November 2013; full proposal will be reviewed/approved by the Kent State Board of Trustees at later date.

Projected date full proposal will be submitted: Fall 2014

Projected start date: Fall 2015

Provide a brief description of the request.

Kent State University proposes to offer an Aerospace Engineering major within the Bachelor of Science degree, to be administered by the university's College of Applied Engineering, Sustainability and Technology on the Kent Campus. In recent years, the college has evolved and grown in its mission to enhance technological literacy, education and training essential to the socio-economic wellbeing and workforce development of the state of Ohio, in general, and Northeast Ohio, in particular. With 1,128 students (fall 2013 enrollment), the College of Applied Engineering, Sustainability and Technology offers baccalaureate programs in aeronautics, technology, applied engineering and construction management; numerous undergraduate minors, including sustainability, aircraft dispatch, aviation weather and unmanned aircraft systems; and the Master of Technology degree. The college will soon have a new state-of-the-art academic home on the Kent Campus, encompassing 55,000 square feet and scheduled to be completed in 2014.

Explain the institution's rationale for making the request.

This request is part of the Kent State University's vision to become a Carnegie Foundation Tier One Research University.

Ohio ranks fifth across the country for high-employment levels of aerospace engineers, and 10th nationwide for the highest concentration of aerospace engineering jobs and location quotients¹.

Ohio Region	Employment	Employment per thousand jobs	Location quotient ²	Annual mean wage
Dayton	1,300	3.54	5.74	\$107,350
Cleveland-	580	0.58	0.95	\$106,600
Elyria-Mentor	500	0.50	0.75	\$100 , 000
Southern Ohio	70	0.44	0.72	\$90,370

At present, there are no public universities in Northeast Ohio offering an ABET-accredited³ aerospace engineering degree program. There are only two publically-assisted, ABET-accredited aerospace engineering programs state-wide (University of Cincinnati and the Ohio State University)⁴. Case Western Reserve University also offers an ABET-accredited undergraduate aerospace engineering program; however, the annual tuition to attend Case Western is \$41,420⁵. Kent State University's annual tuition of \$9,816⁶ is much more affordable, thereby making the pursuit of an undergraduate degree in aerospace engineering more accessible to Ohioans in the Northeast region.

The opportunities for collaboration in this technology and manufacturing corridor of the state are significant. The Federal Government maintains a strong aerospace presence in Cleveland with the NASA Glenn Research Center. Numerous large industries such as Parker Aerospace, Timkin, Eaton and Materion are headquartered in Northeast Ohio.

Kent State University already has an established relationship with many of these organizations and secured internships for several of its students. Implementing the aerospace engineering curriculum at Kent State will allow the region to capitalize on and strengthen these existing relationships, enhancing their own ties to the region by developing and mentoring competent engineers, a majority of whom come from Northeast Ohio.

¹ Aerospace Engineers Occupational Employment and Wages (May 2012), Bureau of Labor Statistics,

U.S. Department of Labor. Retrieved from <u>www.bls.gov/oes/current/oes172011.htm</u>.

² The location quotient is the ratio of the area concentration of employment to the national average concentration. A location quotient greater than one indicates the occupation has a higher share of employment than average, and a location quotient less than one indicates the occupation is less prevalent in the area than average.

³ ABET (formerly Accreditation Board for Engineering and Technology) accredits more than 3,100 programs at more than 600 colleges and universities worldwide. ABET accredits Kent State's associate degrees in mechanical engineering technology and electrical/electronic engineering technology.

⁴ The University of Dayton offers an ABET-accredited mechanical engineering undergraduate program that includes a concentration in aerospace engineering.

⁵ Case Western Reserve University, *Tuition and Fees: Fall 2013-Spring 2014*. Retrieved from www.cwru.edu/finadmin/controller/bursar/tuition.htm.

⁶ Kent State University, AY 13-14 Undergraduate Instructional and General Fees. Retrieved from www.kent.edu/bursar/termdetail/upload/kcug13-14-2.pdf.

Kent State has also taken steps to enhance its relationship with the Ohio Aerospace Institute. Located in Cleveland, the institute works to build and promote a strong aerospace workforce in Ohio by conducting sponsored research, education and training, as well as developing and managing research and technology partnerships to leverage collaboration among industry, universities and federal laboratories. Ohio Aerospace Institute President Dr. Michael Heil has taken a personal interest in the Kent State aeronautics program and currently serves on the college's Aeronautics Advisory Board.

Technology trends in aerospace engineering are shifting toward increasing the sustainability, safety and reliability of current airframes while minimizing their environmental impact. The proliferation of unmanned aerial systems (UAS) over the past decade has affected the aerospace industry in a way never before anticipated or imagined. Although government dominance has declined in recent years, the rise of the commercial space and UAS industries is expected to translate to a growth rate of 4,000 new jobs between 2010 and 2020⁷.

The emergence of the UAS industry contributes to the greater demand for aerospace engineers within the state. Ohio recently partnered with Indiana to designate a UAS Test Center near Dayton, with the hopes of becoming one of the FAA's UAS Test Centers. With the requirements to integrate UAS into the National Airspace System as part of the 2012 FAA Reauthorization Act, an aerospace engineering curriculum at Kent State University, combined with its already established and recognized programs in air traffic control and aeronautics systems engineering technology (concentrations within the Aeronautics major), would be poised to play a significant role in these aerospace milestones.

The base infrastructure for the proposed Aerospace Engineering major is already in place through the Aeronautical Systems Engineering Technology concentration in the BS Aeronautics degree program. The proposed Aerospace Engineering major will use several courses offered in the existing Aeronautics program (such as aircraft design, advanced aerospace propulsion and advanced aerodynamics). Kent State will continue to offer the Aeronautics major–Aeronautical Systems Engineering Technology concentration as the program prepares students for careers in the applied and systems engineering fields. In contrast, the proposed Aerospace Engineering major will provide students with a more theoretical, scientific calculus-based approach to the discipline.

In 2014, Kent State will seek accreditation for the Aeronautics major–Aeronautical Systems Engineering Technology concentration from ABET's Engineering Technology Accreditation Commission, and will work to secure ABET accreditation for the proposed Aerospace Engineering major upon matriculation of the program's first cohort.

Indicate whether additional faculty and staff will be needed to support the proposed request.

The College of Applied Engineering, Sustainability and Technology recently hired one full-time tenure-track faculty member with a doctorate in aerospace engineering, and has an open search for a second, similar position. These faculty members will support the Aeronautics major—Aeronautical Systems Engineering Technology concentration and will transition to the proposed Aerospace Engineering major upon implementation of the program. The college will determine if additional faculty are needed based on enrollment projections each year in the proposed program.

⁷ Aerospace Engineers, Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook,* 2012-13 Edition. Retrieved from <u>www.bls.gov/ooh/architecture-and-engineering/aerospace-engineers.htm</u>.

Indicate whether additional administrative (e.g., admissions, financial aid, registrar, etc.) and student support services (e.g., advising, tutoring, counseling, etc.) will be needed to support the proposed request.

The college will continue to follow existing practices at Kent State University, which calls for an advisor-to-student ratio of 1:300. Therefore, additional personnel may be hired as needs dictate.

Indicate whether additional library services and resources will be needed to support the proposed request.

Kent State currently subscribes, or has access to, the major academic journal and trade publications pertaining to the field of aerospace engineering to support current programs in the College of Applied Engineering, Sustainability and Technology; therefore, there is no foreseen need to acquire additional library services and resources.

Indicate whether additional resources (e.g., facilities, technology, etc.) will be needed to support the proposed request.

Included in the plans for the new College of Applied Engineering, Sustainability and Technology building are two dedicated aeronautics laboratory facilities. In addition to being used for the current aeronautics programs, the laboratories will be outfitted with appropriate equipment to support the proposed Aerospace Engineering major.

By submission of this request, the institution acknowledges and agrees to the following:

- The submission of the letter of intent initiates the review process. If a complete proposal for this request is not submitted within one year from the date of this letter, the institution must submit another letter of intent to the Chancellor of the Ohio Board of Regents.
- The institution may withdraw its request it any time.
- The Chancellor or his staff may, in their judgment, request additional information and/or modify the type of review performed as outlined in the guidelines if the following occurs during the course of the review process:
 - Previously approved institutions fail to continue to meet the Chancellor's standards;
 - The institution is sanctioned by its regional, national or specialized accreditor, or is sanctioned by another state approval/licensing agency;
 - For-profit institutions registered with the State Board of Career Colleges and Schools are sanctioned by that board; or
 - Institutions undergo a change in ownership or profit status.
- The Chancellor or his staff, in their judgment, may modify the forms used to submit requests for approval if it is determined that such changes will improve the process. If such change occurs after the institution has submitted a request, the institution may choose to either complete the process using the previous forms or resubmit its request using the new forms.
- The Chancellor, at his discretion, reserves the right to modify the review guidelines and processes in accordance with the laws and rules of the Ohio Revised Code and Ohio Administrative Code.

Respectfully,

Todd A. Diacon Senior Vice President for Academic Affairs and Provost Kent State University



John R. Kasich, Governor John Carey, Chancellor

Change Request: Online or Blended/Hybrid Delivery

This form is to request authorization to deliver 50 percent or more of a degree program that has previously been approved by the chancellor using an online or blended/hybrid¹ delivery model. The 50 percent marker excludes internships, clinical practicum, field experiences and student teaching.

Date of submission: 22 November 2013

Name of institution: Kent State University

Degree/degree program to be offered using online or blended/hybrid delivery:

Kent State plans to offer online the following programs within the Bachelor of Technical and Applied Studies degree²:

- 1. Technical and Applied Studies major (no concentration selected)³
- 2. Applied Business concentration
- 3. Computer Technology Application Development concentration
- 4. Computer Technology Applied Computer Security and Forensics Technology concentration
- 5. Computer Technology General concentration
- 6. Computer Technology Internet/Multimedia concentration
- 7. Computer Technology Networking concentration
- 8. Nonprofit-Human Services concentration

Primary institutional contact for the request

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

Proposed start date: Fall 2014

¹ For this document, the following definitions will be used:

Online: A course where most (80+ percent) of the content is delivered online and typically requires no face-to-face meetings.

Blended/hybrid: Course that blends online and on-ground/face-to-face delivery. Substantial proportion of the content is delivered online; typically uses online discussion and has a reduced number of face-to-face meetings. **Web-facilitated:** Course that uses web-based technology to facilitate what is essentially a face-to-face course. Examples of this may be the instructor posting the syllabus or list of assignments on a web page or to a course management system, or requiring some quizzes to be taken via an online method.

On-ground (aka traditional or face-to-face): Course that uses little or no online technology, where content is primarily delivered orally or in writing. For this document, on-ground courses include those that are web-facilitated.

² Three concentrations in the degree program will not be offered online at this time: Industrial Security, Fraud Examination and Fire and Emergency Services Administration.

³ Per Kent State University curriculum nomenclature, a "major" is a set of requirements for completion of a degree as authorized by the Kent State Board of Trustees and the Ohio Board of Regents. A major may represent a field of study or be interdisciplinary. A "concentration" is a subset of requirements for a specialization within that major. E.g., Bachelor of Science degree – Biology major – Molecular Biology concentration.

Date that the request received final approval from the appropriate institutional committee:

Online delivery of the Bachelor of Technical and Applied Studies (BTAS) degree program was approved by the Regional College Curriculum Committee, which administers the degree, on 24 September 2013. Proposal was an information item on the 18 November 2013 agenda of the Educational Policies Council, a subcommittee of the Faculty Senate.

Institution has Higher Learning Commission approval for online or blended/hybrid delivery: Yes

Educator preparation program that leads to licensure or endorsement: No

3. CURRICULUM

3.1 Will the online or blended/hybrid program be offered <u>instead of</u> or <u>in addition to</u> the onground program?

The online program will be offered in addition to the on-ground program. The BTAS degree is approved to be offered at all Kent State University's regional campuses: Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull and Tuscarawas. However, administration of the online program will be done through Kent State at Trumbull.

3.2 Indicate whether the online or blended/hybrid program is equivalent to the on-ground program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain.

All student learning outcomes and number of credits required for the online program are equivalent to the on-ground program. Admission, course, and graduation requirements and student outcomes are unchanged for online delivery of the program.

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

The course design structure will be asynchronous, which will allow students to access course content and assignments at any time without the need for simultaneous instructor or peer involvement.

Kent State University utilizes the Blackboard Learning System software to facilitate studentinstructor interaction via the online communication tools within the course management system. This technology provides one central location for course instructional materials, assessments, assignments and communication using discussion boards, journaling, email, message boards and announcements as appropriate.

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

Kent State University offers support and advising to online students through a variety of offices, departments and schools. Offices for advising and student services provide online information regarding all aspects of registration and advising. Online students will be afforded the same access to professional advisors as traditional students, and will be able to contact advisors by telephone or through their official Kent State e-mail accounts for advising advice (as well as having the same opportunities to see an advisor in person, if they so desire).

Additionally, the Blackboard Learning System includes imbedded tutorials to assist students with technology capabilities required to successfully complete their on-line coursework such as screen shots and course navigation.

The Kent State University Libraries provide online access to thousands of online journals, books and databases, and access to OhioLink and KentLink. Students may order books and other class resources online through the campus bookstores and have the materials delivered to any location. For technology assistance, the Kent State Online Support Center is available 24 hours a day, seven days a week.

Faculty delivering the curriculum will also be available online and by telephone to provide the same support and counsel, and students are encouraged to contact course instructors with curriculum-related questions. Instructor contact information and online office hours and by telephone are clearly posted on each course syllabus.

All regional campuses works closely with Kent State's Office of Student Accessibility Services to provide appropriate accommodations and ADA-compliant materials in online courses to students with recognized and confirmed disabilities.

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

The same assessment and evaluation processes are used for on-ground and online evaluations. Student learning is assessed based on the outcomes set forth in the program assessment plans. Each academic program implemented an assessment plan that focuses on student learning outcomes. The goals, objectives, measures and results for each program are posted in an online application (WEAVEonline) for AQIP assessment.

3.6 Using the chart below, please list the courses that make up the major/program and indicate whether they are delivered using an online, blended/hybrid or on-ground format (see definitions on first page). Identify all new courses (i.e., courses that are not a part of the approved, on-ground curriculum.) *Please provide a syllabus for each new course as an appendix item.*

See appendix A for the program chart for the online/on-ground deliveries.

The curriculum for the online BTAS degree is the same as the on-ground program with no courses added or removed. The full program may be viewed in the Kent State University Catalog: www.kent.edu/catalog/2013/re/UG/TAS.

4. FACULTY AND ADMINISTRATION

4.1 Describe the duties of the individual who has major responsibility for the administration and coordination of the online or blended/hybrid program. Describe the qualifications of this individual for the oversight of a distance education program and provide this individual's CV as an appendix item.

Associate Professor Larry Froehlich, EdD, is the program coordinator for the BTAS degree in the Regional College. Dr. Froehlich has 27 years of higher education experience; both in administration and faculty. He has served as the BTAS program coordinator since 2009, has developed several online courses and teaches online courses every semester. See Appendix B for Dr. Froehlich's curriculum vitae.

4.2 Describe faculty members' responsibilities to the online or blended/hybrid program. In your response, indicate how faculty members' responsibilities to the online or blended/hybrid program affect their responsibilities to the on-ground program, including teaching load, advising, research/scholarship, and participation in faculty committees/governance. Are additional faculty members going to be hired to implement the online or blended/hybrid program? Will these faculty members participate in only the online or blended/hybrid program or will they participate in the on-ground program as well.

Teaching load is determined by the university's collective bargaining agreement. Tenure-track faculty is expected to teach 24 credit hours per academic year; non-tenure-track faculty teaches 30 credit hours per academic year. Regional Campus tenure-track faculty is expected to participate in faculty committees/governance.

No additional faculty will be hired to implement the BTAS degree program to an online format. Full-time faculty who teach in the BTAS degree will have those instructional responsibilities as part of their standard load. Teaching online courses will not be considered as an additional load but as part of faculty's professional duties.

4.3 Describe the mechanisms used to ensure that faculty members have the appropriate qualifications and support to teach successfully in an online environment. Include in your response the pedagogical and technical support provided for the design, production and management of online courses, as well as institutional support for all essential technology.

Training sessions are held regularly for faculty requesting technical assistance. Support is available at each regional campus in various forms: network support staff, instructional/ educational technology coordinators and faculty resources. Additionally, instructional technology and design assistance is provided by the Kent Campus.

4.4 Using the form below provide the information requested for each member of the instructional staff. A faculty member must be identified for each course to be taught during the first two years of program delivery. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix. A copy of each faculty member's CV must be included as an appendix item.

The BTAS degree is a completer program for students who hold an associate degree or have completed some post-secondary coursework. It has a broad curriculum, with a robust list of courses offered by numerous Kent State academic departments across the university's eight-campus system (see appendix A for full program requirements).

With the exception of the two TAS courses, all courses in the program existed before this degree program was established and are used as requirements or electives in other degree programs at Kent State University. The TAS courses are taught by Associate Professor Larry Froehlich, the program director. His CV is appendix B.

If Kent State was to provide a table and curriculum vitae for all faculty members teaching all the courses in the program across all campuses, the document would run over a thousand pages. If there are specific courses in the program for which the Ohio Board of Regents wants to see a list of instructors and their credentials, Kent State will be more than happy to provide that information upon request.

Kent State University | Proposal for Online Delivery of Bachelor of Technical and Applied Studies | Page 4

APPENDICES

Appendix Description

- A Program chart for the online/on-ground deliveries
- B Curriculum vitae for program director Larry Froehlich

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

Respectfully,

Todd A. Diacon Senior Vice President for Academic Affairs and Provost Kent State University

APPENDIX A Program chart for the online/on-ground/hybrid deliveries

Bachelor of Technical and Applied Studies degree (121 credit hours)

Techni (86 cree		d Applied Studies Major Requirements	Online	On- Ground	Blended	Currently in program
`		Technical and Applied Studies Cornerstone		Giouilu	, nyonu	required
		Technical and Applied Studies Contestone				required
US		Destination Kent State: First Year Experience				required
		purses from the following:	-	_	-	required
BMRT		Introduction to Management Technology				elective
		Applications of Technology Management Software				elective
		Organizational Communication				elective
-		Introduction to Technical Writing				elective
		Business and Professional Writing				elective
		Business Communications				elective
LIS	30010	Information Fluency in the Workplace and Beyond				elective
		Inequality in Societies				elective
		Cultural Dynamics of Technology				elective
		arse from the following:				
COMT	11000	Introduction to Computer Systems				elective
COMT	12000	Personal Productivity Software				elective
MIS	24053	Introduction to Computer Applications				elective
		position *				required
		hematics and Critical Reasoning *				required
Kent Co	ore Hun	nanities and Fine Arts (min one course from each) *				required
Kent Co	Kent Core Social Sciences (courses from two curricular areas) *				required	
Kent Co	Kent Core Basic Sciences (must include one laboratory) *					required
Kent Co	ore Add	itional *				required
		es (total hours depends on meeting minimum 121 d minimum 39 upper-division hours)				elective

* More than 50 percent of the Kent Core is offered online.

Major Electives (31-33credits) for students not declaring a concentration				On- Ground	Blended /hybrid	Currently in program
Choose	31-33 c	credits from the following:				
ANTH	38240	Culture and Personality				elective
ANTH	48210	Culture and Communication				elective
BMRT	21000	Business Law and Ethics I				elective
BMRT	21006	Human Resource Management				elective
BMRT	21020	Introduction to Entrepreneurship				elective
BMRT	36401	Application of Technical Management Software				elective
BMRT	36415	Customer Service Technology				elective
BMRT	46409	Strategic Management of Technology and Innovation				elective

Major I concer		ves (31-33credits) for students not declaring a n continued	Online	On- Ground	Currently in program
BMRT	46418	Labor Studies in Technology			elective
		Strategic Planning			elective
-		Small Group Process (2)			elective
COMM	35852	Intercultural Communication			elective
COMM	35864	Organizational Communication			elective
		Survey Information Security, Internet Fraud and Computer Forensics	-		elective
ECON	42075	International Economic Relations			elective
ENG	20002	Introduction to Technical Writing			elective
ENG	30063	Business and Professional Writing			elective
ENTR	27056	Introduction to Entrepreneurship			elective
HDFS	24011	Interpersonal Relationships and Families			elective
HDFS	44032	Nonprofit Fundraising and Grantwriting			elective
HDFS	44033	Nonprofit Management I			elective
HDFS	44034	Nonprofit Management II			elective
HED	46052	Stress: Recognition and Management (2)			elective
INS	29000	Introduction to Insurance and Risk			elective
JMC	21001	Principles of Advertising			elective
JMC	28001	Principles of Public Relations			elective
LIS	30010	Information Fluency in the Workplace and Beyond			elective
MATH	11009	Modeling Algebra			elective
MATH	11010	Algebra for Calculus			elective
MATH	30011	Basic Probability and Statistics			elective
MIS	24163	Principles of Management			elective
MIS	34054	Using Information Systems for Solving Business Problems	-		elective
MIS	34060	Operations Management			elective
MIS	34165	Dynamics of Leadership			elective
MIS	34180	Human Resource Management			elective
MIS	34185	Individual and Group Behavior in Organizations			elective
MIS	34280	Social Responsibility in the Workplace			elective
MKTG	35035	Consumer Behavior			elective
PH	30006	Introduction to Environmental Health and Safety			elective
POL	30301	Introduction to Public Administration			elective
PSYC	30656	Psychology of Aging			elective
PSYC	31773	Industrial Psychology			elective
PSYC	41532	Social Psychology			elective
PSYC	41581	Health Psychology			elective
SOC	32400	Individuals and Society			elective
SOC	32510	Sociology of Work			elective
SOC	32570	Inequality in Societies			elective
SOC	42558	Wealth, Poverty and Power			elective
		Sociology of Health and Health Care			elective
SOC		Family Patterns: A World Perspective			elective
TECH		Engineering and Professional Ethics			elective

EPC Agenda | 18 November 2013 | Attachment 6 | Page 8 Kent State University | Proposal for Online Delivery of Bachelor of Technical and Applied Studies | Page 7

Applie	d Busi	ness Concentration Requirements (30credits)	Online	On- Ground	Currently in program
BMRT	21011	Fundamentals of Financial Management			required
BMRT	36415	Customer Service Technology			required
BMRT	40092	Practicum in Applied Business and Technology			required
BMRT	46409	Strategic Management and Technology			required
BMRT	46418	Labor Studies in Technology			required
MIS	34165	Dynamics of Leadership			required
Choose	four co	urses from the following:			
BMRT	21008	Case Studies in Management Technology			elective
BMRT	21020	Introduction to Entrepreneurship			elective
BMRT	36410	Security for Business Students			elective
BMRT	40096	Individual Investigation in Business and Technology			elective
BMRT	46295	Special Topics in Applied Business			elective
COMM	35864	Organizational Communication			elective
COMT	36318	Survey of Information Security, Internet Fraud and Computer Forensics	•		elective
MIS	34280	Social Responsibility in the Workplace			elective
MIS	44152	Collaborative Project Management			elective
SOC	42558	Wealth, Poverty and Power			elective

-	Computer Technology Application Development		Online	On-		Currently
Concer	ntratio	n Requirements (32-34 credits)	Omme	Ground	/hybrid	in program
COMT	36318	Survey of Information Security, Internet Fraud and Computer Forensics				required
COMT	46308	Advanced Visual Basic Programming				required
COMT	46340	Data Design and Implementation				required
ACTT, I	BMRT,	COMT, INS or ITAP electives				elective
COMT	upper-c	livision courses				elective
Choose	one coi	arse from the following:				
COMT	36301	Advanced C++ Programming				elective
COMT	36311	Advanced Java Programming				elective
Choose	two coi	urses from the following:				
COMT	36301	Advanced C++ Programming				elective
COMT	36302	C# Programming				elective
COMT	36308	Ergonomics in Computer Systems				elective
COMT	36309	Programming Mobile Applications				elective
COMT	36311	Advanced Java Programming				elective
COMT	36350	Programming Office Productivity Applications				elective
COMT	46309	Visual Basic Web Programming				elective
COMT	46315	SQL with Oracle				elective

Forens	ics Te	chnology Applied Computer Security and chnology Concentration Requirements	Online		Currently in program
(31 cre				-	
COMT	36318	Survey of Information Security, Internet Fraud and Computer Forensics	-		required
COMT	36320	Computer Forensics			required
COMT	36330	Local Area Network Security Fundamentals			required
COMT	46331	Local Area Network Security and Firewalls			required
ACTT, I	BMRT,	COMT, INS or ITAP electives			elective
COMT	upper-c	livision courses			elective
Choose	two coi	urses from the following:			
ACTT	36110	Principles of Fraud Examination			elective
BMRT	36410	Security for Business Students			elective
BMRT	36430	Security Management			elective
BMRT	36440	Security Investigation			elective
COMT	36321	Network Forensics			elective
COMT	36355	Command Line Utilities			elective
COMT	46300	Advanced Computer Assembly and Configuration			elective
COMT	46310	Technology of Operating Systems			elective
COMT	46311	Technology of Networking			elective

Computer Technology General Concentration Requirements (32 credits)	Online	On- Ground	Blended /hybrid	Currently in program
BMRT 36401 Applications of Technology Management Software				required
COMT 36318 Survey of Information Security, Internet Fraud and Computer Forensics				required
COMT 36340 Help Desk Support				required
ACTT, BMRT, COMT, INS or ITAP electives				elective
COMT upper-division courses				elective
General Elective				elective

		echnology Internet/Multimedia Concentration s (31-32 credits)	Online		Currently in program
COMT	36310	Multimedia Development Tools			required
СОМТ	36318	Survey of Information Security, Internet Fraud and Computer Forensics			required
COMT	36336	Web Scripting II			required
COMT	46321	Web Database Integration			required
ACTT, I	BMRT,	COMT, INS or ITAP electives			elective
COMT	upper-c	livision courses			elective
Choose	two co	urses from the following:			
COMT	36303	Digital Image Manipulation			elective
COMT	36308	Ergonomics in Computer Systems			elective
COMT	36309	Programming Mobile Applications			elective
COMT	36311	Advanced Java Programming (4)			elective
COMT	46303	Digital Video Editing			elective
COMT	46340	Data Design and Implementation			elective

EPC Agenda | 18 November 2013 | Attachment 6 | Page 10 Kent State University | Proposal for Online Delivery of Bachelor of Technical and Applied Studies | Page 9

Computer Technology Networking Concentration Requirements (32 credits)	Online	On- Ground	Blended /hybrid	Currently in program
COMT 36318 Survey of Information Security, Internet Fraud and Computer Forensics				required
COMT 36330 Local Area Network Security Fundamentals				required
ACTT, BMRT, COMT, INS or ITAP electives				elective
COMT upper-division courses				elective
Choose four courses from the following:				
COMT 36331 Internetworking II				elective
COMT 36355 Command Line Utilities				elective
COMT 46300 Advanced Computer Assembly and Configuration				elective
COMT 46310 Technology of Operating Systems				elective
COMT 46311 Technology of Networking				elective
COMT 46312 Scripting for Network Administrators				elective
COMT 46313 Virtual Machine Configuration and Administration				elective
COMT 46314 Technology Application Services				elective

Nonprofit - Human Services Concentration Requirements (31 credits)			On- Ground	Blended /hybrid	Currently in program
ACTT SOC SOC	 11000 Accounting I-Financial (4) or 32220 Data Analysis (3) and 32221 Data Analysis Laboratory (1) 				required
	11000 Introduction to Business				required
СОМТ	36318 Survey of Information Security, Internet Fraud and Computer Forensics				required
	44032 Nonprofit Fundraising and Grantwriting				required
HDFS	44033 Nonprofit Management I				required
HDFS	44034 Nonprofit Management II				required
Choose	four courses from the following:				
ANTH	18210 Introduction to Cultural Anthropology				elective
ANTH	38240 Culture and Personality				elective
BMRT MIS	11009 Introduction to Management Technology or 24163 Principles of Management	-			elective
BMRT	21006 Human Resources Management				elective
BMRT	36401 Application of Technical Management Software				elective
BMRT	46409 Strategic Management of Technology and Innovation				elective
BUS	10123 Exploring Business				elective
CACM	11001 Introduction to Conflict Management				elective
CHDS	37700 Human Relations in a World of Diversity				elective
ENG	20002 Introduction to Technical Writing				elective
ENG	30063 Business and Professional Writing				elective
GERO	14029 Introduction to Gerontology				elective
GERO	30656 Psychology of Aging				elective
HDFS	24011 Interpersonal Relationships and Families				elective
HDFS	24013 Early Adolescence				elective
HDFS	34031 Cultural Diversity: Implications for the Helping Professions				elective

Nonprofit - Human Services Concentration Requirements (31 credits) continued			Online	On- Ground	Currently in program
IHS	10000 Ca	reers in Health Sciences and Human Services			elective
MKTG	25010 Pri	inciples of Marketing			elective
NURS		uman Growth and Development for Health ofessionals			elective
PH	30005 Soc	cial and Behavioral Science Theories in Public Health			elective
PH	44000 He	ealth Disparities			elective
POL	30301 Int	troduction to Public Administration			elective
PSYC	20651 Ch	nild Psychology			elective
PSYC	30651 Ad	dolescent Psychology			elective
PSYC	30656 Psy	ychology of Aging			elective
RPTM	36010 Re	ecreation, Leisure and Aging			elective
SOC	22570 Un	nderstanding Differences and Inequality			elective
SOC	32569 Mi	inorities in America			elective
SOC	32570 Ine	equality in Society			elective
SOC	42421 Ch	hildhood in Society			elective
SOC	42478 Ad	dolescence in Society			elective
SOC	42558 We	ealth, Poverty and Power			elective
SOC	42563 So	ciology of Health and Health Care			elective
SOC	42575 Fai	mily Patterns: A World Perspective			elective
SOC	42879 Ag	zing in Society			elective

APPENDIX B Curriculum vitae for program director Larry Froehlich



TO:	Educational Policies Council		
FROM:	Senior Vice President and Provost Todd A. Diacon		
SUBJECT:	Agendas for the Educational Policies Council (EPC)		
DATE:	21 January 2014 REVISED 29 January 2014		

In the event that any of the action item proposals require corrections or create consequences not addressed in the response memos, please bring these matters to the attention of the Office of the Curriculum Services before the meeting. If you wish to elevate an information item or lesser action item on the agenda to an action or discussion item, please notify the Office of Curriculum Services by Friday, 31 January 2014, to ensure that the materials are available at the meeting for review.

Agenda for Joint Meeting of the Educational Policies Council Agenda for Undergraduate EPC Agenda for Graduate EPC University Requirements Curriculum Committee Course Changes

JOINT MEETING OF THE EDUCATIONAL POLICIES COUNCIL

Meeting on Monday, 3 February 2014, in Kent Student Center, room 310AB

ACTION ITEMS

 Approval of minutes of 18 November 2013. Attachment 1

Office of the Provost (presented by Associate Provost Melody J. Tankersley)

 Revision of Class Attendance policy in the University Catalog to be aligned with changes approved for 3342-3-01.2 Administrative Policy Regarding Class Attendance and Class Absence as published in the University Policy Register. Effective Fall 2014 | Attachment 2

DISCUSSION ITEM

Closing the Loop Subcommittee of the Advisory Committee on Academic Assessment

- 1. Questions for the EPC members regarding the university's current assessment process and supporting a culture of assessment:
 - Are you aware of a unit (academic department, school, college, committee) that is conducting assessment in a systematic way and using results to effect change?
 O Can you specify how/where the data is shared to make changes in courses or within the school/department/college (i.e. shared with faculty, committees, etc.)?
 - What types of practices and resources would help advance assessment within your unit/college and across the university?

UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

Meeting on Monday, 3 February 2014, in Kent Student Center, room 310AB, following joint meeting

ACTION ITEMS

EPC Ad Hoc Committee for Academic Policies (presented by Associate Provost Melody J. Tankersley)

- 1. Revision of university policy to reduce the minimum number of semester credit hours required to graduate with an undergraduate degree from Kent State—from 121 hours to 120 hours for a bachelor's degree, and from 61 hours to 60 hours for an associate degree. Effective Fall 2014 | Attachment 3
- 2. Establishment of a policy that requires students placed into any developmental (remedial) course to register continuously until they have successfully completed the course(s). Students who have a specific required mathematics course in their program and are placed into developmental mathematics must begin taking the developmental courses in their first semester at Kent State and register continuously until they have successfully completed their program's first mathematics requirement. If students delay taking developmental mathematics, after more than one semester they will be reassessed for placement. Effective Fall 2014 | Attachment 4

College of the Arts (presented by Dean John R. Crawford)

School of Theatre and Dance

 Establishment of a Theatre Performance [THPF] minor. Minimum total credit hours to program completion are 20. Effective Fall 2014 | Attachment 5

College of Arts and Sciences (presented by Dean James L. Blank)

Department of Modern and Classical Languages

4. Consolidation of four majors into one major with four concentrations. French Translation [FRTR], German Translation [GRTR], Russian Translation [RUTR] and Spanish Translation [SPTR] majors within the Bachelor of Science [BS] degree—all with suspended admissions since spring 2013—will become concentrations in the new Translation [TRNS] major within the Bachelor of Science [BS] degree. Included in the proposal are program revisions that replace subject area specialty with the requirement that students declare a departmentally approved minor, certificate or second major/degree, among other changes. Minimum total credit hours to program completion are unchanged at 121.

Effective Fall 2014 | Attachment 6

College of Communication and Information (presented by Dean Stanley T. Wearden)

School of Journalism and Mass Communication

5. Revision of major name and course requirements, establishment of two concentrations and inactivation of three concentrations for the Electronic Media [ELMD] major within the Bachelor of Science [BS] degree. The major's name changes to Digital Media Production [DMP]. The two new concentrations are Television [TV] and Digital Film [DFM]. The inactivated concentrations are Electronic Media Production [ELMP], Electronic Media Management [ELMM] and Electronic Media Sport Production [ELMS]. Included in the proposal are establishment of five courses and revisions to 29 courses. Minimum total credit hours to program completion are unchanged at 124. Effective Fall 2014 | Attachment 7

UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL *continued* INFORMATION ITEMS

Regional College

- Establishment of online delivery for the Athletic Trainer Transitions [ATT] optional concentration in the Physical Therapist Assistant Technology [PTST] major within the Associate of Applied Science [AAS] degree. The concentration will continue to be offered on ground at the Ashtabula Campus; the degree program (without concentration) is also offered at the East Liverpool Campus. The program will not be 100 percent online as students must be on the on the Ashtabula Campus for a three-day midterm and a three-day final exam for three required lecture/lab courses. Admission, course and graduation requirements for the program are unchanged. Effective Fall 2014 | Attachment 8
- Temporary suspension of admission for three Nuclear Medicine concentrations in the Radiologic and Imaging Sciences [RIS] major within the Bachelor of Radiologic Imaging Sciences [BRIT] degree—Nuclear Medicine–Freshman/AS [NMFR], Nuclear Medicine– Hospitals/ATS [NMHO] and Nuclear Medicine–AAS Radiologic Technology [NMRT]. The concentrations are suspended until fall 2017, at which time they will be re-opened for admission or inactivated. Effective Fall 2014 | Attachment 0

Effective Fall 2014 | Attachment 9

LESSER ACTION ITEMS

College of Applied Engineering, Sustainability and Technology

- Revision of course requirements for the Flight Technology [FLGT] concentration in the Aeronautics [AERN] major within the Bachelor of Science [BS] degree. Revisions include adding AERN 45651 as required and reducing general elective hours from 6 to 4. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014
- Revision of course requirements for the Mechanical Engineering Technology [MERT] concentration in the Applied Engineering [AENG] major within the Bachelor of Science [BS] degree. Revisions include removing TECH 31065, TECH 33363 and TECH 43700; reducing the credit hours required for the TECH electives from 5-7 to 3; and adding TECH 31000 and 3 credit hours of general electives. Minimum total credit hours to program completion decrease, from 125 to 121. Effective Fall 2014

3. Revision of course requirements for the Construction Management [COMA] major within the Bachelor of Science [BS] degree. Revisions include adding CMGT 25000 and TECH 27210 and removing TECH 21021. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014

4. Revision of course requirements for the Construction Management [COMA] minor. Revisions include removing TECH 32105, adding CMGT 42110 as required, moving CMGT 22200 and TECH 31015 from required to electives and adding CMGT 10001 and CMGT 42105. Minimum total credit hours to program completion are unchanged at 18. Effective Fall 2014

LESSER ACTION ITEMS continued

College of Applied Engineering, Sustainability and Technology continued

5. Revision of course requirements and educator licensure policy for the Technology Education Licensure [TEDL] concentration in the Technology [TECH] major within the Bachelor of Science [BS] degree. Course revisions include removing TECH 21021 and PSYC 31773 and adding CMGT 31040 and TECH 43080. The Praxis I Pre-Professional Skill Test is replaced by the Praxis Core Academic Skills for Educators with the following minimum qualifying scores: 156 in reading, 162 in writing and 150 in mathematics. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014

College of the Arts

School of Art

- Revision of educator licensure in policy for the Art Education [ARTE] major within the Bachelor of Arts [BA] degree. The Praxis I Pre-Professional Skill Test is replaced by the Praxis Core Academic Skills for Educators with the following minimum qualifying scores: 156 in reading, 162 in writing and 150 in mathematics. Effective Fall 2014
- Revision of course requirements for the Art History [ARTH] major within the Bachelor of Arts [BA] degree. PHIL 31060 is removed and general electives are increased by 3 credit hours. Minimum total credit hours to program completion are unchanged at 123. Effective Fall 2014
- 8. Revision of course requirements for the Art History [ARTH] minor. Revisions consist of adding ARTH 22020 as a required course and reducing the art history upper-division electives from 15 to 12 credit hours and adding ARTH 42023, ARTH 42025, ARTH 42026 and ARTH 42027 to the list of electives. Minimum total credit hours to program completion are unchanged at 21. Effective Fall 2014
- Revision of course requirements for the Crafts [CRFT] major within the Bachelor of Fine Arts [BFA] degree. Revisions include reducing each concentration from 18 to 15 credit hours, and changing course sequenceing in each roadmap to accommodate prerequisite changes. Minimum total credit hours to program completion decrease, from 125 to 122. Effective for Fall 2014
- 10. Revision of course requirements for the Crafts or Fine Arts [CFA] major within the Bachelor of Arts [BA] degree. Revisions include replacing required PHIL 41080 with ART 40007 and revising the course sequenceing in the roadmaps to accommodate prerequisite changes in the Fine Arts [ARTS] concentration. The Crafts [CRFT] concentration reduces area electvies from 18 to 15 credit hours and replaces recommended PHIL 41080 with ART 40007. Minimum total credit hours to program completion are unchanged at 125 for the Fine Arts concentration and decrease, from 125 to 122, for the Crafts concentration. Effective Fall 2014

LESSER ACTION ITEMS continued

College of the Arts continued

School of Fashion Design and Merchandising

- Revision of grade point average requirement—from 2.750 to 2.700—to graduate with the Fashion Media [FAME] minor. Effective Fall 2014
- 12. Revision of course requirements for the Fashion Merchandising [FM] major within the Bachelor of Science [BS] degree. Revisions include removing the math electives (MATH 11009, MATH 11010 or MATH 11012) and increasing minor coursework and general electives, from 21 to 23 credit hours. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014

School of Music

- Revision of grade requirement for the Jazz Studies [JAZZ] minor. Minimum grade for graduation in all MUS courses increases from C- to C. Effective Fall 2014
- 14. Revision of course and grade requirements for the Music [MUS] major within the Bachelor of Music [BM] degree. Revisions included removing the recital language in the notes, and adding an approved portfolio prerequisite for enrollment in MUS 41131, MUS 41151 and MUS 48512 for the Composition [COMP] concentration. Minimum grade for graduation in all MUS courses increases from C- to C. Minimum total credit hours to program completion are unchanged at 125. Effective Fall 2014
- Revision of grade requirement for the Music [MUS] minor. Minimum grade for graduation in all MUS courses increases from C- to C. Effective Fall 2014
- 16. Revision of educator licensure policy course and grade requirements for the Music Education [MUED] major within the Bachelor of Music and [BM] degree. The Praxis I Pre-Professional Skill Test is replaced by the Praxis Core Academic Skills for Educators with the following minimum qualifying scores: 156 in reading, 162 in writing and 150 in mathematics. Course revisions include removing MUS 33212 and MUS 33213 from the major; and increasing the credit hours, from 3 to 4, for MUS 33211, MUS 33231, MUS 43211 and MUS 43231. Minimum grade for graduation in all MUS courses increases from C- to C. Minimum total credit hours to program completion are unchanged at 132. Effective Fall 2014
- 17. Revision of course and grade requirements for the Music Technology [MUST] major within the Bachelor of Science [BS] degree. Course revisions included adding MUS 25011 and MUS 25225 as options to meet major ensemble requirement. Minimum grade for graduation in all MUS courses increases from C- to C. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014

School of Theatre and Dance

18. Revision of educator licensure policy for the Dance Education [DEDU] concentration in the Dance [DANC] major within the Bachelor of Fine Arts [BFA] degree. The Praxis I Pre-Professional Skill Test is replaced by the Praxis Core Academic Skills for Educators with the following minimum qualifying scores: 156 in reading, 162 in writing and 150 in mathematics. Effective Fall 2014

LESSER ACTION ITEMS continued

College of the Arts continued

School of Theatre and Dance continued

19. Inactivation of the Theatre [THTR] minor, which has been replaced by specialized minors. Effective Fall 2014

College of Arts and Sciences

20. Revision of course requirements for the Paralegal Studies [C202] post-secondary certificate. Revisions include adding new courses PLST 48404, PLST 48407 and PLST 48403 and removing PLST 38004 and PLST 48402 from the major electives. Elective course PLST 38002 is revised to 48002. Minimum total credit hours to program completion are unchanged at 30. Effective Fall 2014

Department of Biological Sciences

- 21. Revision of course requirements for the Organismal Biology [ORBI] concentration in the Biology [BSCI] major within the Bachelor of Science [BS] degree. Revision adds BSCI 30270. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014
- 22. Revision of course requirements for the Botany [BOT] major within the Bachelor of Science [BS] degree. Revision includes adding BSCI 30270, BSCI 30271 and BSCI 40162 as options to the core course electives. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014
- 23. Revision of course requirements for the Environmental and Conservation Biology [ECB] major within the Bachelor of Science [BS] degree. Revision accommodates recent credit hour revision of GEOG 49070 from 3 to 4, thereby reducing elective credit hours from 9-10 to 8-9. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014

Department of Chemistry and Biochemistry

24. Establishment of articulation agreement with Northeast Ohio Medical University [NEOMED] whereby eligible students in NEOMED's pharmacy program may, after admittance, earn credit for two courses (BSCI 30156, BSCI 30171) and 8 credits of concentration electives applicable toward the Biochemistry [BCHM] concentration in the Chemistry [CHEM] major within the Bachelor of Science [BS] degree. (This item appeared on the 19-May-08 EPC agenda, but the agreement was not signed at the time.) Effective Spring 2014

Department of Pan-African Studies

25. Establishment of four concentrations and inactivation of existing three concentrations for the Pan-African Studies [PAS] major within the Bachelor of Arts [BA]. New concentrations are Race, Sex and Gender [RSGR]; The Arts in Culture and Society [TACS]; Global and Government Systems [GGSY]; and Community Activism, Strategy and Development [CASD]. Inactivated concentrations are Diaspora Studies [DIAS], Pan-African Studies [PAS] and Arts, Literature and Culture [ALCL]. The revised curriculum now comprises an 18-credit major core and 15-credit concentration. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014

LESSER ACTION ITEMS continued

College of Arts and Sciences continued

Department of Philosophy

26. Revision of course requirements for the Health Care Ethics [HCET] minor. PHIL 21003 is replaced with PHIL 30015 or PHIL 41030; and HONR 30297 is removed. Minimum total credit hours to program completion are unchanged at 24. Effective Fall 2014

Department of Psychology

27. Establishment of optional concentration Pre-Medicine/Pre-Osteopathy [PMDO] for the Psychology [PSYC] major within the Bachelor of Science [BS] degree. The concentration comprises currently existing BSCI, CHEM, PHY, MATH and SOC courses. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014

Department of Sociology

- 28. Revision of course requirements for the Criminology and Justice Studies [CRJU] major within the Bachelor of Arts [BA] degree. 0-6 credit hours of JUS 46792 may count toward the major or concentration requirements depending on the concentration; any credit hours taken above that will count toward general electives. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014
- 29. Revision of course requirements for the Paralegal Studies [PLST] major within the Bachelor of Arts [BA] degree. Revisions include adding to the major electives new courses PLST 48404, PLST 48407 and PLST 48403; and removing PLST 38004 and PLST 48402 from the major electives. Elective course PLST 38002 is revised to 48002. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014
- 30. Revision of course requirements for the Paralegal Studies [PLST] minor. Revisions include adding to the major electives new courses PLST 48404, PLST 48407 and PLST 48403; and removing PLST 38004 and PLST 48402 from the major electives. Elective course PLST 38002 is revised to 48002. Minimum total credit hours to program completion are unchanged at 30. Effective Fall 2014
- 31. Establishment of seven concentrations for the Sociology [SOC] major within the Bachelor of Arts [BA] degree. New concentrations are General [GENL]; Social Inequalities [SOIN]; Cultural Sociology [CUSO]; Medical Sociology [MESO]; Family and Life Course Sociology [FLCS]; Sociological Social Psychology [SSPS]; and Social Problems, Deviance and Crime [SPDC]. Existing courses and one new course, SOC 42560, comprise the concentrations. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014

LESSER ACTION ITEMS continued

College of Business Administration

Department of Accounting

- 32. Establishment of time-limit policy and revision of course requirements for the Accounting [ACCT] major within the Bachelor of Business Administration [BBA] degree. ACCT courses numbered 33000-49999 that satisfy program requirements must be taken within the past 10 years at the time of graduation. BUS 30123 is replaced with BUS 30061 and ENG 30061. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014
- 33. Revision of admission requirements for the Accounting [ACCT] minor. Student declaring the minor must have already completed ACCT 23020 and ACCT 23021 (or equivalents) with minimum B- grade in both. Effective Fall 2014

Department of Economics

34. Revision of course requirements for the Economics [ECON] major within the Bachelor of business Administration [BBA] degree. BUS 30123 is replaced with BUS 30061 and ENG 30061. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014

Department of Finance

35. Revision of course requirements for the Finance [FIN] major within the Bachelor of Business Administration [BBA] degree. BUS 30123 is replaced with BUS 30061 and ENG 30061. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014

Department of Management and Information Systems

- 36. Revision of course requirements for the Business Management [BMGT] major within the Bachelor of Business Administration [BBA] degree. BUS 30123 is replaced with BUS 30061 and ENG 30061. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014
- 37. Revision of course requirements for the Computer Information Systems [CIS] major within the Bachelor of Business Administration [BBA] degree. BUS 30123 is replaced with BUS 30061 and ENG 30061. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014
- 38. Revision of course requirements for the Healthcare Systems Management for Business Majors [HMGB] minor. Revisions include revising required course numbers so they can be offered in a sequence. Minimum total credit hours to program completion are unchanged at 18. Effective Fall 2014
- 39. Revision of course requirements for the Healthcare Systems Management for Non-Business Majors [HMGT] minor. Revisions include revising required course numbers so they can be offered in a sequence. Minimum total credit hours to program completion are unchanged at 18. Effective Fall 2014

LESSER ACTION ITEMS continued

College of Business Administration continued

Department of Management and Information Systems continued

- 40. Revision of admission requirements for the Management for Business Majors [MGMB] minor. Students in the Business Management [BMGT] major may not declare this minor or the Management for Non-Business Majors [MGMN] minor. Effective Fall 2014
- 41. Revision of admission and course requirements for the Management for Non-Business Majors [MGMN] minor. Students in the Business Management [BMGT] major may not declare this minor or the Management for Business Majors [MGMN] minor. Course revisions include limiting student choice to maximum of one course per curricular area; ECON 22060 is removed from the elective list. Minimum total credit hours to program completion are unchanged at 18. Effective Fall 2014

Department of Marketing and Entrepreneurship

- 42. Revision of course requirements for the Entrepreneurship [ENTR] major within the Bachelor of Business Administration [BBA] degree. BUS 30123 is replaced with BUS 30061 and ENG 30061, and MKTG 35056 and MKTG 45047 are added to the major elective list. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014
- 43. Revision of course requirements for the Entrepreneurship for Business Majors [ENTB] minor. MKTG 35056 and MKTG 45047 are added to the elective list. Minimum total credit hours to program completion are unchanged at 19. Effective Fall 2014
- 44. Revision of course requirements for the Entrepreneurship for Non-Business Majors [ENTN] minor. MKTG 35056 and MKTG 45047 are added to the elective list. Minimum total credit hours to program completion are unchanged at 19. Effective Fall 2014
- 45. Revision of course requirements for the Managerial Marketing [MMTG] major within the Bachelor of Business Administration [BBA] degree. BUS 30123 are replaced with BUS 30061 and ENG 30061. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014
- 46. Revision of course requirements for the Marketing [MKTG] major within the Bachelor of Business Administration [BBA] degree. BUS 30123 is replaced with BUS 30061 and ENG 30061, and MKTG 35056 is added to the elective list. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014
- 47. Revision of course requirements for the Marketing [MKTG] minor. MKTG 35056 is added to the elective list. Minimum total credit hours to program completion are unchanged at 19. Effective Fall 2014

LESSER ACTION ITEMS continued

College of Communication and Information

School of Journalism and Mass Communication

48. Revision of grade point average requirement for graduation in the school. The major and minor GPA decrease, from 2.750 to 2.700; and the cumulative GPA decreases, from 2.750 to 2.000. This change affects the following majors and minors:

- Advertising [ADV] major within Bachelor of Science [BS] degree
- Advertising [ADV] minor
- Electronic Media [ELMD] major within Bachelor of Science [BS] degree
- Electronic Media [ELMD] minor
- Fashion Media [FAME] minor
- Journalism [JNL] major within Bachelor of Science [BS] degree
- Media Literacy [MELT] minor
- Photojournalism [PHOJ] minor
- Public Relations [PR] major within Bachelor of Science [BS] degree
- Public Relations [PR] minor
- Visual Journalism [VJNL] major within Bachelor of Science [BS] degree
- Visual Journalism [VISJ] minor Effective Fall 2014
- 49. Revision of course requirements for the Advertising [ADV] major within the Bachelor of Science [BS] degree. Revisions include increasing the required credit hours for JMC 40092 from 1 to 2, replacing JMC 20003 with JMC 20001 and decreasing general electives from 19 to 18 credit hours. Minimum total credit hours to program completion are unchanged at 124. Effective Fall 2014
- 50. Revision of course requirements for the Journalism [JNL] major within the Bachelor of Science [BS] degree. JMC 20003 is replaced with JMC 20001, and maximum 5 credit hours in JMC 40092 may be counted toward general electives. In addition, JMC 40092—currently required in Broadcast News [BNEW], Magazine [MAGA] and Multimedia News [MNEW] concentrations—is now a major requirement, thereby including the Photojournalism [PHOJ] concentration for the requirement. Minimum total credit hours to program completion are unchanged at 124. Effective Fall 2014

51. Revision of course requirements for the Public Relations [PR] major within the Bachelor of Science [BS] degree. Revisions include replacing JMC 20003 with JMC 20001; increasing credit hours, from 1 to 1-6, for required JMC 40092; and allowing maximum 5 credit hours in JMC 40092 to be counted toward general electives. Minimum total credit hours to program completion are unchanged at 124. Effective Fall 2014

School of Visual Communication Design

52. Revision of course requirements for the Photo-Illustration [PHOI] major within the Bachelor of Science [BS] degree. Revisions include removing VCD 49098, which is being inactivated, and changing grade requirement, from B to B-, for VCD 13001. Minimum total credit hours to program completion decrease, from 127 to 126. Effective Fall 2014

LESSER ACTION ITEMS continued

College of Communication and Information continued

School of Visual Communication Design continued

- 53. Revision of course and grade requirements for the Visual Communication Design [VCD] major within the Bachelor of Arts [BA] degree. Revisions include moving VCD 49199 from required to guided elective, increasing guided elective credit hours from 9 to 12; and changing grade requirement, from B to B-, for VCD 13001. Minimum total credit hours to program completion are unchanged 123. Effective Fall 2014
- 54. Revision of course requirements for the Visual Communication Design [VCD] major within the Bachelor of Fine Arts [BFA] degree. Revisions include moving VCD 49199 from required to guided elective, increasing guided elective credit hours from 27 to 30; and changing grade requirement, from B to B-, for VCD 13001. Minimum total credit hours to program completion are unchanged 126. Effective Fall 2014

School of Digital Sciences

- 55. Revision of course requirements for the Digital Sciences [DS] major within the Bachelor of Arts [BA] degree. Revision includes adding COMM 41000, COMT 36310, JMC 20001 and MIS 34165 to the elective list. Minimum total credit hours to program completion are unchanged 121. Effective Fall 2014
- 56. Revision of two concentration names and course requirements for the Digital Sciences [DS] major within the Bachelor of Science [BS] degree. Concentration Digital Science Cognition and Communication [DSCC] is renamed Digital Systems Interaction [DSIN], and concentration Digital Systems Management and Consulting [DSMC] is renamed Digital Systems Management [DSMT]. Course revisions include requiring DSCI 15310 and adding to the pre-approved elective list COMM 41000, COMT 36310, JMC 20001 and MIS 34165. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014
- 57. Revision of course requirements for the Digital Sciences [DS] minor. Revisions include adding FDM 10050 to elective list and adding COMM 41000, COMT 36310, JMC 20001 and MIS 34165 to the pre-approved elective list. Minimum total credit hours to program completion are unchanged at 18. Effective Fall 2014

College of Education, Health and Human Services

58. Revision of course requirements for the Education [EDUC] minor. Revisions include specifying the courses required within the methods and area-specific classifications and replacing TECH 13580 and TECH 23581 with CI 47330 for student in Technology Education Licensure [TEDL] concentration in the Technology [TECH] major within the Bachelor of Science [BS] degree. Minimum total credit hours to program completion are unchanged at 42. Effective Fall 2014

LESSER ACTION ITEMS continued

College of Education, Health and Human Services continued

- 59. Revision of policy for admission to advanced study for all teacher education majors and minors, prior to enrolling in upper-division education courses. The Praxis I Pre-Professional Skill Test is replaced by the Praxis Core Academic Skills for Educators with the following minimum qualifying scores: 156 in reading, 162 in writing and 150 in mathematics. Effective Fall 2014
- 60. Revision of name for the background checks requirement for all teacher education majors and minors. Name changes to "Background Checks for Teacher Licensure Candidates." Effective Fall 2014
- 61. Establishment of Professional Education Warning policy for all teacher education majors and minors and the Community Health Education [CHED] major within the Bachelor of Science [BS] degree. Students who do not have a minimum 2.750 GPA in their program may be required to change their program of study. Effective Fall 2014
- 62. Revision of Student Teaching policy for all teacher education majors and minors. Revision includes revising the deadline to apply for student teaching to the third Monday of the prior semester and clarifying the placement decision at the Regional Campus to be made by the teacher education program coordinator. Effective Fall 2014

School of Foundations, Leadership and Administration

- 63. Revision of course requirements for the Hospitality Management [HSPM] major within the Bachelor of Science [BS] degree. Revisions include adding HM 33145 to the list of professional electives. Minimum total hours to program completion are unchanged at 121. Effective Fall 2014
- 64. Revision of course requirements for the Recreation, Park and Tourism Management [RPTM] major within the Bachelor of Science [BS] degree. Revisions include adding RPTM 36060 and reducing general electives by 3 credits. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014
- 65. Revision of admission and course requirements for the Sport Administration [SPAD] major within the Bachelor of Science [BS] degree. Admission requirement of 2.500 high school GPA is replaced by university admission standards. Course revisions include increasing SPAD 15000 from 2 to 3 credit hours and decreasing general electives from 9 to 8 credit hours. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014

LESSER ACTION ITEMS continued

College of Education, Health and Human Services continued

School of Health Sciences

- 66. Revision of educator licensure policy and course requirements for the School Health Education [SHED] major within the Bachelor of Science in Education [BSE] degree. The Praxis I Pre-Professional Skill Test is replaced by the Praxis Core Academic Skills for Educators with the following minimum qualifying scores: 156 in reading, 162 in writing and 150 in mathematics. Course revisions for the optional Health and Physical Education [HPE] concentration include requiring PEP 35020 and removing PEB 10095 from the list of PEB electives. Minimum total credit hours to program completion are unchanged at 121 for the major and decrease, from 159 to 157, for the Health and Physical Education. Effective Fall 2014
- 67. Inactivation of Pre-Speech Pathology and Audiology [PSPA] non-degree pre-major and revision of admission requirement and establishment of progression requirement for the Speech Pathology and Audiology [SPA] major within the Bachelor of Science [BS] degree. Students will be admitted directly into major with a minimum 3.000 GPA (new freshmen, transfer and change-of-major). Progression eligibility to the "professional phrase" of the program requires minimum 3.000 cumulative GPA at 60 credit hours. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014

School of Lifespan Development and Educational Sciences

68. Revision of educator licensure policy for the Special Education [SPED] major within the Bachelor of Science in Education [BSE] degree. The Praxis I Pre-Professional Skill Test is replaced by the Praxis Core Academic Skills for Educators with the following minimum qualifying scores: 156 in reading, 162 in writing and 150 in mathematics. Effective Fall 2014

School of Teaching, Learning and Curriculum Studies

- 69. Revision of educator licensure policy for majors listed below. The Praxis I Pre-Professional Skill Test is replaced by the Praxis Core Academic Skills for Educators with the following minimum qualifying scores: 156 in reading, 162 in writing and 150 in mathematics.
 - Early Childhood Education [ECDE] major within Bachelor of Science in Education [BSE]
 - Earth Science [ESCI] major within Bachelor of Science in Education [BSE]
 - Integrated Language Arts [INLA] major within Bachelor of Science in Education [BSE]
 - Integrated Mathematics [IMTH] major within Bachelor of Science in Education [BSE]
 - Integrated Science [INSI] major within Bachelor of Science in Education [BSE]
 - Integrated Social Sciences [INSS] major within Bachelor of Science in Education [BSE]
 - Life Science [LFSC] major within Bachelor of Science in Education [BSE]
 - Life Science/Chemistry [LFSC] major within Bachelor of Science in Education [BSE]
 - Middle Childhood Education [MCDE] major within Bachelor of Science in Education [BSE]
 - Physical Education [PEP] major within Bachelor of Science [BS]
 - Physical Science [PHSC] major within Bachelor of Science in Education [BSE]
 - Trade and Industrial Education [TIED] major within Bachelor of Science in Education [BSE]
 Effective Fall 2014

LESSER ACTION ITEMS continued

College of Education, Health and Human Services continued

School of Teaching, Learning and Curriculum Studies continued

70. Revision of course requirements for Early Childhood Education [ECDE] major within the Bachelor of Science in Education [BSE] degree. Revision includes reducing credit hours, from 6 to 4, for ECED 40192 and, from 12 to 9, for ECED 40292; and adding BSCI 10110, BSCI 10120 and BSCI 20020 as either/or option with BSCI 10001. Minimum total credit hours to program completion decrease, from 128 to 123. Effective Fall 2014

College of Public Health

71. Revision of course requirements for the Health Services Administration [HSA] concentration in the Public Health [PH] major within the Bachelor of Science in Public Health [BSPH] degree. Revisions include adding new courses PH 44020 and PH 44025 as required and decreasing general electives by 6 credit hours. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014

Regional College

- 72. Revision of course requirements for the Early Childhood Education Technology [ECET] major within the Associate of Applied Science [AAS] degree. Revisions include reducing credit hours, from 6 to 4, for ECET 22150 to better align with the Bachelor of Education in Science degree; and replacing required PSYC 11762 with any course in the Kent Core Social Sciences. Minimum total credit hours to program completion decrease, from 68 to 66. Effective Fall 2014
- 73. Revision of course requirements for the Information Technology for Administrative Professionals [ITAP] major within the Associate of Applied Business [AAB] degree. Revisions include adding new course ITAP 16640 and existing ITAP 26636 and ITAP 26695 to the technical electives list. Minimum total credit hours to program completion are unchanged at 61. Effective Fall 2014
- 74. Establishment of articulation agreement with Cuyahoga Community College, whereby eligible graduates of the Associate of Arts degree with an emphasis in business may, after admittance, articulate into their junior year in the Insurance [INS] major within the Bachelor of Science [BS] degree. Admission, course and gradua tion requirements for degree program are unchanged. Effective Spring 2014
- 75. Revision of course requirements for the Nursing Technology [NRST] major within the Associate of Applied Science [AAS] degree. Revisions include adding NUTR 23511 as either/or with required NUTR 33512; and removing CHEM 10052 and CHEM 20481 as options to fulfill chemistry requirement. Minimum total credit hours to program completion decrease, from 68 to 66. Effective Fall 2014
- 76. Revision of course requirements for the Occupational Therapy Assistant Technology [OCAT] major within the Associate of Applied Science [AAS] degree. PTST 20001 is replaced with new course OCAT 10010. Minimum total credit hours to program completion are unchanged at 69. Effective Fall 2014

LESSER ACTION ITEMS continued

Regional College continued

- 77. Revision of course requirements and establishment of clinical policy for the Physical Therapist Assistant Technology [PTST] major within the Associate of Applied Science [AAS] degree. Revisions include adding PTST 22005, PTST 22007, PTST 22092 and PTST 23092 to major core; moving medical terminology requirement (HED 14020, ITAP 26651 or PTST 10009) to additional requirements (thereby no longer in major GPA calculation); and removing PTST 22010 and PTST 22392 from the optional Athletic Trainers Transition [ATT] concentration. The clinical policy describes the possibility of required attendance at clinical sites on days outside of the academic calendar, and clarifies the medical and background clearance requirements for clinical education. Minimum total credit hours to program completion are unchanged at 66. Effective Fall 2014
- 78. Revision of course requirements for the three Diagnostic Medical Sonography [RTAS, FRAS, HATS] concentrations in the Radiologic Imaging Sciences [RIS] major within the Bachelor of Radiologic and Imaging Sciences Technology [BRIT] degree. RIS 34065 is reduced from 2 to 1 credit hour, and general electives or technical requirements increased by 1 credit hour. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014
- 79. Revision of course requirements for the Applied Business [APBU] concentration in the Technical and Applied Studies [TAS] major within the Bachelor of Technical and Applied Studies [BTAS] degree. Revisions include moving required BMRT 21011, BMRT 36415, BMRT 40092, BMRT 46409, BMRT 46418 and MIS 34165 to an elective list and adding BMRT 31006 and BMRT 31009 to that list. Another elective list is updated to include ACTT 31063, IERT 22003 and INS 29000. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014

GRADUATE EDUCATIONAL POLICIES COUNCIL

Meeting on Monday, 3 February 2014 in Kent Student Center, room 310AB, following Undergraduate EPC meeting

ACTION ITEM

College of Arts and Sciences

Department of Sociology

- 1. Reactivation, with substantial revisions, of the Justice Studies [JUS] major within the Master of Arts [MA] degree. Revisions include the following:
 - Renaming the major Criminology and Criminal Justice [CRCJ];
 - Offering full program online only;
 - Creating four new concentrations, Policing [POLG], Corrections [CORR], Victimology [VICT] and Global Security [GLSE];
 - Removing GRE requirement and decreasing GPA for admission, from 3.200 to 3.000;
 - Replacing previous culminating experience of thesis, internship and/or research with a capstone course (JUS 66762); and
 - Revising program course requirements, which include establishing nine course and revising 11 existing courses.

Minimum total credit hours to program completion are unchanged at 33. Effective Fall 2014 | Attachment 10

INFORMATION ITEMS

College of Arts and Sciences

Department of Geography

 Program development plan to establish a Geographic Information Science major within the Master of Science degree.
 Effective Fall 2015 | Attachment 11

College of Business Administration

 Extension of Executive Master of Business Administration [EMBA] major within the Master of Business Administration [MBA] degree to Kent State's Independence site. Effective Fall 2014 | Attachment 12

College of Education, Health and Human Services

School of Lifespan Development and Educational Sciences

3. Temporary suspension of admission for the Gifted Education Endorsement [GFTD] concentration in the Special Education [SPED] major within the Master of Education [MED] degree until fall 2016, at which time the program will be reopened for admission or inactivated. Effective Fall 2014 | Attachment 13

INFORMATION ITEMS continued

College of Public Health

4. Extension of temporary suspension of admission for the Epidemiology [EPI] concentration in the Public Health [PH] major within the Doctor of Philosophy [PHD] degree. Suspension was to end January 2014 for fall 2014 admission; it will now end September 2014 for fall 2015 admission (still within the three-year window for suspension). Prevention Science [PRSC], the other concentration originally suspended with Epidemilogy, has had its admission reopened for fall 2014. Effective Spring 2014 | Attachment 14

LESSER ACTION ITEMS

College of the Arts

School of Music

- 1. Revision of admission and course requirements for the Music Education [MUED] major within the Master of Music [MM] degree. Prospective students now need one year of full-time teaching before beginning coursework. Required MUS 63198 increases credit hours from 3 to 4. Minimum total credit hours to program completion increase, from 30 to 31. Effective Fall 2014
- 2. Revision of course requirements for the Conducting [COND] major within the Master of Music [MM] degree. Completion of an essay is added as an either/or option to recital requirement. Minimum total credit hours to program completion are unchanged at 32. Effective Fall 2014

College of Arts and Sciences

- 3. Establishment of articulation agreement with Chonbuk National University (Korea), whereby eligible students from Chonbuk's College of Engineering may, after admittance, transfer maximum 12 credits of specified coursework applicable for the Chemical Physics [CPHY] major within the Master of Science [MS] degree. Admission, course and graduation requirements for the program are unchanged.
 - Effective Fall 2014
- 4. Revision of graduation requirement for the Liberal Studies [LSTU] major within the Master of Liberal Studies [LSM] degree. To graduate, students must earna minimum 3.000 major GPA in their approved program of study; courses outside of the major do not count in the GPA. Minimum total credit hours to program completion are unchanged at 33. Effective Fall 2014

Department of English

5. Revision of course requirements for the Teaching English as a Second Language [TESL] major within the Master of Arts [MA] degree. Revisions include requiring ENG 68492 and adding ENG 63043 and ENG 63004 as electives for students not enrolled in the optional Teaching English as a Second Language Education [TESE] concentration. Revisions to the optional concentration include requiring ENG 51009 only; previously required courses now comprise 12credit elective list, and other elective lists are updated. Minimum total credit hours to program completion are unchanged at 36 for the major and 48 for the optional concentration. Effective Fall 2014

LESSER ACTION ITEMS continued

College of the Arts *continued*

Department of English continued

- 6. Revision of course requirements for the Teaching English as a Second Language [C623] postbaccalaureate certificate. Revisions include removing required ENG 63098; increasing electives by 3 credit hours; and adding ENG 63043, ENG 63044 and ENG 63098 to the elective list. Minimum total credit hours to program completion are unchanged at 18. Effective Fall 2014
- 7. Revision of course requirements for the Teaching English as a Second Language [C835] postmaster's certificate. Revisions include adding slashed 70000-level courses as options to required ENG 63001, ENG 63033, ENG 63391 and ENG 63034; removing required ENG 63098; increasing electives by 3 credit hours; and adding ENG 63043, ENG 63044 and ENG 63098 to the elective list. Minimum total credit hours to program completion are unchanged at 18. Effective Fall 2014

College of Business Administration

- 8. Establishment of Entrepreneurship [ENTR] concentration and revision of course requirements for the Business Administration [BAD] major within the Master of Business Administration [MBA] degree. Revisions include reducing credit hours, from 3 to 1, for BAD 68051; adding BAD 68052 as required. Minimum total credit hours to program completion decrease, from 57 to 56. Effective Fall 2014
- 9. Revision of course requirements for the Master of Science in Nursing/Master of Business Administration [DMNB] dual degree program to align with changes made to both degrees. Revisions include adding FIN 63037 and PADM 60379, removing NURS 60315, and replacing NURS 60401 with NURS 60403. Minimum total credit hours to program completion increase, from 63 to 67. Effective Fall 2014

Department of Economics

10. Establishment of Economic Analysis [ECAN] concentration for the Economics [ECON] major within the Master of Arts in Economics [MAE] degree. Concentration comprises ECON 64004 and 18 credit hours of ECON coursework. The Economics major currently offers one optional concentration; with addition of new concentration, major will now require a concentration to be declared. Minimum total credit hours to program completion are unchanged at 30. Effective Fall 2014

College of Communication and Information

School of Library and Information Science

11. Revision of course requirements for the Health Informatics [C626] post-baccalaureate certificate. Revisions include replacing IAKM 60181 with new course IAKM 60413; and adding new courses IAKM 60414 and IAKM 60415 to elective list. Minimum total credit hours to program completion are unchanged at 18.

Effective Fall 2014

LESSER ACTION ITEMS continued

College of Communication and Information

School of Library and Information Science

13. Revision of course requirements for the Library and Information Science [LIS] major within the Master of Library and Information Science [MLIS] degree. Revisions include removing LIS 60670 as culminating option, replaced by LIS 60092 or LIS 60098; LIS 60199 remains a culminating option. Minimum total credit hours to program completion are unchanged at 37. Effective Fall 2014

School of Digital Sciences

14. Revision of course requirements for the Enterprise Architecture [C631] post-baccalaureate certificate. Courses are added to/removed from to align with the Master of Digital Sciences degree elective list. Minimum total credit hours to program completion are unchanged at 18. Effective Fall 2014

College of Education, Health and Human Services

School of Foundations, Leadership and Administration

- 15. Revision of course requirements for the Cultural Foundations [CULT] major within the Doctor of Philosophy [PHD] degree. Revisions include removing CULT 79564, CULT 85515, CULT 85517 and CULT 85518; increasing credit hours, from 12 to 30, required in major-focus electives; adding 3 credit hours each of specialized research and humanities-oriented research (approved by faculty advisor). Minimum total credit hours to program completion increase, from 60 to 78. Effective Fall 2014
- 16. Revision of course requirements for the Evaluation and Measurement [EVAL] major within the Master of Education [MED] degree. Revisions include an overhaul of existing coursework, 12 credits of core courses are now required and the advisor-approved electives decrease from 21 to 20 credit required. Minimum total credit hours to program completion are unchanged at 32. Effective Fall 2014
- 17. Revision of course requirements for the Evaluation and Measurement [EVAL] major within the Doctor of Philosophy [PHD] degree. Revisions include removing categories Statistics, Evaluation and Research Design, and establishing 18 credit hours of specialized coursework. Minimum total credit hours to program completion decrease, from 90 to 75. Effective Fall 2014
- 18. Revision of course requirements for the Hospitality and Tourism Management [HTM] major within the Master of Science [MS] degree. Revisions include adding SRM 65047 as required; adding HM 63092 as elective; removing EXPH 63051 from first either/or option; removing EXPH 63050 and HDFS 61018 from second either/or with EVAL 65511 (EVAL 65511now required). Minimum total credit hours to program completion increase, from 32 to 35. Effective Fall 2014

School of Health Sciences

 Revision of course requirements for the Exercise Physiology [EXPH] major within the Master of Science [MS] degree. Revisions include removing the following approved electives: BMS 60449, BMS 60450, BSCI 50142, BSCI 50432, BSCI 50433, BSCI 50434, CHEM 50261, EXPH 75075, EXPH 75076, EXPH 75083, EXPH 75084 and NUTR 53513. Minimum total credit hours to program completion are unchanged at 34. Effective Fall 2014

LESSER ACTION ITEMS continued

College of Education, Health and Human Services continued

School of Health Sciences continued

- 20. Revision of course requirements for the Exercise Physiology [EXPH] major within the Doctor of Philosophy [PHD] degree. Courses are now defined for each required category in the program. Minimum total credit hours to program completion decrease, from 90 to 62. Effective Fall 2014
- 21. Revision of course requirements for the Speech Language Pathology [SLP] major within the Master of Arts [MA] degree. Revisions include removing SPA 64098 and SPA 64307; adding SPA 64311 and SPA 64312; and increasing credit hours, from 2 to 3, for SPA 64304 and, from 3 to 4 for SPA 64356. Minimum total credit hours to program completion increase, from 40 to 43. Effective Fall 2014

School of Lifespan Development and Educational Sciences

- 22. Revision of name and course requirements for the Autism Spectrum Intervention Specialist [C622] post-baccalaureate and [C831] post-master's certificates. Name changes to Autism Spectrum Disorders [C634]. Course revisions include removing electives SPA 64500, SPAD 63954 and SPSY 67973; and adding electives SPED 64501 and SPED 63949. Minimum total credit hours to program completion decrease, from 21 to 16. Effective Fall 2014
- 23. Revision of educator licensure policy for the Early Childhood Education [ECDE] major within the Master of Arts in Teaching [MAT] degree. The Praxis I Pre-Professional Skill Test is replaced by the Praxis Core Academic Skills for Educators with the following minimum qualifying scores: 156 in reading, 162 in writing and 150 in mathematics. Effective Fall 2014
- 24. Revision of course requirements for the Educational Psychology [EPSY] major within the Doctor of Philosophy [PHD] degree. Revisions include moving EVAL 78716 from required to advanced research elective, along with EVAL 88517, EVAL 88518 and other advisor-approved advanced research courses. The Instructional Technology [ITEC] concentration is also revised: ITEC 77426 is added as elective; and ITEC 77491, ITEC 77492, ITEC 77496 and ITEC 77498 are removed as electives. Minimum total credit hours to program completion are unchanged at 75. Effective Fall 2014

School of Teaching, Learning and Curriculum Studies

25. Revision of course requirements for the Physical Education Teacher Education [PETE] concentration in the Curriculum and Instruction [CI] major within the Master of Education [MED] degree. Required ELS 65025 is revised to CI 65025, and CI 65592 moved from variable credit to 3 credit hours. Minimum total credit hours to program completion are unchanged at 40. Effective Fall 2014

LESSER ACTION ITEMS continued

College of Nursing

- 26. Revision of course requirements for the Nursing and Healthcare Management [NHCM] concentration in the Nursing [NURS] major within the Master of Nursing [MSN] degree. Revisions include removing NURS 60401 and NURS 60402; adding NURS 60403 and PADM 60379; and adding any BST, EPI, EHS and SBS courses to electives list. Minimum total credit hours to program completion increase, from 36 to 37. Effective Fall 2014
- 27. Revision of course requirements for the Master of Science in Nursing/Master of Business Administration [DMNB] dual degree program to align with changes made to both degrees. Revisions include adding ACCT 63037 and PADM 60379, removing NURS 60315, and replacing NURS 60401 with NURS 60403. Minimum total credit hours to program completion increase, from 63 to 67. Effective Fall 2014

UNIVERSITY REQUIREMENTS CURRICULUM COMMITTEE

Courses Approved for Experiential Learning Requirement for Fall 2014

- ACCT 43010 Principles of Auditing and Control (3)
- AS 30092 Internship (1-12)
- DSCI 40910 Capstone in Digital Sciences (3)
- PAS 20200 Recovering the Past: Kent to Memphis (3)
- PAS 37020 The Model African Union (3)
- TECH 43800 Applied Engineering Technology Seminar (3)

Course Approved for Kent Core for Spring 2014

MATH 20095 Special Topics: Introductory Statistics (4) [mathematics and critical reasoning] <u>Temporary</u> Kent Core status for spring 2014 only (pilot of revised MATH 10041 approved for Kent Core fall 2014)

Courses Approved for Writing-Intensive Requirement for Fall 2014

- ART 40007 Arts Engagement: Interpreting for a Community (3)
- BSCI 40367 Limnological Techniques (3)
- BTEC 40210 Case Studies in Biotechnology (3)
- CTTE 46018 Disadvantaged Youth in Career Technical Education (3)

Diversity Course Revisions Approved for Fall 2014

- PHIL 21020 Comparative Religious Thought I (3) to:
- REL 11020 Introduction to World Religions [global]
- PHIL 21021 Comparative Religious Thought II (3) to:
- REL Comparative Religion [global]
- PHIL 31035 Philosophy and Justice (3) [domestic]
- PHIL 31070 African and African-American Philosophies (3) [domestic]
- PHIL 31075 Philosophy and Multiculturalism (3) [global]

Kent Core Course Revisions Approved for Fall 2014

- ENG 11002 College Writing I Stretch (3) [composition]
- ENG 11011 College Writing I (3) [composition]
- GEOL 11040 Earth Dynamics (3) to: How the Earth Works [basic sciences]
- GEOL 11041 Earth Dynamics Laboratory (1) to: How the Earth Works Laboratory [basic sciences]
- GEOL 11042 Earth History (3) to: Earth and Life Through Time [basic sciences]
- GEOL 11043 Earth History Laboratory (1) to: Earth and Life Through Time Laboratory [basic sciences]
- GEOL 21062 Environmental Geology (3) to: Environmental Earth Science (3) [basic sciences]

UNIVERSITY REQUIREMENTS CURRICULUM COMMITTEE continued

Kent Core Course Revisions Approved for Fall 2014 continued

GEOL 21080	Oceanography (3) to:	
	All About the Oceans	[basic sciences]

- PHIL 21020 Comparative Religious Thought I (3) to:
- REL 11020 Introduction to World Religions [humanities]
- PHIL 21021 Comparative Religious Thought II (3) to:
- REL Comparative Religion [humanities]

Writing Intensive Course Revisions Approved for Fall 2014

- ARCS 30022 Urban Design Discourse (3)
- ARCS 40114 Theory and Criticism in Architectural Media (3)

COURSE CHANGES

Course Changes Effective Fall 2014

ACCT 33004Introduction to Accounting Systems (3)ACCT 43034Nonprofit Accounting and Auditing (3)ADED 42292Field Work Practicum (3)ADED 42357Secondary Student Teaching (9)	Revise Revise
ADED 42292 Field Work Practicum (3)	Revise
ADED 42357 Secondary Student Teaching (9)	- ·
	Revise
ADED 62192 Advanced Practicum and Internship in Secondary Education (1-10)	Revise
ADED 82192 Advanced Practicum and Internship in Secondary Education (1-10)	Inactive
AERN 15300 Matlab [®] for Aerospace Engineers (3)	New
AERN 15500 Introduction to Aerospace Engineering (3)	New
AERN 15741 Private Pilot Flight (3)	Revise
AERN 15742 Private Pilot Helicopter (3)	Revise
AERN 15743 Private Pilot Helicopter Flight Add-On (2)	Revise
AERN 25200 Statics (2)	New
AERN 25250 Elements of Aviation Weather (3)	Revise
AERN 25400 Dynamics (3)	New
AERN 25500 Aerodynamics for Engineers (3)	New
AERN 25743 Commercial Pilot Flight I (2)	Revise
AERN 35001 Aircraft Fabrication (3)	Revise
AERN 35020 Aircraft Propulation Systems (3)	Revise
AERN 35030 Introduction to Corporate Aviation (3)	Revise
AERN 35030Introduction to Corporate Aviation (3)AERN 35040Aircraft Systems I (3)	

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AERN 35150	Aircraft Structures (3)	Revise
AERN 35200	Thermal-Fluid Engineering (3)	New
AERN 35201	Thermal-Fluid Engineering Laboratory (1)	New
AERN 35300	Aerospace Vehicle Performance (3)	New
AERN 35340	Airport Management (3)	Revise
AERN 35341	Air Transportation Systems (3)	Revise
AERN 35342	Terminal Operations I (2)	Revise
AERN 35343	En Route I (3)	Revise
AERN 35344	En Route I Laboratory (1)	Inactive
AERN 35400	System Dynamics and Control (3)	New
AERN 35500	Signals and Circuits (3)	New
AERN 35600	High-Speed Aerodynamic (3)	New
AERN 35644	Instrument Flight Theory (3)	Revise
AERN 35645	Instrument Pilot Flight (2)	Revise
AERN 35647	Commercial Pilot Flight II (2)	Revise
AERN 35648	Instrument Helicopter Flight Add-On (1)	Revise
AERN 35746	Commercial Pilot Theory (2)	Revise
AERN 35747	Commercial Pilot Flight II (2)	Revise
AERN 35748	Commercial Pilot Helicopter Flight Add-On (2)	Revise
AERN 35749	Commercial Pilot Helicopter Flight (3)	Revise
AERN 45025	Dispatch Laboratory (1)	New
AERN 45092	Aeronautical Internship/Cooperative Education (1-2) to (1-3)	Revise
AERN 45100	Operational Planning in Aviation (3)	Revise
AERN 45130	Physiology and Human Factors of Flight (3)	Revise
AERN 45150	Applied Flight Dynamics I (3)	Revise
AERN 45151	Applied Flight Dynamics II (3)	Revise
AERN 45250	Aviation Law (3)	Revise
AERN 45300	Air Traffic Control Capstone (3)	Revise
AERN 45321	Terminal Operations II Laboratory (1)	Revise
AERN 45343	En Route II (2)	Revise
AERN 45344	En Route II Laboratory (1)	Revise
AERN 45350	Avionics (3)	Revise
AERN 45600	Aircraft Stability and Control (3)	New
AERN 45601	Aircraft Stability and Control Laboratory (1)	New

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AERN 45649	Flight Instructor/Airplanes (2)	Revise
AERN 45650	Certified Flight Instructor Helicopter Flight (2)	Revise
AERN 45651	Flight Instructor-Instruments (2)	Revise
AERN 45652	Certified Flight Instructor Instrument Helicopter Flight (1)	Revise
AERN 45653	Multi-Engine Pilot Flight (1)	Revise
AERN 45657	Multi-Engine Flight Instructor (1)	Revise
AERN 45730	Applied Transport Category Aircraft Systems (3)	Revise
AERN 45740	Flight Management Systems (3)	Revise
AERN 45791	Aviation Security and Policy Seminar (3)	Revise
AERN 45900	Aeroelasticity (3)	New
ANTH 48820	Human-Musculoskeletal System (3)	Revise
ARCS 20121	Studio for Architectural Studies (4)	Revise
ARCS 30022	Urban Design Discourse (3) [writing intensive]	Revise
ARCS 30123	Materials and Process of Making (3)	Revise
ARCS 30124	Methods and Theories of Representation (3)	Revise
ARCS 30321	Structural Typology (3)	Revise
ARCS 30421	The Environmental Imperative (3)	Revise
ARCS 40114	Theory and Criticism in Architectural Media (3) [writing intensive]	Revise
ART 40007	Arts Engagement: Interpreting for a Community (3) [writing intensive]	New
ARTC 35300	Textile Arts: Dimensional (3)	Revise
ARTC 35301	Textile Arts: Print Pattern (3)	Revise
ARTC 35302	Textile Arts: Feltmaking (3)	Revise
ARTC 35303	Textile Arts: Tapestry (3)	Revise
ARTC 35305	Textile Accessories: Design and Production (3)	Revise
ARTC 35306	Textile Art: Surface Color and Design (3)	Revise
ARTC 35350	Textile Art: Design and Production (3)	Revise
ARTC 35400	Ceramics II (3)	Revise
ARTC 35600	Glass Blowing (3)	Revise
ARTC 35601	Sculptural and Kiln-Formed Glass (3)	Revise
ARTC 35700	Jewelry Concepts and Techniques (3)	Revise
ARTC 35701	Metalsmithing Concepts and Techniques (3)	Revise
ARTC 45301	Textile Arts: Advanced Studio (3)	Revise
	Textile Arts: Pictorial Weaving (3)	
ARTF 14001	Drawing II (3)	Revise

ARTF 14055	Sculpture I (3)	. Revise
ARTF 14060	Painting I (3)	. Revise
ARTF 24040	Printmaking I (3)	. Revise
ARTF 24055	Sculpture II (3)	. Revise
ARTF 24060	Painting II (3)	. Revise
ARTF 34002	Introduction to Figure Drawing (3)	. Revise
ARTF 34040	Printmaking: Intermediate Intaglio (3)	. Revise
ARTF 34041	Serigraphy I (3)	. Revise
ARTF 34042	Lithography I (3)	. Revise
ARTF 44003	Drawing V (3)	. Revise
ARTF 44043	Advanced Printmaking (3)	. Revise
ARTF 44099	Senior Project: Fine Arts (3)	. Revise
AS 30092	Internship (1-12) [experiential learning]	. New
ATTR 15092	Practicum in Athletic Training I (3)	. Revise
ATTR 25037	Physical Assessment Techniques for the Lower Extremity and Spine (3)	. Revise
ATTR 25038	Physical Assessment Techniques for the Upper Extremity, Head and Neck (3)	Revise
ATTR 25058	Human anatomy and Physiology II (3)	. Revise
ATTR 25092	Practicum in Athletic Training II (3)	. Revise
ATTR 35037	Advanced Physical Assessment Techniques (3)	. Revise
ATTR 35040	Strength and Conditioning (2)	. Revise
ATTR 35050	Neurological Process for the Healthcare Professional (3)	. Revise
ATTR 35054	Biomechanics (3)	. Revise
ATTR 35092	Practicum in Athletic Training III (3)	. Revise
ATTR 45039	Therapeutic Rehabilitation (3)	. Revise
ATTR 45040	Pathology and Pharmacology for Allied Healthcare Providers (3)	. Revise
ATTR 45041	Advanced Therapeutic Interventions (3)	. Revise
ATTR 45192	Practicum in Athletic Training IV (3)	. Revise
BAD 68051	Business Professional Development (3) to: Business Professional Development I (1)	. Revise
BAD 68052	Business Professional Development II (1)	. New
	Human Resources Management (3) to:	
31006		. Revise
BMRT 21009 31009	Seminar in Management Technology (3) to:	. Revise
	Fundamentals of Marketing Technology (3)	
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BSCI 40104	Introduction to Beekeeping (2)	. New
BSCI 40364	Limnology (3)	. Reactive
BSCI 40367	Limnological Techniques (2) [writing intensive]	. Reactive
BSCI 50104	Introduction to Beekeeping (2)	. New
BSCI 50364	Limnology (3)	. Reactive
BSCI 50367	Limnological Techniques (2)	. Reactive
BSCI 70364	Limnology (3)	. Reactive
BSCI 70367	Limnological Techniques (2)	. Reactive
BTEC 40210	Case Studies in Biotechnology (3) [writing intensive]	. Revise
BUS 30061	Business Professional Practice (1)	. New
BUS 30123	Professional Business Practices (3)	. Inactive
CADT 22003	Solid Modeling (2)	. Revise
CHDS 20092	Field Experience I: Middle Childhood (1)	. Revise
CHDS 67571	0 (7	
67392		. Revise
CHDS 67636 67492	Practicum I: Clinical Mental Health Counseling (3) to:	. Revise
CHDS 67637		
67592	3000	. Revise
	School Counseling Practicum (4) to:	
68392		. Revise
CHDS 68536 68592	Practicum in Couples and Family Therapy (3) to:	. Revise
CHDS 77636	Practicum I: Clinical Mental Health Counseling (3) to:	
77492		. Revise
	Practicum II: Clinical Mental Health Counseling (1-3) to:	D .
	(3)	
	Internship I: Clinical Mental Health Counseling (3)	
	Internship II: Clinical Mental Health Counseling (3)	
	Internship I: School Counseling (3)	
	Internship II: School Counseling (3)	. Kevise
CHDS 78530 78592	Practicum in Couples and Family Therapy (3) to:	. Revise
CHDS 87571	Advanced Individual Counseling Practicum (3) to:	
87392		
CHDS 88292	Internship in Counseling and Human Development Services (3-6)	. Revise
CI 65392	Advanced Practicum in Physical Education (10)	. Revise

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С	I 65692	Internship in Athletic Coaching (2-4)	Revise
С	I 67092	Advanced Practicum and Internship in Curriculum and Instruction (1-10) to (1-3)	Revise
C	I 67292	Clinical Practicum in Mathematical Assessment (2) to: Practicum in Mathematical Assessment	Revise
C	I 67323 67692	Clinical Practicum in Corrective Reading (4) to:	Revise
С	I 67392	Advanced Practicum and Internship in Reading (1-10)	Revise
C	I 67592	Practicum Math Intervention (3)	Revise
C	I 77092	Advanced Practicum and Internship in Curriculum and Instruction (1-10) to (1-3)	Revise
C	I 77292	Clinical Practicum in Mathematical Assessment (2) to: Practicum in Mathematical Assessment	Revise
C	I 77323 77692	Clinical Practicum in Corrective Reading (4) to:	Revise
С	I 77392	Advanced Practicum and Internship in Reading (1-10)	Revise
С	I 77592	Practicum Math Intervention (3)	Revise
С	MGT 25000	Principles of L.E.E.D. (1)	New
С	MGT 31040	Electrical Systems for Construction Managers (3)	Revise
С	MGT 41040	Construction Estimating I (3)	Revise
С	MGT 41041	Construction Estimating II (3)	Revise
С	MGT 42105	Construction Contracts and Law (3)	Revise
С	MGT 42107	Construction Scheduling (3)	Revise
С	MGT 42110	Construction Management Capstone (3)	Revise
С	MGT 51040	Construction Estimating I (3)	New
С	MGT 51041	Construction Estimating II (3)	New
С	MGT 52105	Construction Contracts and Law (3)	New
С	MGT 52107	Construction Scheduling (3)	New
C	MGT 52110	Applied Construction Management (3)	New
C	MGT 62040	Construction Methods Improvements (3)	New
С	MGT 62050	International Construction Management (3)	New
С	OMM35912	Gender and Communication (3)	Revise
C	PHY 62249	Labview for Data Acquisition and Instrument Control (1)	New
C	PHY 62640	Liquid Crystal, Polymer and Colloid Composites (4)	New
С	PHY 62643	Liquid Crystal Applications (4)	New
С	PHY 62647	Structured Fluids (3)	New

CPHY 62650	Computational Materials Science (3)	New
CPHY 62651	Nanobiology (3)	New
CPHY 72249	Labview for Data Acquisition and Instrument Control (1)	Revise
CPHY 72640	Liquid Crystal, Polymer and Colloid Composites (4)	Revise
CPHY 72643	Liquid Crystal Applications (4)	Revise
CPHY 72647	Structured Fluids (3)	Revise
CPHY 72650	Computational Materials Science (3)	Revise
CPHY 72651	Nanobiology (3)	Revise
CTTE 46018	Disadvantaged Youth in Career Technical Education (3) [writing-intensive]	Revise
CTTE 46031	Student Teaching in Career Technical Education (9)	Revise
CTTE 46092	Internship, Practicum and Field Experience in Career Technical Education (2-5)	Inactive
CTTE 46192	Practicum: Occupational (1-6)	Inactive
	Disadvantaged Youth in Career Technical Education (3)	
CTTE 56031	Student Teaching in Career Technical Education (9)	Revise
CTTE 56092	Internship, Practicum and Field Experience in Career Technical Education (2-5)	Inactive
CTTE 56192	Practicum: Occupational (1-6)	Inactive
CULT 69592	Advanced Practicum and Internship in Cultural Foundations (2-6)	Revise
CULT 89592	Advanced Practicum and Internship in Cultural Foundations (2-6)	Revise
DSCI 40910	Capstone in Digital Sciences (3) [experiential learning]	Revise
DSCI 41610	Digital Systems Security (3)	Revise
DSCI 61310	Enterprise Architecture: Center of Excellence Methodology (2)	New
ECED 30144	Integrated Curriculum for Social Studies (3)	Revise
ECED 40105	Appropriate Phonics Instruction for Kindergarten and Primary Children (3)	Revise
ECED 40107	Teaching Mathematics: Early Years I (3)	Revise
ECED 40114	Teaching Science in the Early Years (3)	Revise
ECED 40123	Critical Inquiry into Integrated Curriculum in the Primary Years (3)	Revise
ECED 40126	Developmental Reading and Writing: Early Years (3)	Revise
ECED 40127	Developing a Balanced Literacy Program (3)	Revise
ECED 40128	Integrated Field Experiences (3) to:	
40092		
	Home-School-Community-Partnerships in Diverse Contexts (3)	
	Teaching Mathematics: Early Years II (3)	
ECED 40192	Internship in Preschool (6-12) to (4-6)	Revise

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ECED	40292	Internship in Kindergarten/Primary (6-12) to: (4-9)	Revise
ECED	67292	Practicum and Internship in Early Childhood Education (1-10)	Revise
ECED	77292	Practicum and Internship in Early Childhood Education (1-10)	Revise
ECED	80292	Advanced Practicum and Internship in Early Childhood Education (1-10)	Inactive
ECET		Student Teaching (6) to:	D'
ECON		Student Teaching (4)	
		Introduction to International Trade (3)	
		Internship in Educational Administration (3-6)	
		Internship in Educational Administration (3-6)	
		Introduction to College Writing - Stretch (3)	
ENG		College Writing I - Stretch (3) [Kent Core]	
ENG		College Writing I (3) [Kent Core]	
ENG		Literature in English I (3)	
ENG		Literature in English II (3)	
ENG		Literature in the United States I (3)	
ENG		Literature in the United States II (3)	
ENG		Writing in Business (2)	. New
ENG	31008	Grammar for Teaching English as a Second Language/Teaching English as a Foreign Language (3)	Revise
ENG	31095	Special Topics in Linguistics (3)	Revise
ENG	34041	Fairy Tales (3)	Revise
ENG	34055	Shakespeare (3)	. Revise
ENG	37001	Classical Rhetoric (3)	Revise
ENG	37101	Critical Rhetorical Studies (3)	Revise
ENG	38001	Critical Theory and Reading (3)	Revise
ENG	39195	Special Topics in Drama (3)	Revise
ENG	39495	Special Topics in Comparative Literature (3)	Revise
ENG	39595	Special Topics in Literary Criticism (3)	Revise
ENG	39695	Special Topics in Ethnic Literature of the United States (3)	Revise
ENG	39795	Special Topics in Women's Literature (3)	. Revise
ENG	41092	ESL/EFL Practicum I (3)	. Revise
ENG	41192	ESL/EFL Practicum II (3)	Revise
ENG		Teaching English as a Foreign Language Practicum (3-6)	
ENG	49091	Senior Seminar (3)	Revise
ENG		Senior Special Topics (3)	

ENG	63098	Research in Second Language Pedagogy (3) to: Second Language Research Methods (3)	Revise
EPSY	69092	Advanced Practicum and Internship in Learning and Development (2-6) to: Advanced Practicum and Internship (1-6)	Revise
EPSY	89092	Advanced Practicum and Internship in Learning and Development (2-6) to: Advanced Practicum and Internship (1-6)	Revise
EVAL	68792	Advanced Practicum and Internship in Evaluation and Measurement (2-6)	Inactive
EVAL	68807	Evaluation in Education (3) to: Program Evaluation	Revise
EVAL	78807	Program Evaluation (3)	New
EVAL	88792	Advanced Practicum and Internship in Evaluation and Measurement (2-6)	Inactive
EXPH	65192	Internship in Exercise Physiology (1-6)	Revise
EXPH	75192	Internship in Exercise Physiology (1-6)	Revise
EXSC	25058	Human Anatomy and Physiology II (3)	Revise
EXSC	35023	Personal Training Certificate Preparation (2)	Revise
EXSC	35054	Biomechanics (3)	Revise
EXSC	35075	Exercise Programming (3)	Revise
EXSC	45065	Exercise Testing (3)	Revise
EXSC	45070	Electrocardiography for the Exercise Physiologist (3)	Revise
EXSC	45080	Physiology of Exercise (3)	Revise
EXSC	45481	Senior Seminar in Exercise Science (1) to: Seminar in Exercise Physiology	Revise
EXSC	45492	Internship in Physical Fitness and Cardiac Rehabilitation (1-8)	Revise
FDM	20141	Flat Pattern/Draping I (3)	Inactive
FDM	20142	Flat Pattern/Draping II (3)	Inactive
FDM	30083	Professional Seminar (3)	Revise
FDM	45096	Individual Investigation (1-3)	Revise
FDM	50050	TechStyleLab: Digital Design and New Media in Fashion Design (3) to: TechStyleLab: Digital Design and New Media in Fashion	Revise
FDM	50092	Fashion Industry Practicum (1-6)	Revise
FDM	50161	Advanced Fashion Design Studio I (3) to: Advanced Fashion Design Studio	Revise
FDM	50300	Advanced Fashion Industry Practice (3-6) to: (3)	Revise
FDM	53010	Fashion Exhibition Design and Curatorial Perspectives (3)	Revise
FDM	55010	Concepts of Sustainable Fashion (3)	Revise
FDM	55035	Historic Textiles (3)	New

FDM	55095	Special Topics (1-3)	New
FDM	55096	Individual Investigation (1-3)	New
FDM	60010	Theories in Fashion (3)	Revise
FDM	60020	Fashion Design Management (3)	Revise
FDM	60040	Fashion: A Unifying Lens (3)	Revise
FDM	60098	Research Project in Fashion Design and Merchandising (3)	Revise
FDM	60199	Master of Fashion Thesis I (2-6)	Revise
FDM	60299	Master of Fashion Thesis II (1-6)	Revise
FIN	36063	Individual Investment Analysis and Strategies (3) to: Individual Investment and Financial Strategies	Revise
GEOI	. 11040	Earth Dynamics (3) to: How the Earth Works [Kent Core]	Revise
GEOI	. 11041	Earth Dynamics Laboratory (1) to: How the Earth Works Laboratory [Kent Core]	Revise
GEOI	. 11042	Earth History (3) to: Earth and Life Through Time [Kent Core]	Revise
GEOI	. 11043	Earth History Laboratory (1) to: Earth and Life Through Time Laboratory [Kent Core]	Revise
GEOI	21062	Environmental Geology (3) to: Environmental Earth Science [Kent Core]	Revise
GEOI	21080	Oceanography (3) to: All About the Oceans [Kent Core]	Revise
GERC	0 43092	Practicum in Nursing Home Administration I (6)	Revise
GERC) 43192	Practicum in Nursing Home Administration II (6)	Revise
HED	20000	Health Education for Early Childhood Educators (3) to: Teaching Health to Young Learners	Revise
HED	42041	Health Counseling (3) to: Health Coaching	Revise
HED	42358	Student Teaching in Health Education (9)	Revise
HED	44092	Internship in Community Health Education (12)	Revise
HED	48092	Field Experience in Health Education and Promotion (1-3)	Revise
HED	52041	Health Counseling (3) to: Health Coaching	Revise
HED	58092	Field Experience in Health Education and Promotion (1-3)	Revise
HED	64050	Health Behavior (3)	Revise
HED	78092	Field Experience in Health Education and Promotion (1-3)	Revise
HED	80292	Practicum in Health Education and Promotion (3)	Revise

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HED 8405	0 Health Behavior (3)	Revise
HIED 6649	2 Internship in Higher Education Administration (3-6)	Revise
HIED 6659	4 Internship in College Teaching (3)	Revise
HIED 7649	2 Internship in Higher Education Administration (3-6)	Revise
HIED 7659	4 Internship in College Teaching (3)	Revise
HM 3314	5 Baking and Pastry Fundamentals (3)	New
HM 4309	2 Practicum in Hospitality Management (3-6)	Revise
HM 6309	2 Hospitality and Tourism Management Practicum (1)	New
HPM 5300	8 Foundations for Effective Public Health Leadership (3)	New
HPM 5300	9 Whole Systems Approaches to Leading Organizational Change in Public Health (3)	New
IHS 4409	2 Practicum in Integrated Health Studies (3-10)	Revise
ITAP 1664	0 Advanced Database Applications (3)	New
ITEC 6749	2 Advanced Practicum and Internship in Instructional Technology (1-10) to: Advanced Practicum and Internship	Revise
ITEC 7749	2 Advanced Practicum and Internship in Instructional Technology (1-10) to: Advanced Practicum and Internship	Revise
JMC 2000	1 Media, Power and Culture (3)	Revise
JMC 2100	5 Advertising Messaging (3)	Revise
JMC 2200	0 Photography (1)	Revise
JMC 2200	4 Visual Storytelling (3)	Revise
JMC 2303	0 Basic Video Production (3)	Revise
JMC 2303	1 Basic Audio Production (3)	Revise
JMC 2600	5 Multimedia Storytelling (3)	Revise
JMC 2600	7 Print Beat Reporting (4)	Revise
JMC 2600	8 Broadcast Beat Reporting (4)	Revise
JMC 3000	4 Writing for Electronic Media (2) to: Writing for Video and Audio Media (3)	Revise
JMC 3003	4 Programming for Electronic Media (3)	Revise
JMC 3100	2 Advertising Copywriting (3)	Revise
JMC 3100		
JMC 3101		
JMC 3200		
JMC 3200	2 Photojournalism II (3)	Revise
JMC 3200	5 Video for Still Photographers (3)	

ЈМС	33032	Audio Studio Production (3) to: Audio Set-up and MixingRe	evise
ЈМС	33033	Audio Field Production (3) to: Location Sound RecordingRe	evise
ЈМС	33036	Basic Media Engineering (3) to: Television EngineeringRe	evise
ЈМС	33042	Video Studio Production (3) to: Studio Television Re	evise
JMC	33043	Video Field Production (3) to: Digital CinematographyRe	evise
JMC	33092	Radio-Television Operations (1-3) to: Student Media Practicum	evise
JMC	34038	Media Sales and Sales Management (3) Re	evise
JMC	36005	Copyediting (3)Re	evise
JMC	38002	Public Relations Case Studies (3) Re	evise
JMC	40004	Computer Assisted Reporting (3) Re	evise
JMC	40006	Law of Mass Communication (3)Re	evise
JMC	40007	Reviewing the Arts (3) Re	evise
JMC	40009	Comparative Media Systems (3) Re	evise
JMC	40010	Ethics and Issues in Mass Communication (3) Re	evise
JMC	40011	Ethical Issues in Integrated Communication (3) Re	evise
JMC	40012	Online Journalism (3)Re	evise
JMC	40013	Television Sports Production (3)Re	evise
JMC	40015	Media Management (3) Re	evise
JMC	40016	Law of Advertising and Public Relations (3) Re	evise
JMC	40017	Media Enterprise (3)	ew
JMC	40020	Audio and Still Photo Production (3)Re	evise
JMC	40022	Film as Communication (3)Re	evise
JMC	40023	Non-Traditional Journalism (3)Re	evise
JMC	40027	Managing Media Diversity (3) Re	evise
JMC	40030	Collaborative Online Producing (3)Re	evise
JMC	40035	Television Graphics (3)Re	evise
ЈМС	40036	Non-Linear Video Editing (3) to: Digital Video Editing	evise
JMC	40037	Scriptwriting for Video and Film (3) Re	evise
ЈМС	40091	Business Media Seminar (3) Re	evise

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JMC	40092	Internship (1) to: (1-6) [experiential learning]	Revise
JMC	40096	Individual Projects in Mass Communications (1-3)	Revise
JMC	40099	Senior Honors Project (2-4) [experiential learning]	Revise
JMC	40192	Radio-Television Internship (1) [experiential learning]	Revise
JMC	40193	Variable Title Workshop in Journalism and Mass Communication (1-3)	Revise
JMC	40196	Independent Study in Radio and Television (1-3)	Revise
JMC	40295	Selected Topics in Journalism and Mass Communication (1-3)	Revise
JMC	41002	Advanced Advertising Copywriting (3)	Revise
JMC	41003	Advertising Account Management (3)	Revise
JMC	41005	Advertising Campaigns (3)	Revise
JMC	41081	Advertising Practices (3)	Revise
JMC	41111	Fashion Publishing (3)	Revise
JMC	42001	Sports Photography (3)	Revise
JMC	42005	Color Photography (3)	Revise
JMC	42008	Advanced Photojournalism (3)	Revise
JMC	42092	Practicum in Photography (1-3) [experiential learning]	Revise
JMC	43035	Advanced Television News Producing (3)	Revise
JMC	43036	Record Promotion (3)	Revise
JMC	44042	Live Sports Production (3) to: Remote Television	Revise
JMC	44043	Sports Field Production (3)	Revise
JMC	44045	Promotions for Electronic Media (3)	Revise
JMC	44050	Audio for Video (3) to: Post Production Sound	Revise
JMC	44065	Mobile Multimedia (3)	New
JMC	45000	Television Sports Graphics Production (3)	Revise
JMC	45001	Lighting for Video Production (3) to: Advanced Lighting for Digital Film	Revise
JMC	45005	Historical Documentary Production (3)	Revise
JMC	45006	Producing and Directing Live Television (3)	New
JMC	45007	Producing and Directing for Single Camera (3)	New
ЈМС	45010	Digital Film Preproduction (3) to: Feature Film Preproduction	Revise
JMC	45011	Digital Film Production (6) to: Feature Film Production	Revise

ЈМС	45013	Digital Film Post Production (3) to: Feature Film Post Production	Revise
JMC	45020	AVID Editor Certification (3)	Revise
JMC	46000	Newspaper Design (3)	Revise
JMC	46001	Information Graphics (3)	Revise
JMC	46003	Producing Television News (3)	Revise
JMC	46006	Editorial Writing (3)	Revise
JMC	46007	Reporting in Depth (3)	Revise
JMC	46009	Reporting Public Affairs (4)	Revise
JMC	46016	Magazine Publishing (3)	Revise
JMC	46018	Feature Writing (3)	Revise
JMC	46020	Magazine Design (3)	Revise
JMC	46021	Magazine Writing and Editing (3)	Revise
JMC	46052	Advanced Broadcast News Practices (3)	Revise
JMC	46054	Broadcast Documentary (3)	Revise
JMC	46055	Entrepreneurial Documentary Photography (3)	Revise
JMC	46056	Cybermedia Production (3)	Revise
JMC	46057	Motion Graphics for Video Editing (3)	Revise
JMC	46091	New York Media Seminar (3)	Revise
JMC	48001	Media Relations and Publicity (3)	Revise
JMC	48002	Public Relations Tactics (3)	Revise
JMC	48003	Public Relations Online Tactics (3)	Revise
JMC	48006	Public Relations Publications (3)	Revise
JMC	48091	Seminar: Public Relations Campaigns (3)	Revise
JMC	49005	Music Video Production (3)	New
JMC	49021	Corporate Video (3)	Revise
JMC	49099	Senior Digital Media Production Project (3) [experiential learning]	New
JMC	50017	Media Enterprise (3)	New
ЈМС	50036	Non-Linear Video Editing (3) to: Digital Video Editing	Revise
JMC	53042	Video Studio Production (3) to: Studio Television	Revise
JMC	54050	Audio for Video (3) to: Post Production Sound	Revise

JMC	55001	Lighting for Video Production (3) to: Advanced Lighting for Digital Film	Revise
ЈМС	55010	Digital Film Preproduction (3) to: Feature Film Preproduction	Revise
ЈМС	55011	Digital Film Production (6) to: Feature Film Production	Revise
ЈМС	55013	Digital Film Post Production (3) to: Feature Film Post Production	Revise
JMC	59005	Music Video Production (3)	New
JMC	60195	Special Topics Seminar (1-3)	Revise
JUS	38007 47002	Human Service Agencies and the Law (3) to:	Revise
JUS	44411 46904	Varieties of Police Work (3) to: Issues in Police Work	Revise
JUS	46200	Advanced Criminal and Legal Issues (3)	New
JUS	46705	Community Corrections (3)	Revise
JUS	46708	Treatment Methods (3)	Revise
JUS	46792	Internship (3-6) to: (3-9)	Revise
JUS	46800	Intelligence and National Security (3)	New
JUS	46801	Homeland Security (3)	New
JUS	46802	Terrorism and Counterterrorism (3)	New
JUS	46803	Information and Cyber Security (3)	New
JUS	47003	Restorative Justice and Victim Assistance (3)	New
JUS	47004	Legal Perspectives and Rights in Victimization (3)	New
JUS	56705	Community Corrections (3)	Revise
JUS	56708	Treatment Methods (3)	Revise
JUS	56709	Emerging Trends and Issues in Corrections (3)	New
JUS	56800	Intelligence and National Security (3)	New
JUS	56801	Homeland Security (3)	New
JUS	56802	Terrorism and Counterterrorism (3)	New
JUS	56803	Information and Cyber Security (3)	New
JUS	56904	Issues in Police Work (3)	New
JUS	57002	Human Service Agencies and the Law (3)	New
JUS	57003	Restorative Justice and Victim Assistance (3)	New
JUS	57004	Legal Perspectives and Rights in Victimization (3)	New
JUS	66761	Law, Justice and Society (3)	Revise

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JUS	66762	Proseminar in Issues in Contemporary Justice (3)	Revise
JUS	66763	Theories of Crime and Delinquency (3)	Revise
JUS	66766	Institutional Corrections (3)	Revise
JUS	66767	Justice Administration (3)	Revise
JUS	66768	Research Methods in Criminal Justice (3) to: Research Methods in Criminology and Criminal Justice	Revise
JUS	66770	Justice Institutions (3)	Revise
JUS	66772	Victimology (3)	Revise
JUS	66773	Contemporary Policing (3)	Revise
LIS	60092	Culminating Experience Internship in Library and Information Science (3)	New
LIS	60098	Culminating Experience Research Paper/Project in Library and Information Science (3)	New
LIS	60607	Library School Media Center (3) to: School Library Management	Revise
LIS	60624	Cataloging for School Library Media Centers (3) to: Cataloging for School Libraries	Revise
LIS	60625	Library Materials and Services for Very Young Children (3) to: Library Materials and Services for Young Children	Revise
LIS	60626	Library Services to Young Adults (3) to: Library Materials and Services to Teens	Revise
LIS	60627	Art and Story: The Study of Children's Picturebooks (3)	New
LIS	60670	Culminating Experience (3)	Inactive
LIS	60792	Internship in Library Supervision and Management (2-10) to: Culminating Experience Practicum in K-12 Libraries (3)	Revise
LIS	80607	Library School Media Center (3) to: School Library Management	Revise
LIS	80624	Cataloging for School Library Media Centers (3) to: Cataloging for School Libraries	Revise
LIS	80625	Library Materials and Services for Very Young Children (3) to: Library Materials and Services for Young Children	Revise
LIS	80626	Library Services to Young Adults(3) to: Library Materials and Services to Teens	Revise
LIS	80627	Art and Story: The Study of Children's Picturebooks (3)	New
MCLS	60698	Research in Second Language Pedagogy (3) to: Second Language Research Methods	Revise
MIS	34070	Programming Theory and Applications (3)	Revise
MIS	34161 34158	Managerial and Technological Aspects of Healthcare Systems (3) to:	Revise

MIS	34162 34159	Managing Healthcare Systems Operations (3) to:	Revise
MIS	34163 34157	Introduction to Healthcare Systems and Management (3) to:	Revise
MIS	44091	Seminar in Human Resource Management (3)	Revise
MIS	44183	Developing and Training Human Resources in Organizations (3)	Revise
MIS	44195	Advanced Topics in Human Resource Management (3)	Revise
MKT	G35030	Marketing Applications (3)	Revise
MKT	G45084	Marketing Policies and Strategies (3)	Revise
MKT	G85057	Marketing Research (3) to: Research Design	Revise
MKT	G85097	Seminar in Marketing (3) to: Seminar in Marketing and Entrepreneurship	Revise
MUS	11122	Theory (3)	Revise
MUS	17112	Piano Class (1)	Revise
MUS	18612	Singer's Diction II (1)	Revise
MUS	21114	Music Production II (3)	Revise
MUS	21121	Music Theory to 1750 (3)	Revise
MUS	21122	Music Theory from 1750 to 1900 (3)	Revise
MUS	21221	Audio Recording I (3)	Revise
MUS	21222	Audio Recording II (3)	Revise
MUS	21341	Commercial Music Theory and Composition (3)	Revise
MUS	27111	Piano Class (2)	Revise
MUS	27112	Piano Class (2)	Revise
MUS	31113	Music Production III (3)	Revise
MUS	31114	Music Production IV (3)	Revise
MUS		Western Music Since 1900 (2)	
MUS	31221	Audio Rerecording III (3)	Revise
MUS	31222	Audio Recording IV (3)	Revise
MUS		Music History to 1750 (3)	
MUS	32212	Music History 1750 to 1900 (3)	Revise
MUS	33211	Elementary and Secondary General Music (3) to: (4)	Revise
MUS	33231	Elementary and Secondary Choral Music (3) to: (4)	
MUS	34111	Elementary Conducting (2)	
MUS	37111	Functional Piano (2)	Revise

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MUS	37113	Piano Skills for the Choral/General Music Educator (2)	Revise
MUS	37114	Piano Skills for the Instrumental Music Educator (1)	Revise
MUS	40092	Music Technology Internship (2)	Revise
MUS	41113	Music Production V (3)	Revise
MUS	41114	Music Production VI (3)	Revise
MUS	41131	Keyboard Harmony (3)	Revise
MUS	41141	Sixteenth Century Counterpoint (3)	Revise
MUS	41151	Eighteenth Century Counterpoint (3)	Revise
MUS	41161	Advanced Musical Analysis (3)	Revise
MUS	41181	Acoustic and Technology in Music (2)	Revise
MUS	41221	Audio Recording V (3)	Revise
MUS	41222	Audio Recording VI (3)	Revise
MUS	41299	Senior Project Music Composition (2)	Revise
MUS	41321	Orchestration (3)	Revise
MUS	41342	Jazz Composing and Arranging (2)	Revise
MUS	41351	Jazz Improvisation II (2)	Revise
MUS	42171	Music from World Cultures (3)	Inactive
MUS	42221	Symphonic Literature (3)	Revise
MUS	42251	Song Literature (3)	Revise
MUS	42261	Opera Literature (3)	Revise
MUS	42271	Choral Literature I (3)	Revise
MUS	43211	Instrumental Methods II (3) to: (4)	Revise
MUS	43231	Instrumental Methods I (3) to: (4)	Revise
MUS	44111	Choral Conducting and Arranging (3)	Revise
MUS	44121	Instrumental Conducting and Arranging (3)	Revise
MUS	48222	Elements of Accompanying II (2)	Revise
MUS	48251	Pedagogy of Music Theory (2)	Revise
MUS	48512	Improvisation (1)	Revise
MUS	52171	Music from World Cultures (3)	Revise
MUS	63198	Capstone Project (3-6) to: (4)	Revise
NRST	10001	Foundations of Nursing Agency (5)	Revise
NRST	10003	Nursing Agency I (6)	Revise
NRST	10006	LPN to Associate Degree in Nursing Transition (3)	Revise
NRST	10008	Paramedic to Associate Degree in Nursing Transition (5)	Revise

NRST 10010	Therapeutic Use of Self (1)	. Revise
NRST 20205	Psychosocial Self Care Deficits (3)	. Revise
NRST 20206	Nursing Agency II (5)	. Revise
NRST 20209	Maternal/Newborn Development Self-Care (2)	. Revise
NUTR 63592	Dietetic Internship (1-4)	Revise
OCAT 10001	Occupational Therapy Practice Skills II (3)	Revise
OCAT 10002	Therapeutic Techniques I-Psychosocial (4)	Revise
OCAT 10003	Occupational Therapy Practice Skills Laboratory (1)	Revise
OCAT 10004	Occupational Therapy Assistant Terminology (1)	Revise
OCAT 10010	Professionalism in Healthcare (1)	.New
OCAT 10092	Therapeutic Techniques-Fieldwork 1A (1)	. Revise
OCAT 20000	Therapeutic Techniques II-Physical Dysfunction I (4)	. Revise
OCAT 20001	Professional Issues in Occupational Therapy (2)	. Revise
OCAT 20003	Occupational Therapy Practice Skills III (3)	. Revise
	Clinical Applications I (4) to:	
	Therapy Techniques IV-Physical Dysfunction II (3)	. Revise
	Clinical Applications II (4) to:	. Revise
OCAT 21095	Special Topics in Occupational Therapist Assistant Technology (1-4)	. Revise
OCAT 21096	Individual Investigation in Occupational Therapist Assistant	Dovino
DAS 20200	Technology (1-4)	
	Recovering the Past: Kent to Memphis (3) [experiential learning]	
	Special Topics in Pan-African Literature and Communication Skills (1-4)	
	Black Hollywood (3)	
	Practicum in African Theatre Arts (3-6)	. Kevise
PAS 33508	Caribbean Social and Political Directions (3) to: The Caribbean: Quest for Nationhood	. Revise
PAS 34000	Introduction to African World View (3) [global diversity]	. Revise
PAS 37010	Research Methods in Pan-African Studies (3)	. Revise
PAS 37020	The Model African Union (3) [experiential learning]	. Revise
PAS 37143	The African-Brazilian Experience in Culture and Literature (3) [global div]	. Inactive
PAS 40120	Contemporary Issues in African–American Education (3)	. Revise
PAS 41192	Practicum in African-American Affairs (1-12) to: Practicum in Community Development (1-12)	. Revise

PAS	42095	Special Topics in the Literature of Pan-Africa (3)	. Inactive
PAS	45095	Special Topics in Pedagogy in Pan-African Studies (3-12)	. Inactive
PAS	47010	Theoretical Approaches to Pan-African Studies (3) to:	
	37001		
PAS	47091	Senior Seminar in Pan-African Studies (3) [writing intensive]	. Revise
PAS	47150 37150	8	Dorrigo
PEB		Post Comp I (1)	
PEB		Boot Camp I (1) Intermediate Yoga (1)	
PEB		Intermediate Pilates (1)	
PEB			
		Zumba Toning (1)	
PEP		Internship in Physical Education (2-8) to: (2-4)	
PEP		Internship in Athletic Coaching (2-4)	
PEP		Student Teaching in Physical Education (12)	. Revise
РН		Sanitation and Hazardous Waste Management (3) to: Hazardous Materials Management	. Revise
PH		Zombie Outbreak (3)	
PH		Introduction to Environmental Health and Safety (3)	
PH		Environmental Health and Safety Regulations and Policy (3)	
РН	30110	Hazardous Materials Management	. Revise
РН		Public Health Interventions I (3)	
PH	34002	Public Health Interventions II (3)	. New
PH	44003	Environmental Health Issues in Low- and Middle-Income Countries (3)	. Revise
PH	44020	Public Health Ethics in Practice, Policy and Research (3)	. New
PH		Principles of Public Health Leadership (3)	
PHIL	21020	Comparative Religious Thought I (3) to:	
REL	11020	Introduction to World Religions [Kent Core; global diversity]	. Revise
PHIL REL	21021	Comparative Religious Thought II (3) to: Comparative Religion [Kent Core; global diversity]	. Revise
PHIL	31030	Existentialism (3)	. Revise
PHIL	31035	Philosophy and Justice (3) [domestic diversity]	. Revise
PHIL		Aesthetics (3)	
PHIL		Comparative Religious Experience (3) to:	
REL			. Revise
PHIL	31068	0	D ·
REL	31091		. Kevise

PHIL	31070	African and African-American Philosophies (3) [domestic diversity]	Revise
PHIL	31075	Philosophy and Multiculturalism (3) [global diversity]	Revise
PHIL	32091	Seminar: Philosophical Reflections (3)	Revise
PHIL	40005	Health Care Ethics (3)	Revise
PHIL	41010	Problems in the Philosophy of Religion (3)	Revise
PHIL REL	41015 41091	Philosophical Study of Religion (3) to: Advanced Comparative Religion	Revise
PHIL	41020	Social Philosophy (3)	Revise
PHIL	41025	Philosophy of Law (3)	Revise
PHIL	41030	Ethical Theory (3)	Revise
PHIL	41035	Philosophy of Science (3)	Revise
PHIL	41038	Intermediate Logic (3)	Revise
PHIL	41042	Topics in Metaphysics (3) to: Metaphysics	Revise
PHIL	41048	Metaethics (3)	Revise
PHIL	41050	Analytic Philosophy (3)	Revise
PHIL	41055	Phenomenology (3)	Revise
PHIL	41060	Pragmatism (3)	Revise
PHIL	41065	Plato (3)	Revise
PHIL	41070	Aristotle (3)	Revise
PHIL	41076	Continental Philosophy (3)	Revise
PHIL	41077	British and American Thought (3)	Revise
PHIL	41085	Philosophy and Cultural Theory (3)	Revise
PHIL	41086	Philosophy of Expression (3)	Revise
PHIL	41091	Seminar in World Philosophy (3)	Revise
PHIL	41491	Seminar in Asian Philosophy (3)	New
PHIL	41591	Seminar in the History of Ethics (3)	New
PHIL REL	51015 51091	Philosophical Study of Religion (3) to: Advanced Comparative Religion	Revise
PHIL	51042	Topics in Metaphysics (3) to: Metaphysics (3)	Revise
PHIL	51491	Seminar in Asian Philosophy (3)	New
PHIL	51591	Seminar in the History of Ethics (3)	New
PLST	18000	Introduction to Paralegal Studies (3) to: Introduction to Paralegal Studies and Professional Ethics	Revise

דיז ות	20002	Construct Long (2) to:	
PLST	48002	Contract Law (3) to:	. Revise
PLST	38004	Legal Ethics and Professional Responsibility (3)	. Inactive
PLST	48402	Copyright and Trademark Law (3)	. Inactive
PLST	48403	Patent Prosecution (2)	. New
PLST	48404	Copyright Law I (3)	. New
PLST	48407	Trademark Law (3)	. New
PLST	58002	Contact Law (3)	. New
PLST	58404	Copyright Law I (3)	. New
PLST	58407	Trademark Law (3)	. New
POL	40992	Public Service (1-3)	. Revise
POL	40996	Individual Investigation (1-3)	. Revise
PTST	10000	Introduction to Physical Therapist Assistant (2)	. Revise
PTST	10001	Principles of Patient Care in Physical Therapy (4)	. Revise
PTST	10002	Analysis of Movement (4)	. Revise
PTST	10003	Clinical Conditions I (2)	. Revise
PTST	10004	Physical Therapy Procedures I (4)	. Revise
PTST	10009	Medical Terminology (1)	. Revise
PTST	10010	Transitions in Physical Therapy (8)	. Revise
PTST	11005	Physical Therapy Practice (1)	. Revise
PTST	11092	Clinical Education I (1)	. Revise
PTST	20001	Therapeutic Communications in Physical Therapy (1)	. Revise
PTST	20003	Clinical Conditions II (2)	. Revise
PTST	20004	Physical Therapy Procedures II (4)	. Revise
PTST	20006	Physical Rehabilitation Procedures (4)	. Revise
PTST	20008	Clinical Conditions III (2)	. Revise
PTST	22005	Physical Therapy Seminar (1)	. Revise
PTST	22007	Physical Therapy Capstone (1)	. Revise
PTST	22092	Clinical Education Practicum II (2)	. Revise
PTST	23092	Clinical Education Practicum III (2)	. Revise
RADΊ	14003	Introduction to Radiologic Technology (2)	. Revise
RADΊ	14006	Radiographic Procedures I (1)	. Revise
RADI	24028	Radiologic Pathology (3)	. Revise

RADT	24058	Diversified Employment (3)	Revise
RADT	24096	Individual Investigation in Radiologic Technology (1)	Revise
RADT	24196	Individual Investigation in Advanced Readings in Radiologic Technology (3).	Revise
RHAB		Individual Counseling Practicum in Rehabilitation (2-4) to:	р ^і
DIIAD	67792		
		Internship: Rehabilitation (6)	
RIS		Ultrasound Clinical Education III (2) to: (1)	Rev1se
RPTM	36060	Commercial Recreation and Tourism (3) to: Entrepreneurial Approaches to Leisure and Hospitality Services	Revise
RPTM	36192	Practicum in Leisure Services Management (1) to: Practicum in Recreation, Park and Tourism Management	Revise
RPTM	46000	Tourism Development and Recreational Travel (3)	Revise
RPTM	46092	Internship in Recreation (6-12) to: (12)	Revise
RTT	11000	Introduction to Respiratory Therapy (2)	Revise
RTT	11003	Application and Mechanisms of Cardiopulmonary Anatomy and Physiology (3)	Revise
RTT	11006	Introduction to Clinical Respiratory Care (3)	Revise
SOC	42560	Sociology of Food (3)	New
SOC	52560	Sociology of Food (3)	New
SPA	33101	Hearing Science (3)	Revise
SPA	34103	Anatomy and Physiology of Speech (3)	Revise
SPA	34104	Speech and Language Development (3) to: Speech and Language Acquisition	Revise
SPA	34106	Articulatory and Phonological Disorders (3)	Revise
SPA	34107	Language Disorders in Children and Adolescents (3)	Revise
SPA	34210	Speech and Language Development (3)	New
SPA	43402	Clinical Audiometry (3)	Revise
SPA	43404	Aural Rehabilitation (3)	Revise
SPA	43492 43403	Clinical Preparation in Audiology (2) to:	Revise
SPA	44110	Speech Science (3)	Revise
SPA	44111	Neural Processes (3)	Revise
SPA	44112	Age-Related Changes in Communication (3)	Revise
SPA	44310	Clinical Procedures (3)	Revise
SPA	44492 44311	Clinical Preparation in Speech-Language Pathology (2) to:	Revise

SPA	64301	Aphasia and Apraxia (3) to: Aphasia	Revise
SPA	64304	Cognitive-Communicative Disorders (2) to: Acquired Cognitive Communication Impairments (3)	Revise
SPA	64309	Autism Spectrum Disorders: Theory and Diagnosis (3)	Revise
SPA	64310	Autism Spectrum Disorders: Lifespan Interventions (3)	Revise
SPA	64311	Autism Spectrum Disorders (2)	New
SPA	64312	Motor Speech Disorders in Children and Adults (3)	New
SPA	64356	Dysphagia (3) to: Pediatric and Adult Dysphagia (4)	Revise
SPA	64500	Language Science (3) to: Normal Language Processes	Revise
SPA	64501	Social Communication Aspects of Autism Spectrum Disorders (3)	Revise
SPA	64504	Experimental Phonetics (3) to: Advanced Speech and Voice Science	Revise
SPA	64528	Student Teaching in Speech-Language Pathology and Audiology (4-8) to: (8)	Revise
SPA	65092	Clinical Practicum I in Speech-Language Pathology (3)	New
SPA	65192	Clinical Practicum II in Speech-Language Pathology (3)	New
SPA	65292	Clinical Practicum IV in Speech-Language Pathology (3)	New
SPA	65392	Clinical Practicum IV in Speech-Language Pathology (3)	New
SPA	65492	Externship in Speech Language Pathology: Adult (8)	New
SPA	65592	Externship in Speech Language Pathology: Pediatric (8)	New
SPA	70692	Internship in Audiology (2)	Revise
SPA	70792	Internship in Audiology (2)	Revise
SPA	74301	Aphasia and Apraxia (3) to: Aphasia	Revise
SPA	74304	Cognitive-Communicative Disorders (2) to: Acquired Cognitive Communication Impairments (3)	Revise
SPA	74309	Autism Spectrum Disorders: Theory and Diagnosis (3)	Revise
SPA	74310	Autism Spectrum Disorders: Lifespan Interventions (3)	Revise
SPA	74312	Motor Speech Disorders in Children and Adults (3)	New
SPA	74500	Language Science (3) to: Normal Language Processes	Revise
SPA	74501	Social Communication Aspects of Autism Spectrum Disorder (3)	New
SPA	74356	Dysphagia (3) to: Pediatric and Adult Dysphagia (4)	Revise

SPA	74504	Experimental Phonetics (3) to: Advanced Speech and Voice Science	Revise
SPA	75092	Clinical Practicum I in Speech-Language Pathology (3)	New
SPA	75192	Clinical Practicum II in Speech-Language Pathology (3)	New
SPA	75292	Clinical Practicum III in Speech-Language Pathology (3)	New
SPA	75392	Clinical Practicum IV in Speech-Language Pathology (3)	New
SPA	75492	Externship in Speech Language Pathology: Adult (8)	New
SPA	75592	Externship in Speech Language Pathology: Pediatric (8)	New
SPAD	15000	Introduction to Sport Administration (2) to: (3)	Revise
SPAD	25092	Practicum I in Sport Administration (1-3)	Revise
SPAD	25192	Practicum in Professional Golf Management I (1) to: (1-3)	Revise
SPAD	35092	Practicum II in Sport Administration (1-3)	Revise
SPAD	35192	Practicum in Professional Golf Management II (1) to: (1-3)	Revise
SPAD	45092	Internship in Sport Administration (6-12) to: (3-12)	Revise
SPAD	45192	Internship in Professional Golf Management (2) to: (2-12)	Revise
SPSY	67692	Practicum I in School Psychology (3)	Revise
SPSY	67792	Practicum II in School Psychology (3)	Revise
SPSY	67892	Advanced Practicum in School Psychology (3-6)	Revise
SPSY		Field Experience in Education for School Psychologist (2) to:	D i
00014	67592		
SPSY		Practicum I in School Psychology (3)	
SPSY		Practicum II in School Psychology (3)	
SPSY		Advanced Practicum in School Psychology (3-6)	Rev1se
SPSY		Field Experience in Education for School Psychologist (2) to:	Revise
SPSY	77992	Specialist Internship in School Psychology (1-6)	Revise
SPSY	80192	Clinical Supervision Practicum (3)	Inactive
SPSY	87992	Doctoral Internship in School Psychology (1-6)	Inactive
SRM	65092	Internship in Sport and Recreation Management (2-4)	Revise
SRM	65792	Internship: Sport Studies (1-4)	Revise
TECH	21021	Survey of Electricity and Electronics (4)	Revise
TECH	42400	Radiation Dosimetry and Safety (3)	Revise
TECH	43800	Applied Engineering Technology Seminar (2) to: (3)	Revise
TECH	52200	Radiation Processing of Materials (3)	Revise

TECH	52400	Radiation Dosimetry and Safety (3)	. New		
TECH	[63031	Programmable Logic Controllers (3)	. New		
TECH	[63032	Advanced Programmable Logic Controllers (3)	. New		
TECH	[63040	Motors and Controllers (3)	. New		
TECH	[63045	Mechatronics (3)	. New		
TECH	[63046	Advanced Mechatronics (3)	. New		
TECH CMGT		Applied Sustainability in Construction Management (3) to:	. Revise		
THEA	21523	Costume Technology (3)	. Revise		
THEA	22092	Practicum I: Design/Technology (1-3)	. Revise		
THEA	22192	Practicum I: Performance (3)	. Revise		
THEA	42192	Practicum II: Performance (3)	. Revise		
US	00009	Swift Kick Study Skills (1)	. New		
VCD	34006	Kinetic and Sequential Graphic Design (3) to: Motion Design	. Revise		
VCD	43001	Advanced Kinetic and Sequential Graphic Design (3) to: Interaction Design: Communities and Culture	. Revise		
VCD	49098	Senior Research Proposal: Graphic Design and Illustration (1)	. Inactive		
VCD	53001	Advanced Kinetic and Sequential Graphic Design (3) to: Interaction Design: Communities and Culture	. Revise		
Update to 18 November 2013 EPC agenda					
RIS	44050	Radiation Therapy Clinical Education III (1) to:	Porico		

Agenda prepared by the Office of Curriculum Services



Educational Policies Council Minutes of the Meeting Monday, 18 November 2013

Ex-Officio Members present: Deans Sonia Alemagno, James L. Blank, James K. Bracken, Donald F. Palmer, Eboni J. Pringle, Robert G. Sines, Douglas L. Steidl, Mary Ann Stephens, Wanda E. Thomas; Senior Associate Dean Vincent J. Hetherington; Associate Deans Joanne M. Arhar, Raymond A. Craig, John R. Graham, Catherine E. Hackney, LuEtt J. Hanson (also representing Stanley T. Wearden), Ralph Lorenz (also representing John R. Crawford), Donald R. Williams, William T. Willoughby; Director Robert A. Walker.

Ex-officio Members not present: Provost Todd A. Diacon; Faculty Senate Chair Paul A. Farrell; Dean Susan J. Stocker; Associate Deans Gail E. Bromley, Thomas E. Klingler, Isaac Richmond Nettey; Assistant Dean Elizabeth Sinclair-Colando.

Faculty Senate-Appointed Representatives present: Donald (Mack) Hassler, Thomas Janson, Jonathan V. Selinger, Fred T. Smith, Terrence L. Uber, Roberto M. Uribe-Rendon, Donald L. White

Faculty Senate-Appointed Representatives not present: Vanessa J. Earp, William C. Ward III, Christopher A. Was

Council Representatives present: Tina D. Bhargava, Natalie Caine-Bish, Jessie Carduner, Michael W. Chunn, Pamela K. Evans, William E. Hauck, Ann F. Jacobson, Eric D. Johnson, Andrew Lepp, John A. Marino, Mary A. Mooney, Marilyn Norconk, Roberto M. Uribe-Rendon

Council Representatives not present: Gregory M. Blase, Thomas W. Brewer, John C. Duncan, Jonathan P. Fleming, Denice Sheehan, Timothy A Roberts, John H. Thornton

Observers present: Michelle A. Crisler, Natalie R. Fox

Observers not present:

Consultants and Guests present: Susan M. Augustine, Fashaad L. Crawford, Lisa N.H. Delaney, Mary Dellman Jenkins, Mary Ann Haley, Jennifer S. Kellogg, Gail M. Rebeta, Said L. Sewell, Linnea A. Stafford, Melody J. Tankersley, Therese E. Tillett, G. Jarrod Tudor, Maria S. Zaragoza, Linda J. Zucca Associate Provost Melody J. Tankersley called the joint meeting of the Educational Policies Council to order at 3:20 p.m., on Monday, 18 November 2013, in room 310AB Kent Student Center.

Action Item 1: Approval of minutes of 19 August 2013.

Dean Donald F. Palmer moved for approval of the minutes, which was seconded by Assistant Professor Mary A. Mooney and passed unanimously.

Action Item 2: Revision of department name, from Psychology to Psychological Sciences.

Associate Provost Tankersley asked Professor Maria S. Zaragoza, chair of the Department of Psychology, to explain the motion to the council. Chair Zaragoza said that one of the recommendations following an external review of the department last year was for the faculty to consider how the department was branded. She added that this name revision allows the department to emphasize that psychology is a science. She said here are two ways in which other similar departments accomplish this: some are called the Department of Psychological and Brain Sciences and others call themselves the Department of Psychological Sciences. Chair Zaragoza said there are approximately 15 departments nationwide that use the name Psychological Sciences. She added that faculty thought that name to be especially appropriate for Kent State given the department's scientific emphasis on research, the addition of a Bachelor of Science degree and the PhD program in clinical psychology affiliated with the Academy of Psychological Clinical Science.

Dean James L. Blank moved for approval of the item, which was seconded by Senior Associate Dean Vincent J. Hetherington. With no questions or further discussion, the item passed unanimously.

Action Item 3: Inactivation of Visual Communication Design [VCD] major within the Bachelor of Science [BS] degree and the combined degree with the Master of Arts [MA] degree (the MA degree will continue to be offered). Visual Communication Design is also offered as a Bachelor of Fine Arts [BFA] degree, and that degree program is continuing. Last graduate of the BS degree was one student in summer 2011; last enrollment was one student in spring 2012.

Associate Dean LuEtt J. Hanson said that the School of Visual Communication Design currently offers a Bachelor of Arts and a Bachelor of Fine Arts degree in Visual Communication Design, as well as a Bachelor of Science degree in Photo Illustration. The BS degree in Visual Communication Design was established to be used only as a combined degree with the Master of Arts degree. But the school has realized it is redundant to its other degree offering, so the motion on the floor is to remove that repetitive degree and inactivate the combined program listed in the catalog. Students who want to do a combined bachelor's/master's degree in visual communication design can use the existing BA or BFA and the master's degrees.

Associate Dean Hanson's motion for approval of the item was seconded by Associate Professor Pamela K. Evans and passed unanimously with no questions or further discussion.

Action Item 4: Establishment of Information Design [INFD] minor to be offered fully online in addition to on ground at the Kent Campus. Minimum total credit hours to program completion are 18.

Associate Dean Hanson reminded the EPC that in August it approved the inactivation of the Information Design concentration within the BS degree in Visual Journalism (which was also inactivated) in the School of Journalism and Mass Communication. She explained this is step two of establishing this program of study to where and what it should be, which is as a minor in the School of Visual Communication Design.

A motion for approval was made by Associate Dean Hanson and seconded by Associate Dean Catherine E. Hackney. The council passed the item unanimously with no questions or further discussion.

Associate Provost Tankersley requested questions or comments for any of the following information items:

Information Item 1: Letter of intent to establish an Aerospace Engineering major within the Bachelor of Science degree.

There were no questions or comments for Dean Robert G. Sines.

Information Item 2: Establishment of fully online delivery for seven of the 10 optional concentrations within the Bachelor of Technical and Applied Studies [BTAS] degree. The Technical and Applied Studies [TAS] major as a stand-alone program will also be offered online. The degree program is currently offered and will continue to be offered on ground at Kent State's seven regional campuses. Concentrations to be delivered online are Applied Business [APBU]; Nonprofit-Human Services [NPHS]; Computer Technology General [CTAG]; Computer Technology Networking [CTN]; Computer Technology Internet/Multimedia [CTIM]; Computer Technology Application Development [CTAD]; and Computer Technology Applied Computer Security and Forensics Technology [CTAC]. Admission, course and graduation requirements for the program are unchanged.

Associate Provost and Dean Wanda E. Thomas explained that the Bachelor of Technical and Applied Studies degree is a completer degree, designed for individuals who are in both a technical area and/or have an associate degree or college credit. The intent is to broaden the access to the program by marketing it throughout the state of Ohio.

There were no questions or comments from the members regarding this item.

Associate Provost Tankersley asked the members to look through and raise questions or comments upon the lesser action items.

A member pointed out a typographical error on lesser action item six in the statement "Revisions include restricting the total number of CACM 35092 credit hours that can be applied toward the major, from 12 to 3l." The last number should be a "3," with the "l" removed.

With no further questions or comments on the lesser action items, Associate Provost Tankersley stated that she wanted to bring to the members attention the course changes on page 6 onward of the agenda, especially highlighting that MATH 10041 Elementary Probability and Statistics was revised, in title and credits among other changes, and has been approved as a Kent Core course for fall 2014. She added it is also in the process of being considered for inclusion in the Ohio Transfer Module. She cautioned that if any programs are looking to include that course to make sure the change in hours are considered.

Associate Provost Tankersley asked for questions or comments concerning the remaining courses listed on the agenda.

A member asked how to find out what changes are being made to courses since there are no links. It was suggested that the Office of Curriculum Services could be contacted, or that members could search any course that has been submitted through the Course Catalog Update workflow (available in FlashLine) to find out exactly what is being done.

With no further questions, discussion or announcements, the meeting adjourned at 3:33 p.m.

Respectfully submitted,

isa nA Delaney

Lisa N.H. Delaney Academic Program Coordinator, Curriculum Services Office of the Provost EPC Agenda | 27 January 2014, 3 February 2014 | Attachment 2 | Page 1

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date	4-Jan-13	Curriculum Bulletin
Effective Date	Fall 2014	Approved by EPC

Department

College	PR - Provost
Proposal	Revise Policy
Proposal Name	Class Attendance Policy in the University Catalog

Description of proposal:

Revision of the class attendance policy in 2014 University Catalog to align with the approved revisions to the university administrative policy regarding class attendance and class absence (3342-3-01.2)

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

Alingment with policy and procedures in the University Policy Register; no impact otherwise

Units consulted (other departments, programs or campuses affected by this proposal): **Ombuds, Office of Student Accessibility Services**

Department Chair / School Director	
Campus Dean (for Regional Campuses proposals)	
	1 1
College Dean (or designee)	
	/
Dean of Graduate Studies (for graduate proposals)	
	/
Provost and Senior Vice President for Academic Affairs (or designee)	

REQUIRED ENDORSEMENTS

Proposal Summary Revision of the Class Attendance Policy in the University Catalog

SUBJECT SPECIFICATION

Kent State's administrative policy regarding class attendance and class absence (3342-3-01.2) was revised to be in compliance with interpretations to recent changes to the Americans with Disabilities Act of 1990 and to provide more procedural clarity for faculty, students and staff in response to the various reasons for student class absences. (Revisions approved by EPC on 19-Aug-13, Faculty Senate on 9-Sep-13 and enacted in the University Policy Registrar on 13-Jan-14.)

This proposal updates the class attendance policy in the University Catalog to align with the revisions made to the university administrative policy.

BACKGROUND INFORMATION

Kent State's attendance policy was last updated in the University Catalog in 2004 and in the University Policy Register in 2007. Since then, the Americans with Disabilities Act of 1990 has been amended, and those amendments have implications for the university relative to students' disability-related absences. The current policy, for instance, does not include disability as a possible "legitimate reason" for class absences.

Additionally, as it currently reads, the catalog policy lacks any reference to specific procedures that students and/or faculty ought to follow when a student misses class. Recent findings from the Office of Civil Rights, following a complaint filed against Kent State, requires the university to revise its policies such that they are consistent with one another, and provide clear instruction to students and faculty/staff as to the necessary course of action in the event of disability-related class absence(s). Therefore, the policy in the University Catalog should be aligned with the one in the University Policy Register.

The revised policy offers support to faculty and the integrity of their courses regarding attendance. It affirms the "essential or fundamental academic requirements of the course" and gives, at least implicitly, deference to academic programs in determining the essential components of their course(s) relative to attendance. In addition, student obligations are specifically articulated in the proposed revisions which emphasize students' responsibility for their coursework as well as their responsibility for complying with policies and procedures from the respective offices from which they are seeking assistance.

ALTERNATIVES AND CONSEQUENCES

Alternative is to keep unchanged the current statements on class attendance and absence in the University Catalog. These ambiguous statements with critical omissions are not consistent to the revised policy in the University Policy Registrar and may affect adversely the university in staying compliant with university, state and federal regulations.

SPECIFIC RECOMMENDATION AND JUSTIFICATION

It is recommended that the following revisions be made to the attendance policy in the University Catalog to align with the same policy in the University Policy Register to ensure compliance with federal and state laws, and to provide greater procedural clarity relative to the various reasons for students' class absences. All additions listed below are exact wording from the approved revised administrative policy regarding class attendance and class absence.

Class Attendance and Absence

Regular attendance in class is expected of all students at all levels at the university. Classes are conducted on the premise that regular attendance is expected. The individual instructor has both the responsibility and the prerogative for managing student attendance. The instructor's policy regarding attendance for each course should be written in the course syllabus and communicated to students during the first week of the term. The policy may take alternate forms within the bounds of appropriate instructional techniques.

If students anticipate an absence, they should consult with the instructor individually. In the event the absence was due to illness or injury, verification from the medical professional treating the illness or injury should be presented to the instructor. Legitimate reasons for an "excused" absence include, but are not limited to, illness and injury, disability-related concerns, military service, death in the immediate family, religious observance, academic field trips, participation in an approved concert or athletic event and direct participation in university disciplinary hearings.

Even though any absence can potentially interfere with the planned development of a course, and the student bears the responsibility for fulfilling all course requirements in a timely and responsible manner, instructors will, without prejudice, provide students returning to class after a legitimate absence with appropriate assistance and counsel about completing missed assignments and class material. Neither academic departments nor individual faculty members are required to waive essential or fundamental academic requirements of a course to accommodate student absences. However, each circumstance will be reviewed on a case-by-case basis.

In all instances of absences, students shall be responsible for all material covered in class during their absence. Students are responsible for completing any makeup work resulting from their absence. In no case is an excuse from class to be interpreted as a release from class responsibility.

The general procedures and responsibilities for requesting and determining legitimate class absence can be found policy 3-01.2 in the University Policy Register (www.kent.edu/policyreg).

TIMETABLE AND ACTIONS REQUIRED

Anticipated approvals:

Educational Policies Council	. 27 January 2014
Faculty Senate	. 10 February 2014
Implementation in the University Catalog	. Fall 2014

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 4-Jan-13 Effective Date Fall 2014		Curriculum Bulletin
Effective Date	Fall 2014	Approved by EPC

Department	EPC Ad Hoc Committee for Academic Policies
College	
Proposal	Revise Policy
Proposal Name	Minimum total credit hours for an undergraduate degree program

Description of proposal:

Revision of the minimum number of semester credit hours required to graduate with an undergraduate degree from Kent State—from 121 hours to 120 hours for a bachelor's degree, and from 61 hours to 60 hours for an associate degree.

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

Approximately 68 percent of Kent State's bachelor's degree programs and 21 percent of associate degree programs can be reduced to 120 and 60 total credit hours, respectively, with the removal of general elective credit without affecting the curriculum approved by the faculty.

Units consulted (other departments, programs or campuses affected by this proposal): **Provost, College Deans**

REQUIRED ENDORSEMENTS

	/	/
Department Chair / School Director		
	,	,
	/	_/
Campus Dean (for Regional Campuses proposals)		
	/	_/
College Dean (or designee)		
	/	_/
Dean of Graduate Studies (for graduate proposals)		
	/	_/
Provost and Senior Vice President for Academic Affairs (or designee)		

Proposal Summary Revision of Minimum Credit Hour Requirement for Graduation with a Bachelor's or Associate Degree from Kent State University

SUBJECT SPECIFICATION

This proposal seeks to reduce the minimum number of semester credit hours required to graduate with an undergraduate degree from Kent State—from 121 hours to 120 hours for a bachelor's degree, and from 61 hours to 60 hours for an associate degree.

BACKGROUND INFORMATION

Prior to fall 1996, Kent State required a minimum 129 credit hours for a bachelor's degree. When approving the reduction of that requirement to 121 hours in September 1995, the Educational Policies Council noted that the 129 credit hours exceeded full-time equivalent expectations, added monetary and time costs to a student's academic career and was out of alignment with most Mid-American Conference universities. The proposed number was arrived at by starting with the premise that a full-time-equivalent student is defined as being enrolled for 15 credit hours per semester. Multiple that by eight semesters (four years) and add the 1-credit orientation course (now US 10097 Destination Kent State: First Year Experience), and you arrive at 121 hours.

However, what wasn't discussed or was unknown/non existing at the time is that for purposes of financial aid eligibility, full-time enrollment is defined as 12 or more credit hours registered in a semester; there are many 1-, 2-, 4- and 5-credit courses available; and the 1-credit orientation course is automatically waived for students who are 21+ years old at the time of admission or who have transferred in 25 or more credit hours. Therefore, it is realistic for a student to fulfill all requirements for a bachelor's degree program at 120 credit hours.

Both the Ohio Board of Regents and the Higher Learning Commission of the North Central Association for Colleges and Schools (Kent State's regional accreditor) require a minimum 120 hours for a bachelor's and a minimum 60 hours for an associate degree.

Ohio Board of Regents

<u>Associate Degree</u>: An award that requires completion of 60 semester credit hours (or 90 quarter credit hours); associate degree programs should not exceed 60 semester credit hours unless it can be shown that the additional coursework is required to meet professional accreditation or licensing requirements.

<u>Bachelor's Degree</u>: An award that requires completion of 120 semester credit hours (or 180 quarter credit hours); bachelor's degree programs should not exceed 120 semester credit hours unless it can be shown that the additional coursework is required to meet professional accreditation or licensing requirements.

(Source: Ohio Board of Regents Guidelines and Procedures for Academic Program Review, 2013)

Higher Learning Commission

The institution conforms to commonly accepted minimum program length: 60 semester credits for associate's degrees, 120 semester credits for bachelor's degrees, and 30 semester credits beyond the bachelor's for master's degrees. Any variation from these minima must be explained and justified.

(Source: CRRT.B.10.020 Assumed Practices, Higher Learning Commission Policy Book, June 2013)

In addition, Kent State is still out of alignment with many universities nation-wide; see Appendix A in regards to minimum hours to graduate at other institutions.

This revision to the minimum credit hour requirement for graduation will not compromise academic quality as each program must maintain standards as set by their faculty and, for some, according to their respective accrediting agencies. Furthermore, academic units are not compelled to reduce their programs total credits to 60/120. Instead, this revised policy encourages units to explore the option of reviewing their programs to determine if reducing total credits is feasible without sacrificing quality and rigor.

Reducing the minimum total hours for graduation by 1 credit should not affect other academic policies that use credit hours in their criteria. These policies¹ include the following:

- Academic Forgiveness: 12 hours for eligibility
- Academic Standing: 15 hours (president's list), 12 hours (dean's list for full-time students)
- Class standing: 0-20 hours (freshman), 30-59 hours (sophomore), 60-89 hours (junior), 90+ hours (senior)
- Combined bachelor's/masters: 60 hours/75 hours/90 hours/105 hours with specific GPA at each level for eligibility
- Course overload: 18 hours in fall/spring semesters, 6 hours/10/hours/12 hours in summer (depending on course length)
- Credit by exam: maximum 30 hours (baccalaureate), 15 hours (associate), 50 percent (certificate)
- Dismissal: 16-29 hours/30-59 hours/60-89 hours /90+ hours with specific GPA at each level
- Dual bachelor's degree: 140 hours
- Enrollment: 12+ hours (full time), 9-11 hours (³/₄ time), 6-8 hours (¹/₂ time), 1-5 hours (<¹/₂ time)
- Exploratory and General Majors: maximum 45 hours before declaring degree program
- Institutional/Distinction Honors: 60 hours (bachelor's) and 32 hours (associate) for eligibility
- Kent Core: 36-37 hours
- Non-degree student: maximum 45 hours allowed in status
- Pass/fail grade: maximum 12 hours allowed
- Residence requirement: 30 hours (bachelor's), 15 hours (associate), 50 percent (certificate)
- Transient work: cannot be done in last 30 hours, maximum 18 hours
- Upper-division requirement for the bachelor's: 39 hours (42 hours in College of Arts and Science)

Kent State is well poised to reduce its minimum credit-hour for bachelor's degrees. Based on curriculum for academic year 2013-2014, approximately 89 out of 131 bachelor's degree programs (68 percent) could be adjusted to minimum 120 credit hours with just the removal of 1 to 6 credits of lower-division general elective coursework.

¹ All policies can be found in the University Catalog: <u>www.kent.edu/catalog/2013/info/policies</u>.

Nine out of 42 associate degree programs (21 percent) could be reduce to 60 with removal of general elective credit. However, many of Kent State's associate degrees must adhere to professional accreditation standards that may make reducing credit hours difficult. See Appendix B for a listing of Kent State's 2013 programs.

ALTERNATIVES AND CONSEQUENCES

The purpose of this proposal is to align Kent State University with state-wide and national recommendations in regards to the minimum total credit hours required to earn a bachelor's or associate degree. The reduction would enable academic units that are in the process of streamlining their curriculum to be able to lower the minimum number of credit hours required for graduation. The alternative is to continue current practice. Such continuation could make Kent State University programs less competitive nationally, as well as financially penalize students by requiring them to take more credits than necessary to complete their degree.

SPECIFIC RECOMMENDATION AND JUSTIFICATION

It is recommended that effective for fall 2014, the minimum hour requirement policy be revised as follows:

Credit-Hour Requirement for Graduation

Undergraduate Students

All students in bachelor's degree programs must satisfactorily earn (with passing grades) a minimum of 120 121 semester credit hours of coursework to graduate. As part of this requirement, all students must complete minimum 36 semester hours of the Kent Core. Associate degrees are awarded for the successful completion of a minimum of 60 61 semester credit hours of coursework. Some bachelor's and associate degree programs require more hours than the 120 and 60 121 and 61, respectively.

In addition, it is recommended that the Educational Policies Council and the Faculty Senate grant the Office of Curriculum Services the authority to administratively remove 1+ credit hour of lowerdivision general elective from select associate and bachelor's degree programs to achieve 60 hours and 120 hours, respectively, with the approval of the program's department chair or school director and college dean and in consultation with the unit's curriculum committee, and without compromising the curriculum approved by the faculty (see Appendix B for a list of such programs). This administrative action will alleviate the burden of academic units from submitting paperwork at such a late date.

TIMETABLE AND ACTIONS REQUIRED

EPC Ad Hoc Committee for Academic Policies	22 November 2013
Educational Policies Council	27 January 2014 anticipated approval
Faculty Senate	10 February 2014 anticipated approval
Board of Trustees	12 March 2014 anticipated approval
Implementation in the University Catalog	Fall 2014

APPENDIX A

	Minimum Semester Credits Hours		
Kent State's Benchmark Institutions ²	Bachelor's	Associate	
	Degree	Degree	
Ball State University	120	60	
Bowling Green State University	122	62	
Northern Illinois University	120		
University at Albany, SUNY	120	_	
University of Memphis	120	60	
University of North Carolina at Greensboro	122		
University of North Texas	120		
University of Oklahoma at Norman	120		
University of Oregon	120		
University of Southern Mississippi	120		
University of Texas at Arlington	120		
University of Wisconsin at Milwaukee	120		
Western Michigan University	122	—	

	Minimum Semes	Minimum Semester Credits Hours		
Mid-American Conference	Bachelor's	Associate		
	Degree	Degree		
Ball State University	120	60		
Bowling Green State University	122	62		
Central Michigan University	124	—		
Eastern Michigan University	124			
Kent State University	121	61		
Miami University	128	64		
Northern Illinois University	120	—		
Ohio University	120	60		
University of Akron	128	64		
University at Buffalo, SUNY	120	—		
University of Massachusetts Amherst	120	—		
University of Toledo	124	62		
Western Michigan University	122			

² Benchmark institutions for Kent State University as determined by the National Center for Higher Education Management Systems.

APPENDIX B

Kent State University Associate Degree (Fall 2013)

* "Yes" in the last column means that it appears that removing >1 credit hour of lower-division general elective from the program to achieve 60 hours could be made without compromising the curriculum approved by the faculty. <u>No changes</u> will be implemented without approval from the program's department chair or school director and college dean.

Approximately 9 out of 42 programs (21 percent) can be adjusted to minimum 60 credits with removal of general elective credit.

Count	Major Name (Concentration Name)	Minimum Total Hours	Reduced to 60 *
1.	Associate of Arts degree	61	Yes
2.	Associate of Science degree	61	Yes
3.	Environment Management	61	Yes
4.	Individualized Program	61	Yes
5.	Justice Studies	61	Yes
6.	Enology	62	Yes
7.	Accounting Technology	63	Yes
8.	Viticulture	65	Yes
9.	Business Management Technology (Business Administration)	66	Yes
10.	Information Technology for Administrative Professionals	61	No
11.	Emergency Medical Service Technology	62	No
12.	Business Management Technology (General Management, Entrepreneurship and Manufacturing)	63	No
13.	Business Management Technology (Marketing and Sales)	63	No
14.	Computer Technology (all concentrations except Application Development Technology)	63	No
15.	Industrial Trades Technology	63	No
16.	Computer Technology (Application Development Technology)	64	No
17.	Environmental Health and Safety	64	No
18.	Business Management Technology (Computer Applications)	65	No
19.	Legal Assisting	65	No
20.	Allied Health Management Technology	66	No
21.	Physical Therapist Assistant Technology	66	No
22.	Radiologic Technology (ATS)	66	No
23.	Aviation Maintenance Technology	67	No
24.	Human Services Technology	67	No
25.	Radiologic Technology (ATS, Radiology Department Management Technology)	67	No
26.	Business Management Technology (Information Technology)	68	No
27.	Early Childhood Education Technology	68	No
28.	Nursing (ADN)	68	No
29.	Electrical/Electronic Engineering Technology (Computer)	69	No
30.	Mechanical Engineering Technology (Systems)	69	No
31.	Occupational Therapy Assistant Technology	69	No
32.	Systems/Industrial Engineering Technology	69	No
33.	Computer Design, Animation and Game Design	70	No
34.	Electrical/Electronic Engineering Technology (General)	70	No
35.	Respiratory Therapy Technology	70	No
36.	Veterinary Technology	70	No
37.	Engineering of Information Technology	71	No
38.	Manufacturing Engineering Technology	71	No
39.	Mechanical Engineering Technology (Mechtronics)	71	No
40.	Horticulture Technology	72	No
41.	Radiologic Technology (AAS)	72	No
42.	Mechanical Engineering Technology (General)	73	No

APPENDIX B continued

Kent State University Bachelor's Degree (Fall 2013)

* "Yes" in the last column means that it appears that removing >1 credit hour of lower-division general elective from the program to achieve 120 hours could be made without compromising the curriculum approved by the faculty. <u>No changes</u> will be implemented without approval from the program's department chair or school director and college dean.

Approximately 89 out of 131 programs (68 percent) can be adjusted to minimum 120 credits with removal of general elective credit.

Count	Major Name (Concentration Name)	Minimum Total Hours	Reduced to 120 *
1.	Accounting	121	Yes
2.	Aeronautics	121	Yes
3.	American Sign Language	121	Yes
4.	Anthropology	121	Yes
5.	Applied Conflict Management	121	Yes
6.	Applied Engineering (all concentrations except Mechanical Engineering Technology)	121	Yes
7.	Applied Mathematics	121	Yes
8.	Athletic Training	121	Yes
9.	Biology	121	Yes
10.	Biotechnology	121	Yes
11.	Botany	121	Yes
12.	Business Management	121	Yes
13.	Chemistry	121	Yes
14.	Classics	121	Yes
15.	Communication Studies	121	Yes
16.	Community Health Education	121	Yes
17.	Computer Information Systems	121	Yes
18.	Computer Science	121	Yes
19.	Construction Management	121	Yes
20.	Criminology and Justice Studies	121	Yes
21.	Dance Studies	121	Yes
22.	Digital Sciences	121	Yes
23.	Earth Science (BS)	121	Yes
24.	Economics	121	Yes
25.	Educational Studies	121	Yes
26.	Engineering Technology	121	Yes
27.	English	121	Yes
28.	Entrepreneurship	121	Yes
29.	Environmental and Conservation Biology	121	Yes
30.	Exercise Science	121	Yes
31.	Fashion Merchandising	121	Yes
32.	Finance	121	Yes
33.	French Literature, Culture and Translation	121	Yes
34.	French Translation	121	Yes
35.	Geography	121	Yes
36.	Geology	121	Yes
37.	German Literature, Culture and Translation	121	Yes
38.	German Translation	121	Yes
39.	History	121	Yes
40.	Hospitality Management	121	Yes
41.	Human Development and Family Studies (all concentrations except Nursing Home Administration)	121	Yes
42.	Insurance Studies	121	Yes
43.	Integrated Health Studies	121	Yes
44.	Integrated Life Sciences	121	Yes

Count	Major Name (Concentration Name)	Minimum Total Hours	Reduced to 120 *
45.	Integrative Studies	121	Yes
46.	International Relations	121	Yes
47.	Managerial Marketing	121	Yes
48.	Marketing	121	Yes
49.	Mathematics	121	Yes
50.	Music Technology	121	Yes
51.	Nutrition	121	Yes
52.	Pan-African Studies	121	Yes
53.	Paralegal Studies	121	Yes
54.	Philosophy	121	Yes
55.	Physical Education (Human Movement Studies)	121	Yes
56.	Physics	121	Yes
57.	Political Science	121	Yes
58.	Psychology	121	Yes
59.	Public Health	121	Yes
60.	Radiologic and Imaging Science	121	Yes
61.	Recreation, Park and Tourism Management	121	Yes
62.	Russian Literature, Culture and Translation	121	Yes
63.	Russian Translation	121	Yes
64.	School Health Education	121	Yes
65.	Sociology	121	Yes
66.	Spanish Literature, Culture and Translation	121	Yes
67.	Spanish Translation	121	Yes
68.	Speech Pathology and Audiology	121	Yes
69.	Sport Administration	121	Yes
70.	Teaching English as a Second Language	121	Yes
71.	Technical and Applied Studies	121	Yes
72.	Technology	121	Yes
73.	Theatre Studies (BA)	121	Yes
74.	Theatre Studies (BFA, Design and Technology)	121	Yes
75.	Zoology	121	Yes
76.	Nursing	122	Yes
77.	Art History	123	Yes
78.	Advertising	124	Yes
79.	Electronic Media	124	Yes
80.	Journalism	124	Yes
81.	Public Relations	124	Yes
82.	Trade and Industrial Education	124	Yes
83.	Visual Journalism (inactivated fall 2014)	124	Yes
84.	Applied Engineering (Mechanical Engineering Technology)	125	Yes
85.	Architectural Studies	125	Yes
86.	Art Education	125	Yes
87.	Crafts or Fine Arts	125	Yes
88.	Fine Arts	125	Yes
89.	Photo Illustration	127	Yes
90.	Fashion Design (BA)	121	No
91.	Human Development and Family Studies (Nursing Home Administration)	121	No
92.	Integrated Language Arts	121	No
93.	Integrated Mathematics	121	No
94.	Technology (Teacher Education Licensure)	121	No
95.	Medical Technology	122	No
96.	Special Education (ASL/English Interpreting)	123	No
97.	Special Education (Deaf Education)	123	No
98.	Theatre Studies (BFA, Musical Theatre)	123	No
99.	Visual Communication Design (BA)	123	No
100.	Fashion Design (BFA)	124	No
101.	Integrated Social Studies	124	No

Count	Major Name (Concentration Name)	Minimum Total Hours	Reduced to 120 *
102.	Crafts	125	No
103.	Horticulture	125	No
104.	Music	125	No
105.	Special Education (Mild/Moderate Social Studies and Reading)	126	No
106.	Visual Communication Design (BFA)	126	No
107.	Special Education (Moderate/Intensive Educational Needs)	127	No
108.	Early Childhood Education	128	No
109.	Middle Childhood Education (Language Arts and Science)	128	No
110.	Dance (Performance)	129	No
111.	Dance (Dance Education	130	No
112.	Architecture	131	No
113.	Interior Design	131	No
114.	Middle Childhood Education (Social Studies and Language Arts)	131	No
115.	Special Education (Mild/Moderate Language Arts and Reading)	131	No
116.	Middle Childhood Education (Language Arts and Mathematics)	132	No
117.	Music Education	132	No
118.	Physical Science	132	No
119.	Life Science	133	No
120.	Special Education (Mild/Moderate Mathematics and Reading)	133	No
121.	Earth Science (BSE)	134	No
122.	Life Science/Chemistry	135	No
123.	Middle Childhood Education (Social Studies and Science)	137	No
124.	Middle Childhood Education (Mathematics and Science)	139	No
125.	Middle Childhood Education (Mathematics and Social Studies)	143	No
126.	Integrated Science (Earth Science)	144	No
127.	Integrated Science (Chemistry)	145	No
128.	Integrated Science (Life Science)	145	No
129.	Integrated Science (Physics)	148	No
130.	Physical Education (Health and Physical Education)	159	No
131.	School Health Education (Health and Physical Education)	159	No

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date	4-Jan-13	Curriculum Bulletin
Effective Date	Fall 2014	Approved by EPC

Department	EPC Ad Hoc Committee for Academic Policies
College	
Proposal	Establish Policy
Proposal Name	Continuous Registration in Remediation

Description of proposal:

Students placed into any developmental (remedial) course must register continuously until they have successfully completed the course(s). Students who have a specific required mathematics course in their program and are placed into developmental mathematics must begin taking the developmental courses in their first semester at Kent State and register continuously until they have successfully completed their program's first mathematics requirement. If students delay taking developmental mathematics, after more than one semester they will be reassessed for placement.

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

Policy affects student scheduling, but should not affect sudents' program sequencing as it is expected that remediation is completed before college-level coursework is undertaken. Policy should improve time to graduation, preventing time gaps between remediation and college-level mathematics that cause students to be unsuccessful.

Units consulted (other departments, programs or campuses affected by this proposal): **Provost, College Deans, Department of Mathematical Sciences**

REQUIRED ENDORSEMENTS

	 //
Department Chair / School Director	
	/ /
Campus Dean (for Regional Campuses proposals)	
	 //
College Dean (or designee)	
	 //
Dean of Graduate Studies (for graduate proposals)	
	/

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

Proposal Summary Establishment of a Policy for Continuous Registration in Remediation

SUBJECT SPECIFICATION

This proposal seeks to require students placed into any developmental (remedial) course to register continuously until they have successfully completed the course(s). Students who have a specific required mathematics course in their program and are placed into developmental mathematics must begin taking the developmental courses in their first semester at Kent State and register continuously until they have successfully completed their program's first mathematics requirement. If students delay taking developmental mathematics, after more than one semester they will be reassessed for placement.

BACKGROUND INFORMATION

Many studies support the importance of completing certain gateway courses, especially mathematics, early in a student's college career. One study found that performance in the first-year mathematics and English course was the second strongest predictor of retention after the first-year.

Remedial education course sequences are a key factor in high student attrition.

The long sequences of remedial education courses create many opportunities for students to drop out. A student may pass one remedial education course but fail to enroll in the next course. Worse yet, many who complete their remedial sequence never enroll in gateway courses. Thus, reforms to courses, while they may result in modest student learning gains, do not address the larger problem of students failing to persist through their remedial sequence or a college gateway course.

Data collected by Complete College America found that among its participating states only 22 percent of community college students and 37 percent of students attending a four-year institution who were placed into remedial education math or English courses completed a gateway class in their designated subject area within two years. Not surprisingly, students placed in a sequence of three or more remedial courses have the hardest time. Students who start three levels below college level rarely complete their full sequence within three years—just 16 percent for math and 22 percent for reading. It has become increasingly clear that a significant number of students fail to enter a college program of study not because they fail any given remedial course but because they do not enroll in the subsequent remedial or gateway course.¹

Data research on approximately 1,000 new students enrolled in the last two developmental courses at the Kent Campus' Math Emporium in fall 2011 showed that 75 percent of those students who enrolled in a college-level math course in spring 2012 following the developmental course earned a C or better grade in the subsequent course. Students who waited until fall 2012 to take a college-

¹ Charles A. Dana Center, Complete College America Inc., Education Commission of the States, Jobs for the Future (December 2012). Core principles for transforming remedial education: a joint statement. Retrieved from <u>www.completecollege.org/docs/remediation_joint_statement-embargo.pdf</u>.

level math course after completing the developmental course a year earlier saw that percent rate of earning a C or better drop eight points to 67 percent².

ALTERNATIVES AND CONSEQUENCES

The alternate is no policy, and the university will continue to have to provide additional services to students who put off their mathematics, English or other requirements until later in their academic career, sometimes even the semester they want to graduate. This action tends to delay their graduation.

By taking the appropriate remedial courses beginning in the first semester and stay continuously enrolled, students will be better prepared to meet the challenges of their later course requirements.

SPECIFIC RECOMMENDATION AND JUSTIFICATION

It is recommended the Developmental Coursework policy as published in the University Catalog be updated to reflect this new policy and help increase Kent State's success rates in college-level courses:

Developmental Coursework

"Developmental" means a course that is below college level and cannot be applied toward a certificate or degree program. At Kent State, course numbers that begin with a "0" (e.g., US 00003) are designated as developmental and may be prescribed or recommended through placement testing. Although these courses will count toward the course load for financial aid and other purposes, hours taken in these courses will be subtracted from the students' total before graduation. None of these courses may be taken pass/fail.

Students placed into any developmental course must continuously enroll in the course(s) each semester until they successfully complete the course or sequence of courses. Students who delay the start of their developmental mathematics coursework more than one semester must be reassessed for placement (a fee may be charged). Students who are placed into a developmental mathematics course and whose program has a specific mathematics requirement must continuously enroll in the course(s) each semester, beginning with their first semester at Kent State, until they successfully complete their first non-developmental mathematics requirement.

TIMETABLE AND ACTIONS REQUIRED

EPC Ad Hoc Committee for Academic Policies	approved 22 February 2013
Educational Policies Council	. 27 January 2014
Faculty Senate	. 10 February 2014
Implementation in the University Catalog	

² Data provided from the Office of Research, Planning and Institutional Effectiveness. Research was limited to students who earned minimum C grade in MATH 10023 or 10024 in fall 2011, which enabled them to register for a college-level math course. Of the nearly 1,000 students, 71% registered for their first college-level math course in spring 2012; 2% registered for their first college-level math course in summer 2012; 10% registered for their first college-level math course in fall 2012; and 18% did not register for a Kent State college-level math course in 2012 (percentages add to more than 100% due to rounding).

EPC Agenda | 27 January 2014 | Attachment 5 | Page 1

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date	15-Nov-13	Curriculum Bulletin
Effective Date	Fall 2014	Approved by EPC

Department	Theatre a	and Dance		
College	CA - The Arts			
Degree	Minor (no	on degree)		
Program Name	十年のなー	Program Banner Code THEA THPF		
Concentration(s)	THEA	Concentration(s) Banner Code(s)		
Proposal	Establish	n program		

Description of proposal:

To establish a minor in Theatre Performance

Does proposed revision change program's total credit hours? Current total credit hours: Proposed total credit hours **20**

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

NO Impact

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

REQUIRED ENDORSEMENTS 11,18,13 artment Chair / Sci Director Campus Dean (for Regional Campuses proposals) 12,23,13 College Dean (or designee) Dean of Graduate Studies (for graduate proposals) Provost and Senior Vice President for Academic Affairs (or designee)

Proposal Summary Establish a Minor in Theatre Performance In the School of Theatre and Dance

Description of Action, Including Intended Effect

The School of Theatre and Dance wishes to establish a new minor in Theatre Performance. This addresses needs of students interested in acquiring performance skills outside their major plans of study. The new minor will compliment the School's current varied and specific minors.

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

All courses in the minor are already taught on a regular rotation by current faculty.

Fiscal, Enrollment, Facilities and Staffing Considerations

No fiscal impact on facilities or staffing. Current course offerings can handle the increases in enrollment. No new faculty are required.

Evidence of Need and Sustainability if Establishing

Students in other programs are requesting performance courses, primarily for Music, Fashion, Integrated Language Arts and Communications students.

Provisions for Phase-Out if Inactivating

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

11/15/13 Approval by Theatre and Dance Curriculum Committee11/22/13 Approval by College Curriculum Committee1/27/14 Approval by EPC

Performance Minor in Theatre

This minor will appeal to students from other degree programs who have interests in acting. This plan of study connects traditions of performance and enables students to relate the context of performing in theatre to other areas and disciplines.

	PERFORM	ANCE MIN	OR REQUIREMENT (20-21 credit)	
TYPE	COURSE		TITLE	CREDITS
KFA	THEA	11000	The Art of the Theatre (3)	2-3
DG			or	
		11100	Making Theatre: Culture and Practice	
			(2)	
			the following	3
	THEA	11303	Art of Acting (3)	
			or	
	•	21095	Special Topics: Porthouse Academy	
			Acting(1)	
			Special Topics: Porthouse Academy	
			Voice (1)	
			Special Topics: Porthouse Academy	
		21111	Movement (1)	3
			Script Analysis	
		e from the f		3
	THEA	21303	Acting Process	
		21700	Movement I	
		21800	Voice I	
**************************************	Choose three from the following			
	THEA	31701	Movement II	
		31801	Voice II	
		31303	Character Scene Study I	
		31304	Character Scene Study II	
ELR		42192	Performance Practicum (repeatable)	
		31401	Directing	
		41301	Acting for the Camera I	
		41302	Acting for the Camera II	
		41702	Move/ Dance for Actor	
		41308	Musical Theatre Audition	
		41305	Professional Aspects: Performance	
		41095	Special Topics: Variable Performance Topics	
	I		Minimum Total	20-21

Minimum 2.250 GPA in the minor required for graduation

Search _ . Mew Undergraduate Programs . View Minors * . View Faculty

 College of Applied Engineering, Sustainability and Technology

 College of Architecture and Environmental Design

 College of Arts and Sciences
 College of Business Administration

College of Communication and Information

 College of Education, Health and Human Services

College of Nursing

College of Podiatric Medicine

College of Public Health

* Honors College

Regional College

School of Digital Sciences

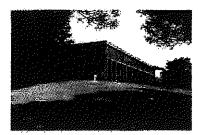
Undergraduate Studies

44

College of the Arts Kent State University 2013 Catalog > College of the Arts

Academic Advising Offices: 202-C Taylor Hall 330-672-2780 http://www.kent.edu/artscollege

EPC Agenda | 27 January 2014 | Attachment 5 | Page 4



School of Theatre and Dance

Dance Division D-101 Kent State University's Center for the Performing Arts E-mail: dance@kent.edu Tel: 330-672-2069 Fax: 330-672-2889 Web: http://www.dance.kent.edu

Theatre Division B141 Kent State University's Center for the Performing Arts Tel: 330-672-2062 E-mail: <u>theatre@kent.edu</u> Web: <u>www.theatre.kent.edu</u>

Academic Programs in the School of Theatre and Dance

g Dance	E Dance Studies	71 Theatre Studies	
Ninors			
2 Costume Design and Technology	🖾 Scene Design	罰 Theatre and Social Change	
S Dance	E Scenic Technology	🕼 Theatre Management	
a Dance Accompaniment	- iž Thoatro	Theatre Sound THEATRE	
S Lighting Design and Technology		PERFOR	MAH

- AULD, WILLIAMI. (2010) Assistant Professor, M.F.A., Northern Illinois University, 2005
- BANK, ROSEMARIE K. (1984) Professor, Ph.D., The University of Iowa, 1972
- CAMPBELL, SHARON S. (1989) Associate Professor, master's degree, The Ohio State University, 1982
- CRAWFORD, JOHN R. (1988) Professor and Dean, Ed.D., Temple University, 1989
- . HUYA, NATALIE J. (2003) Assistant Professor, Regional Campuses, MA, Villanova University, 2001
- FRISCHE, AMY (2013) Assistant Professor, M.F.A., San Diego State University, 2010
- · KARPANTY, KIMBERLY (1995) Associate Professor, M.A., New York University, 1987
- KENT, THERESE J. (1991) Professor, MFA, Michigan State University, 1987
- KURAHASHI, YUKO (2001) Associate Professor, Ph.D., Indiana University, 1996
- . LaSALA, ERIN P. (2009) Assistant Professor, MF.A., University of North Carolina (Greensboro), 2009
- . MCINTOSH, MICHAEL R. (2013) Assistant Professor, MF.A., Kent State University, 2005
- MEGGITT, JOAN (2005) Assistant Professor, M.F.A., Case Western Reserve University, 1999
- NADON, DANIEL R. (1993) Associate Professor, Regional Campuses, Ph.D., University of Colorado, 1993
- NEWBERG, BRIAN S. (2010) Assistant Professor, Regional Campuses, M.F.A., University of California (Irvine), 1999
- PAUNA STEVEN R. (2013) Associate Professor
- RICHIE, CHARLES J. (1994) Associate Professor, B.A., Denison University, 1970
- SALLAK, WILLIAM L. (2008) Assistant Professor, Ph.D., Arizona State University, 2010
- SEO, JAKYUNG (2009) Assistant Professor, M.F.A., University of Illinois (Urbana), 2004
- SHEARER, ANDREA TECZA (1980) Associate Professor, M.A., The University of Michigan, 1975
- SMITH, RAYNETTE HALVORSEN (1991) Associate Professor, M.F.A., Carnegia Mallon University, 1976
 - · STELLINGS, CYNTHIAR. (1996) Professor, M.F.A., University of Wisconsin (Madison), 1988
 - SWOBODA, JONATHAN F. (2008) Assistant Professor, M.M., University of Nebraska (Omeha), 1997
 - VAN BAARS, FRANS E. (1993) Associate Professor, M.F.A., Kent State University, 2002
 - VERLEZZA BARBARA A (2002) Associate Professor, M.F.A., The University of Michigan, 1978



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KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	F	Preparation Date	e 21-Oct-13	Curriculum Bulletin
	E	ffective Date	Fall 2014	Approved by EPC
Department	Modern and Classi	cal Language S	Studies	
College	AS - Arts and Scien	ces		
Degree	BS - Bachelor of So	ience		
Program Name	French Translation German Translation Russian Translation Spanish Translation	n n	Banner Code	FRTR GRTR RUTR SPTR

- Translation [TRNS] major

Proposal Revise program

Concentration(s)

Description of proposal:

1. Remove the four existing BS degree programs from suspension and consolidate them into one major, Translation [TRNS], with four concentrations, French [FR], German [GER], Russian [RUSS], Spanish [SPAN]. The name change reflects the focus of the major and will allow Kent State to offer additional language concentrations without the need for a new degree when/if growth in other languages not currently offered occurs:

Concentration(s) Banner Code(s)

2. Create a more flexible curriculum by specifying 30000-/40000-level electives, rather than listing individual courses; and allowing students to demonstrate language proficiency through testing, Advanced Placement, as well as coursework.

3. Replace the subject area specialty with the requirement that students declare a departmentallyapproved minor, certificate or second major/degree.

Does proposed revision change program's total credit hours? 🕅 No ☐ Yes Current total credit hours: 121 Proposed total credit hours 121

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

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

REQUIRED ENDORSEMENTS

NW 125 120,3

216113

Department Chair / School Director

Campus Dean (for Regional Campuses proposals)

College Øean (or designee)

Dean of Graduate Studies (for graduate proposals)

| |

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



Modern & Classical Language Studies

To: Mary Ann Haley, Assistant Dean, College of Arts & Sciences

CC: Keiran Dunne, Chair, Modern & Classical Language Studies

From: Jessie Carduner, MCLS CC Convener

Date: 11-24-2013

Re: B.S. in Translation

On November 22, 2013, the MCLS Curriculum Committee voted to make the following curricular changes:

- 1. Remove the B.S. in French Translation, B.S. in German Translation, B.S. in Russian Translation and B.S. in Spanish Translation from suspension.
- 2. Combine the four programs into a single B.S. in Translation program with (currently) four concentrations: French, German, Russian and Spanish. It was confirmed through OBR that this could be done with a name change.
- 3. Modify the program requirements as follows:
 - a. Replace the "subject area specialty" (formerly 27-33 credits) with the requirement that students declare a minor, second major or certificate in an area in which there is high demand for translators; a minimum of 18 hours from one of these secondary programs is required for the major.
 - b. Reduce the number language core courses from 24-27 credits (this varied by language) to 18 credits and make these electives rather than specific courses.
 - c. Increase the number of general electives from 6-9 (varied by language) to 15-18 (will depend on size of minor, second major or certificate and minimum number of hours to graduation and to meet upper division hours)
 - d. Other program requirements, 15 hours of non-language-specific translation courses and 10 hours of language-specific translation course remain unchanged.
- 4. Modify the roadmaps to reflect changes in program requirements.
- 5. Update the text of the program description in the catalog.

Attachments:

- CCP
- OBR Name and Curriculum Modification Form (per Therese Tillett, this replaces the proposal summary form.)



- Catalog copy text for program description, career opportunities and so forth
- Catalog copy for program requirements showing old requirements, new requirements and summary of changes
- Roadmaps (8 total; 2 per language concentration). For each language one roadmap shows the marked up changes and one roadmap is a clean copy of what the roadmap will look like in the new catalog.

MCLS 2

MCLS CCC Transmittal Memo 10-12-2013 p. 2 of 2

Ohio

Board of Regents University System of Ohio

John R. Kasich, Governor John Carey, Chancellor

CHANGE REQUEST: NAME AND CURRICULUM MODIFICATION

Date of submission:	date to come, following Board of Trustees approval
Name of institution:	Kent State University
Previously approved titles:	 Bachelor of Science degree: French Translation major German Translation major Russian Translation major Spanish Translation major
Proposed new title:	 Bachelor of Science degree: Translation major¹ French concentration German concentration Russian concentration Spanish concentrations
Proposed effective date:	Fall 2014
Data that the second second	

Date that the request received final approval from the appropriate institutional committee: [anticipated March 2014], Kent State University Board of Trustees

Primary institutional contact for the request:

Name:	Therese E. Tillett
Title:	Director of Curriculum Services, Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu
Leads to educator preparati	on licensure or endorsement: No

Explain the rationale for name and curricular changes:

Kent State University's Department of Modern and Classical Language Studies has offered four BS degree translation programs—French Translation, German Translation, Russian Translation and Spanish Translation—since 1991. In Spring 2013, the department temporarily suspended admissions to the four translation majors in order to review the programs and restructure them in a way that makes better use of existing resources, promotes more timely graduation and which better advances students academic and career goals. This period coincided with the department reviewing and revising its four BA degree language programs.

¹ Per Kent State University curriculum nomenclature, a major is a program of requirements for completion of a degree as authorized by the Kent State Board of Trustees and the Ohio Board of Regents. The major may represent a field of study or be interdisciplinary. A concentration is a subset of program requirements within a major where two or more explicitly designated concentration choices share a common core in the major.

The result of that review of the BS degree programs is this proposal to consolidate the four individual translation majors into one major with four concentrations:

Current Majors	Proposed Major
BS degree, French Translation major	BS degree, Translation
BS degree, German Translation major	major, with concentrations
BS degree, Russian Translation major	in French, German,
BS degree, Spanish Translation major	Russian and Spanish

The name change reflects the concrete focus of the major; the consolidation into one major will allow Kent State to offer additional language concentrations in the future without the need to request a new degree program when feasibility becomes apparent and immediate.

The curricular changes create a more flexible program that allows students to graduate in four years, in addition to presenting a more professional focus with interdisciplinary breadth that will give students training in an occupational area of translation, for which Kent State is well-known. Kent State's Institute of Applied Linguistics is one of America's leading university-based translator training programs and coordinates the department's undergraduate translation programs, the MA in Translation and the PhD in Translation Studies. Kent State is the only institution nationwide that offers the complete undergraduate, graduate and doctoral sequence in translation and was ranked by the language services company ALTA among the top five for graduate programs in translation².

As part of the professional focus, students will be required to declare a minor, certificate or second major/degree to complement the Translation major, replacing the loosely defined "subject area specialty" in the current curriculum. Presently, Kent State offers 124 baccalaureate majors, 138 undergraduate minors and 20 post-secondary certificates from which students in the BS Translation degree program can choose an appropriate area based on their career plans. Current students in the four translation majors have chosen such second programs as biology, marketing, advertising, art history, psychology, public health, political science, paralegal studies, international business and teaching English as a foreign language.

A second major or a minor or certificate in another academic area will give Translation students a competitive edge in the workforce, which U.S. Department of Labor projects as one of the fastestgrowing sectors globally. The Bureau of Labor Statistics³ projects a 42 percent growth in employment for interpreters and translators, much faster than the average for all occupations. Industries that employed the most translators in 2010 were professional, scientific and technical services (26 percent), educational services (25 percent), health care and social assistance (13 percent) and government (7 percent).

Ohio is ranked seventh among states with the highest employment level in interpretation and translation. The city of Akron is ranked sixth nationwide among top-paying metropolitan areas, and Southern Ohio is ranked fourth among top-paying non-metropolitan areas⁴. Interpreters and translators are also one of Ohio's fastest growing occupations, with employment growing 31.4

² Gearing, J. (September 23, 2009). "Top 10 U.S. Translation Schools." ALTA Language Services Inc. Retrieved from <u>www.altalang.com/beyond-words/2009/09/23/top-10-us-translation-schools</u>.

³ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2012-13 Edition. Retrieved from <u>www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm</u>.

⁴ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Employment and Wages for Interpreters and Translators, May 2012. Retrieved from <u>www.bls.gov/oes/current/oes273091.htm</u>. MCLS

percent by 2020 and 90 job openings each year⁵.

Describe how the name and curricular changes will affect students in the current program:

As admission to the four translation majors has been suspended since spring 2013, there are few new students in the programs. For fall 2013 enrollment, there are 45 students total in the four translation majors, of which only two are freshmen and 12 are at sophomore level. These inprogress students will be able to complete the program as defined in their catalog, or they can update to the revised program, but they are not required to do so.

Describe any faculty, administrative or support service changes occurring along with the name and curriculum changes:

Since only the structure of the program is changing with minor curriculum updates, the Department of Modern and Classical Language Studies anticipates no changes to faculty, administrative or support services. Students will now get increased advising support for their minor, certificate or second major/degree. In addition, these changes will result in more efficient administrative processes as students will be declaring an official program of study, rather than a subject area specialty, which will result in fewer program exceptions made to a student's degree audit.

Provide evidence that the appropriate accreditation agencies have been informed of the proposed change (if applicable):

Not applicable as these programs are not endorsed by any specialized accrediting agency.

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

The effectiveness of the program will be monitored with regular reviews by the department faculty, conducted in collaboration with Kent State's Office of Accreditation, Assessment and Learning.

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

See Appendix A for changes in the curriculum. Among the curriculum changes being made:

- Major requirements are being reduced by 18-20 credit hours to give students the opportunity to select more pertinent electives, thereby allowing for students to graduate in a timely fashion and for greater scheduling flexibility. However, the shared major core for the four concentrations remains unchanged and comprises the following courses:
 - D MCLS 30420 Foreign Language and Culture Studies (3)
 - D TRST 20009 Multilingual Information Lifecycle (3)
 - TRST 30320 Approaches to Translation (3)
 - D TRST 30330 Cross-Language Mediation (3)
 - ENG 20002 Introduction to Technical Writing (3) or ENG 30063 Business and Professional Writing (3) course chosen depends on relationship to minor, certificate, second major
- Students will also continue to take the following Translation/Language for Special Purposes courses in their concentration language:
 - □ FR/GER/RUSS/SPAN 3-240 Conversation for Business (3)
 - □ FR/GER/RUSS/SPAN 4-240 Business & Special Texts (3)

⁵ Ohio Department of Jobs and Family Services, 2010-2020 Occupational Trends. Retrieved from www.odjfs.state.oh.us/forms/file.asp?id=2250&type=application/pdf. MCLS

- □ FR/GER/RUSS/SPAN 3-231 Translation Practice (1)
- FR/GER/RUSS/SPAN 4-230 Advanced Translation Practice (3)
- Specific courses in the language cluster core (24-27 credit hours) are replaced by upperdivision electives (18 credit hours) in students' chosen language to give students more choice and allow for studying abroad opportunities, as students will not be prevented from taking courses on specific rotations.
- Replacing the "subject area specialty" (27-33 credit hours), students will be required to declare, instead, an official minor, certificate or second major/degree (minimum of 18 credit hours) subject to approval by a department faculty advisor in a field related to business, technology, health, medicine, science, law, politics or other field in which there is currently a high demand for translators.

This minor/certificate/second major requirement will benefit students by encouraging application of the Translation major to other areas and toward future career opportunities. In addition, the other program will display on the student's transcript unlike the current subject area specialty. Students will be able to obtain advising from the department housing the other program.

• As a result of these changes, the program's amount of general electives will increase, again allowing for more student choice on the focus of his/her course of study.

These revisions give the program greater flexibility to students preparing for the global workplace. A single curriculum will bring greater uniformity across languages and will make course offerings and scheduling practices more efficient, as well as create cohorts among translation majors, leading to a better student experience and greater student success.

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

Respectfully,

Todd A. Diacon Senior Vice President for Academic Affairs and Provost Kent State University

MCLS

APPENDIX A

Previously Authorized Curriculum BS in French Translation, German Translation, Russian Translation, Spanish Translation	Credit Hours	Proposed Curriculum BS in Translation with concentration in French, German, Russian, Spanish	Credit Hours	
PREREQUISITE REQUIREMENTS BS in French Translation: FR 13201 Elementary French I (4) FR 23202 Intermediate French I (3) FR 23202 Intermediate French I (3) BS in German Translation: GER 11201 Elementary German I (4) GER 11202 Elementary German I (4) GER 11202 Elementary German I (4) GER 21201 Intermediate German I (3) GER 21202 Intermediate German I (3) GER 21202 Intermediate German II (3) BS in Russian Translation: RUSS 12201 Elementary Russian I (4) RUSS 12202 Elementary Russian I (4) RUSS 12202 Elementary Russian I Recitation (1) RUSS 12202 Intermediate Russian I Recitation (1) RUSS 22201 Intermediate Russian I Recitation (1) RUSS 22202 Intermediate Russian I Recitation (1) RUSS 22201 Intermediate Russian I Recitation (1) RUSS 22211 Intermediate Russian I Recitation (1) RUSS 22212 Intermediate Russian I Recitation (1) RUSS 22201 Intermediate Russian I Recitation (1) RUSS 22202 Intermediate Russian I Recitation (1) RUSS 22212 Intermediate Spanish I (4) SPAN 18201 Elementary Spanish I (4) SPAN 18202 Elementary Spanish I (3) SPAN 28202 Intermediate Spanish I (3)		PREREQUISITE REQUIREMENTS BS in Translation, French concentration: unchanged BS in Translation, German concentration: unchanged BS in Translation, Russian concentration: unchanged BS in Translation, Russian concentration: unchanged BS in Translation, Spanish concentration: unchanged Students are expected to start in a course appropriate to their language proficiency level. Students lacking in sufficient proficiency to take the first concentration course can reach it by taking courses in the prerequisite sequence based on their placement score and high school training. One or more of the prerequisites may be waived with demonstrated proficiency through the Kent State placement test, AP, CLEP, International Baccalaureate, official ACTFL Proficiency Rating or another department-approved assessment.		
 MAJOR REQUIREMENTS Requirements for BS in French Translation totaled 79; requirements for the other three totaled 82 hours. This category currently comprises four components: A. Non-language-specific translation (15 credits) B. Major (language)-specific translation (10-13 credits) C. Major (language)-specific core (24-27 credits) D. Subject area specialty (27-33 credits) Courses in the major requirement count toward major GPA. 		 MAJOR/CONCENTRATION REQUIREMENTS Component A becomes the major core with no changes in course requirements. (15 credits) Component B becomes the concentration core with no changes in course requirements (exception in Spanish where TRST 38303 Medical Spanish Translation and Interpreting is no longer required). (10 credits) Component C has specific language courses replaced with upper-division language-specific electives. (18 credits, with minimum 6 credits at 40000 course level) Component D removes the subject area specialty, formerly a "departmentally approved coherent sequence of courses in one or more other disciplines," with a required minor, certificate or second major/degree in a departmentally- approved discipline. (18-25 credits) Courses in the major requirement count toward major GPA (exception: courses in minor, certificate, second major/degree outside the department). 	61	
A. Non-Language-Specific Translation MCLS 30420 Foreign Language and Culture Studies (3) TRST 20009 Multilingual Information Lifecycle (3) TRST 30320 Approaches to Translation (3) TRST 30330 Cross-Language Mediation (3) ENG 20002 Introduction to Technical Writing (3) or ENG 30063 Business and Professional Writing (3)		A. Non-Language-Specific Translation unchanged	15	

MCLS 8

Previously Authorized Curriculum BS in French Translation, German Translation, Russian Translation, Spanish Translation	Credit Hours	Proposed Curriculum BS in Translation with concentration in French, German, Russian, Spanish	Credit Hours
 B. Language-Specific Translation BS in French Translation (10 credits): FR 33231 Translation Practice: French (1) FR 33240 Conversation for Business and Special Purposes: French (3) FR 43230 Advanced Translation Practice: French (3) FR 43240 Business and Special Texts: French (3) BS in German Translation (10 credits): GER 31231 Translation Practice: German (1) GER 31240 Conversation for Business and Special Purposes: German (3) GER 41230 Advanced Translation Practice: German (3) GER 41230 Advanced Translation Practice: German (3) GER 41240 Business and Special Texts: German (3) GER 41240 Business and Special Texts: German (3) BS in Russian Translation (10 credits): RUSS 32231 Translation Practice: Russian (1) RUSS 32240 Conversation for Business and Special Purposes: Russian (3) RUSS 42230 Advanced Translation Practice: Russian (3) RUSS 42240 Business and Special Texts: Russian (3) BS in Spanish Translation (13 credits): SPAN 38231 Spanish Translation Practice: Spanish (1) SPAN 38240 Conversation for Business and Special Purposes: Spanish (3) SPAN 48240 Business and Special Texts: Spanish (3) SPAN 48240 Business and Special Texts: Spanish (3) TRST 38303 Medical Spanish Translation and Interpreting (3) 	10-13	B. Language-Specific Translation <u>BS in Translation, French concentration (10 credits)</u> : unchanged <u>BS in Translation, German concentration (10 credits)</u> : unchanged <u>BS in Translation, Russian concentration (10 credits)</u> : unchanged <u>BS in Translation, Spanish concentration (10 credits)</u> : unchanged (exception: TRST 38303 removed as requirement)	10
C. Language-Specific Core BS in French Translation (24 credits): FR 33211 French Conversation (3) FR 33212 French Composition (3) FR 33335 Introduction to French Theater (3) FR 33335 Introduction to French Poetry (3) FR 33337 Introduction to French Drama (3) FR 33337 Introduction to French Drama (3) FR 43213 French Civilization (3) FR 43213 French Civilization (3) FR 43216 Contemporary French Culture (3) BS in German Translation (27 credits): GER 31201 Intensive German Grammar (3) GER 31201 Intensive German Conversation (3) GER 31215 German Phonetics and Diction (3) GER 312216 German Phonetics and Diction (3) GER 31421 German Composition and Conversation (3) GER 31421 German Composition and Conversation (3) GER 41216 Contemporary German Culture (3) GER 41216 Contemporary German Culture (3) GER 41216 Contemporary German Culture (3) GER 3/40000 German Elective (3) MCLS 21417 Multiculturalism in Today's Germany (3) BS in Russian Translation (24 credits) : RUSS 32201 Intensive Russian Grammar (3) RUSS 32215 Russian Phonetics (3) RUSS 32303 Modern Writers (3) RUSS 32303 Modern Writers (3) RUSS 32305 Russian Prose (3) RUSS 32350 Russian Literature in English (3) RUSS 32501 Russian Literature in English (3) RUSS 42095 Special Topics in Russian Language and Literatures (3) Russian Electives (6) approved by advisor	24-27	C. Language-Specific Cluster Bs in Translation, French concentration (18 credits): FR 3/4xxx French Electives (12) FR 4xxx French Electives (6) (Selected in consultation with faculty advisor) BS in Translation, German concentration (18 credits): GER 3/4xxx German Electives (12) GER 4xxx German Electives (6) (Selected in consultation with faculty advisor) BS in Translation, Russian concentration (18 credits): RUSS 3/4xxxx Russian Electives (12) RUSS 4xxxx Russian Electives (6) (Selected in consultation with faculty advisor) BS in Translation, Spanish concentration (18 credits): SPAN 3/4xxxx Spanish Electives (12) SPAN 4xxxx Spanish Electives (6) (Selected in consultation with faculty advisor)	18
continued			

MCLS

Previously Authorized Curriculum BS in French Translation, German Translation, Russian Translation, Spanish Translation	Credit Hours	DC in Tranclation with concontration in	Credit Hours
C. Language-Specific Core continued BS in Spanish Translation (27 credits): SPAN 38211 Spanish Grammar and Composition (3) SPAN 38213 Spanish Reading and Conversation (3) SPAN 38215 Spanish Phonetics (3) SPAN 48215 Advanced Spanish Composition and Conversation (3) SPAN 38421 Spanish Civilization (3) SPAN 38424 Culture and Civilization of Latin America (3) Choose-from list (9) SPAN 38330 Early Spanish Literature (3) SPAN 38331 Recent Spanish Literature (3) SPAN 38335 Recent Spanish-American Literature (3) SPAN 3/4xxxx Literature Elective (3-9)			
 D. Subject Area Specialty BS in French Translation (30 credits) BS in German Translation (30 credits) BS in Russian Translation (33 credits) BS in Spanish Translation (27 credits) The Subject Area Specialty is a departmentally approved coherent sequence of courses in one or more other disciplines (i.e., not in the Department of Modern and Classical Language Studies). In order to be approved, the Subject Area Specialty must include courses in an area or areas that are currently marketable, such as business, legal studies, international relations, political science, computer science, chemistry, physics or other "hard" sciences. The recommended Kent Core courses [BSCI 10001 Human Biology (3), CHEM 10050 Fundamentals of Chemistry (3), GEOL 21062 Environmental Geology (3), ECON 22060 Principles of Microeconomics (3) or ECON 22061 Principles 	27-33	 D. Minor, Certificate or Second Major/Degree BS in Translation, French concentration (18 credits) BS in Translation, German concentration (18 credits) BS in Translation, Russian concentration (18 credits) BS in Translation, Spanish concentration (18 credits) Students must declare and complete a minimum of 18 credit hours in a minor, certificate or a second major/degree subject to department faculty advisor approval in a field related to business, technology, health, medicine, science, law, politics or other field in which there is currently a high demand for translators. 	18
of Macroeconomics (3)] may be included within this area with advisor approval. The Subject Area Specialty may include up to 17 credit hours of a different language. UNIVERSITY/COLLEGE REQUIREMENTS US 10097 Destination Kent State: First Year Experience (1) Kent Core Composition (6)	51-57	unchanged	60
Kent Core Mathematics and Critical Reasoning (3-5) Kent Core Humanities and Fine Arts (9) Kent Core Social Sciences (6) Kent Core Basic Sciences (6-7) Kent Core Additional (6) College Language Requirement (8) General Electives (6-9) credits required depend on meeting minimum 121 credit hours and 42 upper-division credit hours		exception: General Electives (15-18)	
	121	MINIMUM TOTAL	1 21

MCLS

French Translation B.S. Translation B.S.

Kent State University Catalog 2014 4> Colleges and Programs > College of Arts and Sciences > Undergraduate Programs > Translation COLLEGE: College of Arts and Sciences

DEPARTMENT: Department of Modern and Classical Language Studies 109 Satterfield Hall Tel: 330-672-2150 E-mail: mcls@kent.edu Web: www.kent.edu/cas/mcls

Resources:

- Roadmaps
- Program Requirements
- College Requirements
- Academic Policies

DESCRIPTION:

The Bachelor of Science in French Translation is a pre-professional degree designed for students to develop the skills needed to become working translators. The program also introduces the rudiments of translation theory as it applies to the actual practice. While meeting requirements designed to ensure competence in French, translation majors take five core courses in translation during the junior and senior years. The major features a 30-credit subject area specialty requirement, which enables translation students to acquire a level of expertise in a specific field in which they can specialize as translators. Translation majors are strongly encouraged to undertake study in a country where French is speken.who are seeking the more professional focus and interdisciplinary breadth that the B.S. degree offers with the inclusion of a minor or double major to develop the skills needed to use foreign language translation in a professional setting. It introduces the basics of translation theory as it applies to the actual practice of translation. Graduates may enter graduate programs in translation (the professional degree) or go on to work for government, business or industry, for translation agencies or as freelance translators. While meeting requirements designed to ensure competence in a foreign language such as French, German, Russian, or Spanish (18 hours), translation majors take core courses in translation (15 hours). The minor/certificate/second major requirement enables translation students to acquire a level of expertise in a specific field in which they can specialize as translators. This degree also enable students to have a major and a minor that make them more competitive and prepares them for a sector that the U.S. Department of Labor projects as one of the fastest-growing sectors globally. Translation majors are strongly encouraged to undertake study in a country where their language concentration is spoken so that they can achieve the necessary proficiency level. Skills necessary include: an excellent command of the source language (including parsing), an excellent command of the target language, cultural knowledge, specialist knowledge, research competence, terminological competence, technological competence, an understanding of the translation industry, and transfer competence.

CAREER

Opportunities are many and varied, depending on language combinations and subject area specialties. According to the OPPORTUNITIES: U.S. department of labor projections, "employment of interpreters and translators is projected to increase 22 percent over the 2008–18 decade, which is much faster than the average for all occupations. Higher demand for interpreters and translators results directly from the broadening of international ties and the large increases in the number of non-English speaking people in the United States... Job prospects for interpreters and translators vary by specialty and language." ranging from healthcare to law. In 2009, about 28 percent worked in public and private educational institutions. About 13 percent worked in healthcare and social assistance, many of whom worked for hospitals. Another 9 percent worked in other areas of government, such as Federal, State, and local courts. Other employers of interpreters and translators include interpreting and translation agencies, publishing companies, telephone companies, and airlines. About 26 percent of interpreters and translators are self-employed."

> Translators work with written documents, as distinguished from interpreters, who work with oral language. Many translators will require on the job training in addition to Kent's pre-professional BS in Translation. Translators work predominantly into the mother tongue.

Many translators rely on other sources of income to supplement earnings, such as teaching or language consultancy. The career outlook is best for those who gain a functional ability with translation tools and such skills as revising/editing/proofreading and desktop publishing. Prospects are currently strong in software internationalization and webpage localization (making products, text, or images acceptable to target country market norms). Translators provide products and services, and work with written documents, as distinguished from interpreters, who work as oral language mediators. Most practitioners pursue one field or the other; it is less common to work in both. Interpreters and translators are employed in a variety of industries; schools , colleges, and universities; healthcare and social assistance, especially hospitals; and other areas of

MCLS

		government, such as Federal, State, and local courts. Other employers of interpreters and translators
		include interpreting and translation agencies. Many translators will require on-the-job training in addition
		to Kent's pre-professional BS in Translation. Translators work predominantly into the mother tongue.
		Many companies prefer to hire employees who can function in more than one language and who can be apple language transfer tasks. Transletion is one of the tag tag factors build a sectors would
		handle language transfer tasks. Translation is one of the top ten fastest-growing business sectors world- wide, with demand rising at 25–30% per annum. Department of Labor's <i>Occupation Outlook Handbook</i> .
		2010-11 Edition projects a 22% growth in employment in translation and interpretation over the 2008–18
		period (much faster than average for all occupations).
		About 26 percent of interpreters and translators are self-employed, and thus majors should have a strong foundation in
		entrepreneurship; those who work in-house should be aware that such opportunities are decreasing due to outsourcing and
		vendor consolidation. Many translators rely on other sources of income to supplement earnings, such as teaching or
		language consultancy. The career outlook is best for those who gain a functional ability with translation tools and value-
		added skills such as revising/editing/proofreading and desktop publishing. Prospects are currently strong in software
		internationalization and webpage localization (making products, text, or images acceptable to target-country market
		norms). The freelancer's best credential at present is to become certified in the language combination through the American Translators Association, or for interpreters, through states or federal bodies at the national level. Growth
		projections for the coming decade are much higher than for other sectors.
		(Sources: Common Sense Advisory; Byte Level Research; Bureau of Labor Statistics)
	ADMISSION	General Admissions for New Freshman: Students most likely to be admitted and succeed at the Kent Campus are those
	REQUIREMENTS:	who have graduated with at least 16 units of the recommended college preparatory curriculum in high school, who have
		achieved a cumulative high school grade point average of 2.5 or higher (on a 4.0 scale), and whose composite ACT score
		is 21 or better (980 combined critical reading and math SAT score). For more information on admissions, visit the
		Admissions website for new freshmen.
		General Admissions for Transfer Students: Generally, a transfer applicant who has taken 12 or more semester hours
		with a college cumulative GPA of at least 2.0 on a 4.0 scale may be admitted. An applicant who has taken fewer than 12
		semester hours will be evaluated on both collegiate and high school records. For more information on admissions, visit the
		Admissions website for transfer students.
	GRADUATION	Minimum 121 total credit hours and 42 upper-division hours for graduation. Minimum 2.00 GPA overall and 2.00 GPA in
		major required for graduation.
	LANGUAGE REQUIREMENT:	Yes
	STUDY	There are many Study Abroad/Away Opportunities, for more information contact the Office of Global Education
	ABROAD/AWAY	France: Université Michel de Montaigne Bordeaux III, Bordeaux
1	OPPORTUNITIES:	(All Class Standings, All Majors/Minors)
		Germany: Julius-Maximilian-Universität Würzburg, Würzburg
		(All Class Standings, All Majors/Minors)
		Germany: Universität Leipzig, Leipzig
		(Intermediate German Language Proficiency Required)
	10	na an a
		Spain: <u>Universidad Europea de Madrid</u> , Madrid
		(All Class Standings, All Majors/Minors)
		Projet Universität European de Velensie
		Spain: Universidad Europea de Valencia, Valencia
		There are many Study Abroad/Away Opportunities, for more information contact the Office of Global Education.
		None
	STUDENT	Phi Sigma lota, Salsa
	DRGANIZATIONS:	
	GRADUATE PROGRAMS:	French: Applied Linguistics and Pedagogy, Literature (M.A.), Secondary Education: French (M.A.T.), Translation: French
1	-RUGRAMS:	(M.A.)

(M.A.) Translation: (M.A.) (Arabic, French, German, Japanese, Russian, Spanish)

MCLS 12

BS degree in Translation (new)

Replaces French Translation, German Translation, Russian Translation, Spanish Translation majors

Type Legend: DD Diversity–Domestic; DG Diversity–Global; ELR Experiential Learning; KAD Kent Core Additional; KBS Kent Core Basic Sciences; KCM Kent Core Composition; KFA Kent Core Fine Arts: KHU Kent Core Humanities; KMC Kent Core Mathematics and Critical Reasoning; KSS Kent Core Social Sciences; WIC Writing Intensive

I. DESTINATION KENT STATE: FIRST YEAR EXPERIENCE (1 credit	t)	Curriculum Changes
TypeCourse Title	Credits	
US 10097 Destination Kent State: First Year Experience	1	no change
III. MAJOR REQUIREMENTS (15 credits) Courses count in major GI	PA	
Type Course Title	Credits	
ENG 20002 Introduction to Technical Writing (3) or ENG 30063 Business and Professional Writing (3) ¹	3	no change was required for all majors
MCLS 30420 Foreign Language and Culture Studies ²	3	was required for all major
TRST 20009 Multilingual Information Lifecycle ²	3	was required for all major
TRST 30230 Approaches to Translation ^{3, 4}	3	was required for all major
TRST 30330 Cross-Language Mediation ³	3	was required for all major
IV. ADDITIONAL REQUIREMENTS (77 credits)		
Type Course Title	Credits	
Kent Core Composition	6	no change
Kent Core Mathematics and Critical Reasoning	3-5	no change
Kent Core Humanities and Fine Arts (minimum one course from each) 9	no change
Kent Core Social Sciences (must be from two disciplines)	6	no change
Kent Core Basic Sciences (must include one laboratory)	6-7	no change
Kent Core Additional	6	по change
College Foreign Language Requirement		-no_change_, -X-
Minor, certificate or second major/degree ⁶		replaces subject area special
General Electives credits required depends on meeting minimum 12 credit hours and minimum 42 upper-division credit hours	¹ 15-18	increases from 6-9 credits
V. CONCENTRATION REQUIREMENTS (28 credits)		e ndona vzana se kontra o o modovo den so o zeolo dale Changese a densi se sola o probla per su primero paras
French (28)	n of each of a second	n ngan pagan pagan sa panja panan
German (28)		anna an an an ann an ann an ann an ann an a
Russian (28)		a na fana fan an an fan an a
Spanish (28)	en a fan ster fan ste	n an
MINIMUM TO	TAL 121	nanyona sadda yayayaya ya mada ale ya can sa

French Concentration*

ONCENTRA	ION REQUIREMENTS (28 credits) Courses count in ma	ior GPA	Curriculum Changes	
ype Course			neszteren elementek kelenetek elementek elementek elementek elementek elementek elementek elementek elementek e	
FR 33231	Translation Practice: French ^{3, 4}	1	no change	
	Conversation for Business and Special Purposes: French'	3	no change	
VIC FR 43230	Advanced Translation Practice: French ^{8, 10}	3	no change	
FR 43240	Business and Special Texts: French ⁹	3	no change	
FR 3/4xs>	x French Electives	12	replaces required FR 33211 33212, 33215, 33335, 3333	
FR4xxxx	French Electives	6	33337, 33421, 43213, 4321	
angange er er en selftet angan er konstantigen versen en redense i de	MINIMUM SUBTOTAL	28	NANANA MANJARAH MANJA	

German Concentration*

JON	ONCENTRATION REQUIREMENTS (28 credits) Courses count in major GPA				Curriculum Changes	
TypeCourse		se	Title	Credits		
areas dedarates	GER	31231	Translation Practice: German 3,4	1	no change	
	GER	31240	Conversation for Business and Special Purposes: German ⁷	3	no change	
NIC	GER	41230	Advanced Translation Practice: German 8, 10	3	no change	
ox-surre-kręss	GER	41240	Business and Special Texts: German ⁹	3	no change	
	GER	3/4xxx	German Electives	12	replaces required MCLS 21417, GER 31201, 31211, 31215,	MCL.
	GER	4xxxx	German Electives	6	31303, 31421, 41211, 41216, 3/4xxxx (3 credits)	1.3
		Terrendariaan Andrew Gerendaria	MINIMUM SUBTOTAL	- 28	99999999999999999999999999999999999999	, <u> </u>

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Russian Concentratio

CONC	ENTF	IOITAS	N REQUIREMENTS (28 credits) Courses count in ma	jor GPA	Curriculum Changes	
TypeCourse		e	Title		2019/10/10/19/10/10/10/10/10/10/10/10/10/10/10/10/10/	
F	RUSS	32231	Translation Practice: Russian 3,4	1	no change	
F	RUSS	32240	Conversation for Business and Special Purposes: Russian ⁷	3	no change	
NICF	RUSS	42230	Advanced Translation Practice: Russian 8.10	3	no change	
F	RUSS	42240	Business and Special Texts: Russian ⁹	3	no change	
F	งบรร	3/4xxx	Russian Electives	12	replaces required RUSS 3220	
F	RUSS	4xxxx	Russian Electives	6	32211, 32215, 32303, 32421, 42211, 3/4xxx (6 credits)	
			MINIMUM SUBTOTAL	28		

			1
WIC RUSS 42230	Advanced Translation Practice: Russian 8.10	3	no change
RUSS 42240	Business and Special Texts: Russian ⁹	3	no change
RUSS3/4xxx	Russian Electives	12	replaces required RUSS 3220'
DURCHANNY	Russian Electives	l c	32211, 32215, 32303, 32421,
RUSSAXXX		6	42211, 3/4xxx (6 credits)
۲۰۰۰ βαφ βαφβασία ο τα συντικό το	MINIMUM SUBTOTA	L 28	ν. 1] Σ. τ. κ. Στομ 23 κολομα ίουν στο πέρατη το κολομή το σύνο στο λ. Τ. 3. Ν 4671 μ. 19 ο 19 ο 13 το 13 το 20 τ/δ τζ. μ. τ. δ. π. μ. το φολη 4 μαι - το
Spanish Cond	centration ³		
	N REQUIREMENTS (28 credits) Courses count in n		
ГуреCourse		Credits	
SPAN 38231	Translation Practice: Spanish 3, 4	1	no change
SPAN 38240	Conversation for Business and Special Purposes: Spanish ⁷	3	no change
NIC SPAN 48230	Advanced Translation Practice: Spanish 8, 10	3	no change
SPAN 48240	Business and Special Texts: Spanish ⁹	3	no change
SPAN 3/4xxx	Spanish Electives	12	replaces required SPAN 38211
SPAN 4xxxx	Spanish Electives	6	38213, 38215, 38421, 38424,
DE AIN HAAAA	MINIMUM SUBTOTA	1	48215, 3/4xxx (9 credits)
30063 is recomn Course offered in Course offered ir TRST 30230 and be taken concurr	n fall only d the language translation practice courses (FR 33231, rently.	, certificate , GER 3123	or second major/degree. 1, RUSS 32231, or SPAN 3823
proficiency to tak placement score through the Kent	bected to start in a course appropriate to their language the first concentration course can reach it by taking of and high school training. One or more of the prerequi- State placement test, AP, CLEP, International Baccal- ent-approved assessment.	courses in t sites may b	he prerequisite sequence base e waived with demonstrated pro
	fill the college language requirement in fewer than 8 cr with general electives.	edits hours	as a result of proficiency, will c
FR 13201 Eleme FR 13202 Eleme FR 23201 Interm	rses for the concentrations: Intary French I (4) RUSS 12201 Elementa Intary French II (4) RUSS 12202 Elementa rediate French I (3) RUSS 12211 Elementa RUSS 12211 Elementa	ary Russiar ary Russiar	n II (4) n I Recitation (1)

- 4
- 5 Students are expected to start in a course appropriate to their language proficiency level. Students lacking in sufficient

FR 23202 Intermediate French II (3)

GER 11201 Elementary German I (4)

GER 11202 Elementary German II (4)

GER 21201 Intermediate German I (3)

GER 21202 Intermediate German II (3) SPAN 18201 Elementary Spanish I (4) SPAN 18202 Elementary Spanish II (4) SPAN 28201 Intermediate Spanish I (3) SPAN 28202 Intermediate Spanish II (3) RUSS 12202 Elementary Russian II (4) RUSS 12211 Elementary Russian I Recitation (1) RUSS 12212 Elementary Russian II Recitation (1) RUSS 22201 Intermediate Russian I (4) RUSS 22202 Intermediate Russian II (4) RUSS 22211 Intermediate Russian | Recitation (1) RUSS 22212 Intermediate Russian II Recitation (1)

- 6 Students must declare and complete a minimum of 18 credit hours in a minor, certificate or a second major/degree subject to department faculty advisor approval in a field related to business, technology, health, medicine, science, law, politics or other field in which there is currently a high demand for translators.
- 7 Course offered in spring of even years only.
- 8 A minimum C grade must be earned to fulfill the writing-intensive requirement. Students may also fulfill this requirement by earning a minimum C grade in any the language-specific Advanced Translation Practice course or in language-specific elective that is designated as writing-intensive.
- 9 Course offered in fall of even years only.

10. Course offered in spring of odd years only.

BS degree in French Translation (current curriculum)

To be replaced with French concentration within the BS degree in Translation major

Type Legend: DD Diversity–Domestic; DG Diversity–Global; ELR Experiential Learning; KAD Kent Core Additional; KBS Kent Core Basic Sciences; KCM Kent Core Composition; KFA Kent Core Fine Arts: KHU Kent Core Humanities; KMC Kent Core Mathematics and Critical Reasoning; KSS Kent Core Social Sciences; WIC Writing Intensive

I. D	ESTIN	ΔΤΙΩΝ Κ	ENT STATE: FIRST YEAR EXPERIENCE (1 credit)	energy and the second constrainty of	Curriculum Changes
والمتحرب والمتحد والمتحد والمحمد والمحمد والمحمد والمحاركة والمحالي والمحاركة و	ourse		Title	Credits	
Contraction of Assess	S	10097	Destination Kent State: First Year Experience	1	moves to major core
			REQUIREMENTS*	al or second and second	
a para a para da para d	ourse			Credits	a a su de la companya
	R	13201	Elementary French I (4)	Oreuita	no change
F	A CALEGO CONTRACTOR OF CONTRACTOR	13202	Elementary French II (4)		no change
F	антосталодоченнуючени	23201	Intermediate French I (3)		Control of the second
FI		23201	Intermediate French II (3)		no change
concontration i conc		ระส์โครงระบบการ การการแน่งการการ	EMENTS (79 credits)** Courses count in major GPA		no change
		REQUIR	Title	IC	
the second data and the second data be	ourse			Credits	
	NG NG	20002 30063	Introduction to Technical Writing (3) or Business and Professional Writing (3)	3	moves to major core
FI	In Classic Control of	B3211	French Conversation	3	replaced with elective
FI		33212	French Composition	3	replaced with elective
FI		B3215	French Phonetics and Diction	3	replaced with elective
F		33231	Translation Practice: French		water and the second
F	*****	33240	Conversation for Business and Special Purposes: French	3	no change
FI		33335	Introduction to French Theatre		no change
and the state of the second	classes of cardination and cardinat	33336	Introduction to French Poetry		replaced with elective
		and the second s		3	replaced with elective
FF	SALAADROOM TO CARACTER STATE	33337	Introduction to French Novel	3	replaced with elective
FF	and the second	33421	French Civilization	3	replaced with elective
FF		43213	French Composition Advanced (3) or	3	replaced with elective
FI	CONTRACTOR OF THE OWNER	43216	Contemporary French Culture (3)	4	and a second second and a second s
	متحارطون (حمز عامر وشتحته مده	43230	Advanced Translation Practice: French***	3	no change
FF		43240	Business and Special Texts: French	3	no change
Internet Construction Construction	CLS	30420	Foreign Language and Culture Studies	3	moves to major core
and the second	RST	20009	Multilingual Information Lifecycle	3	moves to major core
CONTRACTOR CONTRACTOR	RST	<u>30230</u>	Approaches to Translation	3	moves to major core
TF	RST	30330	Cross-Language Mediation	3	moves to major core
Sı	ubject A	Area Spec	sialty****	30	replaced with minor, certifica or second major
		NAL RE	QUIREMENTS (50 credits)		
ype Co	AND DESCRIPTION OF THE OWNER		Title	Credits	
Ke	ent Cor	e Additior	nal (must be from two categories)	6	moves to major core
Ke	ent Cor	e Basic S	ciences (must include one laboratory)*	6-7	moves to major core
Ke	ent Cor	e Compo	sition	6-8	moves to major core
Κe	ent Cor	e Humani	ities and Fine Arts (minimum one course from each)	9	moves to major core
		<i>₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩₩</i>	natics and Critical Reasoning	3-5	moves to major core
aleela ASTELIA SEAL	0.022-00042222222200000000	ANALONG AND	Sciences (must be from two disciplines) [*]	6	moves to major core
			equirements ^{*/}	8	moves to major core
Ge	eneral I	Electives	Credits required depends on meeting minimum 121 credit m 42 upper-division credit hours	6	no change to requirement
				121	

*Students majoring in French Translation are expected to have some proficiency in French through high-school study. All students with previous French study should take the French Placement Test and enroll in the correct course based on their score. Students who have completed three or four years of high school French should see a French Major Advisor for placement. Students lacking in sufficient major-level proficiency to take the first major courses (FR 33211 and FR 33212) can reach it by taking courses in the prerequisite sequence (FR 13201, 13202, 23201, 23202) based on their placement score and high school training. For students who begin with FR 13201 summer study is required after the first year to complete the major within four years.

** All courses taken from the list of major program requirements are used in the calculation of the major GPA.

***A minimum C (2.000) grade must be earned to fulfill the writing-intensive requirement.

****The Subject Area Specialty is a departmentally approved coherent sequence of courses (30 credits) in one or more other disciplines (i.e., not in the Department of Modern and Classical Language Studies). In order to be approved, the Subject Area Specialty must include courses in an area or areas that are currently marketable, such as business, legal studies, international relations, political science, computer science, chemistry, physics or other "hard" sciences. The Subject Area Specialty may include up to 17 credit hours of a different language in the sequence through composition/conversation. It may also optionally include MCLS 23217 The Francophone Experience. The recommended Kent Core courses (see Kent Core Summary) may be included within this area with advisor approval.

+ Recommended Courses Kent Core Basic Sciences: BSCI 10001 Human Biology (3) CHEM 10050 Fundamentals of Chemistry (3) GEOL 21062 Environmental Geology (3)

Kent Core Social Sciences: ECON 22060 Principles of Microeconomics (3) ECON 22061 Principles of Macroeconomics (3)

++ Students who fulfill the language requirement in fewer than 8 hours as a result of starting their French studies in a course higher than FR 13201, will complete remaining hours with general electives.

BS degree in German Translation (current curriculum)

To be replaced with German concentration within the BS degree in Translation major

Type Legend: DD Diversity–Domestic; DG Diversity–Global; ELR Experiential Learning; KAD Kent Core Additional; KBS Kent Core Basic Sciences; KCM Kent Core Composition; KFA Kent Core Fine Arts: KHU Kent Core Humanities; KMC Kent Core Mathematics and Critical Reasoning; KSS Kent Core Social Sciences; WIC Writing Intensive

01747-0-20140-0-2					Curriculum Changes
			KENT STATE: FIRST YEAR EXPERIENCE (1 credit)	ar 1.861 og i finderer personanske ogs	
Туре	Course		Title	Credits	· · · · · · · · · · · · · · · · · · ·
913510509554099	US	10097	Destination Kent State: First Year Experience	1	moves to major core
And Advantion of the owner of the owner of the owner of the owner owner owner owner owner owner owner owner own	A DESCRIPTION OF THE OWNER OWNER	**************************************	REQUIREMENT*		
Туре	Course			Credits	
ASS ALS HAR A REAL FRANK	GER	11201	Elementary German I (4)		по change
A DE COMPANY	GER	11202	Elementary German II (4)		no change
us)siantidatatu	GER	21201	Intermediate German I (3)		no change
517599000000000	GER	21202	Intermediate German II (3)		no change
III .	MAJO	R REQUIF	REMENTS (82 credits)** Courses count in major GP	Ά	na n
Туре	eCourse		Title	Credits	
	ENG	20002	Introduction to Technical Writing (3) or	3	moves to major core
	ENG	30063	Business and Professional Writing (3)		
	GER	β1201	Intensive German Grammar	3	replaced with elective
	GER	31211	German Composition and Conversation	3	replaced with elective
	GER	31215	German Phonetics and Diction	3	replaced with elective
	GER	31231	Translation Practice	1	no change
	GER	31240	Conversation for Business and Special Purposes	3	no change
	GER	β1303	Introduction to German Literature	3	replaced with elective
	GER	31421	German Civilization	3	replaced with elective
	GER	41211	Advanced German Composition and Conversation	3	replaced with elective
	GER	41216	Contemporary German Culture***	3	replaced with elective
	GER	41230	Advanced Translation Practice***	3	по change
	GER	41240	Business and Special Texts	3	no change
	GER	3/4xxxx	German upper-division course	3	replaced with elective
	MCLS	21417	Multiculturalism in Today's Germany	3	replaced with elective
	MCLS	30420	Foreign Language and Culture Studies	3	moves to major core
	TRST	20009	Multilingual Information Lifecycle	3	moves to major core
	TRST	30230	Approaches to Translation	3	moves to major core
	TRST	30330	Cross-Language Mediation	3	moves to major core
	Subject Area Specialty****		30	replaced with minor, certificate or second majo	
			QUIREMENTS (50 credits)	o konne, bátát jepes con contrariés en se	a vzezna i i olyno tronomowa od pod pograz zbałka wiedzi pod plani tak tek tak odnowani i ingera i stranisti pr
	Course Title		Credits	an na ea la chuirteachan an a	
			nal (must be from two categories)	6	moves to major core
	Kent Co	Cent Core Basic Sciences (must include one laboratory)*			moves to major core
	Kent Core Composition			6	moves to major core
**********	Kent Core Humanities and Fine Arts (minimum one course from each)		9	moves to major core	

Kent Core Mathematics and Critical Reasoning	3-5	moves to major core
Kent Core Social Sciences (must be from two disciplines) ⁺	6	moves to major core
General College Requirements (taken from any Kent Core Categories or Foreign Language)	8	moves to major core
General Electives Credits required depends on meeting minimum 121 credit hours and minimum 42 upper-division credit hours	6	moves to major core
MINIMUM TOTAL	121	

*Student majoring in German Translation are expected to have some proficiency in German through high school study. Students with previous German study should take the German Placement Test and enroll in the correct course(s) based on their score. Students who have completed three or four years of high school German should see a German major advisor for placement. Student lacking in sufficient major-level proficiency to take the first major courses (GER 31201 and 31211) can reach proficiency by taking courses in the prerequisite sequence (GER 11201, 11202, 21201 and 21202) based on their placement score and high school training. Students with sufficient German to place into higher semesters should not take Elementary German I (GER 11201).

** All courses taken from the list of major program requirements are used in the calculation of the major GPA.

***A minimum C grade must be earned in either GER 41216 or GER 41230 to fulfill writing-intensive requirement.

****The Subject Area Specialty is a departmentally approved coherent sequence of courses in one or more other disciplines (i.e., not in the Department of Modern and Classical Language Studies). In order to be approved, the Subject Area Specialty must include courses in an area or areas that are currently marketable, such as business, legal studies, international relations, political science, computer science, chemistry, physics or other "hard" sciences. The Subject Area Specialty may include a maximum 17 credit hours of a different language in the sequence through composition and/or conversation. Total credits: 30. The recommended Kent Core courses (see Kent Core Summary) may be included within this area with advisor approval.

+ Recommended Courses Kent Core Basic Sciences: BSCI 10001 Human Biology (3) CHEM 10050 Fundamentals of Chemistry (3) GEOL 21062 Environmental Geology (3)

Kent Core Social Sciences: ECON 22060 Principles of Microeconomics (3) ECON 22061 Principles of Macroeconomics (3)

BS degree in Russian Translation (current curriculum)

To be replaced with Russian concentration within the BS degree in Translation major

Type Legend: DD Diversity–Domestic; DG Diversity–Global; ELR Experiential Learning; KAD Kent Core Additional; KBS Kent Core Basic Sciences; KCM Kent Core Composition; KFA Kent Core Fine Arts: KHU Kent Core Humanities; KMC Kent Core Mathematics and Critical Reasoning; KSS Kent Core Social Sciences; WIC Writing Intensive

a) Fill formerski ser ser merseger			Curriculum Changes
Contrast Contrast and Additional Advantage Contrast Contrast			
		Credits	54%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%
		1	moves to major core
		Credits	
			no change
JSS 12202	Elementary Russian II (4)	1	no change
JSS 12211	Elementary Russian Recitation (1)	T	no change
JSS 12212	Elementary Russian II Recitation (1)	1	no change
JSS 22201	Intermediate Russian I (4)	an a	no change
JSS 22202	Intermediate Russian II (4)		no change
JSS 22211	Intermediate Russian I Recitation (1)	T	no change
JSS 22212	Intermediate Russian II Recitation (1)	in an Aristan Annaidisean Annainean Annainean Annais	no change
AJOR REC	UIREMENTS (82 credits)** Courses count in major GPA	s Provinski postalno se	errente erret folgen erreten folgen er fanst fonde aftigen feder oor in de de oordene fan terster fer
ourse	Title	Credits	
		3	moves to major core
CLS30420	Foreign Language and Culture Studies	3	moves to major core
JSS 32201	Intensive Russian Grammar	3	replaced with elective
JSS 32211	Russian Composition and Conversation	3	replaced with elective
JSS32215	Russian Phonetics and Diction	3	replaced with elective
JSS32231	Translation Practice	1 1	no change
JSS32240	Conversation for Business and Special Purposes: Russian	3	no change
		3	replaced with elective
	Russian Civilization***	3	replaced with elective
	Jourse 10097 REREQUIS JSS 12201 JSS 12202 JSS 12202 JSS 12211 JSS 12212 JSS 12212 JSS 12212 JSS 22201 JSS 22202 JSS 22211 JSS 22212 AJOR REC UG 30063 JSS 32201 JSS 32211 JSS 32211 JSS 32213 JSS 32231 JSS 32303	I0097 Destination Kent State: First Year Experience REREQUISITE REQUIREMENTS* JSS 12201 Elementary Russian I (4) JSS 12202 Elementary Russian I (4) JSS 12212 Elementary Russian I Recitation (1) JSS 12212 Elementary Russian I Recitation (1) JSS 12212 Elementary Russian I Recitation (1) JSS 22201 Intermediate Russian I (4) JSS 22212 Intermediate Russian I Recitation (1) JSS 22212 Intermediate Russian I Recitation (3) OP 30063 Business and Professional Writing (3) OS 32201 Intens	nurseTitleCredits310097Destination Kent State: First Year Experience1REREQUISITE REQUIREMENTS*NurseTitleNurseTitleCreditsJSS12201Elementary Russian I (4)1JSS12202Elementary Russian I Recitation (1)1JSS12212Elementary Russian I Recitation (1)1JSS12212Elementary Russian I Recitation (1)1JSS12212Elementary Russian I Recitation (1)1JSS22202Intermediate Russian I (4)1JSS22202Intermediate Russian I Recitation (1)1JSS22212Intermediate Russian I Recitation (1)3JSS32201Intensive Russian Grammar3JSS32201Intensive Russian Grammar3JSS32215Russian Phonetics and Diction3

RUSS 42211 Advanced Russian Composition and Conversation	3	replaced with elective
WIC RUSS 42230 Advanced Translation Practice	3	no change
RUSS 42240 Business and Special Texts	3	no change
TRST 20009 Multilingual Information Lifecycle	3	moves to major core
TRST 30230 Approaches to Translation	3	moves to major core
TRST 30330 Cross-Language Mediation	3	moves to major core
Choose from the following:	6	replaced with elective
RUSS 32325 Russian Poetry and Folklore (3)		
RUSS 32350 Russian Prose (3)		
RUSS 32354 Russian Drama (3)	T	
RUSS 32501 Russian Literature in English (3)		forgeten in Greiten van de konstanten de konstanten in janden de fanden de feren van de ken voegen, op weerde e Generalier
RUSS 42095 Special Topics in Russian Language and Literatures (3)	T	
RUSS xxxxx Russian course approved by advisor		ener an de fan de fan in de fan de
Subject Area Specialty****	33	replaced with minor, certificate or second major
IV. ADDITIONAL REQUIREMENTS (56 credits)		ander office and an and a large state of the second of the second state of the second s
Type Course Title	Credits	
Kent Core Additional (must be from two categories)	6	moves to major core
Kent Core Basic Sciences (must include one laboratory)*	6-7	moves to major core
Kent Core Composition	6-8	moves to major core
Kent Core Humanities and Fine Arts (minimum one course from each)	9	moves to major core
Kent Core Mathematics and Critical Reasoning	3-5	moves to major core
Kent Core Social Sciences (must be from two disciplines) [*]	6	moves to major core
College General Requirements ⁺⁺	8	moves to major core
General Electives Credits required depends on meeting minimum 121 credit hours and minimum 42 upper-division credit hours	9	moves to major core
MINIMUM TOTAL	121	anan da fan ja general an general an sen in son om de sen en e

*Students with previous Russian study should see a Russian major advisor for placement. Students lacking in sufficient major-level proficiency to take the first major courses, RUSS 32201 and RUSS 32203, can reach it by taking courses in the prerequisite sequence (RUSS 12201, 12202, 22201 and 22202) based on the advisor's placement recommendation and high school training. Students with sufficient Russian to place into higher semesters are not allowed in Elementary Russian I.

** All courses taken from the list of major program requirements are used in the calculation of the major GPA.

***A minimum C grade must be earned in either RUSS 32303 or RUSS 32421 to fulfill writing-intensive requirement.

****The Subject Area Specialty is a departmentally approved coherent sequence of courses (33 credits) in one or more other disciplines (i.e., not in the Department of Modern and Classical Language Studies). In order to be approved, the Subject Area Specialty must include courses in an area or areas that are currently marketable, such as business, legal studies, international relations, political science, computer science, chemistry, physics or other "hard" sciences. The Subject Area Specialty may include up to 17 credit hours of a different language in the sequence through composition/conversation. It may also optionally include MCLS 22217 Diversity in Today's Russia. Total credits: 33. <u>The recommended Kent Core courses</u> (see Kent Core Summary) may be included within this area with advisor approval.

+ Recommended Courses Kent Core Basic Sciences: BSCI 10001 Human Biology (3) CHEM 10050 Fundamentals of Chemistry (3) GEOL 21062 Environmental Geology (3)

Kent Core Social Sciences: ECON 22060 Principles of Microeconomics (3) ECON 22061 Principles of Macroeconomics (3)

++ Students who fulfill the language requirement in fewer than 14 hours as a result of starting their Russian studies in a course higher than RUSS 22202 will complete remaining hours with general electives.

MCLS

BS degree in Spanish Translation (current curriculum)

To be replaced with Spanish concentration within the BS degree in Translation major

Type Legend: DD Diversity–Domestic; DG Diversity–Global; ELR Experiential Learning; KAD Kent Core Additional; KBS Kent Core Basic Sciences; KCM Kent Core Composition; KFA Kent Core Fine Arts: KHU Kent Core Humanities; KMC Kent Core Mathematics and Critical Reasoning; KSS Kent Core Social Sciences; WIC Writing Intensive

		************************************	NT STATE: FIRST YEAR EXPERIENCE (1 credit)		Curriculum Changes
	Course	40007		Credits	S
And the second	US	10097	Destination Kent State: First Year Experience	1	moves to major core
CONTRACTOR OF A	AND REAL PROPERTY AND A DESCRIPTION OF A	UISHER			
	Course		Title	Credits	
And the Address of th	SPAN	18201	Elementary Spanish I (4)		no change
NORMAL AND	SPAN	18202	Elementary Spanish II (4)		no change
	SPAN	28201	Intermediate Spanish I (3)		no change
	SPAN	28202	Intermediate Spanish II (3)		no change
And the second second	and the second sec	REQUIRE	MENTS (82 credits)** Courses count in major GPA		
	Course		Title	Credits	
Ì	ENG	20002	Introduction to Technical Writing (3) or	3	moves to major core
		30063	Business and Professional Writing (3)	ł	
and a subsection of the subsec	MCLS	30420	Foreign Language and Culture Studies	3	moves to major core
or elements and a	SPAN	38211	Spanish Grammar and Composition	3	replaced with elective
consecutive second	SPAN	38213	Spanish Reading and Conversation	3	replaced with elective
Initial Transformer	SPAN	38215	Spanish Phonetics and Diction	3	replaced with elective
	SPAN	38231	Translation Practice: Spanish	1	no change
	SPAN	38240	Conversation for Business and Special Purposes	3	no change
	SPAN	38421	Civilization of Spain	3	replaced with elective
	SPAN	38424	Culture and Civilization of Latin America	3	replaced with elective
145milyeevileiiii	SPAN	48215	Advanced Spanish Composition and Conversation	3	replaced with elective
	SPAN	48230	Advanced Translation Practice***	3	no change
A CONTRACTOR OF A CONTRACT	SPAN	48240	Business and Special Texts	3	no change
construction of	TRST	20009	Multilingual Information Lifecycle	3	moves to major core
and a second second	TRST	30230	Approaches to Translation	3	moves to major core
	TRST	30330	Cross-Language Mediation	3	moves to major core
	TRST	38303	Medical Spanish Translation and Interpreting	3	replaced with elective
and the second	VERSION AND A	om the fol		9	replaced with elective
******	AND THE REPORT OF THE PARTY OF	38330	Early Spanish Literature (3)***		replaced with elective
авті Азитана і н	AND DESCRIPTION OF REAL PROPERTY	38331	Recent Spanish Literature (3)***		
A CONTRACTOR OF CONTRACTOR	en la subsectiva de la section de la sect	38334	Early Spanish-American Literature (3)***	1	۲۹۹۲٬۹۹۹٬۹۹۹٬۹۹۹٬۹۹۹٬۹۹۹٬۹۹۹٬۹۹۹٬۹۹۹٬۹
A DESCRIPTION OF A DESC	NUMBER OF TRANSPORTED AND DESCRIPTION OF TRANSPORTED AND DESCR	38335			
NORMEN CONSTRAINED	A DOMESTIC AND A DOMESTICA AND	3/4xxxx	Recent Spanish-American Literature (3)***		an a
	SPAN	p/4XXX	Any SPAN 3/40000-level Literature course (3-9)	<u> </u>	
ŀ	Subject A	rea Specia	alty****	27	replaced with minor, certificat
w ł				Strangton and a state	
		AL KEW	UIREMENTS (52 credits)	Cuadita	
	Course	Additions		Credits	
ANNIA ATANAN	220423-2404038842-2508952247244894324	0000454999904033433930024801A4383	I (must be from two categories)	6	moves to major core
ACCREDING ASSAULT			ences (must include one laboratory)*	6-7	moves to major core
		Composi		6-8	moves to major core
			es and Fine Arts (minimum one course from each)	9	moves to major core
			tics and Critical Reasoning	3-5	moves to major core
			iences (must be from two disciplines) [*]	6	moves to major core
	-		quirement (taken from any Kent Core Categories or Foreign	8	moves to major core
where the state of	anguage	5 5 - 5 - 5 - 5 - 5 - 5 - 5 - 5 - 5 - 5		ļ.	gala a zasas, a sana 11 milandi 2000 a ngagan ngaga ngaga sa
K	General E		Credits required depends on meeting minimum 121 credit 42 upper-division credit hours	614	moves to major core

* Many students begin their university studies with substantial proficiency in Spanish and therefore, should begin their program of study with the first course in the Spanish major, SPAN 38211. Other students may need to complete one or more of the prerequisite courses: SPAN 18201, SPAN 18202, SPAN 28201, SPAN 28202. Starting Spanish studies in the appropriate courses(s) is critical to on-time graduation. All students intending to major in Spanish should contact a Spanish faculty advisor in the department of Modern and Classical Language Studies for individualized placement and advising information prior to enrolling in their first Spanish course. Students entering the university with substantial knowledge of

19

Spanish should consider taking the College-Level Examination Program through which they may receive up to 14 hours of university credit. Students wishing to earn credit through CLEP should take the exam several weeks prior to enrolling in their first Spanish course to ensure eligibility, timely granting of credits, and timely placement into the correct Spanish course(s).

** All courses taken from the list of major program requirements are used in the calculation of the major GPA.

*** A minimum C grade must be earned in SPAN 38330, 38331, 38334, 38335 or 48230 to fulfill writing-intensive requirement.

**** The Subject Area Specialty is a departmentally approved coherent sequence of courses in one or more other disciplines (i.e., not in the Department of Modern and Classical Language Studies). In order to be approved, the Subject Area Specialty must include courses in an area or areas that are currently marketable, such as business, legal studies, international relations, political science, computer science, chemistry, physics or other "hard" sciences. The Subject Area Specialty may include up to 17 credit hours of a different language in the sequence through composition/conversation. It may also optionally include MCLS 28404 The Latin American Experience and MCLS 28405 The Spanish Experience. Total credits: 27. The recommended Kent Core courses (see Kent Core Summary) may be included within this area with advisor approval.

+ Recommended Kent Core Courses Kent Core Basic Sciences: BSCI 10001 Human Biology (3) CHEM 10050 Fundamentals of Chemistry (3) GEOL 21062 Environmental Geology (3)

Kent Core Social Sciences: ECON 22060 Principles of Microeconomics (3) ECON 22061 Principles of Macroeconomics (3)

++ Students who fulfill the language requirement in fewer than 14 hours as a result of starting their Spanish studies in a course higher than SPAN 28202, will complete remaining hours with general electives.





EPC Agenda | 27 January 2014 | Attachment 6 | Page 21 **Roadmap: Translation – French – Bachelor of Science** [AS-BS-TRNS-FR] College of Arts and Sciences Department of Modern and Classical Language Studies

Catalog Year: 2014-2015

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

ensure a	a timely	y gradu	ation.	I
Credit Hours	Upper Div.		Major GPA	Important Notes
1				Not required of transfer students with 25 credits
3	. 1	1		See note 1 on page 2
3			1	
3				
3				See Kent Core Summary on page 2
3				
			:	
3				Course offered in spring only
3	E	1	B	See note 1 on page 2
3				
3				See Kent Core Summary on page 2
3				
المراجع			6	
3				See note 3 on page 2
3	٩			Seevet 1 on page 2
3				See note 2 on page 2
3				See Kent Core Summary on page 2
3				See Kent Core Summary on page 2
3				Offered in spring of even years only
3	(Silienvijd) B			Burote 1 On Das 2
			-	See note 2 on page 2
				See Kent Core Summary on page 2
	- Crar	1999 (A. 1997) 1997 - Angel Ang Angel Angel		
	Serverserverse Serverserverse		allega etter solara a Allega etter solara de	Courses must be taken together; courses offered in fall only
	ana n aan Shiriyada		anna <u>th</u> achta Na thailte	Offered in fall of even years only
			<u></u>	See Kent Core Summary on page 2
				See note 2 on page 2
3		С		Fulfills writing intensive requirement
o processor	5999- 7 -9996		995-975-995	
3				See note 2 on page 2
6				
				Offered in fall only
3				Onered in fail only
3				
	and the second second			See note 2 on page 2
	Credit Hours 1 3 3	Credit Upper 1	Credit Hours Upper Div. Min. Grade 1	Hours Div. Grade GPA 1 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 . .

MCLS



Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	important Notes
Semester Eight: [14 Credit Hours]		· .			
MCLS 30420 Foreign Language and Culture Studies	3				Offered in spring only
General-Electives (lower or upper division)	11				Number of credits required depends on meeting minimum 121 credit hours and 42 upper-division hours

Graduation Requirements Summary

Minimum	Minimum Upper-	Minimum	Global / Domestic	Writing Internive	Experiential Learning	Mini	mum
Total Hours	Division Hours	Kent Core Hours	Diversity Course	vantang-mitensive	Experiencial Learning	Major GPA	Overall GPA
121	42	36	Kent Core	FR 43230	Visit www.kent.edu/catalog/eir	2.000	2.000

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) Must be selected from two Kent Core categories	May fulfill diversity requirement	6
Basic Sciences (6-7 credit hours) Must include one laboratory		6-7
Composition (6-8 credit hours) ENG 11002, 11011, 21011; HONR 10197, 10297	Enrollment based on placement test	6-8
Humanities and Fine Arts (9 credit hours) Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category	May fulfill diversity requirement	9
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Social Sciences (6 credit hours)	May fulfill diversity requirement	6

Note 1: Students are expected to start in a course appropriate to their language proficiency level. Students lacking in sufficient proficiency to take the first concentration course can reach it by taking courses in the prerequisite sequence based on their placement score and high school training. One or more of the prerequisites may be waived with demonstrated proficiency through the Kent State placement test, AP, CLEP, International Baccalaureate, official ACTFL Proficiency Rating or another department-approved assessment. Students who fulfill the college language requirement in fewer than 8 credits hours as a result of proficiency, will complete remaining hours with general electives. Prerequisite courses for the concentration:

FR 13201 Elementary French I (4) FR 23201 Intermediate French I (3) FR 13202 Elementary French II (4) FR 23202 Intermediate French II (3)

- Note 2: Students must declare and complete a minimum of 18 credit hours in a minor, certificate or a second major/degree subject to department faculty advisor approval in a field related to business, technology, health, medicine, science, law, politics or other field in which there is currently a high demand for translators.
- Note 3: ENG 20002 is recommended for students pursuing a technology-related minor, certificate or second major/degree; ENG 30063 is recommended for students pursuing a business-related minor, certificate or second major/degree.

Kent Core

Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement

Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit <u>www.kent.edu/catalog/diversity</u> for course list.

Experiential Learning Requirement

To provide students with direct engagement in learning experiences that promote academic relevance, meaning and an understanding of real-world issues, students must complete this requirement at Kent State, either es a for-credit course or as a non-credit, non-course experience approved by the appropriate faculty member. Visit <u>www.kent.edu/catalog/elr</u> for course list.

Writing-Intensive Course Requirement

Students must complete a one-course writing-intensive requirement in their major and eam minimum C (2.000) grade.

Visit <u>www.kent.edu/catalog/wic</u> for course list.

Upper-Division Requirement

Students must complete a minimum 39 upper-division (numbered 30000 to 49999) credit hours of coursework. Programs in the College of Arts and Sciences require a minimum of 42 hours of upper-division coursework.

Foreign Language

Visit www.kent.edu/catalog/foreign-languages for course list.

MCLS 22



EPC Agenda | 27 January 2014 | Attachment 6 | Page 23 Roadmap: French Translation – French – Bachelor of Science [AS-BS-<u>TRNS-FR-FRTR]</u> College of Arts and Sciences

REVISED

Department of Modern and Classical Language Studies

Catalog Year: 2012-2013 <u>2014-2015</u>

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

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester One: [16 43 Credit Hours]					
Students not placing out of Intermediate II will need to tal	e the a	propri	ate lar	iguage	course(s) as determined by the department; see note
FR <u>3/4xxx</u> 33211 French <u>elective</u>	3			2	
FR 33212 French Composition	3	-		1	
US 10097 Destination Kent State: First Year Experience	1				Not required of transfer students with 25 credits
College General Requirements moved to Sem 6	3				Taken from any Foreign Language or general electives
Kent Core Composition Requirement	3		· · · · · · · · · · · · · · · · · · ·		n
Kent Core Requirement moved from Sem 7	3				
Kent Core Requirement moved from Sem 5	3				See Kent Core Summary on page 3 2
Kent Core Requirement moved from Sem 5	3				
Semester Two: [15 Credit Hours]					
FR 3/4xxx 33215 French Phonetics and Diction Elective	3				Offered in spring only
TRST 20009 The Multilingual Information Lifecycle moved from Sem 4	3			<u>8</u>	Course offered in spring only
College General Requirements moved to Sem 6	3				Taken from any Foreign Language or general electives
Kent Core Composition Requirement	3				
Subject Area Specialty and Kent Core Requirement	3				See Kent Core Summary on page 3 2
Subject Area Specialty and Kent Core Requirement	3				
Semester Three: [15 47 Credit Hours]					
FR 3/4xxxx 33424 French Civilization Elective	3				
College General Requirements moved to Sem 7	2				Taken from any Foreign Language or general electives
ENG 20002 Introduction to Technical Writing or ENG 30063 Business and Professional Writing moved from Sem 6	З				See note 3 on page 3 ENG 20002 if completing a technical specialty; ENG 30063 if completing a business specialty
Minor, certificate or second major/degree Subject Area Specialty and Kent Core Requirement	3				See note 2 on page 3
Subject Area Specialty and Kent Core Requirement	3				
Kent Core Requirement	3				See Kent Core Summary on page 3
General Electives moved to Sem 6	3		l		
Semester Four: [15 Credit Hours] TRST-20009 The Multilingual Information Lifecycle moved to Sem 2	3			8	Offered in spring only
FR 33240 Conversation for Business and Special Purposes: French moved from Sem 6	3			M	Offered in spring of even years only
FR 3/4xxxx French Elective	<u>3</u>			88	
Subject Area Specialty and Kent Core Requirement	3	SAN' trans		555	See Kent Core Summary on page 3 See note 2 on page 2; both will be fulfilled
Minor, certificate or second major/degree Subject Area Specialty	<u>3</u> 6				See note 2 on page 3
Kent Core Requirement moved from Sem 5	3		T		
General Electives	3				

MCLS 23



Critical requirements are boldface in shaded areas

EPC Agenda | 27 January 2014 | Attachment 6 | Page 24 Roadmap: French Translation – French – Bachelor of Science [AS-BS-TRNS-FR-FRTR] College of Arts and Sciences REVISED De ies)15

epartment of Modern ar		ical Langu	
Catalo	g Year: ⊋	2012 2013	2014-201

Course Subject and Title	Credit Hours	Upper Dív,	Min. Grade	Major GPA	Important Notes
Semester Five: [16 Credit Hours]					
FR 33231 Translation Practice: French	1				Courses must be taken together;
TRST 30230 Approaches to Translation	3				courses offered in fall only
FR 43240 Business and Special Texts: French moved from Sem 7	3				Offered in fail of even years only
Minor, certificate or second major/degree Subject Area Specialty	3 <u>6</u>			-	See note 2 on page <u>3</u> 2
Kent Core Requirement	3				
Kent Core Requirement moved to Sem 4	3				See Kent Core Summary on page 2
Kent Core Requirement moved to Sem 6	3				
Semester Six: [15 Credit Hours]	1999 - S. 1999 -				
FR 43230 Advanced Translation Practice: French moved from Sem 8	15	<u>m</u>	<u>c</u>	<u>100</u>	Offered in spring every two years in rotation only (2011, 2013, 2015); Fulfills writing intensive requirement
FR 33240 Conversation for Business and Special Purposes: French moved to Sem 4	3	8		88	Offered in spring of even years
TRST 30330 Cross-Language Mediation moved to Sem 7	3	8		1	
ENG-20002 Introduction to Technical Writing moved to Sem 3 or ENG 30063 Business and Professional Writing	3			₩	ENG-20002 if completing a technical specialty; ENG-30063 if completing a business specialty
FR <u>4xxxx</u> French Literature Elective	3			F	Approved by faculty advisor See note 3 on page 2
Minor, certificate or second major/degree Subject Area Specialty	3			¢	See note 2 on page <u>3</u> 2
College General Requirement or Electives (lower or upper division) moved from Sems 1 and 2	<u>6</u>				
Semester Seven: [15 Credit Hours]					
TRST 30330 Cross-Language Mediation moved from Sem	3	B		2	Offered in Fall only
FR 4xxxx French Elective FR 43213 French Composition Advanced or FR 43216 Contemporary French Culture	3	2			Not normally offered during the same cornestor
FR 43240 Business and Special Texts: French moved to Sem 5	3	8		8	Offered in fall of even years only
Kent Core Requirement	3				See Kent Core Summary on page 2
Minor, certificate or second major/degree Subject Area Specialty	3			8	See note 2 on page <u>3</u> 2
College General Requirement or General French Literature Electives (lower or upper division) moved from Sem 3	63	疊		₩	See note 3 on page 2
Semester Eight: [14 45 Credit Hours]					
FR 43230 Advanced Translation Practice: French moved to Sem 6	3	-	C	-	Offered in spring every two years in rotation only (2011, 2013, 2015); fulfills writing intensive requirement
MCLS 30420 Foreign Language and Culture Studies	3				Offered in spring only
General French Literature Electives (lower or upper division)	113			80	See note 3 on page Number of credits required depends on meeting minimum 121 credit hours and 42 upper-division hours

Graduation Requirements Summary

Minimum	Minimum Upper-	Minimum	Global / Domestic	Writing Intensive	tensive Experiential Learning		mum
Total Hours	Division Hours	Kent Core Hours	Diversity Course	withing-intensive	Experiential Learning	Major GPA	Overall GPA
121	42	36	Kent Core	FR 43230	Visit www.kent.edu/catalog/elr	2.000	2.000

MCLS 24



EPC Agenda | 27 January 2014 | Attachment 6 | Page 25 **Roadmap: French Translation – <u>French</u> – Bachelor of Science** [AS-BS-<u>TRNS-FR-FRTR]</u> College of Arts and Sciences Department of Modern and Classical Language Studies Catalog Year: 2012–2013 2014-2015

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours	
Additional (6 credit hours) Must be selected from two Kent Core categories	May fulfill diversity requirement; see recommendations for Basic Sciences and Social Sciences categories	6	
Basic Sciences (6-7 credit hours) Must include one laboratory	Recommended (may also be counted in the subject area specialty): BSCI-10001, CHEM 10050, GEOL 21062	6-7	
Composition (6-8 credit hours) ENG 11002, 11011, 21011; HONR 10197, 10297	Enrollment based on placement test	6-8	
Humanities and Fine Arts (9 credit hours) Minimum one course from humanities in Arts and Sciancas category and minimum one course from fine arts category	May fulfill diversity requirement	9	
Mathematics and Critical Reasoning (3-5 credit hours)	Enroliment based on placement test	3-5	
Social Sciences (6 credit hours) Must be selected from two curricular areas	May fulfill diversity requirement; recommended (may also be counted in the subject area specialty): ECON 22060, 22061	6	

Note 1: Students are expected to start in a course appropriate to their language proficiency level. Students lacking in sufficient proficiency to take the first concentration course can reach it by taking courses in the prerequisite sequence based on their placement score and high school training. One or more of the prerequisites may be waived with demonstrated proficiency through the Kent State placement test, AP, CLEP, International Baccalaureate, official ACTFL Proficiency Rating or another department-approved assessment.

Students who fulfill the college language requirement in fewer than 8 credits hours as a result of proficiency, will complete remaining hours with general electives.

Prerequisite courses for the concentration: FR 13201 Elementary French I (4) FR 13202 Elementary French II (4) FR 23201 Intermediate French I (3) FR 23202 Intermediate French II (3)

Many students begin their university studies with substantial proficiency in French and therefore, should begin their program of study with the first courses in the French major: FR 33211, FR 33212 and FR 33214. Other students may need to complete one or more of the prerequisite courses: FR 13201, FR 13202, FR 23201, FR 23202. Starting French studies in the appropriate course(s) is critical to on time graduation. All students intending to major in French should contact a French faculty advisor in the department of Modern and Classical Language Studies prior to enrolling in their first French course for individualized placement and advising information. Students entering the university with substantial knowledge of French should consider taking the College Level Examination Program (<u>http://career.kent.edu/home/testing/t_clep.cfm</u>) through with they may receive up to 14 hours of university credit. Students wishing to earn

credit through CLEP should take the exam several weeks prior to enrolling in their first French course to ensure eligibility, timely granting of credits and timely placement into the correct French course(s).

Note 2: Students must declare and complete a minimum of 18 credit hours in a minor, certificate or a second major/degree subject to department faculty advisor approval in a field related to business, technology, health, medicine, science, law, politics or other field in which there is currently a high demand for translators.

The Subject Area Specialty is a departmentally approved coherent sequence of courses (30 credits) in one or more other disciplines (i.e., not in the Department of Modern and Classical Language Studies). In order to be approved, the Subject Area Specialty must include courses in an area or areas that are currently marketable, such as business, legal studies, international relations, political science, computer science, chemistry, physics or other "hard" sciences. The Subject Area Specialty may include up to 17 credit hours of a different language in the sequence through composition/conversation. It may also optionally include MCLS 23217 The Francophene Experience. The recommended Kent Core courses (see Kent Core Summary) may be included within this area with advisor approval.

Note 3: ENG 20002 is recommended for students pursuing a technology-related minor, certificate or second major/degree; ENG 30063 is recommended for students pursuing a business-related minor, certificate or second major/degree.

French literature elective (9 credit hours), choose from the following (one is offered each semester)*:

FR 33335 Introduction to French Theatre	3	FR 33337 Introduction to French Novel 3
FR 33336 Introduction to French Poetry	3	*Each literature elective is offered every third semester

Note: All courses taken from the list of major program requirements are used in the calculation of the major GPA.

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Kent Core

Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement

Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit <u>www.kent.edu/catalog/diversity</u> for course list.

Experiential Learning Requirement (ELR)

To provide students with direct engagement in learning experiences that promote academic relevance, meaning and an understanding of real-world issues, students must complete this requirement at Kent State, either as a for-credit course or as a non-credit, non-course experience approved by the appropriate faculty member. Visit www.kent.edu/catalog/elr for course list.

Writing-Intensive Course Requirement

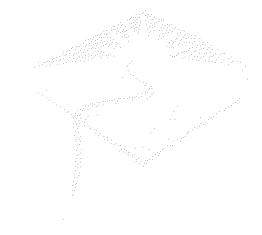
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.000) grade. Visit <u>www.kent.edu/catalog/wic</u> for course list.

Upper-Division Requirement

Students must complete a minimum 39 upper-division (numbered 30000 to 49999) credit hours of coursework. Programs in the College of Arts and Sciences require a minimum of 42 hours of upper-division coursework.

Foreign Language

Visit www.kent.edu/catalog/foreign-languages for course list.





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

and shaded areas) must be completed in the semester listed to	Credit	1	· · · · · · · · · · · · · · · · · · ·	Major	
Course Subject and Title	Hours	Div.	Grade		Important Notes
Semester One: [16 Credit Hours]	t s dir s manaziri	ji ya manana da	1111 - A		na a baha da sa ka sa ka
US 10097 Destination Kent State: First Year Experience	1				Not required for transfer students with 25 credits
German 3/4xxx Elective	3				See note 1 on page 2
Kent Core Composition	3				
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3	<u> </u>		ļ	
Kent Core Requirement	3				
Semester Two: [15 Credit Hours]	1,				
TRST 20009 The Multilingual Information Lifecycle	3			=	Course offered in spring only
German 3/4xxx Elective	3			E	See note 1 on page 2
Kent Core Composition	3				
Kent Core Requirement	3	<u> </u>			See Kent Core Summary on page 2
Kent Core Requirement	3				
Semester Three: [15 Credit Hours]					
GER 3/4xxxx German Elective	3				Sue note 1 on page 2
ENG 20002 Introduction to Technical Writing or ENG 30063 Business and Professional Writing	3				See note 3 on page 2
Minor, certificate or second major/degree	3				See note 2 on page 2
Kent Core Requirement	3				
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Four: [15 Credit Hours]				ŧ	
GER 31240 Conversation for Business and Special Purposes: German	3				Course offered in spring of even-years only
GER 3/4xxxx German Elective	3				Sec. note 1 on Dage 2
Minor, certificate or second major/degree	3				See note 2 on page 2
Kent Core Requirement	3				See Kent Core Summary on Tong 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Five: [16 Credit Hours]					
GER 31231 Translation Practice: German	1				Courses must be taken together;
TRST 30230 Approaches to Translation	3				courses offered in fall only
GER 41240 Business and Special Texts: German	3				Course offered in fall of even-years only
Kent Core Requirement	3				See Kent Core Summary on page 2
Minor, certificate or second major/degree	6				See note 2 on page 2
Semester Six: [15 Credit Hours]					
GER 41230 Advanced Translation Practice: German	3		C		Offered in spring of odd years only; fulfills writing intensive requirement
GER 4xxxx German Elective	3	-			
Minor, certificate or second major/degree	3				See note 2 on page 2
College General Requirement or General Electives (lower or upper division)	6				
Semester Seven: [15 Credit Hours] TRST 30330 Cross-Language Mediation	3				
GER 4xxxx German Elective	3				
Minor, certificate or second major/degree	3			-	See note 2 on page 2
College General Requirement or General Electives (lower or					Geo note z on page z
upper division)	6				

275



Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Min. Grade	Major GPA	Important Notes
Semester Eight: [14 Credit Hours]		a dian		
MCLS 30420 Foreign Language and Culture Studies	3			Course offered in spring only
General Electives (lower or upper division)	11			Number of credits required depends on meeting minimum 121 credit hours-and 42 upper-division hours

Graduation Requirements Summary

		ie eannaig						
Minimum	Minimum Upper-		Global / Domestic	Writing-Intensive	Experiential Learning	Mini	imum	
Total Hours	Division Hours	Kent Core Hours	Diversity Course	whang-intensive	Experiential Learning	Major GPA	Overall GPA	
121	42	36	Kent Core or General Electives	GER 41230	Visit www.kent.edu/catalog/elr	2.000	2.000	

Kent Core Summary

Kent Core Categories	important Notes	Remaining Credit Hours
Composition (6-8 credit hours) ENG 11002, 11011, 21011; HONR 10197, 10297	Enrollment based on placement test	6-8
Mathematics and Critical Reasoning (3-5 credit hours)	Enroliment based on placement test	3-5
Humanities and Fine Arts (9 credit hours) Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category	May fulfill diversity requirement	9
Social Sciences (6 credit hours) Must be selected from two curricular areas	May fulfill diversity raquirement	6
Basic Sciences (6-7 credit hours) Must include one laboratory		6-7
Additional (6 credit hours)	May fulfill diversity requirement	6

Note 1: Students are expected to start in a course appropriate to their language proficiency level. Students lacking in sufficient proficiency to take the first concentration course can reach it by taking courses in the prerequisite sequence based on their placement score and high school training. One or more of the prerequisites may be waived with demonstrated proficiency through the Kent State placement test, AP, CLEP, International Baccalaureate, official ACTFL Proficiency Rating or another department-approved assessment. Students who fulfill the college language requirement in fewer than 8 credits hours as a result of proficiency, will complete remaining hours with general electives.

Prerequisite courses for the concentration: GER 11201 Elementary German I (4)

GER 21201 Intermediate German I (3)

GER 11202 Elementary German II (4) GER 21202 Intermediate German II (3)

- Note 2: Students must declare and complete a minimum of 18 credit hours in a minor, certificate or a second major/degree subject to department faculty advisor approval in a field related to business, technology, health, medicine, science, law, politics or other field in which there is currently a high demand for translators.
- Note 3: ENG 20002 is recommended for students pursuing a technology-related minor, certificate or second major/degree; ENG 30063 is recommended for students pursuing a business-related minor, certificate or second major/degree.

Kent Core

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Diversity Course Requirement

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Writing-Intensive Course Requirement

Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.000) grade. Visit www.kent.edu/catalog/wic for course list.

Experiential Learning Requirement (ELR)

To provide students with direct engagement in learning experiences that promote academic relevance, meaning and an understanding of real-world issues, students must complete this requirement at Kent State, either as a for-credit course or as a non-credit, non-course experience approved by the appropriate faculty member. Visit <u>www.kent.edu/catalog/elr</u> for course list.

Upper-Division Requirement

Students must complete a minimum 39 upper-division (numbered 30000 to 49999) credit hours of coursework. Programs in the College of Arts and Sciences require a minimum of 42 hours of upper-division coursework.

Foreign Language

Visit www.kent.edu/catalog/foreign-languages for course list.

MCLS 28

Page 2 of 2 | Last Updated: 2-Nov-13/TET



Roadmap: German Fransishon 7-192191421014Bathelorent Schenee29

[AS-BS-<u>TRNS-GER-GRTR]</u> College of Arts and Sciences

REVISED

Department of Modern and Classical Language Studies Catalog Year: 2012-2013 2014-2015

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

and shaded areas) must be completed in the semester listed to	ensure	a umer	y gradu	lation.	
Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester One: [16 43 Credit Hours] Studente not placing out of Intermediate II will need to take	e the ar	propr	iato lai	iquado	course(s) as determined by the department; see note 1
US 10097 Destination Kent State: First Year Experience	1			T	Not required for transfer students with 25 credits
College General Requirements moved to Sem 6	3			<u>.</u>	Taken from any Foreign Language or general electives
GER 3/4xxxx German Elective	3	1			See note 1 on page 3
Kent Core Composition Requirement	3			verin	Neuritrianian antimatika anti-anti-anti-anti-anti-anti-anti-anti-
Kent Core Requirement	3			<u> </u>	
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement moved from Sem 2	3				
Semester Two: [15 Credit Hours]	_j <u> </u>			1	
TRST 20009 The Multilingual Information Lifecycle	1				
moved from Sem 4	3				Course offered in spring only
College General Requirements moved to Sem 6	3				Taken from any Foreign Language or general electives
GER 3/4xxxx German Elective	3	龖		题	See note 1 on page 3
Kent Core Composition Requirement	3				
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Kent Core Requirement moved to Sem 1	3			1	See Kent Core Summary on page 2
Semester Three: [15 48 Credit Hours]	4	[1		
GER-31211 German Composition and Conversation	3	8		@	
GER 3/4xxxx German Elective	3				Offered in fall only
GER 31201 Intensive German Grammar ENG 20002 Introduction to Technical Writing					
or ENG 30063 Business and Professional Writing	3		L	1	See note 3 on page 3
Minor, certificate or second major/degree Subject Area Specialty	3			-	See note 2 on page 3 2
Subject Area Specialty and Kent Core Requirement	3				See Kent Core Summary on page 2
Subject Area Specialty and Kent Core Requirement	3				See note 2 on page 2; both will be fulfilled
Semester Four: [15 Credit Hours]					
TRST 20009 The Multilingual Information Lifecycle		<u>18</u> 8 8 9 9 9			
moved to Sem 2	3			60	
GER 31240 Conversation for Business and Special Purposes: German moved from Sem 6	3			<u>.</u>	Course offered in spring of even years only
GER 31421 German Civilization	3	8		**	Offered in spring only
GER 3/4xxxx German Elective GER 31303 Introduction to German Literature	3				Offered in spring only
Minor, certificate or second major/degree General Electives	3		 		See note 2 on page 3
Kent Core Requirement	3				
Kent Core Requirement moved from Sem 6	3				See Kent Core Summary on page 2
Semester Five: [16 48 Credit Hours]					
GER 31231 Translation Practice: German	1				Courses must be taken together;
TRST 30230 Approaches to Translation	3				courses offered in fall only
GER 41240 Business and Special Texts: German moved from Sem 7	3)		M	Course offered in fall of even-years only
GER 31215 German Phonetics and Diction	3	8		8	Offered in fall of odd years only
College General Requirements Moved to Sem 7	2				Taken from any Foreign Language or general electives
Minor, certificate or second major/degree	6				See note 2 on page <u>3</u> 2
Subject Area Specialty General Electives Kent Core Requirement moved from Sem	3			·	
6				اا	

Critical requirements are boldface in shaded areas

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Page 1 of 3 | Last Updated: 2-Nov-13/TET



Roadmap: GermainPDragstattion 7-January 2044Battaetoroof Schagee 80

[AS-BS-TRNS-GER-GRTR]

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College of Arts and Sciences Department of Modern and Classical Language Studies Catalog Year: 2012–2013 2014-2015

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester Six: [15 Credit Hours]	jata a	at dat		م الم	
GER 31240 Conversation for Business and Special Purposes moved to Sem 4	3	-		-	Offered in spring of even years only
TRST 30330 Cross-Language Mediation moved to Sem 7	3			8	Offered in spring
GER 41230 Advanced Translation Practice: German moved from Sem 8	3	<u>R</u>	Ē	8	Offered in spring of odd years only; GER 41239 fulfills writing intensive requirement
GER 4xxxx German Elective (upper division)	3			R	
Minor, certificate or second major/degree	3				See note 2 on page 3
Subject Area Specialty and Kent Core Requirement	3				See Kent Core Summary on page 3
Subject Area Specialty and Kent Core Requirement	3				See note 2 on page 2; both will be fulfilled
Semester Seven: [16 🕼 Credit Hours]					
GER 41240 Business and Special Texts moved to Sem 5	3	8		日	Offered in fail of even years only
MCLS 21417 Multiculturalism in Today's Germany	3			₩	· · · ·
GER 4xxxx German Elective GER 41211 Advanced German Composition and Conversation	3				Offerød in fall only
Minor, certificate or second major/degree Subject Area Specialty	3	8		-	See note 2 on page <u>3</u> 2
College General Requirement or General Electives (lower or upper division) moved from Sem 5	<u>5</u>				
TRST 30330 Cross-Language Mediation-moved from Sem	3	[20		1 88	Offered in spring only
Semester Eight: [12 45 Credit Hours]					
GER 41216 Contemporary German Culture	3	\$	C	-	Offered in spring of odd-years only; GER 41216 fulfills writing intensive requirement
GER 41230 Advanced Translation Practice moved to Sem 6	3	8	c	-	Offered in spring of odd-years only; GER 41230 fulfills writing intensive requirement
MCLS 30420 Foreign Language and Culture Studies	3				Course offered in spring only
<u>General Electives (lower or upper division)</u> Subject Area Specialty	<u>11</u> 6			Ø	See note 2 below; nNumber of credits required depends on meeting minimum 121 credit hours; 30 subject area specialty hours and 42 upper-division hours

Graduation Requirements Summary

Minimum	Minimum Upper-	Minimum	Global / Domestic	Writing-Intensive	Experiential Learning	Mini	mum
Total Hours	Division Hours	Kent Core Hours	Diversity Course	งงกนกฎ-เกษกรางอ	Experiencial Learning	Major GPA	Overall GPA
121	42	36	Kent Core or	GER 41216-or	Visit	2.000	2.000
121	42	30	General Electives	41230	www.kent.edu/catalog/elr	2.000	2.000

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Composition (6-8 credit hours) ENG 11002, 11011, 21011; HONR 10197, 10297	Enroliment based on placement test	6-8
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Humanities and Fine Arts (9 credit hours) Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category	May fulfill diversity requirement	9
Social Sciences (6 credit hours) Must be selected from two curricular areas	May fulfill diversity requirement; recommended (may also be counted in the subject area specialty): ECON 22060, 22061	6
Basic Sciences (6-7 credit hours) Must include one laboratory	Recommended (may also be counted in the subject area specialty): BSCI 10001, CHEM 10050, GEOL 21062	6-7
Additional (6 credit hours) Must be selected from two Kont Core categories	May fulfill diversity requirement; see recommendations for Basic Sciences and Social Sciences categories	6

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Roadmap: German PDrapstation 27-Jenna 20148 acta ehore of Schage 81

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[AS-BS-<u>TRNS-GER-GRTR]</u> College of Arts and Sciences Department of Modern and Classical Language Studies Catalog Year: 2012–2013 2014-2015

Note 1: Students are expected to start in a course appropriate to their language proficiency level. Students lacking in sufficient proficiency to take the first concentration course can reach it by taking courses in the prerequisite sequence based on their placement score and high school training. One or more of the prerequisites may be waived with demonstrated proficiency through the Kent State placement test, AP, CLEP, International Baccalaureate, official ACTFL Proficiency Rating or another department-approved assessment.

Students who fulfill the college language requirement in fewer than 8 credits hours as a result of proficiency, will complete remaining hours with general electives.

Prerequisite courses for the concentration: GER 11201 Elementary German I (4) GER 11202 Elementary German II (4) GER 21201 Intermediate German I (3) GER 21202 Intermediate German II (3)

Student majoring in German Translation are expected to have some proficiency in German through high school study. Students with previous German study should take the German Placement Test and enroll in the correct course(s) based on their score. Students who have completed three or four years of high school German should see a German major advisor for placement. Student lacking in sufficient major-level proficiency to take the first major courses (GER 31201 and 31211) can reach proficiency by taking courses in the prerequisite sequence (GER 11201, 11202, 21201 and 21202) based on their placement score and high school training. Students with sufficient German to place into higher semesters are not allowed to take Elementary German I (GER 11201).

Note 2: Students must declare and complete a minimum of 18 credit hours in a minor, certificate or a second major/degree subject to department faculty advisor approval in a field related to business, technology, health, medicine, science, law, politics or other field in which there is currently a high demand for translators.

The Subject Area Specialty is a departmentally approved coherent sequence of courses in one or more other disciplines (i.e., not in the Department of Modern and Classical Language Studies). In order to be approved, the Subject Area Specialty must include courses in an area or areas that are currently marketable, such as business, legal studies, international relations, political science, computer science, chemistry, physics or other "hard" sciences. The Subject Area Specialty may include a maximum 17 credit hours of a different language in the sequence through composition and/or conversation. Total credits: 30. <u>The recommended Kent Core courses (see Kent Core Summary) may be included within this area with advisor approval.</u>

- Note 3: ENG 20002 is recommended for students pursuing a technology-related minor, certificate or second major/degree; ENG 30063 is recommended for students pursuing a business-related minor, certificate or second major/degree.
- Note: All courses taken from the list of major program requirements are used in the calculation of the major GPA.

Kent Core

Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement

Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit <u>www.kent.edu/catalog/diversity</u> for course list.

Writing-Intensive Course Requirement

Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.000) grade. Visit www.kent.edu/catalog/wic for course list.

Experiential Learning Requirement (ELR)

To provide students with direct engagement in learning experiences that promote academic relevance, meaning and an understanding of real-world issues, students must complete this requirement at Kent State, either as a for-credit course or as a non-credit, non-course experience approved by the appropriate faculty member. Visit www.kent.edu/catalog/elr for course list.

Upper-Division Requirement

Students must complete a minimum 39 upper-division (numbered 30000 to 49999) credit hours of coursework. Programs in the College of Arts and Sciences require a minimum of 42 hours of upper-division coursework.

Foreign Language

Visit www.kent.edu/catalog/foreign-languages for course list.

MCLS



EPC Agenda | 27 January 2014 | Attachment 6 | Page 32 Roadmap: Translation – Russian – Bachelor of Science [AS-BS-TRNS-RUSS] College of Arts and Sciences Department of Modern and Classical Language Studies

Catalog Year: 2014-2015

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

and shaded areas) must be completed in the semester listed to a					F
Course Subject and Title	Credit Hours			Major GPA	Important Notes
Semester One: [16 Credit Hours]					
US 10097 Destination Kent State: First Year Experience	1				Not required for transfer students with 25 credits
RUSS 3/4xxxx Russian Elective	3				See note 1 on page 2
Kent Core Composition	3				
Kent Core Requirement	3				
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	З				
Semester Two: [15 Credit Hours]					and the second
TRST 20009 The Multilingual Information Lifecycle	3				Course offered in spring only
RUSS 3/4xxxx Russian Elective	3				See note 1 on page 2
Kent Core Composition	3				
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	З	\$1mjmj			
Semester Three: [15 Credit Hours]					
RUSS 3/4xxxx Russian Elective	3	R			
Minor, certificate or second major/degree	3				See note 2 on page 2
ENG 20002 Introduction to Technical Writing or ENG 30063 Business and Professional Writing	3				See note 3 on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Four: [15 Credit Hours]					
RUSS 32240 Conversation for Business and Special	3				Offered in spring of even years only
Purposes: Russian RUSS 3/4xxxx Russian Elective	3				
	3	M			See note 2 on many 2
Minor, certificate or second major/degree	3				See note 2 on page 2
Kent Core Requirement Kent Core Requirement	3				See Kent Core Summary on page 2
	3				
Semester Five: [16 Credit Hours]	1000	5	1999 - 1999 - 1996 - 1996 - 1996 - 1996 - 1996 - 1996 - 1996 - 1996 - 1996 - 1996 - 1996 - 1996 - 1996 - 1996 -		
RUSS 32231 Translation Practice: Russian	1				Both courses must be taken together; offered in fall only
TRST 30230 Approaches to Translation	3				-
RUSS 42240 Business and Special Texts: Russian	3				Offered in fall of even-years only
Kent Core Requirement	3				See Kent Core Summary on page 2
Minor, certificate or second major/degree	6	e pres			See note 2 on page 2
Semester Six: [15 Credit Hours]	assennasso.	anasaliaka	New York (Offered in spring of odd years only;
RUSS 42230 Advanced Translation Practice: Russian	3		C		fulfills writing-intensive requirement
RUSS 4xxxx Russian Elective	3				
Minor, certificate or second major/degree	3				See note 2 on page 2
College General Requirement or General Electives (lower or upper division)	6				
Semester Seven: [15 Credit Hours]				an grain. An an g	
TRST 30330 Cross-Language Mediation	3				Offered in fall only
RUSS 4xxxx Russian Elective	3				· · · · · · · · · · · · · · · · · · ·
Minor, certificate or second major/degree	З			=	See note 2 on page 2
College General Requirement or General Electives (lower or	1				

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Semester Eight: [14 Credit Hours]	ana.	line.	n. Seudot	et la sur la contrata a sur la constitución de la contrata de la contrata de la contrata de la contrata de la c
MCLS 30420 Foreign Languages and Culture Studies	3			Offered in spring only
General Elective (lower or upper division)	11			Number of credits required depends on meeting minimum 121 credit hours and 42 upper-division hours

Graduation Requirements Summary

Minimum	Minimum Upper-	Minimum	Global / Domestic	Writing Intercive	Experiential	Mini	mum
Total Hours	Division Hours	Kent Core Hours	Diversity Course	Writing-Intensive	Learning	Major GPA	Overall GPA
121	42	36	Kent Core or General Electives	RUSS 42230	Visit www.kent.edu/catalog/elr	2.000	2.000

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Composition (6-8 credit hours) ENG 11002, 11011, 21011; HONR 10197, 10297	Enroliment based on placement test	6-8
Mathematics and Critical Reasoning (3-5 credit hours)	Enroliment based on placement test	3-5
Humanities and Fine Arts (9 credit hours) Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category	May fulfill diversity requirement	9
Social Sciences (6 credit hours) Must be selected from two curricular areas	May fulfill diversity requirement	6
Basic Sciences (6-7 credit hours) Must include one laboratory		6-7
Additional (6 credit hours)	May fulfill diversity requirement	6

Note 1: Students are expected to start in a course appropriate to their language proficiency level. Students lacking in sufficient proficiency to take the first concentration course can reach it by taking courses in the prerequisite sequence based on their placement score and high school training. One or more of the prerequisites may be waived with demonstrated proficiency through the Kent State placement test, AP, CLEP, International Baccalaureate, official ACTFL Proficiency Rating or another department-approved assessment.

Students who fulfill the college language requirement in fewer than 8 credits hours as a result of proficiency, will complete remaining hours with general electives.

Prerequisite courses for the concentration: RUSS 12201 Elementary Russian I (4) RUSS 12202 Elementary Russian II (4) RUSS 12211 Elementary Russian I Recitation (1) RUSS 12212 Elementary Russian II Recitation (1)

RUSS 22201 Intermediate Russian I (4) RUSS 22202 Intermediate Russian II (4) RUSS 22211 Intermediate Russian I Recitation (1) RUSS 22212 Intermediate Russian II Recitation (1)

- Note 2: Students must declare and complete a minimum of 18 credit hours in a minor, certificate or a second major/degree subject to department faculty advisor approval in a field related to business, technology, health, medicine, science, law, politics or other field in which there is currently a high demand for translators.
- Note 3: ENG 20002 is recommended for students pursuing a technology-related minor, certificate or second major/degree; ENG 30063 is recommended for students pursuing a business-related minor, certificate or second major/degree.

Kent Core

Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement

Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elactive; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement

Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.000) grade. Visit <u>www.kent.edu/catalog/wic</u> for course list.

Experiential Learning Requirement (ELR)

To provide students with direct engagement in learning experiences that promote academic relevance, meaning and an understanding of real-world issues, students must complete this requirement at Kent State, either as a for-credit course or as a non-credit, non-course experience approved by the appropriate faculty member. Visit www.kent.edu/catalog/elr for course list.



Upper-Division Requirement Students must complete a minimum 39 upper-division (numbered 30000 to 49999) credit hours of coursework. Programs in the College of Arts and Sciences require a minimum of 42 hours of upper-division coursework.

Foreign Language Visit <u>www.kent.edu/catalog/foreign-languages</u> for course list.



MCLS 34



PC Agenda | 27 January 2014 | Attachment 6 | Page 35 Roadmap: Russian Translation – Russian – Bachelor of Science

[AS-BS-TRNS-RUSS-RUTR] College of Arts and Sciences

REVISED

Department of Modern and Classical Language Studies Catalog Year: 2012-2013 2014-2015

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

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester One: [14 13 Credit Hours]					
Students not placing out of Intermediate II will need to tak	e the ap	propri	ate lar	iguage	course(s) as determined by the department; see note
US 10097 Destination Kent State: First Year Experience	1				Not required for transfer students with 25 credits
College General Requirements Russian 3/4xxx Elective moved to Sem 6	3	<u>.</u>		<u>.</u>	See note 1 on page 3 Taken from any Foreign Language or general electives
Kent Core Composition Requirement	3				
Kent Core Requirement	3				
Kent Core Requirement	3				See Kent Core Summary on page 3 2
Kent Core Requirement	3				
Semester Two: [15 Credit Hours]					
TRST 20009 The Multilingual Information Lifecycle	3			800	Course offered in spring only
moved from Sem 4	9 19 64 9 65				See note 1 on page 3 Taken from any Foreign
College General Requirement Russian 3/4xxx Elective	3				Language or general electives
Kent Core Composition Requirement	3				
Kent Core Requirement	3				See Kent Core Summary on page <u>3</u> 2
Kent Core Requirement	3				
Subject Area Specialty	3			쪻	See note 2 on page 2
Semester Three: [15 Credit Hours]					
RUSS 3/4xxxx Russian Electives RUSS 32201 Intensive Russian Grammar	3				Offered in fall only
College General Requirements moved to Sem 7	2				Taken from any Foreign Language or general electives
Minor, certificate or second major/degree Subject Area Specialty and Kent Core Requirement	3				See note 2 on page 2 ; both will be fulfilled
ENG 20002 Introduction to Technical Writing or ENG 30063 Business and Professional Writing moved from Sem 7	3			ia	See note 3 on page 3 ENG 20002 if completing a technical specialty; ENG 30063 if completing a business specialty
Subject Area Specialty and Kent Core Requirement	3				See Kent Core Summary on page 3
Subject Area Specialty and Kent Core Requirement	3				See note 2 on page 2; both will be fulfilled
Semester Four: [15 Credit Hours]			en en gedi Line officie		
RUSS 32240 Conversation for Business and Special Purposes: Russian moved from Sem 6	3	M		<u>.</u>	Offered in spring of even years only
TRST 20009 The Multilingual Information Lifecycle	3			8	
moved to Sem 2 RUSS 3/4xxxx Russian Elective RUSS 32215 Russian Phonetics and Diction	3				Offered in spring of odd-numbered years only
Minor, certificate or second major/degree General Electives	3				See note 2 on page 3
Subject Area Specialty and Kent Core Requirement	3				See Kent Core Summary See note 2 on page 2; both will be fulfilled
Subject Area Specialty and Kent Core Requirement	3			-	See note 2 on page 2; both will be fulfilled
Semester Five: [16 Credit Hours]					
TRST 30230 Approaches to Translation	3				Both courses must be taken together;
RUSS 32231 Translation Practice: Russian	1		na sente Sente sente		offered in fall only
RUSS 42240 Business and Special Texts: Russian moved from Sem 7	3				Offered in fall of even-years only
movea from Sem 7 RUSS 3/40000 Literature Elective	3				See note 4 on page 2
Kent Core Requirement	3	145	1890 B) B (1938	See Kent Core Summary on page 2
Minor, certificate or second major/degree General Electives	6				See note 2 on page 3
amor, cerundate or second major/degree weneral Electives	ں ا				

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EPC Agenda | 27 January 2014 | Attachment 6 | Page 36 Roadmap: Russian Translation – Russian – Bachelor of Science [AS-BS-<u>TRNS-RUSS-RUTR]</u> College of Arts and Sciences Department of Modern and Classical Language Studies Catalog Year: 2012–2013 2014-2015

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Div,	Min. Grade	Major GPA	Important Notes
Semester Six: [15 Credit Hours]					
RUSS 32211 Russian Composition and Conversation	3	W		@	Offered in spring only
RUSS 32240 Conversation for Business and Special Purposes: Russian moved to Sem 4	3	-		- 10	Offered in spring of even years only
RUSS 42230 Advanced Translation Practice: Russian moved from Sem 8	3	<u>m</u>	ç	<u>88</u>	Offered in spring of odd years only; see note 3 on page 2; fulfills writing-intensive requirement
TRST 30330 Cross-Language Mediation moved to Sem 7	3	8			Offered in spring-only
RUSS 4xxxx Russian Electives RUSS-32421 Russian Civilization	3	19	C		Offered in spring only; see note 3 on page 2 fulfills writing-intensive requirement
College General Requirement or General Elective (lower or upper division) moved from Sems 1 and 2	3 <u>6</u>				
Minor, certificate or second major/degree	3				See note 2 on page 3 2
Semester Seven: [15 Credit Hours]					
RUSS 4 Russian Elective 42211 Advanced Composition and Conversation	3				
RUSS 42240 Business and Special Texts moved to Sem 5	3	-		-	Offered in fall of even years only
TRST 30330 Cross-Language Mediation moved from Sem 6	3			8	Offered in spring fall only
ENG 20002 Introduction to Technical Writing moved to Sem 3 or ENG 30063 Business and Professional Writing	3			-69	ENC-20002 if completing a technical specialty; ENC 30063 if completing a business specialty
Minor, certificate or second major/degree Subject Area Specialty	3				See note 2 on page <u>3</u> 2
College General Requirement or General Elective (lower or upper division) moved from Sem 3	<u>6</u>				
Semester Eight: [14 48 Credit Hours]					
MCLS 30420 Foreign Languages and Culture Studies	3				Offered in spring only
RUSS 42230 Advanced Translation Practice moved to Sem 6	3	-	C	8	Offered in spring of odd years only; see note 3 on page 2; fulfills writing intensive requirement
RUSS 3/40000 Litorature Elective	3			89	
Subject Area Specialty	8			8	
General Elective (lower or upper division)	11				Number of credits required depends on meeting minimum 121 credit hours and 42 upper-division hours

Graduation Requirements Summary

Minimum	Minimum Upper-	Minimum	Global / Domestic	Writing-Intensive	Experiential	Mini	mum
Total Hours	Division Hours	Kent Core Hours	Diversity Course	witting-intensive	Learning	Major GPA	Overall GPA
121	121 42 36		Kent Core or General	RUSS 32303,	Visit	2.000	2.000
121	42	50	Electives	32421 or 42230	www.kent.edu/catalog/elr	2.000	2.000

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Composition (6-8 credit hours) ENG 11002, 11011, 21011; HONR 10197, 10297	Enrollment based on placement test	6-8
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Humanities and Fine Arts (9 credit hours) Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category	May fulfill diversity requirement	9
Social Sciences (6 credit hours) Must be selected from two curricular areas	May fulfill diversity requirement; recommended (may also be counted in the subject area specialty): ECON 22060, 22061	6
Basic Sciences (6-7 credit hours) Must include one laboratory	Recommended (may also be counted in the subject area specialty): BSCI-10001, CHEM 10050, GEOL 21062	6-7
Additional (6 credit hours) Must be selected from two Kent Core categories	May fulfill diversity requirement: see recommendations for Basic Sciences and Social Sciences categories	6

MCLS 36



EPC Agenda | 27 January 2014 | Attachment 6 | Page 37 Roadmap: Russian Translation – Russian – Bachelor of Science [AS-BS-TRNS-RUSS-RUTR] College of Arts and Sciences

REVISED

Department of Modern and Classical Language Studies Catalog Year: 2012 2013 2014-2015

Note 1: Students are expected to start in a course appropriate to their language proficiency level. Students lacking in sufficient proficiency to take the first concentration course can reach it by taking courses in the prerequisite sequence based on their placement score and high school training. One or more of the prerequisites may be waived with demonstrated proficiency through the Kent State placement test, AP, CLEP, International Baccalaureate, official ACTFL Proficiency Rating or another department-approved assessment.

Students who fulfill the college language requirement in fewer than 8 credits hours as a result of proficiency, will complete remaining hours with general electives.

Prerequisite courses for the concentration: RUSS 12201 Elementary Russian I (4) RUSS 12202 Elementary Russian II (4) RUSS 12211 Elementary Russian I Recitation (1) RUSS 12212 Elementary Russian II Recitation (1)

RUSS 22201 Intermediate Russian I (4) RUSS 22202 Intermediate Russian II (4) RUSS 22211 Intermediate Russian I Recitation (1) RUSS 22212 Intermediate Russian II Recitation (1)

Students majoring in Russian are not necessarily expected to have some proficiency in Russian through high school study. However, all students with provious Russian study should see a Russian major advisor for placement. Students lacking in sufficient major-level proficiency to take the first major courses, RUSS 32201 and RUSS 32203, can reach it by taking courses in the prerequisite sequence (RUSS 12201, 12202, 22201 and 22202) based on the advisor's placement recommendation and high school training. Students with sufficient Russian to place into higher semesters are not allowed in Elementary Russian I.

Note 2: <u>Students must declare and complete a minimum of 18 credit hours in a minor, certificate or a second major/degree subject to department</u> faculty advisor approval in a field related to business, technology, health, medicine, science, law, politics or other field in which there is currently a high demand for translators.

The Subject Area Specialty is a departmentally approved coherent sequence of courses (33 credits) in one or more other disciplines (i.e., not in the Department of Modern and Classical Language Studies). In order to be approved, the Subject Area Specialty must include courses in an area or areas that are currently marketable, such as business, legal studies, international relations, political science, computer science, chemistry, physics or other "hard" sciences. The Subject Area Specialty may include up to 17 credit hours of a different language in the sequence through composition/conversation. It may also optionally include MCLS 22217 Diversity in Today's Russia. Total credits: 33. <u>The</u> recommended Kent Core courses (see Kent Core Summary) may be included within this area-with advisor approval.

Note 3: ENG 20002 is recommended for students pursuing a technology-related minor, certificate or second major/degree; ENG 30063 is recommended for students pursuing a business-related minor, certificate or second major/degree.

Students must earn a minimum C (2.000) grade in either RUSS 32303 Modern Writers or RUSS 32421 Russian Civilization or RUSS 42230 Advanced Translation Practice to fulfill the writing-intensive requirement.

Note 4: Russian literature electives (6 credit hours), choose from the following:

RUSS 32325 Russian Poetry and Folklore	3	RUSS 32501 Russian Literature in English	æ
RUSS 32350 Russian Prose	3	RUSS-42095 Special Topics in Russian Language and Literatures	Э
RUSS 32354 Russian Drama	3	RUSS course approved by advisor	3-6

Note: All courses taken from the list of major program requirements are used in the calculation of the major GPA.

Kent Core

Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement

Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit <u>www.kent.edu/catalog/diversity</u> for course list.

Writing-Intensive Course Requirement

Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.000) grade. Visit <u>www.kent.edu/catalog/wic</u> for course list.

Experiential Learning Requirement (ELR)

To provide students with direct engagement in learning experiences that promote academic relevance, meaning and an understanding of real-world issues, students must complete this requirement at Kent State, either as a for-credit course or as a non-credit, non-course experience approved by the appropriate faculty member. Visit <u>www.kent.edu/catalog/elr</u> for course list.

Upper-Division Requirement

Students must complete a minimum 39 upper-division (numbered 30000 to 49999) credit hours of coursework. Programs in the College of Arts and Sciences require a minimum of 42 hours of upper-division coursework.

Foreign Language

Visit www.kent.edu/catalog/foreign-languages for course list.



Roadmap: Translation - Spanish - Bachelor of Sciences [AS-BS-TRNS-SPAN]

PROPOSED

College of Arts and Sciences Department of Modern and Classical Language Studies Catalog Year: 2014-2015

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

and shaded areas) must be completed in the semester listed to	ensure	a timely	/ gradu	ation.	
Course Subject and Title	Credit Hours	Upper Div,	Min. Grade	Major GPA	Important Notes
Semester One: [16 Credit Hours]				1	
US 10097 Destination Kent State: First Year Experience	1				Not required for transfer students with 25 credits
Spanish 3/4xxx Spanish Elective	3	1		5	See note 1 on page 2
Kent Core Composition	3				· · · · · · · · · · · · · · · · · · ·
Kent Core Requirement	3				
Kent Core Requirement	3			[See Kent Core Summary on page 2
Kent Core Requirement	3				
Semester Two: [15 Credit Hours]					
TRST 20009 Multilingual Information Lifecycle	3				Offered in spring only
Spanish 3/4xxx Spanish Elective	3			-	See note 1 on page 2
Kent Core Composition	3				
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Semester Three: [15 Credit Hours]					
SPAN 3/4xxxx Spanish Elective	3	Ξ		E	
Minor, certificate or second major/degree	3				See note 2 on page 2
ENG 20002 Introduction to Technical Writing	3				See note 3 on page 2
or ENG 30063 Business and Professional Writing Kent Core Requirement	3				
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Four: [15 Credit Hours]	J		and the		
SPAN 38240 Conversation for Business and Special					
Purposes: Spanish	3				Offered in spring of even years only
SPAN 3/4xxxx Spanish Electives	3	B			
Minor, certificate or second major/degree	3				See note 2 on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Semester Five: [16 Credit Hours]					
SPAN 38231 Translation Practice: Spanish					Courses must be taken together;
TRST 30230 Approaches to Translation	3			.	courses offered in fall only
SPAN 48240 Business and Special Texts: Spanish	3				Offered in fall of even years only
Kent Core Requirement	3				See Kent Core Summary on page 2
Minor, certificate or second major/degree	6				See note 2 on page 2
Semester Six: [15 Credit Hours]					
SPAN 48230 Advanced Translation Practice: Spanish	3		c		Offered in spring of odd years only: fulfills writing-intensive requirement
SPAN 4xxxx Spanish Elective	3				tonies wrang mensare requirement
Minor, certificate or second major/degree	3		·		See note 2 on page 2
General Electives (lower or upper division) or College General Requirement	6				
Semester Seven: [15 Credit Hours] TRST 30330 Cross-Language Mediation	3				Offered in fall only
SPAN 4xxxx Spanish Elective	3		rvetta v ostret vis é		
Minor, certificate or second major/degree	3				See note 2 on page 2
College General Requirement or General Electives (lower or upper division)	6	†			

MCLS 38



Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester Eight: [14 Credit Hours]					
MCLS 30420 Foreign Language and Culture Studies	3				Offered in spring only
General Electives (lower or upper division)	11				Number of credits required depends on meeting minimum 121 credit hours and 42 upper-division hours

Graduation Requirements Summary

-	· •						
Minimum	Minimum Upper-	Minimum	Global / Domestic	Writing-Intensive	Experiential Learning	Mini	mum
Total Hours	Division Hours	Kent Core Hours	Diversity Course	winning-intensive		Major GPA	Overall GPA
121	42	36	Kent Core	SPAN 48230	Visit www.kent.edu/catalog/elr	2.000	2.000

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Composition (6-8 credit hours) ENG 11002, 11011, 21011; HONR 10197, 10297	Enrollment based on placement test	6-8
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Humanities and Fine Arts (9 credit hours) Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category	May fulfill diversity requirement	9
Social Sciences (6 credit hours) Must be selected from two curricular areas	May fulfill diversity requirement	6
Basic Sciences (6-7 credit hours) Must include one laboratory		6-7
Additional (6 credit hours)	May fulfill diversity requirement	6

Note 1: Students are expected to start in a course appropriate to their language proficiency level. Students lacking in sufficient proficiency to take the first concentration course can reach it by taking courses in the prerequisite sequence based on their placement score and high school training. One or more of the prerequisites may be waived with demonstrated proficiency through the Kent State placement test, AP, CLEP, International Baccalaureate, official ACTFL Proficiency Rating or another department-approved assessment.

Prerequisite courses for the concentration: SPAN 18201 Elementary Spanish I (4) SPAN 18202 Elementary Spanish II (4) SPAN 28202 Intermediate Spanish II (3)

- Note 2: Students must declare and complete a minimum of 18 credit hours in a minor, certificate or a second major/degree subject to department faculty advisor approval in a field related to business, technology, health, medicine, science, law, politics or other field in which there is currently a high demand for translators.
- Note 3: ENG 20002 is recommended for students pursuing a technology-related minor, certificate or second major/degree; ENG 30063 is recommended for students pursuing a business-related minor, certificate or second major/degree.

Kent Core

Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement

Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit <u>www.kent.edu/catalog/diversity</u> for course list.

Writing-Intensive Course Requirement

Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.000) grade. Visit www.kent.edu/catalog/wic for course list.

Experiential Learning Requirement (ELR)

To provide students with direct engagement in learning experiences that promote academic relevance, meaning and an understanding of real-world issues, students must complete this requirement at Kent State, either as a for-credit course or as a non-credit, non-course experience approved by the appropriate faculty member. Visit <u>www.kent.edu/catalog/elr</u> for course list.

Upper-Division Requirement

Students must complete a minimum 39 upper-division (numbered 30000 to 49999) credit hours of coursework. Programs in the College of Arts and Sciences require a minimum of 42 hours of upper-division coursework.



EPC Agenda | 27 January 2014 | Attachment 6 | Page 40 Roadmap: Spanish Translation - Spanish - Bachelor of Science [AS-BS-<u>TRNS-SPAN-SPTR]</u> College of Arts and Sciences

REVISED

Department of Modern and Classical Language Studies Catalog Year: 2012-2013 2014-2015

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

and shaded areas) must be completed in the semester listed to	o ensure	a timeiy	y gradu	1	······
Course Subject and Title	Credit Hours	Upper Div.		Major GPA	Important Notes
Semester One: [16 Credit Hours]					
Students not placing out of Intermediate II will need to ta	ke the a	opropri	ate lar	iguage	course(s) as determined by the department; see note
SPAN 3/4xxx 8244 Spanish Elective Grammar and Composition	3				See note 1 on page 3
US 10097 Destination Kent State: First Year Experience	1				Not required for transfer students with 25 credits
College General Requirements moved to Sem 6	3				Taken from any Foreign Language or general electives
Kent Core Composition Requirement	3			1	
Kent Core Requirement	3			1	
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement moved from Sem 5	3				
Semester Two: [15 Credit Hours]					ar an
SPAN 3/4xxx 8211 Spanish Elective Grammar and Composition	3				See note 1 on page 3
TRST 20009 Multilingual Information Lifecycle moved from Sem 4	3				Offered in spring only
College General Requirements moved to Sem 6	3				Taken from any Foreign Language or general electives
Kent Core Composition Requirement	3				
Subject Area Specialty and Kent Core Requirement	3				See Kent Core Summary See note 2 on page 2; both will be fulfilled
Subject Area Specialty and Kent Core Regulrement	3				, De-Iunnieu
Semester Three: [15 47 Credit Hours]			-		
SPAN 3/40000-level Literature course	3	- M	Ç	8	See note 3 on page 2
ENG 20002 Introduction to Technical Writing or ENG 30063 Business and Professional Writing	3				ENC 20002 If completing a technical specialty; ENC 30063 if completing a business specialty
SPAN 3/4xxxx Spanish Electives SPAN 38215 Spanish Phonetics and Diction	3				
College General requirements Minor, certificate or second major/degree moved to Sem 7	2-3				Taken from any Foreign Language or general electives See note 2 on page <u>3</u>
Subject Area Specialty and Kent Core Requirement	3				2: both will be fulfilled
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Four: [15 Credit Hours]			te de Alexandre		
SPAN 38240 Conversation for Business and Special Purposes: Spanish moved from Sem 6	3	₩.		8	Offered in spring of even years only
TRST-20009 Multilingual Information Lifecycle moved to Sem 2	3			@	Offered in spring only
SPAN 3/4xxxx Spanish Elective SPAN 3/40000 level Literature course	3		e		See note 3 on page 2
Minor, certificate or second major/degree Subject Area Specialty	3			-800-	See note 2 on page <u>3</u>
Kent Core Requirement	3				See Kent Core Summary on page 2
Subject Area Specialty and Kent Core Requirement	3				See note 2 on page 2; both will be fulfilled
Semester Five: [16 12 Credit Hours]					
SPAN 38231 Translation Practice: Spanish	1				Courses must be taken together;
TRST 30230 Approaches to Translation	3				courses offered in fall only
SPAN 48240 Business and Special Texts: Spanish moved from Sem 7	2			<u>M</u>	Offered in fall of even years only
Minor, certificate or second major/degree General Elective	3-6				See note 2 on page 3
Kent Core Requirement	3				See Kent Core Summary on page 2

MCLS



EPC Agenda | 27 January 2014 | Attachment 6 | Page 41 Roadmap: Spanish Translation – Spanish – Bachelor of Science [AS-BS-<u>TRNS-SPAN-SPTR]</u> College of Arts and Sciences Department of Modern and Classical Language Studies Catalog Year: 2012–2013 2014-2015

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Div,	Min. Grade	Major GPA	Important Notes
Semester Six: [15 Credit Hours]					
SPAN 38240 Conversation for Business and Special Purposes moved to Sem 4	3	-		8	Offered in spring of even years only
SPAN-38424 Culture and Civilization of Latin America	3	儆		쪻	Offered in spring only
SPAN 48230 Advanced Translation Practice: Spanish moved from Sem 8	3	<u>.</u>	<u>c</u>	223	Offered in spring of odd years only: fulfills writing-intensive requirement
TRST 30330 Cross-Language Mediation moved to Sem 7	3	-89-		-69-	Offered in spring only
SPAN 4xxxx Spanish 3/40000 level Literature Elective	3	E	C		See note 3 on page 2
College General Requirement or General Electives (lower or upper division moved from Sems 1 & 2	36				
Minor, certificate or second major/degree	<u>3</u>				See note 2 on page 3
Semester Seven: [15 Credit Hours]					
SPAN 48240 Business and Special Texts moved to Sem 5	3	8		8	Offered in fall of even years only
TRST 38303 Medical Spanish Translation and Interpreting	3		83.932A	8	Offered in fall only
TRST 30330 Cross-Language Mediation moved from Sem 5	3				Offered in fall only
SPAN 4xxxx Spanish Elective SPAN 38421 Civilization of Spain	3	Ħ			
Minor, certificate or second major/degree Subject Area Specialty	6-3			-	See note 2 on page <u>3</u> 2
College General Requirement or General Electives (lower or upper division moved from Sem 3	<u>6</u>				
Semester Eight: [14 45 Credit Hours]					
MCLS 30420 Foreign Language and Culture Studies	3				Offered in spring only
SPAN 48230 Advanced Translation Practice moved to Sem 6	3	8	C	89	Offered in spring of odd years only: fulfills writing-intensive course requirement
SPAN 48215 Advanced Spanish Composition and Conversation	3	8		8	
<u>General Electives (lower or upper division)</u> Subject Area Specialty	11 6	a			See note 2 below Number of credits required depends on meeting minimum 121 credit hours and 42 upper- division hours

Graduation Requirements Summary

Minimum	Minimum Upper-	Minimum	Global / Domestic	Writing-Intensive	Experiential Learning	Mini	mum
Total Hours	Division Hours	Kent Core Hours	Diversity Course	whising-intensive	Experience Learning	Major GPA	Overall GPA
121	42	36	Kent Core	SPAN 48230	Visit www.kent.edu/catalog/elr	2.000	2.000

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Composition (6-8 credit hours) ENG 11002, 11011, 21011; HONR 10197, 10297	Enroliment based on placement test	6-8
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Humanities and Fine Arts (9 credit hours) Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category	May fulfill diversity requirement	9
Social Sciences (6 credit hours) Must be selected from two curricular areas	May fulfill diversity requirement; recommended (may also be counted in the subject area specialty); ECON 22060 or 22061	6
Basic Sciences (6-7 credit hours) Must include one laboratory	Recommended (may also be counted in the subject area specialty): BSCI 10001, CHEM 10050, GEOL 21062	6-7
Additional (6 credit hours) Must be selected from two Kent Core categories	May fulfill diversity requirement; see recommendations for Basic Sciences and Social Sciences categories	6

MCLS 42



FPC Agenda | 27 January 2014 | Attachment 6 | Page 42 Roadmap: Spanish Translation – <u>Spanish</u> – Bachelor of Science [AS-BS-<u>TRNS-SPAN-SPTR]</u> College of Arts and Sciences Department of Modern and Classical Language Studies Catalog Year: 2012–2013 2014-2015

Note 1: Students are expected to start in a course appropriate to their language proficiency level. Students lacking in sufficient proficiency to take the first concentration course can reach it by taking courses in the prerequisite sequence based on their placement score and high school training. One or more of the prerequisites may be waived with demonstrated proficiency through the Kent State placement test, AP, CLEP, International Baccalaureate, official ACTFL Proficiency Rating or another department-approved assessment.

Students who fulfill the college language requirement in fewer than 8 credits hours as a result of proficiency, will complete remaining hours with general electives.

Prerequisite courses for the concentration: SPAN 18201 Elementary Spanish I (4) SPAN 18202 Elementary Spanish II (4) SPAN 28201 Intermediate Spanish I (3) SPAN 28202 Intermediate Spanish II (3)

Many students begin their university studies with substantial proficiency in Spanish and therefore, should begin their program of study with the first course in the Spanish major, SPAN 38211. Other students may need to complete one or more of the prerequisite courses: SPAN 18201, SPAN 18202, SPAN 28202. Starting Spanish studies in the appropriate courses(s) is critical to on-time graduation. All students intending to major in Spanish should contact a Spanish faculty advisor in the department of Modern and Classical Language Studies for individualized placement and advising information prior to enrolling in their first Spanish course. Students entering the university with substantial knowledge of Spanish should consider taking the College Level Examination Program

(http://career.kent.edu/home/testing/t_clep.cfm) through which they may receive up to 14 hours of university credit. Students wishing to earn credit through CLEP should take the exam several weeks prior to enrolling in their first Spanish course to ensure eligibility, timely granting of credits, and timely placement into the correct Spanish course(s).

Note 2: Students must declare and complete a minimum of 18 credit hours in a minor, certificate or a second major/degree subject to department faculty advisor approval in a field related to business, technology, health, medicine, science, law, politics or other field in which there is currently a high demand for translators.

The Subject Area Specialty is a departmentally approved coherent sequence of courses in one or more other disciplines (i.e., not in the Department of Modern and Classical Language Studies). In order to be approved, the Subject Area Specialty must include courses in an area or areas that are currently marketable, such as business, legal studies, international relations, political science, computer science, chemistry, physics or other "hard" sciences. The Subject Area Specialty may include up to 17 credit hours of a different language in the sequence through composition/conversation. It may also optionally include MCLS 28404 The Latin American Experience and MCLS 28405 The Spanish Experience. Total credits: 27. The recommended Kent Core courses (see Kent Core Summary, above) may be included within this area. The recommended Kent Core Summary) may be included within this area with advisor approval.

Note 3: Spanish literature electives (9 credit hours), choose from the following:

SPAN 38330 Early Spanish Literature	3	SPAN 38335 Recent Spanish American Literature	3
SPAN 38331 Recent Spanish Literature	3	SPAN 3/40000-level course approved by advisor	3-8
SPAN 38334 Early Spanish American Literature	3		

Note: All courses taken from the list of major program requirements are used in the calculation of the major GPA.

Kent Core

Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement

Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit <u>www.kent.edu/catalog/diversity</u> for course list.

Writing-Intensive Course Requirement

Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.000) grade. Visit www.kent.edu/catalog/wic for course list.

Experiential Learning Requirement (ELR)

To provide students with direct engagement in learning experiences that promote academic relevance, meaning and an understanding of real-world issues, students must complete this requirement at Kent State, either as a for-credit course or as a non-credit, non-course experience approved by the appropriate faculty member. Visit <u>www.kent.edu/catalog/eir</u> for course list.

Upper-Division Requirement

Students must complete a minimum 39 upper-division (numbered 30000 to 49999) credit hours of coursework. Programs in the College of Arts and Sciences require a minimum of 42 hours of upper-division coursework.

Foreign Language

Visit www.kent.edu/catalog/foreign-languages for course list.

MCLS

EPC Agenda | 27 January 2014 | Attachment 7 | Page 1

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Dat	e 15-Jun-13	Curriculum Bulletin
		Effective Date	Fall 2014	Approved by EPC
Department	Journalism and I	Mass Communic	ation	
College	CI - Communicat	ion and Informat	tion	
Degree	BS - Bachelor of	Science		
Program Name	Electronic Media	Prog	ram Banner Co	de ELMD
Concentration(s) Management	Electronic Media Concentration(s) I			Sports Production; Electronic Media ELMS; BS-ELMM
Proposal	Revise program	- Disite	al Medi	a Production [DMP]

Description of proposal:

Change the name of the Electronic Media major (ELMD) to Digital Media Production major. The Digital Media Production major will include two concentrations - the Television Concentration and the Digital Film Concentration.

Does proposed revision change program's total credit hours?
Yes No Current total credit hours: 124 Proposed total credit hours 124

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

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

Hoge Have	11 118 13
Department Chair / School Director	
Campus Dean (for Regional Campuses proposals)	//
Heref the	12/17/13
College Dean (or designee)	
Dean of Graduate Studies (for graduate proposals)	//
Provost and Senior Vice President for Academic Affairs (or designee)	//

EPC Agenda | 27 January 2014 | Attachment 7 | Page 2

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	e 15-Nov-13	Curriculum Bulletin
		Effective Date	Fall 2014	Approved by EPC
Department	Journalism and N	lass Communica	ation	
College	CI - Communicati	on and Informat	ion	
Degree	BS - Bachelor of S	Science		
Program Name	Electronic Media	Prog	ram Banner C	ode ELMD
Concentration(s) Management				Sports Production; Electronic Media -ELMS; BS-ELMM
Proposal	Inactivate program	m		

Description of proposal:

Inactivate the following concentrations in the Electronic Media major (ELMD): Electronic Media Production (ELMP); Electronic Media Sports Production (ELMS); Electronic Media Management (ELMM).

Does proposed revision change program's total credit hours?□ Yes⊠ NoCurrent total credit hours:124Proposed total credit hours124

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

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

REQUIRED ENDORSEMENTS	
Mart 4 Feb 11 1/8/13	
Départment-Chair / School Director	
Campus Dean (for Regional Campuses proposals)	
College Dean (or designee)	
Dean of Graduate Studies (for graduate proposals)	
////	

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date	15-Nov-13	Curriculum Bulletin
Effective Date	Fail 2014	Approved by EPC

Department	Journalism and Mass Com	munication	
College	CI - Communication and Information		
Degree	BS - Bachelor of Science		
Program Name	Digital Media Production	Program Banner Code	
Concentration(s)	Concentration(s)	Banner Code(s)	
Proposal	Establish program		

Description of proposal:

Establish the following concentrations in the Digital Media Production Media major: Digital Media Production; Television

Does proposed revision change program's total credit hours? Current total credit hours: **124** Proposed total credit hours **124**

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

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

REQUIRED ENDORSEMENTS	
Med the	11 1 18113
Department Chair / School Director	
Campus Dean (for Regional Campuses proposals)	//
Allette Herring	12.117113
College Dean (or designee)	
Dean of Graduate Studies (for graduate proposals)	//
Provost and Senior Vice President for Academic Affairs (or designee)	//

Proposal Summary Change the name and make curricular revision to the Electronic Media Major (BS-ELMD)

Description of Action, Including Intended Effect

Change the name of the Electronic Media Major (BS-ELMD) to Digital Media Production. Inactivate the three concentrations: Electronic Media Production (BS-ELMP); Electronic Media Sports Production (BS-ELMPS); Electronic Media Management (BS-ELMM).

Establish two new concentrations: The Television Concentration and the Digital Film Concentration.

The intended effect is to make the major more current with industry standards in both the television industry and the digital film industry. Television is still one of the major vehicles for digital content and, although film is being used less and less, digital film is still the industry standard term for digital content. The term Digital is replacing the term Electronic as a better term to reflect how information is disseminated.

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

Fiscal, Enrollment, Facilities and Staffing Considerations

At present, no additional faculty or staff will be needed, as the current faculty will teach the updated courses and content.

Evidence of Need and Sustainability if Establishing

This is a name and content change to an existing major.

Provisions for Phase-Out if Inactivating

Students will not be adversely affected in any way. Current students may opt to change their major from Electronic Media Production to Digital Media Production and follow the new curriculum, but are not required to do so. Courses required in older catalogs will still be offered or course substitutions will be allowed to ensure graduation.

Timetable and Actions Required:

Approval of JMC Curriculum Committee – August 2013 Approval of JMC Faculty – August 2013 Approval of College Curriculum Committee – October 2013 Approval of EPC – January 2014 Approval of Faculty Senate – February 2014 Approval of Board of Trustees – May 2014 Approval of Board of Regents – June 2014 Inclusion in Fall 2014 catalog

Ohio

Board of Regents

University System of Ohio

CHANGE REQUEST: NAME AND CURRICULUM MODIFICATION

Date of submission: [11/25/13]

Name of institution: Kent State University

Previously approved title: Electronic Media major within the Bachelor of Science degree

Proposed new title: Digital Media Production major within the Bachelor of Science degree

Proposed implementation date of the request: Fall 2014

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

Primary institutional contact for the request

Name:	Therese E. Tillett
Title:	Director of Curriculum Services
	Office of the Provost
Phone:	330-672-8558
E-mail:	ttillet1@kent.edu

Educator Preparation Programs:

Leads to licensure: No Leads to endorsement: No

Explain the rationale for name and curricular changes.

The bachelor's degree Electronic Media major has been offered at Kent State since the Department of Telecommunications moved from the School of Speech and Rhetoric to the School of Journalism in 1988.

The name Digital Media Production better reflects the current technology used in all forms of electronic media. Students, employers and professionals in the field associate the term "digital" with the way messages and content are transmitted to a multitude of platforms. Students understand the term "digital" and how it is the technology behind their smart phones, tablets, televisions and radio.

The major has two concentrations: Television and Digital Film. A large amount of digital content still comes to us from television and many film productions are now shot with video and created digitally. Although the term "film" would suggest a linear format, the industry still uses the term extensively to refer to motion pictures. So these two concentration names are industry standards and are understood to contain digital content.

Describe how the name and curricular changes will affect students in the current program.

Students will not be adversely affected in any way. Current students may opt to change their major from Electronic Media Production to Digital Media Production and follow the new curriculum, but are not required to do so. Course required in older catalogs will still be offered or course substitutions will be allowed to ensure graduation.

Describe any faculty, administrative or support service changes occurring along with the name and curriculum changes.

Faculty and support services are sufficient, as the faculty have been teaching a fair amount of the new digital content in existing courses. The name changes just better reflect this content.

Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

Renewal of the school's accreditation by the Accrediting Council on Education in Journalism and Mass Communication will occur in 2014. At that time, Kent State will notify the accrediting agency of the changes.

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

Students' learning will be monitored in their performance in the student media using new practices and technology, awards received from national organizations and students ability to secure employment quickly due to their strong and current training. In addition, both the University and the accrediting agency require ongoing assessment of programs.

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

B.S. Program Requirements Electronic Media (current name) Digital Media Production (proposed name)

Type Legend: DD Diversity–Domestic; DG Diversity–Global; ELR Experiential Learning; KAD Kent Core Additional; KBS Kent Core Basic Sciences; KCM Kent Core Composition; KFA Kent Core Fine Arts: KHU Kent Core Humanities; KMC Kent Core Mathematics and Critical Reasoning; KSS Kent Core Social Sciences; WIC Writing Intensive

Гуре	Cours	se	Title	Credits	Grade	Changes
	US	10097	Destination Kent State: First Year Experience	1		
II.	MAJ	OR REQ	UIREMENTS (19 34 credits) Courses count in major GPA	ระโลร์ เบบรายา สายสายประกัดสายส่ว		
Туре	Course		Title	Credits	Grade	Changes
	JMC	20001	Media, Power and Culture	3	C-	added, new
	JMC	20004	Media-Writing	3	Ç-	removed
	JMC	20008	Audience Analysis and Research	3	C-	moved to electives
	JMC	20009	Video/Audio Production Aesthetics	3	C-	added, new
	JMC	20011	Video/Audio Fundamentals replacing JMC 22002 and 22003	3	C-	added, new
	JMC		Writing for Video and Audio Media name changed from Writing for Electronic Media; credits increase to 3	2 3	C-	revised
LR	JMC	33092	Student Media Practicum revised: name changed from Radio-Television Operations	1	C-	added, revised
	JMC	40006	Law of Mass Communication	3	C-	was required in major
VIC	JMC	40010	Ethics and Issues in Mass Communication	3	C	

ELR	JMC	40092	Internship	1	5 C-	additional hours in electives
ELR	JMC	49099	Senior Digital Media Production Project	3	C-	added, new
	Digital	l Film, '	Television and Other JMC Electives, choose from the following:	11 12-	C-	
	JMC	20008	Audience Analysis and Research (3)			was required in major
	JMC	21001	Principles of Advertising (3)			was required in electronic
				[media management
	adjar teo eus e cara u ca		Principles of Public Relations (3)			added, existing
) }	JMC		Programming for Electronic Media (3)			was concentration elective
	JMC	and and and	Audio Setup and Mixing (3) Z name changed from Audio Studio Production			was concentration elective revised
	JMC	33033	Location Sound Recording (3) 🤔 name changed from Audio Field Production	n of the second s	indo dadi sh ta mini ta	was concentration elective revised
	JMC	33036	Television Engincering (3) name changed from Basic Media Engineering	- 	the second se	was concentration elective revised
	JMC	33042	Studio Television (3) aname changed from Video Studio Production			was concentration elective
	JMC	33043	Digital Cinematography (3) 3 * name changed from Video Field Production		and a second	was concentration elective revised
	JMC	40036	Digital Video Editing (3) ***** name changed from Non-Linear Video Editing			was concentration elective revised
	JMC	40037	Scriptwriting for Video and Film (3)			was concentration elective
ELR	JMC	40092	Internshin (1-5)		, 	one hour required in major
	JMC	40295	Advanced Music Video Production Selected Topics in JMC 1	(1-3)	100000000000000	an a
(and an and a state of the stat	JMC	43036	Record Promotion (3)	~~ <i>_</i> /		added, existing
	JMC	44042	Remote Television (3) Ž name changed from Live Sports Production		And a second sec	was required in Electronic Media Sports Production revised
	JMC	44050	Post-Production Sound (3) name changed from Audio for Video			was concentration elective revised
	JMC	44065	Mobile Multi-Media (3)			added, new
1	JMC	45001	Advanced Lighting for Digital Film and Television (3) name changed from Lighting for Video Production			was concentration elective revised
100000000000000000000000000000000000000	JMC	45010	Feature Film Pre-Production (3) name changed from Digital Film Preproduction; offered spring every other year		and an and a set of the set of th	was elective in Electronic Media Production, revised
	JMC	45011	Feature Film Production (3) <i>name changed from Digital Film Production</i> ; offered summer every other year	hu (m		added, revised
	JMC	45013	Feature Film Post-Production (3) name changed from Digital Film Postproduction; offered fall every other year		a na mana a na mangana na na ma	was elective in Electronic Media Production, revised
	JMC	45020	Avid Editor Certification (3)		1	was concentration elective
	JMC	46054	Broadcast Documentary (3)	[was concentration elective
	JMC	46057	Motion Graphics for Video Editing (3)			was concentration elective
	JMC	49005	Music Video Production	AF 1990 - 1970 - 1970 - 1970 - 1970 - 1970 - 1970 - 1970 - 1970 - 1970 - 1970 - 1970 - 1970 - 1970 - 1970 - 19		added, existing
III.	ADDI	FIONA	L REQUIREMENTS (57 71 credits)			
Туре	Course	5	Title	Credits	Grade	Changes
KAD	COMM	15000	Introduction to Human Communication	3		
1	COMM	21000	Communication Grammar Review	1	C	added, existing
	ENTR	27056	Introduction to Entrepreneurship	3	a construction of the second sec	added, existing
KHU DD	HIST	12070	History of the United States: The Formative Period	3		
KHU DD	HIST	12071	History of the United States: The Modern Period	3		
			Information Fluency or Information Fluency in the Workplace and Beyond	3		LIS 10010 removed as option
KMC	MAT	11009	Modeling Algebra (4) - or Algebra for Calculus (3)	3-4		removed, replaced by category as a whole
	and a second		Visual Design Literacy	3		
5	ENG	30063	Business and Professional Writing	3		added; replacing ENG options below
	PHY	21040	Physics in Entertainment and the Arts	3		added, existing
	PHY	21041	Physics in Entertainment and the Arts Laboratory	1	1	added, existing

JMC 40013 Television Sports Production (3) (was required in Electronic Media sports Production)

EPC Agenda | 27 January 2014 | Attachment 7 | Page 8

Kenf State University | Name and Curriculum Change Request | [DEGREE] [MAJOR] | Page 4

	Choos	e from the fo	replaced with ENG 30063		
	ENG	3006 4	Argumentative Prose (3)	-	-
90000000000000000000000000000000000000	ENG	30065	Expository Prose Writing (3)	-	
	ENG	30066	Writing in the Public Sphere (3)	-	
	Kent (Core Compos	sition	6	
	Kent (Core Mathem	natics and Critical Reasoning	3-5	added, replacing math options above
	Kent (Core Fine Ar	ts	3	
- 14-14-14-14-14-14-14-14-14-14-14-14-14-1	Kent (Core Social S	Sciences (must be from two disciplines)	3	
			ciences (must include one laboratory) (PHY 21040 and 21041 complete equirement)	63	credits decrease for PHY
	Kent (Core Additio	nal	3	
	upper	division) N	**** (Electronic Media Management Concentration 1 hour must be 'umber of credits required depends on meeting minimum nd 39 upper-division credit hours All courses must be non -	21 24	
IV.			ON REQUIREMENTS (47 18 credits)		
,	Electr	onic Media N	Aanagement (47)		inactivated concentration
	Electr	enic Media I	Production (47)		inactivated concentration
	Electr	onic Media S	Sports Production (47)		inactivated concentration
	Digita	l Film (18)	new concentration		
0.025050050105	Televi	sion (18)	new concentration		
			MINIMUM TOTAL	124	2.70 GPA in major

A minimum C (2.000) grade must be earned to fulfill the writing-intensive requirement. Students declaring the combined degree program with the master's in journalism and mass communication will satisfy the writing-intensive requirement with JMC 60003 Ethics in Mass Communication.

- 2 Students in the Television concentration cannot apply this course toward the 12-credit electives as the course is required in the concentration.
- 3 ** Students in the Digital Film concentration cannot apply this course toward the 12-credit electives as the course is required in the concentration.
- 4 Mary JMC course taken is calculated in the major GPA. Minimum 72 credit hours must be taken outside JMC.
- 5 Courses taken as major electric cannot may not count toward concentration electrice.
- le ser advisor for appropriate topic.

Digital Film Concentration (new concentration)

Гуре	Cours	e Title		Credits	Grade	Changes
	JMC	33033	Location Sound Recording name changed from Audio Field Production 5	3	C-	was concentration elective revised
	JMC	33043	Digital Cinematography name changed from Video Field Production 5	3	C-	was concentration elective revised
	JMC	40036	Digital Video Editing name changed from Non-Linear Video Editing 5	3	C-	was concentration elective revised
	JMC	45007	Producing and Directing for Single Camera	3	C-	added, new
	Digita	l Film A	dvanced Skills, choose from the following:	6	C-	
	JMC	40037	Scriptwriting for Video and Film (3) 5			was concentration elective
	JMC	44050	Post-Production Sound (3) name changed from Audio for Video	and the second se	a na an	was concentration elective revised
	JMC	44065	Mobile Multi-Media (3) 5			added, new
	JMC	le la	Advanced Lighting for Digital Film and Television (3) named changed from Lighting for Video Production 5			was concentration elective revised
	JMC	45020	Avid Editor Certification (3) 5		2000 - 2010	was concentration elective
	JMC	46057	Motion Graphics for Video Editing (3) 5			was concentration elective
			MINIMUM TOTAL	47 18		

Television Concentration (new concentration)

and the second	and the second		RATION REQUIREMENTS (25 18 credits) Courses count in major GPA Title		Grade	Changes
J	MC	33032	Audio Setup and Mixing name changed from Audio Studio Production 5	3	C-	was concentration elective revised
J	MC	33042	Studio Television name changed from Video Studio Production 5	3	C-	was concentration elective revised
J	MC	44042	Remote Television name changed from Live Sports Production 5	3	C-	was required in Electronic Media Sports Production revised
J	MC	45006	Producing and Directing Live Television	3	C-	added, new
T	Felevi	sion Ad	vanced Skills, choose from the following:	6	C-	
J	MC	30034	Programming for Electronic Media (3) 5			was concentration elective
J	MC	33036	Television Engineering (3) name changed from Basic Media Engineering ${f S}$			was concentration elective revised
J	MC	40013	Television Sports Production (3) 5			was concentration elective
]]	MC	44050	Post-Production Sound (3) name changed from Audio for Video 5		1999 O'COLOUR CONTRACTOR DUNIES	was concentration elective revised
J	MC	44065	Mobile Multi-Media (3) 5			added, new
,	·······		MINIMUM TOTAL	47 18	. i	

Electronic Media Management Concentration

-I.	CONCE	NTRATION	NREQUIREMENTS (24 credits) Courses count in major GPA						
Type	Course		Title	Credits					
	JMC	21001	Principles of Advertising	3					
-	JMC	23031	Basic Audio Production	3					
-	JMC	30034	Programming for Electronic Media	3					
-	JMC	34038	Media Sales and Sales Management	3					
-	JMC	40015	Media Management	3					
-	JMC	41004	Broadcast Copywriting	3					
-	JMC	44045	Promotions for Electronic Media	3					
-	Upper-div	vision JMC 1	Elective	3					
H.	ADDITIC	ONAL CON	CENTRATION REQUIREMENTS (23 credits)	0.0010000000000000000000000000000000000					
Туре	Course		Title	Credits					
KSS-	ECON	22060	Principles of Microeconomics	3					
(<u>, 4</u>])-	ECON	22061	Principles of Macroeconomics	3					
*	MKTG	25010	Principles of Marketing	3					
-	MIS	24163	Principles of Management**	3					
-	Kent Core Social Sciences (must be from two curricular areas) 3								
-	General E	General Electives (upper division)≭ §							
		······	MINIMUM TOTAL	47					

* Any JMC course taken is calculated in the major GPA.

** BMRT 11009 is equivalent to MIS 24163

-Electronic Media Production Concentration

Type	Cour	CENTR/ se	Title			
	JMC	22003	Videography Basics II	1		
•	JMC	23030	Basic-Video Production	3		
-	JMC	23031	Basic-Audio Production	3		
••	Choos	e from th	[.]			
	JMC	33032	Audio Studio Production-(3)	••• (1 × 1 × 1 × 1 × 1 × 1 × 1 × 1 × 1 × 1		
	JMC	33033	Audio Field Production (3)			
	JMC	33042	Wildeo Studio Production (3)			
	JMC	33043	Video Field Production (3)			
-	Choos	e from th	e following:	6		
***************	JMC	3003 4	Programming for Electronic Media (3)			
	JMC	33032	Audio Studio Production (3)	en al fonde al falle de la falle de la La falle de la f		
-	JMC	33033	Audio Field Production (3)	-		
-	JMC	33036	Basic Media Engineering (3)			
-	JMC	33042	Video Studio Production (3)			
-	JMC	33043	Video Field Production (3)	-		
-	JMC	40013	Television Sports Production (3)	-		
-	JMC	40035	Felevision Graphics (3)			
-	JMC	40036	Non-Linear Video Editing (3)	-		
-	JMC	40037	Scriptwriting for Video and Film (3)	-		
-	JMC	44045	Promotions for Electronic Media (3)	1		
-	JMC	45000	Television Sports Graphics Production (3)			
-	JMC	4 5001	Lighting for Video Production (3)			
-	JMC	45005	Historical Television Documentary Production (3)			
-	JMC	46057	Motion Graphics for Video Editing (3)			
-	Choos	e from th	e following:	6		
•	JMC	44050	Audio-for Video-(3)			

EPC Agenda | 27 January 2014 | Attachment 7 | Page 11 Kent Stote University | Name and Curriculum Change Request | [DEGREE] [MAJOR] | Page 7

-	JMC	4 5010	Digital Film Preproduction (3) -
-	JMC	45013	Digital Film Postproduction (3)
-	JMC	46054	Broadcast Documentary (3)
-	JMC	49021	Corporate Video (3) -
II. -		TIONAI	- CONCENTRATION REQUIREMENTS (22-credits)
Тур е	Cours	e	Title
-	Kent (Core Add	itional (must be from two categories)
-	Kent (Core Soci	al Sciences (must be from two disciplines) 6
	Gener	al Electiv	es (5 credit hours Non-JMC, minimum 9 hours upper division)* 13
			MINIMUM TOTAL 47

*Any JMC course taken is calculated in the major GPA. Minimum 72 credit hours taken outside JMC.

-Electronic Media Sports Production Concentration

.	nfanarra e renarra ana	en i ka i	ION REQUIREMENTS (25 credits) Courses count in major GPA						
Гурс	Course			Credits					
•	JMC	22003	Videography Basics II	4					
	JMC	23030	Basic Video Production	3					
-	JMC	23031	Basic Audio Production	3					
•••	JMC	40013	Television Sports Production	3					
-	JMC	44042	Live Sports Production	3					
_	JMC	4404 3	Sports Field Production	3					
-	JMC 45000 Television Sports Graphics Production								
-	Choose	from the f	ollowing:	6					
	JMC	33036	Basic Media Engineering (3)	-					
-	IMC 40036 Non-Linear Video Editing (3)								
-	JMC	44045 Promotions for Electronic Media (3)							
-	JMG	44050 Audio for Video (3)							
	JMC	45001	001 Lighting for Video Production (3)						
-	JMC	45020	AVID Editor Certification (3)	-					
-	JMC	46054	Broadcast Documentary (3)						
-	JMC	46057	Motion Graphics for Video Editing (3)						
	JMC	4 9021	Corporate Video (3)	-					
I.	ADDIT	IONAL-C	ONCENTRATION REQUIREMENTS (22 credits)	01100100000000000000000000000000000000					
Г ур е	Course		Title	Credits					
11	SPAD	25000	Sport in Society	3					
-	Choose-	from-the-f	ollowing:	ð					
	SPAD	45023	Sports Marketing (3)						
-	SPAD	45024	Sport in Global Perspective (3)						
-	SPAD	45026	Sport and the Media (3)	an a					
-	SPAD	45027	Public Relations and Promotion in Sport (3)						
-	Kent Core Additional (must be from two categories)								
••	di kanangan manangka sa pada sa sa sa ka	بالأساد ويجزع ويستويع ستعريبات كالبات كالمحاد	Sciences (must be from two disciplines)	3 6					
	Ş	Electives		1					
	Alternation and an attended of the	20100/01000112000112200000001		47					

*Any JMC course taken is calculated in the major GPA. Minimum 72 credit hours taken outside JMC.

Special Major Note:

Students who pass 15 credits of non-remedial academic coursework each fall and spring semester and the 1-credit First Year Experience course will accumulate 121 credits in four years. This major requires 124 credits for graduation. Students can stay on track for graduation by:

- -----Declaring their major as freshmen and completing all courses in sequence (bear in mind that switching majors may cause a delay in graduation):
- Prioritizing required courses above electives;
- . Meeting regularly with their academic advisors to stay on track;
- -Passing each required course the first time attempted and maintaining the minimal GPA for the major;

- Successfully completing more than 15 credit hours of relevant coursework (field based work, internship) during academic semesters; and/or
- Completing relevant coursework (field based work, internship) during summer sessions.

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

Respectfully,

Todd A. Diacon Senior Vice President for Academic Affairs and Provost

Digital Media Production-B.S. Download to print

Kent State University 2013 Catalog > College of Communication and Information > Undergraduate Programs > Digital Media Production - B.S. College College of Communication and Information

Department School of Journalism and Mass Communication

201 Franklin Hall Tel: 330-672-2572 E-mail: jmc@kent.edu Web: http://imc.kent.edu

Description

The Bachelor of Science in Digital Media Production comprises two concentrations: Television and Digital Film.

Students in the electronic media production concentration learn how to create audio and video programs. Students may assist in the production aspects of both Black Squirrel Radio and TV2. Graduates generally secure entry-level positions in production departments for broadcast operations or production work in studios.

Students in the electronic media sports production concentration learn how to shoot, edit, produce and create graphics for a variety of sporting events, including basketball and football. Students work both remotely in the field with a satellite truck and in the TV 2 studio to produce the games. They also learn about sports marketing and sports and the media.

Students in the electronic media management concentration study all aspects of program planning for electronic media, including understanding audiences' attitudes/motives and what types of programs attract different audiences. Graduates generally find employment in program scheduling, broadcast station management and sales fields.

Students in the Television concentration learn how produce and create live television programming in both the studio and remote production truck. Students may assist in the production aspects of Student Media entities, Black Squirrel Radio and TV2, producing scripted shows and/or live sports. Students also have the opportunity to work as student employees at Teleproductions, Kent State University's professional broadcast department. Graduates generally secure permanent or freelance positions with television stations and remote broadcast entities.

Student in the Digital Film concentration learn how to direct, produce, shoot and edit single-camera style programs. Students learn beth documentary, commercial and fiction film production. Students may assist in the production aspects of TV2 and KSU Independent Films. Students also have the opportunity to work as student employees at Teleproductions, Kent State University's professional broadcast department. Graduates generally secure permanent or freelance positions at small production companies, corporate media departments and large production companies.

Journalism and mass communication majors supplement their coursework with an internship in their field of specialization. Other opportunities for practical experience include news, production, management, sales, performance and advertising positions on the campus newspaper, the <u>Daily Kent Stater</u>, and its online edition; the campus television station, TV-2; the campus radio station, <u>Black Squirrel Radio</u>; and the campus magazine, the <u>Burr</u>, and its online edition. Students may also obtain positions in TeleProductions.

Career Opportunities

Employment was distributed among the following detailed occupations:

About 30 percent worked in broadcasting (except Internet) and 17 percent worked in the motion picture, video, and sound recording industries. About 13 percent were self-employed. Television stations employ, on average, many more technicians than radio stations. Some technicians are employed in other industries, producing employee communications, sales, and training programs. Technician jobs in television and radio are located in virtually all cities; jobs in radio also are found in many small towns. (Source: Bureau of Labor Statistics)

Admission Requirements

Students first entering the university, whether from high school or transferring from another institution, are admitted directly into one of the eight JMC majors/concentrations. A major GPA of 2.70 must be maintained to continue taking JMC courses.

Current Kent State students wishing to pursue a major in the School of Journalism and Mass Communication must have an overall GPA of 2.0 or higher to be admitted directly into one of the eight majors/concentrations.

Current Kent State students with a GPA lower than 2.750 (but 2.000 or higher) may be admitted as journalism and mass communication pre-majors after consultation with a JMC academic advisor.

Graduation Requirements

MINIMUM 124 CREDIT HOURS AND A MINIMUM 2.70 MAJOR GPA ARE REQUIRED FOR GRADUATION. Minimum 72 credit hours taken outside the School of Journalism and Mass Communication. Only general elective courses may be taken as pass/fail, of which maximum 12 credit hours may be taken as pass/fail. A 2.70 major GPA is also required to enroll in JMC courses.

Students who fall below a 2.70 major GPA will be allowed to remain in JMC courses for which they are already registered for one more semester. They will be given one semester to bring their major GPA up to the school minimum. Failure to do so will result in not being permitted to enroll in JMC courses. until their major GPA reaches the school minimum In addition, no grade lower than a C- (1.700) in a JMC course will be counted toward graduation or as a prerequisite for a subsequent class.

Study Abroad/Away Opportunities

There are many study abroad/away opportunities. For more information contact the Office of Global Education or CCI's Coordinator of International Study Programs.

Program Fee

\$60/semester

Student Organizations

National Association of Black Journalists, Public Relations Student Society of America, National Press Photographers Association, Franklin Advertising Association/ Ad Club, Kappa Tau Alpha. Student Media: Artemis, The Daily Kent Stater, The Burr and Cyburr, UHURU, Luna Negra, Fusion, TV2, Black Squirrel Radio, KentWired.com, KSU Independent Films

Advanced Degree Programs

Journalism and Mass Communication (M.A.)

B.S. Program Requirements

Electronic Media (current name) Digital Media Production (proposed name)

Type Legend: DD Diversity–Domestic; DG Diversity–Global; ELR Experiential Learning; KAD Kent Core Additional; KBS Kent Core Basic Sciences; KDM Kent Core Composition; KFA Kent Core Fine Arts; KHU Kent Core Humanities; KMC Kent Core Mathematics and Critical Reasoning; KSS Kent Core Social Sciences; WIC Writing Intensive

			·		3
I. T		TINATION KENT STATE: FIRST YEAR EXPERIENCE (1 credit)		_	
тур	e Cou US		Credits	Grade	Changes
11		10097 Destination Kent State: First Year Experience	1		
11. Ture		OR REQUIREMENTS (19 34 credits) Courses count in major GPA rse Title	.	- .	
тур	e Cou		Credits		
	JMC		3	C-	added, new
	JMC		3	ę.	removed
		20008 Audience Analysis and Research	3	C-	moved to electives
		20009 Video/Audio Production Aesthetics	3	C-	added, new
		20011 Video/Audio Fundamentals replacing JMC 22002 and 22003	3	C-	added, new
	JMC	30004 Writing for Video and Audio Media name changed from Writing for Electronic Media, credits increase to 3	2 3	C-	revised
ÉLR	JMC	Television Operations	1	C-	added, revised
		40006 Law of Mass Communication	3	C-	was required in major
WIC	JMC	40010 Ethics and Issues in Mass Communication /	3 :	С	- 40m
ËLR	JMC	40092 Internship	4	×-	additional hours in
			1	ষ্ঠ	electives
ELR		49099 Senior Digital Media Production Project	3	C-	added, new
	Digita	Film, Television and Other JMC Electives, choose from the following:	1 12	C-	
		20008 Audience Analysis and Research (3)			was required in major
	JMC	21001 Principles of Advertising (3)			was required in electronic
					media management
		28001 Principles of Public Relations (3)	:	:	added, existing
		30034 Programming for Electronic Media (3)	;		was concentration elective
	JMC	33032 Audio Setup and Mixing (3) ** name changed from Audio Studio Production			was concentration elective revised
	JMC	33033 Location Sound Recording (3) *** name changed from Audio Field Production			was concentration elective revised
	JMC	33036 Television Engineering (3) name changed from Basic Media Engineering			was concentration elective revised
	JMC	33042 Studio Television (3) ** name changed from Video Studio Production	:	!	was concentration elective
	JMC	33043 Digital Cinematography (3) *** name changed from Video Field Production			was concentration elective revised
7	ĴМС	40036 Digital Video Editing (3) Aname changed from Non-Linear Video	; 1		was concentration elective
	JMC	40037 Scriptwriting for Video and Film (3)		i.	revised
1 i i i i i i i i i i i i i i i i i i i		40092 Internship (1-5)	1		was concentration elective
· 1 :	JMC	40205 Advanced Music Video Broduction 6) hall and 100 (1	_av.		one hour required in major
¥ :	JMC	40295 Advanced Music Video Production Subcitical Lopics in MCL	-97	3	and the second second second second
3 .		44042 Remote Television (3) ** name changed from Live Sports Production		-	added, existing
	JINC .	How Internote Television (3) name changed from Live Sports Production			was required in Electronic Media Sports Production revised
	JMC .	44050 Post-Production Sound (3) name changed from Audio for Video		Ň	was concentration elective revised
	IMC	44065 Mobile Multi-Media (3)			added, new
J		45001 Advanced Lighting for Digital Film and Television (3) named changed from Lighting for Video Production	·	۷	vas concentration elective
J	MC 4	5010 Feature Film Pre-Production (3) name changed from Digital Film			revised was elective in Electronic
	MC	Preproduction; offered spring every other year		, N	Media Production, revised
		5011 Feature Film Production (3) <i>name changed from Digital Film</i> <i>Production</i> ; offered summer every other year	:		added, revised
12-	JAMA	40013 Television Sports Preduction (3) 5		ĩ	DES remand
1	- 4 .	A A Particular a surface to an			Nes required in El. Hidion Eponto Pres.
				4	

164	JMC JMC JMC JMC	F 45020 A 46054 B 46057 M 49005 N	eature Film Post-Production (3) name changed from Digital Film Postproduction; offered fall every other year wid Editor Certification (3) Proadcast Documentary (3) Notion Graphics for Video Editing (3) Music Video Production RECUREMENTS (57.74 condite)			was elective in Electronic Media Production, revised was concentration elective was concentration elective was concentration elective added, existing
	Cour		REQUIREMENTS (57 71 credits) itle	Credits	Cd	Channel
			ntroduction to Human Communication	3	Graue	Changes
1010			ommunication Grammar Review	1	С	addad aviating
			troduction to Entrepreneurship	3	C	added, existing added, existing
KHII			istory of the United States: The Formative Period	5		audeu, existing
DD	The l	ECICI	istory of the office ordeo. The Formative Ferror	3		
	HIST	12071 H	istory of the United States: The Modern Period	3		
	LIS		formation Fluency or formation Fluency in the Workplace and Beyond	3		LIS 10010 removed as option
KMC	MATH		odeling Algebra (4) or Igebra for Calculus (3)	3-4		removed, replaced by category as a whole
	VCD	14001 Vi	sual Design Literacy	3		
	ENG	30063 Bi	usiness and Professional Writing	3		added; replacing ENG options below
	PHY	21040	Physics in Entertainment and the Arts	3		added, existing
		21041	Physics in Entertainment and the Arts Laboratory	1		added, existing
			a following:	3		replaced with ENG 30063
	ENG	30064	Argumentative Prose (3)	-		
	ENG	30065	Expository Prose Writing (3)	-		
	ENG	30066	Writing in the Public Sphere (3)	-		
		Core Comp		6		
	Kent C	Core Mathe	ematics and Critical Reasoning	3-5	:	added, replacing math options above
		ore Fine /		3		
			Sciences (must be from two disciplines)	3		
i,	comple	ete four ho	Sciences (must include one laboratory) (PHY 21040 and 21041 ours of this requirement)	÷ € 3		credits decrease for PHY
	ALC 1	ore Additi		3		
1	be upp 121 сп	er division edit hours	s **** (Electronic Media Management Concentration 1 hour must) Number of credits required depends on meeting minimum and 39 upper-division credit hours All courses must be ON REQUIREMENTS (47 18 credits)	21 24		
		in Statistical AMERICAN CONTRACTOR	Management (47)		-	inactivated concentration
			Production (47)			inactivated concentration
	· · · · · · · · · · · · · · · · · · ·	and second mechanical and an a	Sports Production (47)			inactivated concentration
		Film (18)	an a maa laa ah maalaa ka t		-	new concentration
		ion (18)				new concentration
		. ,		_ 124	:	2.70 GPA in major

A minimum C (2.000) grade must be earned to fulfill the writing-intensive requirement. Students declaring the combined degree program with the master's in journalism and mass communication will satisfy the writing-intensive requirement with JMC 60003 Ethics in Mass Communication.

- 2 "Students in the Television concentration cannot apply this course toward the 12-credit electives as the course is required in the concentration. 11
- Students in the Digital Film concentration cannot apply this course toward the 42-credit electives as the course is required in the concentration.

A **** Any JMC course taken is calculated in the major GPA. Minimum 72 credit hours must be taken outside JMC.

- acted note That courses taken as the electives comparise be constant 5 as concentration electives Courses taken as major elective may 1997 Course as a concentration elective elective 6 See advisor for appropriate titles.

Digital Film Concentration (new concentration)

ype Cour	se	Title	Credits	Grade	Changes
JMC	33033	Location Sound Recording name changed from Audio Field	3	С-	was concentration elective revised
JMC	33043	Digital Cinematography name changed from Video Field Production ວ້	3	C-	was concentration elective revised
JMC	40036	Digital Video Editing name changed from Non-Linear Video Editing	3	C-	was concentration elective revised
JMC	45007	Producing and Directing for Single Camera	3	C-	added, new
Digita	l Film A	dvanced Skills, choose from the following:	6	C-	
JMC	40037	Scriptwriting for Video and Film (3) 🗗			was concentration elective
JMC	44050	Post-Production Sound (3) name changed from Audio for Video $oldsymbol{5}$			was concentration elective revised
JMC	44065	Mobile Multi-Media (3) 5			added, new
JMC	- £	Advanced Lighting for Digital Film and Television (3) <i>named</i> changed from Lighting for Video Production			was concentration elective revised
JMC	45020	Avid Editor Certification (3)			was concentration elective
JMC	46057	Motion Graphics for Video Editing (3)5			was concentration elective
		MINIMUM TOTAL	47 18		

Television Concentration (new concentration)

senneeperteille	ype Course		ATION REQUIREMENTS (25 18 credits) Courses count in major (Title	ender eine eine die der eine die die die die die die die die die di	redits Grade	Changes
	JMC	33032	Audio Setup and Mixing name changed from Audio Studio	3	C-	was concentration elective revised
a de la companya de la company	JMC	33042	Studio Television name changed from Video Studio Production	3	C-	was concentration elective revised
and the of the second	JMC	44042	Remote Television name changed from Live Sports Production ${\mathfrak H}$	3	C-	was required in Electronic Media Sports Production revised
, ,	JMC	45006	Producing and Directing Live Television	3	C-	added, new
AL PROPERTY.	Televi	sion Ac	vanced Skills, choose from the following:	6	C-	
	JMC	30034	Programming for Electronic Media (3) 5			was concentration elective
	JMC		Television Engineering (3) ⁶ name changed from Basic Media Engineering			was concentration elective revised
	JMC	40013	Television Sports Production (3)5			was concentration elective
	JMC	44050	Post-Production Sound (3) Pname changed from Audio for Video			was concentration elective revised
	JMC	44065	Nobile Multi-Media (3) ⁵		(1) (1) (1) (1) (1) (1) (1) (1) (1) (1)	added, new
	*****	C	MINIMUM TOTAL	47 18		9

Туре	Course		Title	Credits				
-	JMC	21001	Principles of Advertising	3				
	JMC	23031	Basic Audio Production	3				
-	- JMC 30034 - JMC 34038 - JMC 40015 - JMC 41004 - JMC 44045		Programming for Electronic Media	3				
-			Media Sales and Sales Management	3				
•••								
			Promotions for Electronic Media	3				
	Upper d	ivision JM(2-Elective	3				
H	ADDITIC	DNAL COI	CENTRATION REQUIREMENTS (23 credits)	1				
Туре	Course		Title	Credits				
KSS-	ECON	22060	Principles of Microeconomics	3				
KAD-	ECON	22061	Principles of Macroeconomics	3				
-	MKTG	25010	Principles of Marketing	3				
	MIS	24163	Principles of Management**	3				
	Kent Core-Social Sciences (must be from two curricular areas)							
•••	General	Electives ((upper-division)*	8				

Electronic Media Management Concentration

* Any JMC course taken is calculated in the major GPA.

** BMRT 11009 is equivalent to MIS 24163

Electronic Media Production Concentration

Туре	Cour	60	Title	Credits
	JMC	22003	Videography-Basics-II	4
	JMC	23030	Basic Video Production	3
.	JMC	23031	Basic Audio Production	3
	Choo	se from t	www.angle.com/org/www.angle.com/org/www.angle.com/org/www.angle.com/org/www.angle.com/org/www.angle.com/org/www In the following:	6
	JMC	33032	Audio Studio Production (3)	
-	JMC	33033	Audio Field Production (3)	-
	JMC	33042	Video Studio Production (3)	
	JMC	33043	Video Field Production (3)	
	Chee	se from 1	the following:	6
	JMC	30034	Programming for Electronic Media (3)	-
	JMC	33032	Audio Studio Production (3)	
	JMC	33033	Audio Field Production (3)	-
·····	JMC	33036	Basic Media Engineering (3)	-
••	JMC	33042	Video Studio Production (3)	-
	JMC	33043	Video Field Production (3)	-
	JMC	40013	Television Sports Production (3)	-
-	JMC	40035	Television Graphics (3)	-
-	JMC	40036	Non-Linear Video Editing (3)	-
	JMC	40037	Scriptwriting for Video and Film (3)	-
**	JMC	44045	Promotions for Electronic Media (3)	-
	JMC	45000	Television Sports Graphics Production (3)	-
-	JMC	45001	Lighting for Video Production (3)	-
-	JMC	45005	Historical Television Documentary Production (3)	
-	JMC	46057	Motion Graphics for Video Editing (3)	-
-	Cheo	se from t	he following:	6
-	JMG	44050	Audio for Video (3)	-
-	JMC	45010	Digital Film Preproduction (3)	-
-	JMC	45013	Digital Film Postproduction (3)	
1	JMC	46054	Broadcast Documentary (3)	•

- JMC 4902	1 Corporate-Video (3)		the second se
II. ADDITION/	L CONCENTRATION RE	QUIREMENTS (22 credite	s)
Type Course	Title		Credits
	dditional (must be from tw	vo categories)	3
	ocial Sciences (must be fr		6
- General Ele	ctives (5 credit hours Non-	-JMC, minimum 9 hours up	per division)* 13
		4IM	NIMUM TOTAL 47

*Any-JMC course taken is calculated in the major GPA. Minimum 72 credit hours taken outside JMC.

Electronic Media Sports Production Concentration

+ Tunn	Course		ON REQUIREMENTS (25 credits) Courses count in major G	Credits				
уре	JMC	, 22003	Videography Basics II	Greans 4				
	JMC	23030	Basic Video Production	+ 3				
-	lang an ang sa marang sa							
	JMC	23031	Basic Audio Production	3				
- 	JMC	40013	Television Sports Production	3 3				
	JMC 44042 Live Sports-Production							
	JMC 44043 Sports Field Production							
_ 	JMC	45000	Television Sports Graphics Production	3 6				
	Choose from the following;							
وسيوسى سوس	JMC 33036 Basic Media Engineering (3)							
	JMC 40036 Non-Linear Video Editing (3)							
-	JMC 44045 Promotions for Electronic Media (3)							
-	JMC 44050 Audio for Video (3)							
-	JMC 45001 Lighting for Video Production (3)							
-	JMC 45020 AVID Editor Certification (3)							
-	JMC	IMC 46054 Broadcast Documentary (3)						
	JMC	IMC 46057 Motion Graphics for Video Editing (3)						
	JMC	49021	Corporate Video (3)					
	ADDITI	ONAL CO	ONCENTRATION REQUIREMENTS (22 credits)					
ype	Course	•	Title	Credits				
-	SPAD	25000	Sport-in-Society	3				
-	Choose	from the	to be a second	9				
	SPAD	45023	Sports Marketing (3)					
-	SPAD	45024	Sport in Global Perspective (3)					
+	SPAD	45026	Sport and the Media (3)					
-	SPAD	45027	Public Relations and Promotion in Sport (3)					
	Kent Core Additional (must be from two categories)							
	Sector and the second sector se		-Sciences (must be from two disciplines)	3 6				
urun araa d	General Electives*							
				4 47				

*Any JMC course taken is calculated in the major GPA. Minimum 72 credit hours taken outside JMC.

Special Major Note:

Students who pass 15 credits of non-remedial academic coursework each fall and spring semester and the 1-credit First Year Experience course will accumulate 121 credits in four years. This major requires 124 credits for graduation. Students can stay on track for graduation by:

- Declaring their major as freshmen and completing all courses in sequence (bear in mind that switching majors may cause a delay in graduation);
- Prioritizing required courses above electives;
- Meeting regularly with their academic advisors to stay on track;
- Passing each required course the first time attempted and maintaining the minimal GPA for the major;
- Successfully completing more than 15 credit hours of relevant coursework (field-based work, internship) during academic semesters; and/or
- Completing relevant coursework (field-based work, internship) during summer sessions.

Digital Media PTOGAStorn - 27gHal TVAP14BASTRebore of Schoole 21 [Banner code]

College of Communication and Information School of Journalism and Mass Communication Catalog Year: 2014-2015

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

critical (in boldface and shaded areas) must be complete	3	Upper		Major	
Course Subject and Title	Hours		Grade		Important Notes
Semester One: [16 Credit Hours]					
	1	1	100000000 T	1 1	Evilla Kash Care Carial Origina and Demotion Diment
JMC 20001 Media, Power and Culture	3		C-	X	Fulfills Kent Core Social Science and Domestic Diversity Requirement
HIST 12070 History of the United States: The Formative Period	3				Fulfills Kent Core Humanities and Domestic Diversity Requirement
COMM 15000 Introduction to Human Communication	3				Fulfills Kent Core Additional
US 10097 Destination Kent State: First Year Experience	1				Not required of transfer students with 25 credits
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Two: [14 Credit Hours]					
JMC 20009 Video/Audio Production Aesthetics	3		C-	X	
COMM21000 Communication Grammar Review	1		С		
HIST 12071 History of the United States: The Modern Period	3				Fulfills Kent Core Humanities and Domestic Diversity Requirement
PHY 21040 Physics in Entertainment and the Arts	3		1		Fulfills Kent Core Basic Science
PHY 21041 Physics in Entertainment and the Arts Lab	1				Fulfills Kent Core Basic Science Lab
Kent Core Requirement	3				
Semester Three: [16 Credit Hours]					
2.70 major GPA and 2.0 overall GPA					
JMC 20011 Video/Audio Fundamentals	3		C-	X	
JMC 30004 Writing for Video and Audio Media	3	Х	C-	X	
JMC 33092 Student Media Practicum	1	Х	C-	Х	Fulfills Experiential Learning Requirement
VCD 14001 Visual Design Literacy	3				
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Four: [15 Credit Hours]					
2 70 major GPA and 2.0 overall GPA					
JMC 33043 Digital Cinematography	3	X	C-	X	
JMC 33033 Location Sound Recording	3	Х	C-	х	
JMC Elective (upper or lower division)	3		C-	X	See Note 1 on Page 3
Kent Core Requirement	3				
Kent Core Requirement	3				ne en e
Semester Five: [16 Credit Hours]					
2.70 major GPA and 2.0 overall GPA					
ENG 30063 Business and Professional Writing	3	Х			
JMC Elective (upper or lower division)	23		C-	Х	See Note 1 on Page 3
JMC 40036 Digital Video Editing	3	×	C-	Х	
Non-JMC General Electives	7				

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	Summer II: [Credit Hour] JUIC 40092 Juternship	Ĩ	Digita	í	ia Per	College of Communication and Information School of Journalism and Mass Communication College 1 Communication and Information School of Journalism and Mass Communication Catalog Year: 2014-2015
				5	×	
C	ritical requirements are boldface in shaded area	s.				
	Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
	Semester Six: [15 Credit Hours]					
	2.70 major GPA and 2.0 overall GPA					
	ENTR 27056 Introduction to Entrepreneurship	3				
	LIS 30010 Information Fluency in the Workplace and Beyond	3	X			
	JMC 45007 Producing and Directing for single Camera	3	X	C-	Х	
k	Non-JMC General Electives	3				
1	JMC Elective (upper division)	3	Х	C-	Х	See Note 1 on Page 3
	Semester Seven: [16 Credit Hours]					
	2.70 major GPA and 2.0 overall GPA					
	JMC 40006 Law of Mass Communication	3	X	C-	Х	
	JMC elective (Upper or Lower Division)	3	×.	C-	Х	See Note 1 on Page 3
	Digital Film Advanced Skills course	3	Х	C-	Х	See Note 2 on Page 3
	Non-JMC General Electives	7				
	Semester Eight: [16 Credit Hours]					
	2.70 major GPA and 2.0 overall GPA					
	JMC 40010 Ethics and Issues in Mass Communication	3	Х	С	Х	Fulfills Writing Intensive Requirement
	JMC 49099 Senior Digital Media Production Project	3	Х	C-	Х	
	Digital Film Advanced Skills course	3	Х	C-	Х	See Note 2 on Page 3
	Non-JMC General Electives	7				

Graduation Requirements Summary

Minimum	Minimum Upper-	Minimum	Global / Domestic	Writing-	Experiential	Min	imum
Total Hours	Division Hours	Kent Core Hours	Diversity Course	Intensive	Learning	Major GPA	Overall GPA
124	39	36	JMC 20001	JMC 40010	JMC 33092	2.70	2.00

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Composition (6-8 credit hours) ENG 11002, 11011, 21011; HONR 10197, 10297	Enrollment based on placement test	6-8
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Humanities and Fine Arts (9 credit hours) Minimum one course from humanities in Arts and Sciences and minimum one course from fine arts	May fulfill diversity requirement	3
Social Sciences (6 credit hours) Must be selected from two curricular areas	May fulfill diversity requirement	3
Basic Sciences (6-7 credit hours) Must include one laboratory		3
Additional (6 credit hours)	May fulfill diversity requirement	3

Kent Core

Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement

Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit <u>www.kent.edu/catalog/diversity</u> for course list.

Writing-Intensive Course Requirement

Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.000) grade. Visit www.kent edu/catalog/wic for course list.

Experiential Learning Requirement

To provide students with direct engagement in learning experiences that promote academic relevance, meaning and an understanding of real-world issues, students must complete this requirement at Kent State, either as a for-credit course or as a non-credit, non-course experience approved by the appropriate faculty member. Visit www.kent.edu/catalog/etr for course list.

Upper-Division Requirement

Students must complete a minimum 39 upper-division (numbered 30000 to 49999) credit hours of coursework. Programs in the College of Arts and Sciences require a minimum of 42 hours of upper-division coursework.

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Note 1: JMC Electives - Choose "12 hours from the following:

	(1-5)
JMC 40092	Internship (++++)
JMC 20008	Audience Analysis (3)
JMC 21001	Principles of Advertising (3)
JMC 28001	Principles of Public Relations (3)
JMC 30034	Programming for Electronic Media (3)
JMC 33032	Audio Setup and Mixing (3)
JMC 33036	Television Engineering (3)
JMC 33042	Studio Television
JMC 40013	Television Sports Production (3)
JMC 40037	Scriptwriting for Video and Film (3)
JMC 40295	Scriptwriting for Video and Film (3) St: Advanced Music Video Production (3) St: Advanced Music Video Production (3) Record Promotion (3)
JMC 43036	Record Promotion (3)
JMC 44042	Remote Television (3)
JMC 44050	Post-Production Sound (3)
JMC 44065	Mobile Multi-Media (3)
JMC 45001	Advanced Lighting for Digital Film and Television (3)
JMC 45020	Avid Editor Certification (3)
JMC 46054	Broadcast Documentary (3)
JMC 46057	Motion Graphics for Video Editing (3)
JMC 49005	Music Video Production (3)
	Facture Film (Filmer attact und)
JMC45010	Feature Film (Every other year)
JMC45011	Feature Film Pre-production (3) – spring only
JMC45013	Feature Film Production (3) - summer only
0000000	Feature Film Post-production (3) – fail only

Note 2: Digital Film Advanced Skills - Choose 6 hours from the following:

JMC40037	Scriptwriting for Video and Film (3)
JMC44050	Post-Production Sound (3)
JMC44065	Mobile Multi-Media (3)
JMC45001	Advanced Lighting for Digital Film and Television (3)
JMC45020	Avid Editor Certification (3)
JMC46057	Motion Graphics for Video Editing (3)

add note that courses taken as suic electries cannot also be counted as concentration electries 6 Suadmisor you appropriate fittes.

Digital Media PG duction 27 devision 14 BAttacime of 7 Schere 64 [Banner code] College of Communication and Information School of Journalism and Mass Communication

Catalog Year: 2014-2015

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

Course Subject and Title	Credit Hours	Upper Div.	Min Grade	Major GPA	Important Notes
Semester One: [16 Credit Hours]					
JMC 20001 Media, Power and Culture	3		C-	x	Fulfills Kent Core Social Science and Domestic Diversit Requirement
HIST 12070 History of the United States: The Formative Period	3				Fulfills Kent Core Humanities and Domestic Diversity Requirement
COMM 15000 Introduction to Human Communication	3				Fulfills Kent Core Additional
US 10097 Destination Kent State: First Year Experience	1				Not required of transfer students with 25 credits
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Two: [14 Credit Hours]					
JMC 20009 Video/Audio Production Aesthetics	3		C-	X	
COMM 21000 Communication Grammar Review	1		с- С		
HIST 12071 History of the United States:			<u> </u>		Fulfills Kent Core Humanities and Domestic Diversity
The Modern Period	3				Requirement
PHY 21040 Physics in Entertainment and the Arts	3				Fulfills Kent Core Basic Science
PHY 21041 Physics in Entertainment and the Arts Lab	1				Fulfills Kent Core Basic Science Lab
Kent Core Requirement	3				
Semester Three: [16 Credit Hours]					
2.70 major GPA and 2.00 overall GPA					
JMC 20011 Video/Audio Fundamentals	3		C-	Х	
JMC 30004 Writing for Video and Audio Media	3	Х	C-	X	
JMC 33092 Student Media Practicum	1	Х	C-	Х	Fulfills Experiential Learning Requirement
VCD 14001 Visual Design Literacy	3				
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Four: [15 Credit Hours]					
2.70 major GPA and 2.0 overall GPA					
JMC 33042 Studio Television	3	х	C-	x	
JMC Elective (upper or lower division)	3		C-	x	See Note 1 on Page 3
JMC 33032 Audio Setup and Mixing	3	х	C-	x	
Kent Core Requirement	3				······································
Kent Core Requirement	3				
Semester Five: [19 Credit Hours]					
2.70 major GPA and 2.0 overall GPA					
ENG 30063 Business and Professional Writing	3	xI	I	T	
JMC 44042 Remote Television	3	x	C-	x	
JMC Elective (upper or lower division) 2			- C-	x	See Note 1 on Page 3
Non-JMC General Electives	7		<u> </u>	~	

	Summer III: [] credit hour Juc 40092 Internship		Digital Media Hrodyction 21 elevisyon 448 action of [Banner code] [Banner code] College of Communication and Information School of Journalism and Mass Communication Catalog Year: 2014-2015							
/	Critical requirements are boldface in shaded are	as.	X	6	×					
(Course Subject and Title	Credit Hours	Upper Div.	Min Grade	Major GPA	Important Notes				
	Semester Six: [15 Credit Hours]									
	2.70 major GPA and 2.0 overall GPA									
	ENTR 27056 Introduction to Entrepreneurship	3								
	LIS 30010 Information Fluency in the Workplace and Beyond	3	Х							
ALC: NOT THE OWNER	JMC Elective (3 hours upper division)	3	Х	C-	Х	See Note 1 on Page 3				
	JMC 45006 Producing and Directing Live Television	3								
and the second	Non-JMC General Electives	3								
	Semester Seven: [16 Credit Hours]									
	2.70 major GPA and 2.0 overall GPA									
	JMC 40006 Law of Mass Communication	3	Х	C-	X					
	JMC Elective (3 hours upper division)	3	Х	C-	Х	See Note 1 on page 3				
	Television Advanced Skills course	3	Х	C-	X	See Note 2 on Page 3				
	Non-JMC General Electives	7								
	Semester Eight: [16 Credit Hours]									
	2.70 major GPA and 2.0 overall GPA									
	JMC 40010 Ethics and Issues in Mass Communication	3	Х	С	Х	Fulfills Writing Intensive Requirement				
	JMC 49099 Senior Digital Media Production Project	3	Х	C-	Х					
-	Television Advanced Skills course	3	х	C-	Х	See Note 2 on Page 3				
	Non-JMC General Electives	7								

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Graduation Requirements Summary

Minimum	Minimum Upper-	Minimum	Giobal / Domestic	Writing-	Experiential	Min	imum
Total Hours	Division Hours	Kent Core Hours	Diversity Course	Intensive	Learning	Major GPA	Overall GPA
124	39	36	JMC 20001	JMC 40010	JMC 33092	2.70	2.00

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Humanities and Fine Arts (9 credit hours) Minimum one course from humanities in Arts and Sciences and minimum one course from fine arts	May fulfill diversity requirement	3
Social Sciences (6 credit hours) Must be selected from two curricular areas	May fulfill diversity requirement	3
Basic Sciences (6-7 credit hours) Must include one laboratory		3
Additional (6 credit hours)	May fulfill diversity requirement	3

Kent Core

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Upper-Division Requirement

Students must complete a minimum 39 upper-division (numbered 30000 to 49999) credit hours of coursework. Programs in the College of Arts and Sciences require a minimum of 42 hours of upper-division coursework.

Il Note 1: JMC Electives - Choose 12 hours from the following:

JMC 40092 Internship (1-6) JMC 20008 Audience Analysis (3) JMC 28001 Principles of Advertising (3) JMC 33033 Location Sound Recording (3) JMC 30034 Programming for Electronic Media (3) JMC 30034 Programming for Electronic Media (3) JMC 30036 Television Engineering (3) JMC 40013 Television Sports Production (3) JMC 40036 Digital Cinematography (3) JMC 40037 Scriptwriting for Video and Film (3) JMC 40038 Record Promotion (3) JMC 44050 Post Production Sound (3) JMC 44050 Post Production (3) JMC 44050 Post Production (3) JMC 44050 Post Production (3) JMC 44051 Advanced Lighting for Digital Film and Television (3) JMC 46054 Broadcast Documentary (3) JMC 46057 Motion Graphics for Video Ediling (3) JMC 48057 Motion Graphics for Video Production (3) JMC 45010 Feature Film (Every other year) Feature Film Pre-production (3) Feature Film Pre-production (3) JMC 45010 Feature Film Pre-production (3) – syring only JMC 45013 <t< th=""><th></th><th>(1-5)</th></t<>		(1-5)
JMC 20008 Audience Analysis (3) JMC 21001 Principles of Advertising (3) JMC 28001 Principles of Public Relations (3) JMC 30033 Location Sound Recording (3) JMC 30034 Programming for Electronic Media (3) JMC 30034 Programming for Electronic Media (3) JMC 3036 Television Engineering (3) JMC 3042 Multi-camera Studio Production (3) JMC 40036 Digital Cinematography (3) JMC 40036 Digital Video Editing (3) JMC 40037 Scriptwriting for Video and Film (3) JMC 40036 Record Promotion (3) JMC 44042 Remote Television Sound (3) JMC 44050 Post Production Sound (3) JMC 44050 Post Production Sound (3) JMC 45001 Advanced Lighting for Digital Film and Television (3) JMC 45051 Advanced Lighting for Digital Film and Television (3) JMC 46057 Motion Graphics for Video Editing (3) JMC 45010 Feature Film (Every other year) JMC 45010 Feature Film (Every other year) JMC 45010 Feature Film Production (3) – spring only JMC 45011 Feature Film Preduction (3) – summer only	JMC 40092	Internship (1+6)
JMC 21001Principles of Advertising (3)JMC 28001Principles of Public Relations (3)JMC 33033Location Sound Recording (3)JMC 33034Programming for Electronic Media (3)JMC 33036Television Engineering (3)JMC 33042Multi-camera Studio Production (3)JMC 40013Digital Cinematography (3)JMC 40036Digital Video Editing (3)JMC 40037Scriptwriting for Video and Film (3)JMC 40036Record Promotion (3)JMC 440295T-Advenced Music Video Production (3)JMC 44042Remote Television Sound (3)JMC 45001Advanced Lighting for Digital Film and Television (3)JMC 45020Avid Editor Certification (3)JMC 45054Broadcast Documentary (3)JMC 45057Motiole Muti-Media (3)JMC 45057Motion Camphics for Video Editing (3)JMC 45050Feature Film (Every other year)Feature Film (Every other year)JMC 45010Feature Film Pre-production (3) - spring onlyJMC 45011Feature Film Production (3) - spring only	JMC 20008	
JMC 33033 Location Sound Recording (3) JMC 33034 Programming for Electronic Media (3) JMC 33036 Television Engineering (3) JMC 33042 Multi-camera Studio Production (3) JMC 33043 Digital Cinematography (3) JMC 40013 Television Sports Production (3) JMC 40036 Digital Video Editing (3) JMC 40037 Scriptwriting for Video and Film (3) JMC 40036 Record Promotion (3) JMC 40037 Scriptwriting for Video Productionr(3) Selectoct Topic Counce (CII-3) JMC 40036 Record Promotion (3) JMC 44042 Remote Televisien (3) JMC 44050 Post Production Sound (3) JMC 44050 Post Production Sound (3) JMC 45001 Advanced Lighting for Digital Film and Television (3) JMC 45051 Advanced Lighting for Olgital Film and Television (3) JMC 45050 Avia Centre for Video Editing (3) JMC 45051 Motion Graphics for Video Editing (3) JMC 45057 Motion Graphics for Video Editing (3) JMC 45050 Music Video Production (3) JMC 45051 Feature Film (Every other year) JMC 45010 Feature Film Pre-production (3) – spr	JMC 21001	
JMC 33033 Location Sound Recording (3) JMC 33034 Programming for Electronic Media (3) JMC 33036 Television Engineering (3) JMC 33043 Digital Cinematography (3) JMC 40013 Television Sports Production (3) JMC 40036 Digital Cinematography (3) JMC 40037 Scriptwriting for Video and Film (3) JMC 40037 Scriptwriting for Video and Film (3) JMC 40036 Pest Production (3) JMC 40037 Scriptwriting for Video Preductionr(3) Sclector Topic Council (1 - 3) JMC 40036 Record Promotion (3) JMC 44050 Post Production Sound (3) JMC 45001 Advanced Lighting for Digital Film and Television (3) JMC 45001 Advanced Lighting for Digital Film and Television (3) JMC 45050 Production Graphics for Video Editing (3) JMC 45051 Motion Graphics for Video Editing (3) JMC 45057 Motion Graphics for Video Editing (3) JMC 49005 Music Video Production (3) Feature Film (Every other year) Feature Film (Every other year) JMC 45010 Feature Film Production (3) – spring only JMC 45011 Feature Film Production (3) – summer only </td <td>JMC 28001</td> <td>Principles of Public Relations (3)</td>	JMC 28001	Principles of Public Relations (3)
JMC 33036 Television Engineering (3) JMC 33042 Multi-camera Studio Production (3) JMC 33043 Digital Cinematography (3) JMC 40013 Television Sports Production (3) JMC 40036 Digital Video Editing (3) JMC 40037 Scriptwriting for Video and Film (3) JMC 40037 Scriptwriting for Video and Film (3) JMC 40036 Digital Video Editing (3) JMC 40037 Scriptwriting for Video and Film (3) JMC 40036 Record Promotion (3) JMC 43036 Record Promotion (3) JMC 44042 Remole Television Sound (3) JMC 44050 Post Production Sound (3) JMC 44055 Mobile Multi-Media (3) JMC 45001 Advanced Lighting for Oigital Film and Television (3) JMC 46054 Broadcast Documentary (3) JMC 46057 Motion Graphics for Video Editing (3) JMC 49005 Music Video Production (3) Feature Film (Every other year) Feature Film Pre-production (3) – spring only JMC 45010 Feature Film Production (3) – summer only	JMC 33033	
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JMC 45010 Feature Film Pre-production (3) – spring only JMC 45011 Feature Film Production (3) – summer only	JMC 49005	Music Video Production (3)
JMC 45011 Feature Film Production (3) – summer only		
		Feature Film Pre-production (3) – spring only
JMC 45013 Feature Film Post-production (3) – fall only		Feature Film Production (3) – summer only
	JMC 45013	Feature Film Post-production (3) – fall only

Note 2: Television Advanced Skills - Choose i	6 hours from the following:
JMC 30034	Programming for Electronic Media (3)
JMC 33036	Television Engineering (3)
JMC 40013	Television Sports Production (3)
JMC 44050	Post Production Sound (3)
JMC 44065	Mobile Multi-Media (3)

add note that courses taken as sinc electrices count also be counted as concentration electrics 6 su adrison for appropriate Atles



Electronic Media – Electronic Media Production – Bachelor of Science

[CI-BS-ELMD-ELMP] College of Communication and Information School of Journalism and Mass Communication Catalog Year: 2013-2014

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

critical (in boldface and shaded areas) must be complet	1	1	35. E.	1	
Course Subject and Title	Cred Hour	it Uppei s Div.	r Min Grade	Major GPA	
Post-Secondary Coursework or Credit By Exa	amina	tion l	38 "183	1	/ as a Freshman: [30 Credit Hours]
HIST 12070 History of the United States: Formative Period	3_				Fulfills Kent Core Humanities and diversity requirement
HIST 12071 History of the United States: Modern Period	3	1, s		5 mills 2	Fulfills Kent Core Humanities and diversity requirement
Kent Core Composition	<u>\</u> 6	}e-			
Kent Core Fine Arts	3			$\overline{\mathbf{x}}$	upoge and the second
Kent Core Social Sciences	6	A			See list of Kent Core courses that can be earned through
Kent Core Basic Sciences	3		10 AL A		AP, CLEP or CBE exams on page 3
Kent Core Additional	73		<		and the second
Non-JMC General Elective	3				
Semester One: [15 Credit Hours]					
JMC 20004 Media Writing	3		C-		
COMM 15000 Introduction to Human Communication	3				Fulfills Kent Core Additional
JMC 20003 Introduction to Mass Communication	3	+	C-		See note / on page 2
JMC 22002 Videography Basics I	1	+			A A A A A A A A A A A A A A A A A A A
JMC 22003 Videography Basics II	1		C-		
US 10097 Destination Kent State: First Year Experience	1	+			Not required of transfer students with 25 credits
General Elective	3	+			See note 2 on page 2
Semester Two: [15 Credit Hours]					
Requirement: minimum 2.750 GPA					
JMC 23030 Basic Video Production	3		l c-	Τ_	1
JMC 23031 Basic Audio Production	3				
MATH 11009 Modeling Algebra (4)		and the second sec			Fulfills Kent Core Mathematics and Critical Reasoning;
or MATH 11010 Algebra for Calculus (3)	3-4	1 ³¹			credit for MATH 11010 may be earned through CLEP
VCD 14001 Visual Design Literacy				10	
General Elective	3				See note 2 on page 2
Semester Three: [17 Credit Hours]					
ENG 30064 Argumentative Prose or ENG 30065 Expository Prose Writing					
or ENG 30066 Writing in the Public Sphere	3				No.
JMC 20008 Audience Analysis and Research	3		C-		
JMC 30004 Writing for Electronic Media	2	6	C-	10	
JMC Elective I	6		C-		See note 3 on page 2
Kent Core Requirement	3		1	<u> </u>	See Kent Core Summary on page 2
Semester Four: [15 Credit Hours]					
JMC Elective II	6	E	C-		See note 4 on page 2
Non-JMC General Electives (at least 6 credit hours must be	9		<u> </u>		
upper-division)	5				See note 2 on page 3
Summer II: [1 Credit Hour]					
JMC 40092 Internship	1	E	S		Fulfills experiential learning requirement
Semester Five: [15 Credit Hours]					
LIS 10010 Information Fluency or LIS 30010 Information Fluency in the Workplace and Beyond	3				
JMC Elective III	3		C-		See note 5 on page 2
Non-JMC General Electives	9		<u> </u>		See note 2 on page 2
		I	L	1	Cee note 2 of page 2



Electronic Media - Electronic Media Production - Bachelor of Science

[CI-BS-ELMD-ELMP] College of Communication and Information School of Journalism and Mass Communication Catalog Year: 2013-2014

Critical requirements are boldface in shaded a	reas.				$$ \mathbf{N}/\mathcal{A}	
Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes	and the state of t
Semester Six: [16 Credit Hours]						
JMC 40006 Law of Mass Communication	3		C-\			
JMC 40010 Ethics and Issues in Mass Communication	3	8	С	7	Futfills writing-intensive course requirement	
JMC Elective III	3		Ĉ.	1	See note 5 below	
General Electives (minimum 3 credit hours must be upper division)	7		X	111 constationed	Number of credits required depends on meeting minim 124 credit hours and 39 upper-division hours; see note below	
Graduation Requirements Summary		*	(

Graduation Requirements Summary

Total Hours Division Hours Kent Core Hours Diversity Course Writing-Intensive Learning Major GPA Overall GPA 124 39 36 Kent Core or general elective / HIST 12070 JMC 40010 JMC 40092 2.750 2.750	Γ	Minimum	Minimum Upper-	🔪 Minimum 🗽	Global / Domestic	Writing-Intensive	Experiential	Minir	num
		Total Hours	Division Hours	Kent Core Hours		ventiong-sintenesive	Learning	Major GPA	Overall GPA
		124	39	36		JMC 40010	JMC 40092	2.750	2.750

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Composition (6-8 credit hours) ENG 11002, 11011, 21011; HONR 10197, 10297	Enrollment basad on placement test	6-8
Mathematics and Critical Reasoning (3-5 credit hours)	3-4 credit hours fulfilled in this major with MATH 11009 or 11010	0
Humanities and Fine Arts (9 credit hours) Minimum one course from humanities in Arts and Sciences and minimum one course from fine arts	6 credit hours are fulfilled in this major with HIST 12070 and 12071; choose 3 credit hours from Fine Arts that may fulfill diversity requirement	3
Social Sciences (6 credit hours) Must be selected from two curricular areas	May fulfill diversity requirement	6
Basic Sciences (6-7 credit hours) Must include one laboratory		6-7
Additional (6 credit hours)	3 credits fulfilled in this major with COMM 15000; remaining course may fulfill diversity requirement	3

Note 1: Students who successfully complete JMC 20001 prior to declaring a JMC major may use it as a substitute for JMC 20003.

Note 2: Any JMC course taken is calculated in the major GPA. Minimum 72 credit hours must be taken outside JMC.

Note 3: JMC elective I (6 credit hours), choose from the following:

JMC 33032 Audio Studio Production	3	JMC 33042 Video Studio Production	3
JMC 33033 Audio Field Production	3	JMC 33043 Video Field Production	3

Note 4: JMC elective II (6 credit hours), choose from the following:

	21711192	<u> </u>	
JMC 30034 Programming for Electronic Media	3	JMC 40035 Television Graphics	3
JMC 33032 Audio Studio Production	3	JMC 40036 Non-Linear Video Editing	3
JMC 33033 Audio Field Production	3	JMC 40037 Scriptwriting for Video and Film	3
JMC 33036 Basic Media Engineering	3	JMC 44045 Promotions for Electronic Media	3
JMC 33042 Video Studio Production	3	JMC 45001 Lighting for Video Production	3
JMC 33043 Video Field Production	3	JMC 45005 Historical Documentary Production	3
JMC 40013 Television Sports Production	3	JMC 46057 Motion Graphics for Video Editing	3

Note 5: JMC elective III (6 credit hours), choose from the following:

JMC 44050 Audio for Video	3	JMC 46054 Broadcast Documentary 3
JMC 45010 Digital Film Preproduction	3	JMC 49021 Corporate Video
JMC 45013 Digital Film Postproduction	3	

Special Major Note:

Students who pass 15 credits of non-remedial academic coursework each fall and spring semester and the 1-credit First Year Experience course will accumulate 121 credits in four years. This major requires 124 credits for graduation. Students can stay on track for graduation by:

- Declaring their major as freshmen and completing all courses in sequence (bear in mind that switching majors may cause a delay in graduation);
- Prioritizing required courses above electives;
- Meeting regularly with their academic advisors to stay on track;
- Passing each required course the first time attempted and maintaining the minimal GPA for the major,
- Successfully completing more than 15 credit hours of relevant coursework (field-based work, internship) during academic semesters; and/or
- Completing relevant coursework (field-based work, internship) during summer sessions.

Kent Core Courses That Can Be Earned Through Exams 2014 | Attachment 7 | Page 29 and the second second

<u></u>		pal Diversity; D – Domestic Diversity; LAB – Laboratory	Minimum AP score	Minimum CLEP score	Minimum CBE score
	SITION				
ENG	11011	College Writing I (3)	3	50	<u>,c</u>
ENG	21011	College Writing II (3)	ŝ.		Z C
MATHE		AND CRITICAL REASONING			
CS 📐	10051	Introduction to Computer Science (4)	3		10
MATH	11010	Algebra for Calculus (3)		50 🥖	
MATH	11012	Intuitive Calculus (3)	[l	С
MATH	12001	Algebra and Trigonometry (5)	1	50	C
MATH	12002	Analytic Geometry and Calculus I (5)	3	50	Ċ
MATH	14001	Basic Mathematical Concepts I (4)	· · · · · · · · · · · · · · · · · · ·	and the second s	Č
MATH	14002	Basic Mathematical Concepts II (4)		Jeffer Contraction of	č
HUMAN	ITIES AN	ND FINE ARTS	1	1 <u>0</u>	<u> </u>
		rts and Sciences	T .	<i>к[*]</i>	
ENG	22073	Major Modern Writers: British and United States (3)	3	50	
G HIST	11050	World History: Ancient and Medieval (3)	3 /	1	С
G HIST	11051	World History: Modern (3)	3/		c
D HIST	12070	History of the United States: The Formative Period (3)	13	50	c
D HIST	12071	History of the United States: The Modern Period (3)	3	50	
HIST	1xxxx	European History (3)		50	<u> </u>
Fine Art			<u> </u>		
ARCH	10012	Survey of Architectural History II.(3)	<u> </u>		<u> </u>
ARTH	22006				C
MUS		Art History I: Ancient and Medieval Art (3)	3	ļ	
	22111	The Understanding of Music (3)	ļ	 	С
G MUS	22121	Music as a World Phenomenon (3)	l	l	С
	SCIENC		-	.	
ECON		Principles of Microeconomics (3)	3	50	C
ECON	22061	Principles of Macroeconomics (3)	3	50	C
GEOG	10160				C
G GEOG	17063	World Geography (3)			С
D GEOG	17064	Geography of the United States and Canada (3)			C
G GEOG	22061	Human Geography (3)	3		
G POL	10004		3		
D POL	10100	American Politics (3)	3	50	
D PSYC	11762		3	50	
D PSYC	20651	Child Psychology (3)		50	
D SOC	12050	Introduction to Sociology (3)		50	
	CIENCE	S		<u> </u>	
BSCI	10001	Human Biology (3)		1	~
BSCI		Life on Planet Earth (3)			<u> </u>
BSCI		Biological Diversity (4)		50	C
BSCI	10120	Biological Foundations (4)	3	50	
LAB BSCI	11010	Anatomy and Physiology I for Allied Health (3)	4	50	
LAB BSCI	14000	Anatomy and Physiology I for Allied Health (3)			c
	00000	Anatomy and Physiology II for Alleo Health (3)			C
BSCI	20020	Biological Structure and Function (5)			<u> </u>
CHEM		Chemistry in Our World (3)			C
CHEM	10050				<u> </u>
CHEM	10052	Introduction to Organic Chemistry (2)	Contraction of the second seco		С
CHEM	10054	General and Elementary Organic Chemistry (5)			C
CHEM	10060		<u>\</u> 3	50	С
CHEM	10061	General Chemistry II (4)	5	50	С
LAB CHEM	10062		4		
GEOL	11040				С
GEOL	11042		/		Ċ
GEOL	21062		3	N.,	c
GEOL	21080	Oceanography (3)		N.	č
PHY		Seven Ideas that Shook the Universe (3)		<i></i>	č
PHY	12201	Technical Physics I (3)		\	Č
PHY	12202	Technical Physics II (3)		4	Č
PHY	13001		3	2 2	<u> </u>
PHY	13002		3	<u></u>	C C
PHY /	13011	College Physics I (2)	<u> </u>		
PHY /	13012				
	13021				<u> </u>
LAB PHY		Ceneral College Physics Laboratory II (1)	3		<u>s</u>
NOG 1797 I	21040	General College Physics Laboratory II (1) Physics in Entertainment and the Arte (2)	3		<u> </u>
	Z (1341)	Physics in Entertainment and the Arts (3)			C
PHY	21010	Frankland in Asimum and (0)			
PHY PHY	21430	Frontiers in Astronomy (3)			<u> </u>
PHY	21430 23101 23102	Frontiers in Astronomy (3) General University Physics I (5) General University Physics II (5)	3		

Visit the following websites for more information on the AP (<u>www.kent.edu/honors/academicsandresearch/advanced-placement.cfm</u>); CLEP (<u>www.kent.edu/career/testing/clep.cfm</u>); and CBE (<u>www.kent.edu/registrar/info/cbe.cfm</u>) at Kent State. Visit www.kent.edu/catalog/kent-core for the full Kent Core course list.

Learning outcomes for new and revised JMC courses for the Digital Media Production degree

JMC 20009, Video/Audio Production Aesthetics

Students will learn the meaning of signs, use of color, light, sound and music, basic grammar of shots and sounds, sequencing of images and sound and the juxtaposition of sounds and images.

In-Class – lecture and discussion of examples from film, television and sound. Out-of-Class – individual viewing, analysis and written critiques.

JMC 20011, Video/Audio Fundamentais

Students will learn beginning camera operation, framing and naming shots, beginning editing and lighting, sound characteristics, microphone usage, beginning sound recording and editing.

In-Class – lecture theory of audio and digital video with supervised lab practical application of theory.

Out-of-Class – readings and assigned viewings, completing hands-on assignments started in the lab sections.

JMC 30004 – Writing for Video and Audio Media

Student will learn the various writing styles and formats used in current digital media platforms.

In-Class – lecture and demonstrations of scriptwriting techniques for various digital media. Pitching script ideas. Script submission for use by other classes. **Out-of-Class** – script development and writing of scripts.

JMC 33032 - Audio Set-Up and Mixing

Students will learn how to set up various types of microphones and audio sources and perform a live sound mix to achieve a sound design that meets a specific media's objective.

In-Class – lectures, discussion and demonstration of audio set up and mixing techniques

Out-of-Class - Set-up, recording and mixing various studio and remote audio situations. (Including music, live event and live television.)

JMC 33033 – Location Sound Recording

Students learn how to record sound on location. Including microphone selection, recording equipment and digital recording workflow. Students also perform digital postproduction enhancement and editing.

In-Class – lecture, discussions and demonstration of location sound recording equipment and post-production techniques.

Out-of-Class – Projects for sound recording on location. Including dialog, sound effects and ambience.

JMC 33036 – Television Engineering

Students learn how to become a certified television engineer

In-Class – lecture and discussion of television engineering principles Out-of-Class – reading to pass SBE test

JMC 33092 – Student Media Practicum

Students work with Student Media

In-Class – there is no traditional class, students work in TV2, Black Squirrel radio or other student media.

Out-of-Class – All of the work is performed outside of the traditional classroom.

JMC 44050 Post Production Sound

Student will learn the techniques and methods for advanced postproduction sound for digital film projects.

In-Class – lecture, discussion and demonstration of post-production sound techniques

Out-of-Class – readings on post-production sound techniques and working on digital film projects (spotting sound effects, adding music, cleaning up dialog and mixing the final sound for the project.

JMC 44065, Mobile Multi-Media

Students will learn to develop multimedia content for mobile platforms.

In-Class – discuss current mobile platforms and multimedia content creation **Out-of-Class** – research of mobile media uses and develop content for the various platforms such as smart phones, tablet, etc.

JMC 45001 – Advanced Lighting for Digital Film

Students will receive a solid knowledge of the building blocks of lighting for video production.

In-Class – lecture and demonstration of advanced lighting techniques for digital film.

Out-of-Class – Perform the job as Gaffer and Key Grip on digital film projects as well as work on assigned classroom projects.

JMC 45007, Producing and Directing for Single Camera

Students will learn script breakdown and scheduling, working with talent, location scouting, pre-visualization, distribution and financing.

In-Class – lecture discussion of production strategies, for various types of projects including documentary, narrative and commercial projects.
 Out-of-Class – Produce and direct a variety of projects demonstrating learned skills.

JMC 45010 – Feature Film Pre-Production

Students will learn the pre-production techniques necessary to produce a feature film. These include script development, casting, location management, crew selection, and script breakdown, scheduling and budget development.

In-Class – lecture, discussion and application of the techniques for preproduction of a specific feature film.

Out-of-Class – performance of designated assignments in pre-production

JMC 45011 – Feature Film Production

Students will learn hands—on training for shooting a feature film including all the elements required for a full-length movie. This includes directing, assistant directing, script supervision, continuity, cinematography, lighting, sound recording and editing of dailies.

In-Class – intensive hands-on training for feature film production techniques Out-of-Class – multiple assignments for shooting a feature length movie

JMC 45013 – Feature Film Post-Production

Student will learn all aspects of post-production editing techniques for the feature length digital film. Students will have assigned scenes to edit from assembly edit, rough cut, fine cut, picture-lock. Students will then work in some of "finishing" of the film such as color correction, visual effects, graphics or sound.

In-Class – lecture, demonstration and application of feature film post production techniques.

Out-of-Class – feature film editing assignments and "finishing"

JMC 49099, Senior Digital Media Production Project

Students will learn budget issues and fundraising, studio and location production, scheduling, and post-production and finishing.

In-Class – project management and organization. Analysis of professional projects including budget construction, scheduling, fundraising and all phases of production.

Out-of-Class - project completion

JMC 49005, Music Video Production

Students will learn the process of producing and directing a music video including pitching, scripting, storyboards and shooting.

In-Class – lecture and analysis of music video production Out-of-Class – team and individual projects

JMC 33043, Digital Cinematography

Students will learn professional camera operation, including lens selection, controlling focus and depth of field, lighting and camera moves.

In-Class – camera, lighting and optics theory and operation. Hands on practice matching camera optics and lighting.

Out-of-Class – practical application with shooting assignments

JMC 40036, Digital Video Editing

Students learn project creation and clip management, sequencing, titles and effects, sound mixing

In-Class – lecture demonstration of editing principles Out-of-Class – completion of editing assignments

JMC 33042, Studio Television

Student will learn live studio production, including all studio positions.

In-Class – lecture and discussion of live studio television programming Out-of Class – crewing and participation in live television production

JMC 44042, Remote Television

Students will learn remote video production including all remote positions, wiring and set-up.

In-Class – lecture and discussion of remote television programming Out-of-Class – crewing and participation in remote television production

JMC 45006, Producing and Directing Live Television

Student will learn to create scripts, work with talent, location scouting, studio rehearsal, streaming, broadcast and distribution.

In-Class – lecture and discussion of multi-camera strategies Out-of-Class – producing and directing of remote or studio television

School of Journalism and Mass Communication Digital Media Production degree

Keywords

Digital Media Digital Film Electronic Media Video Production Audio Production Television Radio Mass Communication Electronic Communication Video Editing Audio Editing Digital Cinema Sound Design

DELANEY, LISA

From: Sent: To: Cc: Subject: HANSON, LUETT Wednesday, January 08, 2014 1:52 PM DELANEY, LISA ZINGRONE, CATHERINE; BLASE, GREGORY RE: Digital media Production proposal

Lisa: Thanks for your assistance!

LUETT LuEtt Hanson, Ph.D. Associate Dean College of Communication and Information Kent State University Office phone: 330-672-2950 Fax: 330-672-2952

From: DELANEY, LISA Sent: Wednesday, January 08, 2014 11:30 AM To: HANSON, LUETT; BLASE, GREGORY Cc: ZINGRONE, CATHERINE Subject: RE: Digital media Production proposal

Hi LuEtt,

Thank you, LuEtt. A few things:

Addressing 3. below: I cannot add a title to the special topics course; what I will do is change the title and add a note saying "See advisor for appropriate titles".

Addressing 4. below: I have updated the workflow to show the correct title.

Addressing 5. below: I have added the note "Courses taken as a major elective cannot count as a concentration electives" to both the program requirements and roadmaps.

Best, Lisa

From: HANSON, LUETT Sent: Monday, January 06, 2014 1:35 PM To: DELANEY, LISA; BLASE, GREGORY Cc: ZINGRONE, CATHERINE Subject: RE: Digital media Production proposal

Lisa:

Thanks for your careful reading of this curriculum proposal. I think you might have been working with an older version of the documents, because some of the items you noted (below) had already been corrected. I'm attaching the most recent version of the proposal, and I'll respond to your questions in your message below. Thanks for your assistance! Let us know if you find any additional errors. LUETT LuEtt Hanson, Ph.D. Associate Dean College of Communication and Information Kent State University Office phone: 330-672-2950 Fax: 330-672-2952

From: DELANEY, LISA Sent: Thursday, January 02, 2014 2:34 PM To: BLASE, GREGORY Cc: HANSON, LUETT Subject: Digital media Production proposal

Hi Greg,

After reviewing the proposal sent to Therese on 12/13, I have a few questions:

- The Major Requirements category on the program requirements you have totaling 34, however with the courses listed it actually totals 35 thereby making the program 125. Should the electives be reduced by 1 or...? If so, which semester should it come out of on the roadmap? This has been corrected by reducing JMC electives to 11 and taking the one credit out of Semester 5 on the roadmap.
- 2. JMC 40092 Internship is showing as required in the major requirements (also says 1 hour required in major by the option in the elective list), but is not on roadmaps. I think there might be something hinky here which is why my math doesn't match yours but I will need you to explain it to me. The internship was added to the summer after Semester 6.
- 3. You have JMC 40295 listed as an elective course in the major requirements, however the title you have listed is Advanced Music Video Production; I do not see that title attached to a current or proposed course. Do you want JMC 40295 Special Topics in Journalism and Mass Communication (1-3) listed as the elective? In the previous version I saw you had a note added about checking with advisor for appropriate title. Yes, please change the course name to JMC 40295 Selected Topics in JMC: Advanced Music Video Production. JMC wants to offer this course a few times experimentally before creating a new course for this topic.
- 4. In the Digital Film concentration you have JMC 45001 listed as an elective. The title shown is Advanced Lighting for Digital Film and Television, however the workflow and program requirements show Advanced Lighting for Digital Film. Which is correct? The correct title is Advanced Lighting for Digital Film and Television, and it has been corrected throughout.
- 5. Some of the courses listed in the major electives and concentration electives overlap. Should there be a note that if the course is taken in one area it cannot count for both? Yes, please add the comment you have proposed, using standard catalog language.
- 6. The title for JMC 33042 as proposed in the workflow and program requirements is Studio Production, however on the roadmap it is listed as Multi-camera Studio Production, which should it be? The correct title for JMC 33042, which should be in the most recent workflow, is Studio Television, and we have corrected the title throughout the proposal. Also, on the program requirements this course is listed as not applying for students in the Television concentration, but it is listed as an option on the roadmap, which is correct? The requirement list is correct. We have taken the course off the roadmap elective list.
- 7. JMC 40013 Television Sports Production is listed as a major electives on both roadmaps but is not listed in the program requirements; should it be listed? Yes, we have added this course to the list of JMC electives on the program requirements.
- 8. JMC 44042 is listed as not applicable to the TV concentration on the program requirements, however is listed as eligible on the roadmaps. Which is correct? The program requirements are correct. We have removed this option from the roadmap for the Television concentration.

EPC Agenda | 27 January 2014 | Attachment 8 | Page 1

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Dat	e 10-Oct-13	Curriculum Bulletin	
Effective Date	Fall 2014	Approved by EPC	
Ashtabula Campus			

College	RE - Regional College					
Degree	AAS - Associate of Applied Scier	ice				
Program Name	Physical Therapist Assistant Teo	chnology	Program B	Banner C	ode	PTST
Concentration(s)	Athletic Trainers Transitions	Concentration(s	s) Banner C	Code(s)	ATT	
Proposal	Offer program fully online					

Description of proposal:

Department

Change Request: Online or Blended/Hybrid Delivery for the Physical Therapist Assistant Technology -- Athletic Trainer Transitions concentration only (AAS-PTST-ATT)

Does proposed revision change program's total credit hours?□ Yes⊠ NoCurrent total credit hours:66Proposed total credit hours66

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

There should not be any impact on other programs, policies or procedures. Approval will allow marketing this concentration as an online program and therefore should increase national awareness and enrollment.

Units consulted (other departments, programs or campuses affected by this proposal): Regional College Dean, Curriculum Services, Senior Program Director for Nursing and Allied Health; Ashtabula PTST faculty

REQUIRED ENDORSEMENTS	
Kathersfl	10/10/13
Department Chair / School Director	
TOCKOR ON BARADANA)	10/13/13
Campus Dean (for Regional Campuses proposals)	
Wanda Thomas	101161/3
College Dean (or designee)	
	/
Dean of Graduate Studies (for graduate proposals)	
	1 1

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



Board of Regents University System of Ohio

John R. Kasich, Governor John Carey, Chancellor

CHANGE REQUEST ONLINE OR BLENDED/HYBRID DELIVERY

This form is to request authorization to deliver 50 percent or more of a degree/degree program that has previously been approved by the chancellor using an online or blended/hybrid¹ delivery model. The 50 percent marker excludes internships, clinical practicum, field experiences and student teaching.

Date of submission:	date to come
Name of institution:	Kent State University
Degree/degree program to be offered using online or blended/hybrid delivery:	Athletic Trainer Transitions concentration ² within the Physical Therapist Assistant Technology major, Associate of Applied Science degree
Primary institutional contact for the request:	Name: Therese E. Tillett Title: Director, Curriculum Services, Office of the Provost Phone: 330-672-8558 E-mail: ttillet1@kent.edu
Proposed start date:	Fall 2014
Date that the request received final approval from the appropriate institutional committee:	Approved by Regional College Curriculum Committee on 13 December 2013. Will be included as an information item on the 27 January 2014 agenda of the Educational Policies Council, a subcommittee of the Faculty Senate
Does the institution have Higher Learning Commission approval for online or blended/ hybrid delivery:	Yes
An educator preparation program that leads to licensure or endorsement:	No

¹ For this document, the following definitions will be used:

Online-most (80+%) of the content is delivered online; typically requires no face-to-face meetings.

Blended/hybrid—blends online and on-ground delivery; substantial content is delivered online; typically has a reduced number of face-to-face meetings.

Web-facilitated—use web-based technology (learning management system or web pages) to facilitate what is essentially a face-to-face course.

On-ground—traditional, face-to-face, whereby content is primarily delivered orally or in writing. For this document, on-ground courses include those that are web-facilitated.

² Per Kent State University curriculum nomenclature, a "major" is a set of requirements for completion of a degree as authorized by the Kent State Board of Trustees and the Ohio Board of Regents. A "concentration" is a subset of requirements for a specialization within that major. E.g., Bachelor of Science degree – Biology major – Molecular Biology concentration.

3. CURRICULUM

3.1 Will the online or blended/hybrid program be offered <u>instead of</u> or <u>in addition to</u> the onsite program?

The online Athletic Trainer Transitions concentration within the Associate of Applied Science degree in Physical Therapist Assistant Technology will be offered <u>in addition</u> to the on-ground program.

The degree program has been offered at the East Liverpool Campus since 1986 and at the Ashtabula Campus since 2003. The Athletic Trainer Transitions optional concentration was established in fall 2012, and is offered at the Ashtabula Campus only.

3.2 Indicate whether the online or blended/hybrid program is equivalent to the on-ground program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain.

The Athletic Trainer Transitions concentration admits only students who have a bachelor's degree and are a board-certified athletic trainer. Students demonstrate competency and receive academic credit for four major courses (14 credit hours), whose content was previously included in their education to become a board-certified athletic trainer.

Admission, course and graduation requirements and student learning outcomes for the online Athletic Trainer Transitions concentration is equivalent to the on-ground program.

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

The online design structure for the program's lecture, practicum and seminar courses are asynchronous to allow students to access course content and assignments at any time without the need for simultaneous instructor or peer involvement. Kent State University utilizes the Blackboard Learning System software to facilitate student-instructor interaction via the online communication tools within the course management system. This technology provides one central location for course instructional materials, assessments, assignments and communication using discussion boards, journaling, email, message boards and announcements as appropriate.

The online design structure for three lecture/laboratory courses (PTST 10001, PTST 10010 PTST 20006) are asynchronous for the lecture content, but will necessitate some on-campus attendance. Online students will be required to be on the Ashtabula Campus for a three-day midterm and a three-day final lab weekend for each of the three courses.

Therefore, this program is not 100 percent online as students must be physically present on the Ashtabula Campus six times throughout the entire course of study.

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

The Physical Therapist Assistant Technology degree program has two full-time administrators, who are available by e-mail and telephone to provide students with the necessary support and counsel.

Faculty who deliver the curriculum are also available in both synchronous and asynchronous online formats, and by telephone. Students are encouraged to contact course instructors with curriculum-related questions. Instructor contact information, online office hours and the availability of telephone conferencing are posted on each syllabus for online and hybrid courses. Resources that are course specific are made available through links or documents in the Blackboard course room.

Kent State's Online Technology Help Center (<u>support.kent.edu</u>) provides students with 24/7 technology support, software downloads, and hundreds of tutorials and online resources. The University Library (<u>www.kent.edu/library</u>) offers instructions and tutorial resources to assist students with off-campus access through Virtual Private Network (VPN) service or OhioLINK Authentication Service.

Ashtabula Campus' Academic Services Office provides appropriate accommodations and ADAcompliant materials in online courses to students with recognized and confirmed disabilities.

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

Each major course in the Physical Therapist Assistant Technology program has a set of student learning objective/competencies that are identical for all students. The student learning objectives are developmentally prepared for undergraduates by the faculty, based on the Evaluative Criteria for Physical Therapist Assistant Education from the Commission for Accreditation of Physical Therapy Education (CAPTE), and meet the minimum required skills of physical therapist assistant graduates at entry-level by the Board of Directors of the American Physical Therapy Association.

A Physical Therapist Assistant Technology graduate demonstrates the ability to provide physical therapy services in a legal, ethical and culturally competent manner. In addition, they are prepared to accomplish the following;

- 1. Provide appropriate and effective physical therapy interventions within the plan of care established by a physical therapist.
- 2. Communicate effectively with others, teaching or instructing when appropriate.
- 3. Produce legal and ethical documentation to meet professional expectations and the needs of third party payers.
- 4. Manage ethically fiscal and human resources to provide high-quality, efficient and costeffective physical therapy services.
- 5. Demonstrate consistency the value-based behaviors of a physical therapist assistant: altruism, caring and compassion, continuing competence, duty, integrity, therapist/therapist assistant collaboration, responsibility and social responsibility.

Program faculty has developed an extensive curriculum assessment process, including program specific exit surveys, an independent cumulative content exam, National Physical Therapy Examination first-time pass rates, and course assessments completed by each instructor. This assessment process is used for both the on-ground and online program.

The Student Survey of Instruction is the university's formal measure of faculty teaching effectiveness. The results of the survey are used by the instructor to improve the class, and by the department, college, and university committees to evaluate the instructor, curriculum, equipment and facilities for the class. Student enrolled in fully online courses receive, complete and submit the Student Survey of Instruction online.

3.5 Using the chart below, please list the courses that make up the major/program and indicate whether they are delivered using an online, blended/hybrid or on-ground format (see definitions on first page). Identify all new courses (i.e., courses that are not a part of the approved, on-ground curriculum.) Please provide a syllabus for each new course as an appendix item.

Students in the Athletic Trainers Transition concentration have a previous bachelor's or master's degree and are board certified in athletic training. These students receive transfer credit from their previous degree(s) and certification toward the required PTST coursework.

Information and program requirements for the AAS degree in Physical Therapist Assistant Technology in the 2013 Kent State University Catalog: <u>www.kent.edu/catalog/2013/re/ug/ptst</u>. Please note that the program is being revised for fall 2014. Revisions for the concentration include replacing PTST 22392 with PTST 22092 and 23092, and replacing PTST 22010 with PTST 22005 and 22007. Minimum total credit hours to program completion are unchanged at 66 with these revisions.

The table below represents the fall 2014 curriculum for the Athletic Trainers Transition concentration.

Course	Online	On- ground	Blended / hybrid	Required in 2013 program	Comments
HED 14020 Medical Terminology or	\checkmark	\checkmark			HED 14020 is offered online
ITAP 26651 Medical Billing Terminology or		\checkmark		Yes	by heath education faculty via
PTST 10009 Medical Terminology	\checkmark	\checkmark			the Kent Campus
NURS 20950 Human Growth and Development	~	\checkmark		Yes	Offered by nursing faculty
NORS 20950 Human Główul and Development	•	•		165	for online RN-BSN program
					Offered by psychology
PSYC 11762 General Psychology	✓	\checkmark		Yes	faculty on all campuses (Kent
					Core/general education)
PTST 10000 Introduction to Physical Therapy	1	\checkmark		Yes	
Assisting	•	•		103	
PTST 10001 Principles of Patient Care in Physical		\checkmark	\checkmark	Yes	Two 3-day on-campus visits
Therapy					1 wo 5-day on-eampus visits
PTST 10003 Clinical Conditions I	√	√		Yes	
					Two 3-day on-campus visits;
					C grade or better required;
PTST 10010 Transitions in Physical Therapy			✓	Yes	demonstrates competency
					and awards credit for PTST
					10002, 10004, 20003, 20004
PTST 11005 Physical Therapy Practice	✓	✓		Yes	
PTST 11092 Practicum in Clinical Education I	✓	✓		Yes	
PTST 20001 Therapeutic Communications in	1	\checkmark		Yes	
Physical Therapy		•			
PTST 20006 Physical Rehabilitation Procedures		✓	✓	Yes	Two 3-day on-campus visits
PTST 20008 Clinical Conditions III	\checkmark	\checkmark		Yes	
PTST 22005 Physical Therapy Seminar *	✓			No	Replaced PTST 22010 (2014)
PTST 22007 Physical Therapy Capstone *	√			No	Replaced PTST 22010 (2014)
PTST 22092 Practicum in Clinical Education II *	√			No	Replaced PTST 22392 (2014)
PTST 23092 Practicum in Clinical Education III *	✓			No	Replaced PTST 22392 (2014)

* Course is existing and currently offered for the program

4. FACULTY AND ADMINISTRATION

4.1 Describe the duties of the individual who has major responsibility for the administration and coordination of the online or blended/hybrid program. Describe the qualifications of this individual for the oversight of a distance education program and provide this individual's CV as an appendix item.

Program Director Kathrine A. Giffin is the primary person responsible for the program's administration and coordination. Ms. Giffin has 10 years of experience in higher education, including the past 22 months as the program director. Ms. Giffin has a Master of Education degree in Instructional Design for online learning, experience as a consultant for corporate online training and has attended Quality Matters training. She practiced as a licensed physical therapist assistant for more than 20 years in outpatient orthopedic and wellness settings. (See Appendix A for Ms. Giffin's CV)

4.2 Describe faculty members' responsibilities to the online or blended/hybrid program. In your response, indicate how faculty members' responsibilities to the online or blended/hybrid program affect their responsibilities to the on-ground program, including teaching load, advising, research/scholarship, and participation in faculty committees/governance. Are additional faculty members going to be hired to implement the online or blended/hybrid program? Will these faculty members participate in only the online or blended/hybrid program or will they participate in the on-ground program as well.

Full-time non-tenure-track faculty who teach in the online Athletic Trainers Transition concentration will have those instructional responsibilities as part of their standard load. Faculty will teach both on-ground and online courses in their area of expertise. There is no expectation that full-time faculty will be in an overload situation. It is expected that full-time faculty will teach in online courses during the summer term as a part of their professional duties. There is no expectation that the online instruction will negatively affect fulltime faculty responsibilities to the Regional College or the Ashtabula Campus.

4.3 Describe the mechanisms used to ensure that faculty members have the appropriate qualifications and support to teach successfully in an online environment. Include in your response the pedagogical and technical support provided for the design, production and management of online courses, as well as institutional support for all essential technology.

Lead instructors Tiffany Kiphart and Elizabeth Schlosser each have more than 10 years teaching experience in the Physical Therapist Assistant Technology program and five years teaching online courses. The lead instructors serve as subject matter experts to design the online courses in consultation with the Ashtabula Campus instructional technologist(s). Once designed, the course materials are shared with all instructors teaching the same course. Textbook, content and assignment changes are determined by consensus of all course instructors.

Associate Lecturer Kiphart recently earned a Master of Education degree in Instructional Technology; and faculty member Rebecca Rempe has begun coursework toward a Master of Liberal Studies degree. Lecturer Rempe's degree specialization is in "the utilization of instructional technology to maximize education for all students and serve the aging population." Assistant Professor Robert Blake attended a one-day Quality Matters workshop, and all program faculty members participated in six hours with a course instructional designer in spring 2013. Recently, the Ashtabula Campus hired two full-time instructional technologists, who are also being trained to serve as consultants for instructional design.

Further, there are university resources available to assist with both the substantive and technical needs of the faculty. For example, the Office of Continuing and Distance Education and the Educational Technology Services units provide support for the design and delivery of online courses. Moreover, Kent State's online Help Desk, available 24/7, assists faculty and students with technical support to trouble shoot challenges that arise.

4.4 Using the form below, provide the information requested for each member of the instructional staff. A faculty member must be identified for each course to be taught during the first two years of program delivery. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix.

A copy of each faculty member's CV is in Appendix B.

Name of instructor	title	Full- / part- time	Terminal degree	Course instructor will teach in proposed program	Experience teaching distance education courses/DL professional development	Courses taught*
Elizabeth Schlosser		FT	BS, Physical Therapy, Bowling Green State University, 1989	PTST 10003 Clinical Conditions I PTST 10010 Transitions in Physical Therapy	Online course management since 2007; 15-20 hours training with instructional technologist prior to teaching first fully online courses in 2008; 1-2 online/hybrid courses each year since 2008	38 load hours/ 6 courses
Tiffany Kiphart	Associate Lecturer	FT	MEd, Instructional Technology, Kent State University, 2013	PTST 10001 Principles of Patient Care in Physical Therapy PTST 10003 Clinical Conditions I PTST 10010 Transitions in Physical Therapy PTST 20006 Physical Rehabilitation Procedures PTST 20008 Clinical Conditions III	Online course management since 2007; taught 1-2 online/hybrid courses each semester since summer 2008	38.25 load hours/ 5 courses
Robert M. Blake	Assistant Professor	FT	MS, Physical Therapy, Duke University, 1994	PTST 10000 Introduction to Physical Therapy Assisting PTST 10001 Principles of Patient Care in Physical Therapy	Online course management for all on-ground courses since spring 2012; 1-3 online courses/semester since 2012; 6 hours Blackboard Learn training; 6 hours Quality Matters training; 15 hours consulting with instructional technologist; mentoring with Schlosser and Kiphart	36 load hours/ 8 courses

* Number of courses instructor will teach each year (online and on-ground).

		Full-			Experience teaching	Courses
Name of	Rank or	/	Terminal	Course instructor will	distance education	taught*
instructor	title	part-	degree	teach in proposed program	courses/DL professional	
		time			development	
Rebecca	Lecturer	FT	BS, Exercise	PTST 10000 Introduction to Physical	Online course management	37.75
Rempe			Science, Ohio	Therapy Assisting	for all on-ground courses,	load
			University,	PTST 10001 Principles of Patient Care in	taught 1-4 fully online or	hours/
			1997	Physical Therapy	hybrid courses since 2011;	10
				PTST 10009 Medical Terminology	6 contact hours training in	courses
				PTST 10010 Transitions in Physical Therapy	Blackboard Learn;	
				PTST 11005 Physical Therapy Practice	mentoring with Schlosser	
				PTST 11092 Practicum in Clinical	and Kiphart	
				Education I		
				PTST 20001 Therapeutic Communications		
				in Physical Therapy		
				PTST 20006 Physical Rehabilitation		
				Procedures		
				PTST 20008 Clinical Conditions III		
				PTST 22092 Practicum in Clinical		
				Education II		
				PTST 23092 Practicum in Clinical		
				Education III		

APPENDICES

- A CV for Program Director Kathrine A. Giffin
- B CV for faculty in Physical Therapist Assistant Technology

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

Respectfully,

Todd A. Diacon Senior Vice President for Academic Affairs and Provost Kent State University

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 1-Dec-13 Curriculum Bulletin ______
Effective Date Fall 2014 Approved by EPC ______

Department	Regional Campus-Salem				
College	RE - Regional College				
Degree	BRIT - Bachelor of Radiologic Imaging Sciences				
Program Name	Radiologic and Imaging Sciences	Program Banner Code RIS			
Concentration(s)	Nuclear Medicine Concentr	ation(s) Banner Code(s) NMFR, NMHO, NMRT			
Proposal	Temporarily suspend admissions				

Description of proposal:

This request is to temporarily suspend admissions into the three Nuclear Medicine concentrations for the Bachelor of Radiologic and Imaging Sciences degree beginning fall 2014. The reason is due to low enrollment due to current low employment placement rates both locally and nationally. The current cohorts will graduate, one in December 2013 and the other in December 2014. It is hoped the employment situation will change in the future so the program can again accept students.

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

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

This temporary suspension has no impact on other programs, policies or procedures. The program director and clinical coordinator for the nuclear medicine program will complete all required courses for the current cohort of students and end employment in December 2014.

Units consulted (other departments, programs or campuses affected by this proposal): No other units are affected.

REQUIRED ENDORSEMENTS

Department Chair / School Director

Campus Dean (for Regional Campuses proposals)

lo

College Dean (or designee)

Dean of Graduate Studies (for graduate proposals)

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

12/2/2013





To:Wanda Thomas, Regional College Dean and Associate Provost for Systems IntegrationFrom:Jan Gibson, Senior Program Director, Radiology Programs, Salem CampusDate:December 5, 2013Subject:Revision of BRIT degree in Radiologic and Imaging Sciences in the Nuclear Medicine
Concentration

The Nuclear Medicine program in the Bachelor of Radiologic and Imaging Sciences Technology (BRIT) degree will temporarily suspend admissions into all of the three options of Nuclear Medicine Concentration to include:

NMFR, Nuclear Medicine Associate Degree/Freshman Entry

NMHO, Nuclear Medicine for Hospital Based/ATS Graduates

NMRT, Nuclear Medicine Associate of Applied Science in Radiologic Technology

The main reason for the temporary suspension is due to low enrollment.

The suspension will be reevaluated in 2-3 years and a decision will be made to reopen admissions or to inactivate the program.

Proposal Summary to Temporarily Suspend Admission BRIT Degree in Radiologic and Imaging Sciences Curricular Revision

Full explanation of why the temporary suspension of admission to the program is being proposed:

The nuclear medicine concentrations of the Bachelor of Radiologic and Imaging Sciences degree are to be temporarily suspended due to low enrollment. The fall 2012 cohort will graduate only 4 students in December 2013. The fall 2013 cohort had 3 students admitted into the program. One withdrew 2 months into the semester due to financial aid issues therefore only 2 students will graduate in December 2014. The main reason for the low enrollment is due to the poor job placement rate at the local, state and national levels. Secondly, there are less nuclear medicine procedures being ordered by physicians due to reassignment to CT and MRI scans. Also many nuclear medicine technologists were expected to retire but have stayed on the job to retain health benefits.

It is hoped this situation may change in the future due to the emergence of PET-CT (Positron Emission Tomography/Computed Tomography) and PET-MRI (Magnetic Resonance Imaging) scans. These procedures must be performed by nuclear medicine technologists. In addition, as current nuclear medicine technologists retire in the next few years, it will open more positions for our graduates. If the situation does not change in the next three years, the nuclear medicine concentrations will be inactivated.

List of courses that will not be taught if admission into the program is suspended, and a statement summarizing the effect of suspending these courses on other units of the university that rely on these courses for core or option requirements, with evidence that those units have been consulted with respect to these effects:

Kent State University Salem Campus Nuclear Medicine Program

Fall Semest	er	
RIS 44001	NM Patient Management	3 semester hours
RIS 44002	NM Procedures I	3 semester hours
RIS 44005	NM Clinical Education I	2 semester hours
RIS 44006	NM Physics and Instrumentation I	3 semester hours
RIS 44019	NM Procedures IV	2 semester hours
RIS 44020	NM Clinical Education IV	3 semester hours
RIS 44023	NM Physics and Instrumentation III	3 semester hours
RIS 44039	NM Techniques	2 semester hours
Spring Seme	ester	
RIS 44010	NM Clinical Education II	3 semester hours
RIS 44011	NM Radiopharmacy	4 semester hours
RIS 44012	NM Procedures II	3 semester hours
RIS 44014	NM Physics and Instrumentation II	3 semester hours
Summer II S	emester	
RIS 44015	NM Clinical Education III	2 semester hours
RIS 44016	NM Procedures III	2 semester hours
RIS 44017	NM Radiation Safety	3 semester hours

There will be no effect on any other unit.

- ----

Proposal Summary to Temporarily Suspend Admissions

Effect on current students enrolled in the program, faculty, staff and active courses: The fall 2012 cohort will graduate in December 2013. The fall 2013 cohort will graduate in December 2014. The program director has committed to remain with the program until all currently enrolled students have completed degree requirements. Current students that were being advised by the nuclear medicine program director seeking admission into the program have been contacted about the status of the program. Those students who are Freshman Entry have been given the option of applying to the Diagnostic Medical Sonography or Radiation Therapy programs. The radiologic technology graduates (NMRT or NMHO) have the options of CT, DMS, MRI or RTH concentrations.

The nuclear medicine program director and clinical coordinator will no longer be employed as of December 31, 2014. The senior program director of radiology will complete any other duties associated with the accreditation requirements for closing.

Active courses will be temporarily suspended until a decision is made to either close the program or re-activate it.

Fiscal and staffing impact of suspension, including library, facility, equipment; examples are budgeted expenditures that will be suspended or cancelled, funding that has been committed and now will not be used, and grants that could be jeopardized:

The main fiscal impact will be the cessation of salary and benefits for the full time program director and the part time clinical coordinator.

The nuclear medicine classroom will be used by radiology programs as a general classroom. Offices will be reassigned to other radiology faculty.

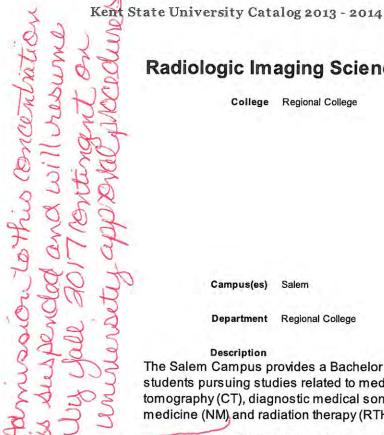
Term and year when it is anticipated that it will end (<u>no temporary suspension of admission</u> <u>may exceed three years</u>):

The temporary suspension will last from fall 2014 to fall 2017.

If the program is taken out of suspension, a search for a program director will be completed. National accreditation will have to be pursued with the submission of a self-study report.

Degree Code	Degree Name	Major Code	Major Code	Concentration Code	Concentration Name
BRIT	Bachelor of Radiologic and	the present give and	NMFR	Nuclear Medicine - Associate Degree/Freshmen Entry	
	Imaging		Science	NMHO	Nuclear Medicine - Hospitals/ATS
	Sciences Technology			NMRT	Nuclear Medicine - AAS Radiologic Technology

Kent State University Catalog 2013 - 2014: Majors, Minors, Programs and Courses EPC Agenda | 27 January 2014 | Attachment 9 | Page 5



College Regional College

Radiologic Imaging Sciences - B.R.I.T.



Resources

Roadmaps **Program Requirements** Academic Policies

Campus(es) Salem

Department **Regional College**

Description

The Salem Campus provides a Bachelor of Radiologic and Imaging Sciences Technology, designed for students pursuing studies related to medical imaging. Five concentrations are offered; computed tomography (CT), diagnostic medical sonography (DMS), magnetic resonance imaging (MRI), nuclear medicine (NM) and radiation therapy (RTH). The options to pursue this major are the following:

- Option I: Completion of the Associate of Applied Science in Radiologic Technology prior to acceptance into the major. Available in the following concentrations: CT, DMS, MRI, NM or RTH.
- Option II: Completion of an Associate of Science degree or completion of electives (freshman entry) prior to acceptance into the major. Available in the following concentrations: DMS, NM or RTH. No previous radiologic technology program is required prior to acceptance into this option.
- Option III: Graduation from a hospital-based certificate program in radiologic technology (32) semester credits will be awarded), successful completion of the American Registry of Radiologic Technologist (ARRT) certification exam and completion of the Associate of Technical Studies in Radiologic Technology prior to acceptance into the major. Available in the following concentrations: CT, DMS, MRI, NM or RTH.

Career Opportunities

Radiologic technologists held about 216,000 jobs in 2010. More than 60 percent of all jobs were in hospitals. Most other jobs were in offices of physicians; including diagnostic imaging centers; and outpatient care centers.

(Source: Bureau of Labor Statistics)

Admission Requirements

Admission to the program is on a selective basis due to the limited number of students approved for each clinical education setting. The application deadlines are April 1 for DMS, NM and RTH and July 1 for CT and MRI. Program applicants are encouraged to meet with an advisor at the Salem campus to discuss the minimum admission requirements. Detailed information and requirements for admission, satisfactory progress and graduation are in the student handbook for this program. A copy of the handbook may be obtained from the program directors.

Graduation Requirements

Kent State University Catalog 2013 - 2014: Majors, Minors, Programs and Courses

Io receive a Bachelor of Radiologic and Imaging Science Clagendad & data and a strategy of the strategy of the

Program Learning Outcomes Computed Tomography concentration

Graduates of this program will be able to:

- 1. Use critical thinking skills when performing CT procedures.
- 2. Use oral and written communication skills when performing CT procedures.
- 3. Successfully perform CT procedures
- 4. Conduct themselves in a professional manner when performing CT procedures.

Diagnostic Medical Sonography concentration

Graduates of this program will be able to:

1. Effectively utilize critical thinking and problem-solving skills in the practice of diagnostic medical sonography.

2. Use oral and written communication skills when performing sonography procedures.

- 3. Successfully perform sonographic procedures.
- 4. Conduct themselves in a professional manner.

Magnetic Resonance Imaging concentration

Graduates of this program will be able to:

- 1. Use critical thinking skills when performing MRI procedures.
- 2. Use oral and written communications skills when performing MRI procedures.
- 3. Successfully perform MRI procedures.
- 4. Conduct themselves in a professional manner when performing MRI procedures.

Nuclear Medicine concentration

Graduates of this program will be able to:

- 1. Use critical thinking skills when performing nuclear medicine procedures.
- 2. Use oral and written communications skills when performing nuclear medicine procedures.
- 3. Successfully perform diagnostic and therapeutic nuclear medicine procedures.
- 4. Conduct themselves in a professional manner when performing nuclear medicine procedures.

Radiation Therapy concentration

Graduates of this program will be able to:

Kent State University Catalog 2013 - 2014: Majors, Minors, Programs and Courses

1. Use critical thinking and problem-solving skills in the Practoenstad and problem solving skills in the Practoenstad and problem of Page 7

2. Effectively communicate in oral and written form with members of the health care team.

3. Successfully perform radiation therapy procedures consistent with entry-level requirements.

4. Determine the value of professional growth and development and to conduct themselves in a professional manner.

Student Organizations See individual campuses. Kent State University Catalog 2013 - 2014

Radiologic Imaging Sciences - B.R.I.T. Program Requirements

PDF Download to print

- Computed Tomography Concentration
 - A.T.S. Radiologic Technology graduates semester-by-semester Roadmap
 - A.A.S. Radiologic Technology graduates semester-by-semester Roadmap
- Diagnostic Medical Sonography Concentration
 - A.A.S. Radiologic Technology graduates semester-by-semester Roadmap
 - A.S. Degree or Freshman semester-by-semester Roadmap
 - A.T.S. Radiologic Technology graduates semester-by-semester Roadmap
- Magnetic Resonance Imaging Concentration
 - A.A.S. Radiologic Technology graduates semester-by-semester
 - A.T.S. Radiologic Technology graduates semester-by-semester Roadmap
- Nuclear Medicine Concentration ad mussions suspended
 - A.A.S. Radiologic Technology graduates <u>semester-by-semester Roadmap</u>
 - A.S. Begree or Freshman semester-by-semester Roadmap
 - A.T.S. Radiologic Technology graduates semester-by-semester Roadmap
- Radiation Therapy Concentration
 - A.A.S. Radiologic Technology graduates semester-by-semester Roadmap
 - A.S. Degree or Freshman semester-by-semester Roadmap
 - A.T.S. Radiologic Technology graduates <u>semester-by-semester Roadmap</u>

Type Legend: DD Diversity–Domestic; DG Diversity–Global; ELR Experiential Learning; KAD Kent Core Additional; KBS Kent Core Basic Sciences; KCM Kent Core Composition; KFA Kent Core Fine Arts: KHU Kent Core Humanities; KMC Kent Core Mathematics and Critical Reasoning; KSS Kent Core Social Sciences; WIC Writing Intensive

Please read the sections in the University Catalog on <u>Kent Core</u>, <u>diversity</u>, <u>writing-intensive</u> and the <u>experiential learning</u> requirements.

Computed Tomography Concentration

- A.A.S. Radiologic Technology graduates
 For semester-by-semester sequencing for this program, view the <u>2013-2014 Roadmap</u>.
- A.T.S. Radiologic Technology graduates
 For semester-by-semester sequencing for this program, view the <u>2013-2014 Roadmap</u>.

1.	DESTINAT	ION KENT	STATE: FIRST YEAR EXPERIENCE (1 credit)			
Туре	Course		Title	Credits		
	US	10097	Destination Kent State: First Year Experience	1		
Н.	MAJOR PR	OGRAMRE	REQUIREMENTS (28 credits) Courses count in major GPA*			
Туре	Course		Title	Credits		
	RIS	34084	Computed Tomography and Magnetic Resonance Imaging Sectional Anatomy I	2		
		34086	Computed Tomography and Magnetic Resonance Imaging Sectional Anatomy II	2		
		44021	Patient Management in Computed Tomography	2		
		44025	Computed Tomography Clinical Education I	3		
		44027	Computed Tomography Clinical Education II	3		
		44030	Physical Principles of Computed Tomography I	2		
		44033	Computed Tomography Techniques	1		
		44047	Computed Tomography Procedures I	1		
		44048	Computed Tomography Procedures II	2		
		44049	Physical Principles of Computed Tomography II	1		

www.kent.edu/catalog/2013/re/ug/ris?requirement=ris-BRIT-progreq

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	22-Nov-13	Curriculum	Bulletin	
		Effective Date	Fall 2014	Approved I	by EPC	
			×		3	
Department	Sociology					
College	AS - Arts and Scie					
Degree MA -	Mastero	FArts	Ý	^		
Program Name Ju		n Banner Code	JUS t	to Criv	ninology	rand
Concentration(s)	OludiesConcer	tration(s) Banner	Code(s)	Cron	inallie	torce
Proposal	Revise program	ations: -Victi	mologyetvic	T] - (or	rections	(COKR]
Description of propos	sal:			- Pali	cingto	LG1
Revise and re-activ concentrations with Criminology and Cr new courses to sup	hin the program, a riminal Justice; rev	nd offer the prog /ise Admissions	ram as fully o	online. Char	nge degree n	ame to create
Does proposed revis	ion change program	n's total credit hou	ırs? 🗌 Yes	🛛 No		
Current total credit h	ours: 33	Proposed total cr	edit hours 33			
Describe impact on o staffing consideration Should not affect e the program. Need field. Units consulted (othe Not applicable	ns; need; audience; xisting programs, Is assessment den	prerequisites; tea policies, or proc nonstrates strong	icher education edures. Reso g interest in o	n licensure): urces are a nline gradu	vailable to su late program	upport
Rich	\geq	REQUIRED END	DORSEMENT		11,25,1	3
Department Chair / S	School Director					
					//	_
Campus Dean (for F		proposals)				
mary ann				· _/	121131 x	3
College Dean (or de	signee) V					
				_	_//_	
Dean of Graduate S	tudies (for graduate	proposals)				
Provost and Senior	Vice President for A	cademic Affairs (o	or designee)		//	
		502-	Jus-MA			

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 22-Nov-13 Effective Date Fall 2014

-

Curriculum Bulletin ______ Approved by EPC ______

Department	Sociology
College	AS - Arts and Sciences
Degree	
Program Name	Program Banner Code
Concentration(s)	Concentration(s) Banner Code(s)
Proposal	Revise program

Description of proposal:

Revise and re-activate the M.A. in Justice Studies, which was inactivated in 2013. Create concentrations within the program, and offer the program as fully online. Change degree name to Criminology and Criminal Justice; revise Admissions criteria; revise existing courses and create new courses to support the concentrations.

Does proposed revision change program's total credit hours? Current total credit hours: 33 Proposed total credit hours 33

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

Should not affect existing programs, policies, or procedures. Resources are available to support the program. Needs assessment demonstrates strong interest in online graduate program in this field.

Units consulted (other departments, programs or campuses affected by this proposal): Not applicable

REQUIRED ENDORSEMENTS

11,25,13

12/13/13

1121114

Department Chair / School Director

Campus Dean (for Regional Campuses proposals)

College Dean (or designee)

Dean of Graduate Studies (for graduate proposals)

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

SOC-JUS-MA 104

Proposal Summary [Revise M.A. in Justice Studies]

Description of Action, Including Intended Effect

The purpose of this proposal is to (re-)activate and revise the M.A. in Justice Studies, which was inactivated in 2013. We propose to offer the M.A. program and its courses as fully online. The program is now viable due to additional faculty hires in Criminology and the demand established for online programs in this area. Actions include the creation of concentrations within the program (Corrections; Global Security; Policing; Victimology) and adjustment to program requirements; change of degree name to Criminology and Criminal Justice; revision of admissions criteria (change GPA to 3.0 from 3.2; drop GRE requirement; use capstone course as culminating experience); revision of existing courses (and in some cases, course numbers), and creation of new courses to support the concentrations.

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

Should not negatively affect existing programs, courses, or students. (The current program was inactivated, so no students are currently enrolled.) Faculty are available to teach the courses in the curriculum.

Fiscal, Enrollment, Facilities and Staffing Considerations

The Sociology Department has the resources (fiscal, staffing, etc.) to support the program. The program was inactivated because of the loss of faculty when the Justice Studies Department was disbanded; Sociology (which houses the Justice Studies programs) now has sufficient faculty in this area to offer the Master's program again.

Evidence of Need and Sustainability if Establishing

Analysis indicates strong interest in an online degree in this subject area at KSU. Since the MA in JUS program was put on hold, the Department has received 40-60 requests for information on the Master's annually. This indicates strong interest in a program which was not being marketed. Further, Everspring, who will market the revised M.A. in Criminology and Criminal Justice, has indicated that we will enroll between 120-180 students per year in the program by the second year of operation.

Provisions for Phase-Out if Inactivating

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

Approval by Department:November 2013Approval by A&S CCC:December 2013Approval by EPC:January of 2014Approval by OBR:Implementation of revised degree program:Fall of 2014 (2014 Catalog)

500-JUS-MA 105



Department of Sociology (330) 672-2562

Fax: (330) 672-4724

TO: Mary Ann Haley, Assistant Dean, College of Arts and Sciences

FROM:

Richard T. Serpe, Chair

DATE: November 25, 2013

SUBJECT: Sociology Online M.A. in Criminology and Criminal Justice

We are submitting a comprehensive proposal to activate the M.A. in Justice Studies, which was inactivated in 2013. The program will be fully online and we are proposing to change the name of the degree to Criminology and Criminal Justice. Requirements have been revised; the degree is designed with four areas of concentration, a capstone course and totals 33 total credit hours. Admissions criteria have been revised. Below are the details of the proposed revision of the degree. Courses have been revised and there are a number of new courses as well.

REVISE AND RE-ACTIVATE THE MA

Core Required Courses

- 1. Law, Justice, and Society (JUS 66761)
- 2. Theories of Crime and Delinquency (JUS 66763)
- 3. Research Methods in Criminology and Criminal Justice (JUS 66768)
- 4. Designated Concentration Required courses
 - a. Corrections Concentration Choose Either JUS 56705 (Community) or 66766 (Institutional) as designated requirement
 - b. Global Security Concentration Intelligence and National Security (JUS 56800)
 - c. Policing Justice Institutions (JUS 66770)
 - d. Victimology Victimology (JUS 66772)
- 5. Proseminar in Issues in Contemporary Justice (JUS 66762) (Capstone)

Concentrations (less the one listed for each area in item number 4 above, except for Corrections, due to the choice) [Students will choose one]:

CORRECTIONS

Community Corrections (JUS 56705) Treatment Methods (JUS 56708) Emerging Trends and Issues in Corrections (JUS 56709) Institutional Corrections (JUS 66766)

GLOBAL SECURITY

Homeland Security (JUS 56801) Terrorism and Counterterrorism (JUS 56802) Information and Cyber security (JUS 56803)

POLICING

Issues in Police Work (JUS 56904) Justice Administration (JUS 66767) Contemporary Policing (JUS 66773)

VICTIMOLOGY

Human Service Agencies and the Law (JUS 57002) Restorative Justice and Victim Assistance (JUS 57003) Legal Perspectives and Rights in Victimization (JUS 57004)

500 JUS-MA

Transmittal memo, p. 2

Thus, the revised degree will contain four concentrations: Corrections, Global Security, Policing, and Victimology; all students will take one designated course in each area and choose a concentration from the four available, for which they will complete three more courses.

With respect to course-level information, we propose the following:

Change the name of the following course:

- JUS 66768: Research Methods in Criminology and Criminal Justice
 - This was previously named "Research Methods in Justice Studies." The name change more accurately reflects the content.

Change attributes of the following courses (REVISE existing courses):

- Community Corrections (JUS 56705)
- Treatment Methods (JUS 56708)
- Law, Justice, and Society (JUS 66761)
- Proseminar in Issues in Contemporary Justice (JUS 66762)
- Theories of Crime and Delinquency (JUS 66763)
- Research Methods in Criminology and Criminal Justice (JUS 66768)
- Institutional Corrections (JUS 66766)
- Justice Administration (JUS 66767)
- Justice Institutions (JUS 66770)
- Victimology (JUS 66772)
- Contemporary Policing (JUS 66773)

Establish the following courses:

- Emerging Trends and Issues in Corrections (JUS 56709)
- Intelligence and National Security (JUS 56800)
- Homeland Security (JUS 56801)
- Terrorism and Counterterrorism (JUS 56802)
- Information and Cyber security (JUS 56803)
- Issues in Police Work (JUS 56904)
- Human Service Agencies and the Law (JUS 57002)
- Restorative Justice and Victim Assistance (JUS 57003)
- Legal Perspectives and Rights in Victimization (JUS 57004)

In addition, several of the courses have undergraduate 'slash' courses (some existing, some new): The attributes of the following existing undergraduate courses have been revised:

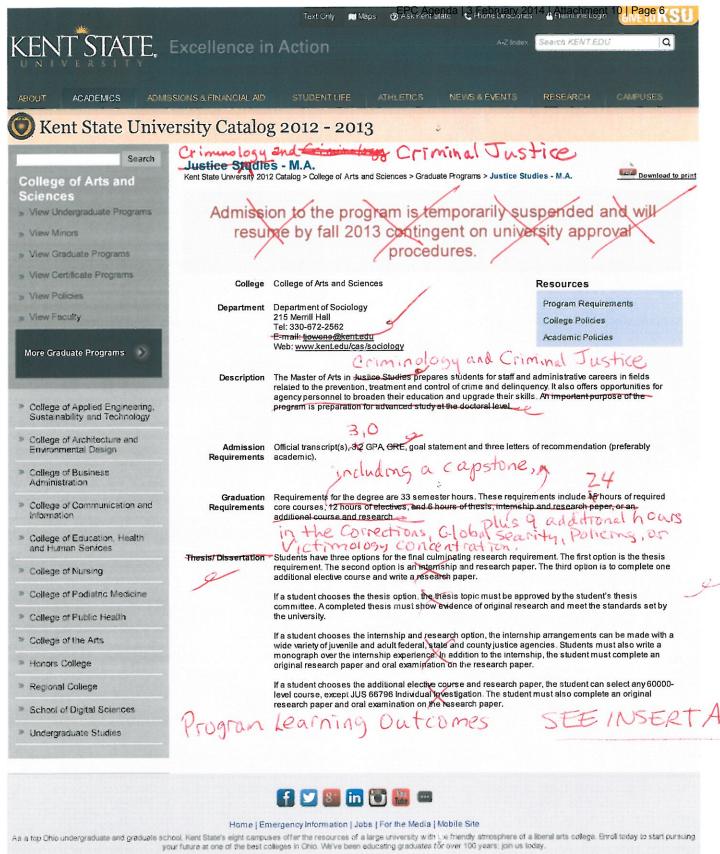
- Community Corrections (JUS 46705)
- Treatment Methods (JUS 46708)
- Issues in Police Work (JUS 46904)
- Human Service Agencies and the Law (JUS 47002)

Establish the following undergraduate courses (and slash with 50,000s above)

- Intelligence and National Security (JUS 46800)
 - o This course has been taught several times and we wish to establish it as a permanent course.
- Homeland Security (JUS 46801)
 - This course has been taught several times and we wish to establish it as a permanent course. Terrorism and Counterterrorism (JUS 46802)
 - This course has been taught several times and we wish to establish it as a permanent course.
 - Information and Cyber security (JUS 46803)
- Restorative Justice and Victim Assistance (JUS 47003)
- Legal Perspectives and Rights in Victimization (JUS 47004)

Please let me know if you have any questions.

SOC-JUS-MA 2



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500-JUS-MA 100

INSERT A

Program Learning Outcomes

Graduates of this program will be able to:

- Demonstrate a practical understanding of criminological theory by using it to better understand crime and criminal behavior, pose and attempt to answer research questions, and see its connection to crime policy.
- 2. Demonstrate mastery of the significant empirical findings in the major areas of criminology and criminal justice.
- Demonstrate an appreciation for the use of the scientific method in the study of crime, a practical understanding of research methods used in the field, and a practical understanding of statistics in social science research.
- 4. Develop basic skills in planning and conducting research projects, including evaluation research in particular.
- Describe the role of race/ethnicity, gender, sexual orientation, and social class as they relate to crime and victimization.
- Effectively communicate criminological knowledge and write a clear and concise analysis of issues, policies, and research in the field.

3

SOC-JUS-MA 107

	SSIONS & FINANCIA	LAID STUDENT LIFE ATHLETICS NEW	S & EVENTS RESEARCH	CAMPUSES
Kent State Unive	ersity Cata	alog 2012 - 2013		
Search	Criminal	ogy and Criminal Justice	1	
ollege of Arts and	Kent State Univers	ty 2012 Catalog > College of Arts and Sciences > Graduate Progra ogram Requirements	ams - Justice Studies - M.A. > Justice	Download t
ciences		ES PROGRAM REQUIREMENTS (33 credit hours)		
View Undergraduate Programs	Course	Title	Credits	
View Minors	JUS 66762 66763	Proseminar in Issues in Contemporary Justice Theories of Crime and Delinguency	3	
View Graduate Programs	66767	Justice Administration	3	
View Certificate Programs	66768 66775	Research Methods in Justice Studies Research Methods in Justice Studies II	3	
View Policies	Elective* Choose from the	e following:	12 6	
View Faculty	JUS 66199	Thesis I (6)		
view racony	66792	Internship in Justice Studies (4) and		
Nore Graduate Programs	66798 66798	Research (2) Research (3)		
	6,000	and 60000 level Justice Studies elective course (3)**		
			TOTAL 33	
College of Architecture and Environmental Design		See attach FNSERT B	ea	
College of Business Administration		FINSERT B		
College of Communication and Information				
College of Education, Health and Human Services				
College of Nursing				
College of Podiatric Medicine				
College of Public Health				
College of the Arts				
Honors College				
Regional College				
Regional College School of Digital Sciences				
Regional College School of Digital Sciences Undergraduate Studies				

As a top Ohio undergraduate and graduate school, Kent State's eight campuses offer the resources of a large university with the friendly atmosphere of a liberal arts college. Enroll today to start p your future at one of the best colleges in Ohio. We've been educating graduates for over 100 years: join us today. Copyright 2013 Kent State University Kent, Ohio 44242 Phone: 330-672-3000

SOC-JUS-MA 108

3

ourse	OGY & CRIMINAL JUSTICE PROGRAM REQUIREMENTS (33 Title	Credits
US 66761	Law, Justice, and Society	3
		3
US 66763		3
US 66768		
56705 US	or	3
66766		
US 56800		3
US 66770		3
US 66772		3
US 66762		3
boose at	least one Concentration from the following four:	9
	s concentration	
56705	Community Corrections*	
66766		
	and	
56708	Treatment Methods	
	and	
56709	Emerging Trends and Issues in Corrections	
Global Sec	curity concentration	
56801		
	and	
JUS 56802		
	and	
56803		
and the second se	ncentration	
66773	Contemporary Policing	
JUS 66767		
10300101	and	
56904		
	y concentration	
57002		
	and	
JUS ⁵⁷⁰⁰³	8 Restorative Justice and Victim Assistance	
	unu	
57004	Legal Perspectives and Rights in Victimization	
	TOTAL	33
	TOTAL	

*Students in the Corrections concentration take both Community Corrections and Institutional Corrections.

SOC-JUS-MA 109



Board of Regents University System of Ohio

John R. Kasich, Governor John Carey, Chancellor

Change Requests: Name and Curriculum Online or Blended/Hybrid Delivery

This proposal incorporates three change requests forms: (1) to change the name of the program, (2) to change the curriculum of the program, and (2) to offer the program online.

Date of submission:	November 26, 2013
Name of institution:	Kent State University
Previously approved title:	Justice Studies major within the Master of Arts degree
Proposed new title:	Criminology and Criminal Justice major within the Master of Arts degree
Name of program to be off	Cered in online or blended/hybrid format: Criminology and Criminal Justice major within the Master of Arts degree
Primary institutional conta Name: Title: Phone number: E-mail:	ct for the request Dr. Mary Ann P. Stephens Dean, Division of Graduate Studies 330-672-4734 mstephen@kent.edu
Date that the request recei	ved final approval from the appropriate institutional committee: Approved by [] on [DATE] and the Kent State Board of Trustees on [DATE]
Proposed start date:	FALL 2014
Institution has Higher Lea delivery:	rning Commission approval for online or blended/hybrid Yes
Educator Preparation Prog	rams:
Leads to licensure	No
Leads to endorsement	No
NAME	AND CURRICULUM CHANGE SECTION
1. Explain the rationale for	or name and curricular changes.

The name is changing and the curriculum is undergoing some revision in order to more clearly identify the program content to students. The Justice Studies department merged with Sociology, 500-305-MA

Kent State University | Change Requests: Name/Online Delivery | MA Degree in Justice Studies | Page 2

and the name change creates greater consistency and linkage with other programs in the department. The name change also better reflects the curriculum content (past and proposed).

2. Describe how the name and curricular changes will affect students in the current program.

N/A; the program was suspended in 2010-2011 and there are no current active students from past years.

3. Describe any faculty, administrative or support service changes occurring along with the name and curriculum changes.

The updating of the program is possible because of the recent hiring of a number of additional faculty who teach in the areas and the administrative support available in the department.

- 4. Describe how the effectiveness of the new curriculum will be monitored over time. The department will monitor student data (admissions, retention, student evaluations/SSI's) and will conduct periodic internal (department) reviews using the graduate faculty in the department.
- Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).
 N/A
- 6. Describe changes to the following because of the request (if applicable):
 - Total number of credit hours for program completion: no change (still 33 hours)
 - Time to complete program: Courses will be offered in 7 week terms throughout the calendar year; students participating full time could complete the degree in 12 months (i.e., six segments).
- 7. Submit a comparison of the currently authorized curriculum and the proposed curriculum. Submit course descriptions and syllabi for all new courses as appendix item.

Previously Authorized Curriculum MA degree in Justice Studies	Credit Hours	Proposed Curriculum MA degree in Criminology and Criminal Justice	Credit Hours
REQUIRED:		REQUIRED:	
Proseminar in Issues in Contemporary Justice	3	Proseminar in Issues in Contemporary Justice (capstone course)	3
Theories of Crime and Delinquency	3	Theories of Crime and Delinquency	3
Research Methods in Justice Studies	3	Research Methods in Criminology and Criminal Justice	3
Justice Administration	3	Law, Justice, and Society	3
Research Methods in Justice Studies II	3		
ELECTIVES*	12	GUIDED ELECTIVES (REQUIRED)	
SELECT:		Community or Institutional Corrections	3
Thesis or	6	Intelligence and National Security	3
Internship in JUS and Research or	6	Justice Institutions	3
Research plus additional elective	6	Victimology	3
		CONCENTRATION REQUIREMENTS* (students choose one area from four	9

SOC-JUS-MA 111

Kent State University | Change Requests: Name/Online Delivery | MA Degree in Justice Studies 1

	railable, and complete three remaining
c	asses)

ONLINE SECTION 1. INSTITUTIONAL SUPPORT

- 1.1 Describe the learning management system (LMS) that the institution will be using for its online or blended/hybrid course offerings. Blackboard Learn
- 1.2 Describe the institution's options and processes for students and faculty in need of ADA accommodations for online teaching and learning.

Students and faculty have access to resources via SAS, the Student Accessibility Services office. This includes student registration for services, information, and tools for various disabilities that may affect teaching or learning (e.g., software and hardware for vision impairment and assistive technology such as narration and captioning services). This information is shared with students and faculty (see, e.g., http://www.kent.edu/dl/studentservices/index.cfm).

1.3 Describe the technical and help desk support services available to students and faculty (hardware and software systems).

Students and faculty have 24/7 technical help via live chat, phone (Technology help line, 330-672-HELP), and the Online Technology Help Center, found here: http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8210. This includes support for Blackboard Learn, the online learning platform (provides tutorials). The Course site also has links to Blackboard support.

1.4 Explain the institution's policies and procedures related to ensuring the integrity of student work in online programs (e.g., for establishing student identity, for controlling the conditions of examinations, etc.).

Kent State provides proctored testing either onsite, approved off-campus sites, or through the Proctor U. software service. In addition, students taking tests online must log into a secure web site (using Respondus) to complete assessments, and are given a finite amount of time to complete exams. Students are informed of official student conduct rules related to cheating and plagiarism in the course syllabi, including links to sources that help students understand, identify, and avoid academic dishonesty. KSU also has an official policy prohibiting students from sharing their Flashline credentials with others.

1.5 Indicate whether the institution has entered into a collaborative agreement with a thirdparty provider to provide content/curriculum or resources/services to support the delivery of the program. If so, indicate the parties involved, purpose and timeline of the agreement. Submit a copy of the agreement as an appendix item.

Kent State University will develop content and deliver courses. The content and curriculum are controlled by the Department of Sociology. A third party vendor is used for marketing purposes.

SOC-JUS-MA 112

Kent State University | Change Requests: Name/Online Delivery | MA Degree in Justice Studies | Page 4

1.6 Indicate whether the appropriate accreditation agencies have been informed of the proposed change.

N/A

ONLINE SECTION 2. ADMINISTRATIVE AND STUDENT SUPPORT SERVICES

2.1 Describe how students in the online program will have access to the following services. Indicate how the services available to the online students are comparable to those available to students in the on-ground program:

- Administrative services (admissions, financial aid, registration, student records)
- Advising regarding program planning and progress
- Library resources
- Psycho-social counseling
- Career advising
- Placement services

Potential students can apply for <u>admission</u> online 24/7. Students are provided detailed information on <u>administrative services</u> via the Registrar's web site here:

<u>http://www.kent.edu/registrar/student/index.cfm</u>, and will use the KSU Flashline internet portal to (e.g.) register for classes, see their record, and check email. Flashline also provides student account information with respect to financial aid. All administrative offices have email contacts as well.

<u>Advising</u> will be delivered by the program manager (and on the course level, by the individual teaching faculty), and information will be available through online materials. Students can access their program progress (course schedule and transcript) via Flashline. The Office of Continuing and Distance Education provides preliminary academic advising for students enrolled in web-based courses.

<u>Library</u> resources are available electronically (via the internet). The KSU Library has created a special 'one-stop' resource page for online (DL) students, found here:

http://www.library.kent.edu/page/10349.

<u>Psychological services</u> are available to students through the University Health Center during the day (and some evening hours). 24 hour help is provided to students from the following organizations: Kent State University Police Services, the University Health Services Nurse Line, Coleman Access Services, the Townhall II Helpline, The National Suicide Prevention Lifeline, and the Trevor Lifeline: Preventing Suicide Among LGBTQ Youth. Faculty can alert university officials to help students with psychological issues via the Early Alert warning system or the CARE team (and University Ombuds).

There are two complaint resolution resources available to students: the Distance Education system, and the Student Ombuds.

<u>The Career Services Center</u> provides a variety of resources on its website, including 'print' and video resources (more than 60 available, at <u>http://www.kent.edu/career/career-spots.cfm</u>). Textbooks and computer hardware and software can be purchased online through the University Bookstore.

2.2 Describe the admission requirements for the online or blended/hybrid program. If these are different from those for the on-ground program, discuss the rationale for the differing requirements.

113

Unconditional admission will involve an undergraduate 3.0 GPA in an appropriate social science field from an accredited college or university; official transcript; goal statement regarding interest in the program, and three letters of recommendation (preferably academic). Conditional admission (on a case by case basis) may be considered for those between a 2.75 and a 2.99 GPA.

ONLINE SECTION 3. CURRICULUM

3.1 Will the online or blended/hybrid program be offered <u>instead of</u> or <u>in addition to</u> the onsite program?

N/A at the present time; the program is completely online (only).

3.2 Indicate whether the online or blended/hybrid program is equivalent to the on-ground program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain. N/A

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

Online courses will be designed according to the Kent State University, "Design to Teach" framework and Quality Matters standards. This design encourages a three-pronged approach to interaction: student-to-content; student-to-instructor; and student-to-student. Interaction between student and instructor is a fundamental concept of the design of all courses. The Blackboard Learn platform allows for real-time as well as asynchronous participation, although this MA program will likely emphasize an asynchronous approach. Blackboard provides multiple communication tools. Instructors provide continuous feedback and guidance using tools such as: discussion boards, announcements, video chat tools, podcasts, screen capture with audio narration, email and phone calls.

The student learning outcomes are clearly specified for the program as well as for each course, and the learning activities provide opportunities for interaction that support active learning (Quality Matters, 2011). The requirements for student interaction are clearly specified, and instruction on communication (with faculty) is provided. Students can access the course site 24/7 to participate in discussions, view course materials (course content), take and submit assessments, view instructor feedback, and check class performance. (The courses in the program reflect the aforementioned elements.) Faculty can post announcements and use other Blackboard tools such as calendaring and email to keep students informed and connected. In addition, Blackboard provides an online collaboration platform that allows web conferencing, virtual meeting rooms, mobile collaboration, instant messaging, and voice authoring capabilities.

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

The program will follow best practices in online learning (Sloan Consortium, Quality Matters Standards). Students will be provided an orientation website that will prepare them for their online learning experience. The site contains information about: preparing your computer for online courses; information about needed computer skills; expected work load and study

strategies; and links to KSU support services (Academic Success Center, Bb Learn support, Career Services, Distance Education Complaint Resolution, Library Resources, Online Academic Advising, Student Accessibility Services, Student Ombuds, University Bookstore, and

Kent State University | Change Requests: Name/Online Delivery | MA Degree in Justice Studies | Page 6

In addition, the course web 'classroom' (Blackboard site) will provide information on how to be a successful online student. Materials will be made available to each student which will include a student expectations document and a resource guide. There are also numerous resources available to online students through the KSU web site. (See also responses 1.2, 1.3, and 2.1.)

The program coordinator will communicate with students before they start the program and will also check in with students periodically, especially if any problems are detected.

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

Students will complete SSI's for the courses as well as exit surveys upon completion of the program. As mentioned above, the department will monitor student data (admissions, retention, SSI's) and conduct periodic internal reviews using the graduate faculty in the department.

3.5 Using the chart below, please list the courses that make up the major/program and indicate whether they are delivered using an online, blended/hybrid or on-ground format¹. Identify all new courses (i.e., courses that are not a part of the approved, on-ground curriculum.) Please provide a syllabus for each new course as an appendix item.

Course	Online	On-ground (include web facilitated)	Blended/ hybrid	Course currently required in approved program	Comments (as needed)
CORE REQUIRED COURSES					
Law, Justice, and Society, JUS 66761				No	Not a new course
Theories of Crime and Delinquency, JUS 66763				Yes	Not a new course
Research Methods in Criminology and Criminal Justice, JUS 66768				Yes	Not a new course
Proseminar in Issues in Contemporary Justice, JUS 66762				Yes	Now capstone; not a new course
CONCENTRATION COURSES*					
Community Corrections, JUS 56705				No	Not a new course
Institutional Corrections, JUS 66766				No	Not a new course

¹ For this document, the following definitions will be used:

the Writing Commons online support).

On-ground—traditional, face-to-face, whereby content is primarily delivered orally or in writing. For this document, on-ground courses include those that are web-facilitated.

Online-most (80+%) of the content is delivered online; typically has no face-to-face meetings.

Blended/hybrid-blends online and on-ground delivery; substantial content is delivered online; typically has

a reduced number of face-to-face meetings.

Web-facilitated—use web-based technology (e.g., learning management system or web pages) to facilitate what is essentially a face-to-face course.

Kent State University | Change Requests: Name/Online Delivery | MA Degree in Justice Studies | Page 7

Intelligence and National Security, IUS 56800	No	New course
Justice Institutions, JUS 66770	No	Not a new course
Victimology, JUS 66772	No	Not a new course
Treatment Methods, JUS 56708	No	Concentration
т. т.		Req; not a new course
Emerging Trends and Issues in Corrections, JUS 56709		Concentration Req; New course
Homeland Security, JUS 56801	No	Concentration Req; New course
Terrorism and Counterterrorism, JUS 56802	No	Concentration Req; New course
Information and Cyber-security, JUS 56803	No	Concentration Req; New course
Issues in Police Work, JUS 56904	No	Concentration Req; New course
Human Service Agencies and the Law, JUS 57002	No	Concentration Req; New course
Restorative Justice and Victim Assistance, JUS 57003	ў No	Concentration Req; New course
Victimization: Legal Perspectives and Rights, JUS 57004	No	Concentration Req; New course
Contemporary Policing, JUS 66773	No	Concentration Req; not a new course
Justice Administration, JUS 66767	Yes	Concentration Req; not a new course

*Students take one designated course from each concentration area and then complete the remainder from their chosen concentration; see table associated with Question 7 on page 2 for further explanation.

ONLINE SECTION 4. FACULTY AND ADMINISTRATION

4.1 Describe the duties of the individual who has major responsibility for the administration and coordination of the online or blended/hybrid program. Describe the qualifications of this individual for the oversight of a distance education program and *provide this individual's CV as an appendix item.*

Dr. Richard Serpe, Department Chair, will have the responsibility for planning the online delivery of the program. He will be assisted by Dr. Julie Globokar, who has significant experience in managing online programs. She managed the instructors for a large online undergraduate Criminal Justice program (Kaplan). Her role included hiring, direct oversight of the online classrooms, and communication of best practices to instructors. She has also taught numerous online courses and has extensive experience working 'remotely' with students and faculty.

4.2 Describe faculty members' responsibilities to the online or blended/hybrid program. In your response, indicate how faculty members' responsibilities to the online or blended/hybrid program affect their responsibilities to the on-ground program, including teaching load, advising, research/scholarship, and participation in faculty

SOC-JUS-MA 116

committees/governance. Are additional faculty members going to be hired to implement the online or blended/hybrid program? Will these faculty members participate in only the online or blended/hybrid program, or will they participate in the on-ground program as well?

The courses in the program are designed to meet the learning objectives of the program and the particular course. The faculty who are teaching these courses will work with educational technologists to ensure that the materials presented represent "best practice" for online learning. The online format is the only format currently proposed.

Most of the faculty teaching in the program are tenure-track or non-tenure-track full time faculty. Teaching load is determined by the university's collective bargaining agreement(s). Each online course will be counted as one course within their assigned contractual workload. Instructors are able to balance their other duties with teaching in the program. Faculty who teach in the online program will do so by choice. There will not be any implications of teaching an online course on their other duties related to scholarship and service.

If the program grows, we will indeed seek authorization to hire additional full-time tenure-track and non-tenure-track faculty. We do not envision any full-time faculty member's teaching workload to be entirely online. We expect there to be a mix of both online and in classroom teaching assignments.

4.3 Describe the mechanisms used to ensure that faculty members have the appropriate qualifications and support to teach successfully in an online environment. Include in your response the pedagogical and technical support provided for the design, production and management of online courses, as well as institutional support for all essential technology.

All faculty teaching online courses within the program will attend Kent State University's online teaching workshop, which follows the Quality Matters guidelines. Faculty will also be encouraged to become certified by Quality Matters with respect to online instruction. Numerous other pedagogical and technical resources exist (e.g., workshops, videos, guides) to support instructors who use Blackboard Learn. The university has a well-organized set of Educational Technology Designers and Instructional Designers within the Office of Continuing and Distance Education who will work with each faculty member to design their courses. They will also provide support for managing, updating, and (re-)designing the courses.

4.4 Using the form below, provide the information requested for each member of the instructional staff. A faculty member must be identified for each course to be taught during the first two years of program delivery. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix. A copy of each faculty member's CV must be included as an appendix item.

Name of instructor	Rank or title	Full- time / part- time	Terminal degree title, discipline on diploma, institution, year	Course instructor will teach in proposed program	Experience teaching distance education courses/ professional development in distance education	Number of courses instructor will teach/year (include on- ground/online)
Tim Berard	Associate Professor	FT	PhD, Sociology, Boston	JUS 66763, Theories of	Three years' experience	2 online in MA program; 2 in

SOC-JUS-MA

EPC Agenda | 3 February 2014 | Attachment 10 | Page 18

Kent State University | Change Requests; Name/Online Delivery | MA Degree in Justice Studies | Page 9

			University, 2001	Crime and Delinquency; JUS 66761, Law, Justice,	teaching online courses; completed Blackboard	traditional BA program
Brian Chopko	Associate	FT	PhD, Counselor	and Society JUS 66770,	trainings None; will	2 online in MA
	Professor		Education and Supervision, University of Akron, 2007	Justice Institutions; JUS 66773, Contemporary Policing; JUS 66767, Justice Administration ; JUS 56904, Issues in Police Work; JUS 56708, Treatment Methods; ; JUS 66772, Victimology	complete KSU online teaching training	program; 6 in traditional BA program
Allyson Drinkard	Assistant Professor	FT	PhD, Sociology, Kent State University, 2012	JUS 66768, Research Methods in Criminology and Criminal Justice; JUS 66761, Law, Justice, and Society; JUS 56705, Community Corrections;	One year's experience teaching online courses	2 online in MA program; 6 in traditional BA program
Julie Globokar	Assistant Professor	FT	PhD, Criminology, Law, and Justice, University of Illinois at Chicago, 2011	JUS 56704, Proseminar in Issues in Contemporary Justice; JUS 56705, Community Corrections; JUS 66766, Institutional Corrections; JUS 56708, Treatment Methods; JUS 56709, Emerging Trends and Issues in Corrections	Nine years' experience teaching online courses	4 online in MA program; 4 in traditional BA program
David Kessler	Associate Professor	FT	PhD, Political Science, Indiana University, 1989	JUS 66768, Research Methods in	None; will complete KSU online teaching	3 online in MA program; 3 in traditional BA

EPC Agenda | 3 February 2014 | Attachment 10 | Page 19

Kent State University | Change Requests: Name/Online Delivery | MA Degree in Justice Studies | Page 10

				Criminology	training	program
				and Criminal		
				Justice; JUS		
				56704,		
				Proseminar in		
				Issues in		
				Contemporary		
				Justice; JUS		
				66770, Justice		
				Institutions;		
				JUS 66773,		
				Contemporary		
				Policing; JUS		
				66767, Justice		
				Administration		
				; JUS 56904,		
				Issues in Police		
				Work		
Susan Kunkle	Assistant	FT	PhD, Political	JUS 66761,	Three years'	4 online in MA
Cubin I sutting	Professor		Science, Kent	Law, Justice,	experience	program; 4 in
			State University,	and Society;	teaching online	traditional BA
	2		2011	JUS 56705,	courses;	program
				Community	completed KSU	
				Corrections;	Blackboard	
				JUS 66766,	training	
				Institutional	0	
				Corrections;	×	
				JUS 56708,		
				Treatment		
				Methods; JUS		
				56709,		0
				Emerging		
				Trends and		
				Issues in		
			12	Corrections;		
				JUS 57002,		
				Human Service		
				Agencies and		
	5			the Law		
Malle	Associate	FT	PhD, American	JUS 66761,	Three years'	2 online in MA
Molly	Professor	1.1	Culture Studies,	Law, Justice,	experience	program; 2 in
Merryman	FIDIESSOF		Bowling Green	and Society;	teaching online	traditional BA
			State University,	JUS 56704,	courses;	program
			1995	Proseminar in	completed	1 0
			1775	Issues in	Blackboard	
				Contemporary	trainings and	
				Justice; JUS	KSU Faculty	
				66772,	professional	
				Victimology;	Development	
				JUS 57002,	workshops	
				Human Service		
				Agencies and		
				the Law; JUS		
				57003,		e
1					1	
				Restorative		

SOC-JUS-MA

Kent State University | Change Requests: Name/Online Delivery | MA Degree in Justice Studies || Page 11

				Justice and Victim Assistance; JUS 57004, Legal Perspectives and Rights in Victimization		
Hedieh Nasheri	Professor (Full)	FT	PhD, Social Policy and Law, Case Western Reserve University, 1992	JUS 56704, Proseminar in Issues in Contemporary Justice; JUS 56800, Intelligence and National Security; JUS 56801, Homeland Security; JUS 56802, Terrorism and Counterterrori sm; JUS 56803, Information and Cyber security	Ten years' experience teaching an online (law) course	2 online in MA program; 2 in traditional BA program
Norman Rose	Assistant Professor	FT	PhD, Urban Sociology, Ohio State University, 1982	JUS 56705, Community Corrections; JUS 66766, Institutional Corrections; JUS 56708, Treatment Methods; JUS 56709, Emerging Trends and Issues in Corrections; JUS 56801, Homeland Security; JUS 56802, Terrorism and Counterterrori sm; JUS 66770, Justice Institutions; JUS 66772, Victimology; JUS 57003, Restorative Justice and	Five years' experience teaching online	4 online in MA program; 4 in traditional BA program

				Victim Assistance; JUS 57004, Legal Perspectives and Rights in Victimization	One semester's	2 online in MA
Pamela Tontodonato	Associate Professor	FT	PhD, Criminology, University of Pennsylvania, 1986	JUS 66763, Theories of Crime and Delinquency; JUS 66768, Research Methods in Criminology and Criminal Justice	experience teaching an online course; completed Blackboard trainings, KSU Faculty professional Development workshop, and Sloan C-training	2 online in MA program; 2 in traditional BA program
Anthony Vander Horst	Assistant Professor	FT	PhD, Education (Quantitative Research Evaluation and Measurement), Ohio State University, 2012	JUS 66768, Research Methods in Criminology and Criminal Justice; Treatment Methods; JUS 56709,	Nine years' experience teaching online. Extensive experience with Blackboard.	3 online in MA program; 5 in traditional BA program
Deirdre Warren	Assistant Professor	FT	PhD, Criminal Justice, Sam Houston State University, 2009	JUS 66763, Theories of Crime and Delinquency; JUS 66761, Law, Justice, and Society; JUS 66773, Contemporary Policing	None; will complete KSU online teaching training	2 online in MA program; 6 in traditional BA program
Mary Wilson	Assistant Professor	FT	PhD, Political Science, Kent State University, 2010	66772, Victimology; JUS 57002, Human Service Agencies and the Law; JUS 57003, Restorative Justice and Victim Assistance; JUS 57004, Legal Perspectives and Rights in Victimization	Three years' experience teaching online. Extensive training at KSU in Quality Matters, Blackboard, etc.	3 online in MA program; 5 in traditional BA program

SOC-JUS-MA

Kent State University | Change Requests: Name/Online Delivery + MA Degree in Justice Studies | Page 13

APPENDICES

Appendix Description

- A Course Descriptions and Syllabi (new courses) (question 7)
- B C.V. of online program coordinator/administrator (item 4.1)
- C C.V.s of all faculty teaching first two years (item 4.4)

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

Respectfully,

Todd A. Diacon Senior Vice President for Academic Affairs and Provost Kent State University

Soc-Jus-MA

New Course Descriptions

Emerging Trends and Issues in Corrections (JUS 56709)

This course explores recent developments pertinent to the field of corrections, including sentencing trends, innovative practices, and legal developments. Analysis of emerging strategies for offender treatment, reentry, and institutional and community safety.

Intelligence & National Security (JUS 56800)

This course will generally address topics related to global security, including economic and industrial espionage, trade secret thefts, law & technology and cyber-crimes. Industrial espionage and intellectual property theft, particularly through computer and other electronic technologies, are of increasing importance and have serious implications for the global economy, national and international security, and the control and regulation of white collar crime. This course provides students with a comprehensive foundation for understanding Intelligence and Counterintelligence (IC) as concepts, processes, and careers.

Homeland Security (JUS 56801)

This course will expose the students to the nexus between terrorism and homeland security as it relates to homeland security strategy, assessment, evaluation, preparation, responses, and recovery actions and mechanisms relating to terrorism and homeland security. There will be a focus on the importance of coordination of various assessments, plans, strategies and implementation of plans of action involving local, county, state, federal and international responses pertaining to terrorism and homeland security.

Terrorism and Counterterrorism (JUS 56802)

This course examines the origins and evolution of modern terrorism, challenges posed by terrorist groups to states and to the international system, and strategies employed to confront and combat terrorism. The course will assess a wide variety of terrorist organizations, and explore the psychological, socioeconomic, political, and religious causes of terrorist violence past and present. The course will also analyze the strengths and weaknesses of various counterterrorism efforts.

Information and Cyber security (JUS 56803)

In this class, vulnerabilities of computer networks and techniques for protecting networks and data are discussed. Basic elements of symmetric and asymmetric cryptography, secure e-commerce, involving secure transmission, authentication, digital signatures, digital certificates and Public Key Infrastructure (PKI) are presented. This course provides students with an introduction to the field of information security risk assessment. The course will incorporate cases in risk analysis derived from actual state and law enforcement agencies or private firms.

Issues in Police Work (JUS 56904)

Analysis of police practices and functions at the municipal, state, and federal level. Examination of emerging trends and issues in policing. Review of changes in police department policies and research on problem-solving in policing.

Human Service Agencies and the Law (57002)

An overview of the law as it pertains to human service agencies, as well as on the relationships between such agencies and the criminal and juvenile justice systems. Focused attention will be given to agencies that closely connect with vulnerable populations (such as children and the poor) and those that work closely with policing and corrections (such as mental health agencies and halfway houses).

Restorative Justice and Victim Assistance (JUS 57003)

An inquiry into the theories and research in restorative justice, as well as an assessment of victim assistance protocols and programs. Examine restorative justice and victim assistance initiatives that provide an alternative framework for dealing with crime that places victim needs in a primary position, while addressing legal concerns and interagency differences.

Victimization: Legal Perspectives and Rights (JUS 57004)

An analysis of the legal rights of victims of crime at state and federal levels as well as a review of how these laws relate to the treatment of victims within the criminal and juvenile justice systems, with particular focus on the courts and correctional institutions. Relevant legislative and Constitutional changes and challenges are also addressed.

New Graduate Degree Program Development Plan [Master of Science in Geographic Information Science]

1. <u>Designation of the new degree program, rationale for that designation, definition of the focus of</u> the program and a brief description of its disciplinary purpose and significance.

1a. <u>Designation</u>: Master of Science degree in Geographic Information Science, to be offered in both online and on-ground delivery formats.

1b. Rationale: Geospatial technologies are identified as a high-growth industry by the United States Department of Labor¹. However, due to the diversity of ways in which these technologies are applied across professions, a generalist degree in geospatial technology is no longer adequate². Based on the current move toward job sector-specific geospatial training, the proposed program follows the "Specialization Approach" to structuring a GIS degree program³. Competitive job applicants must demonstrate both a general knowledge of geospatial technologies and specific understanding of data collection and management, analysis, and dissemination as they are applied in specific job sectors. The proposed degree will provide training in four substantive areas via four concentrations that have high demand for professionals trained in Geographic Information Science (GISc). This MS degree will be competitive in attracting students due to its flexibility of online and on-ground delivery formats and focus on applications for professionals who work in the fields of health, hazards, sustainability and the built environment, and cyber-infrastructure. The proposed curriculum is informed by the recently released United States Department of Labor Geospatial Technology Competency Model (GTCM)4. 1c. Focus: The unique curriculum of the proposed MS will provide training to prepare graduates to be successful in analytical and managerial positions that utilize geospatial technologies in four professional areas: Concentration 1 - Health, Concentration 2 - Hazards, Concentration 3 - Sustainability and the Built Environment, and Concentration 4 - Cyber-GIS.

1d. <u>Purpose and Significance</u>: The proposed program responds to the national, regional and local needs for a well-trained geospatial workforce⁵. The Kent State program has been designed in response to an extensive review of existing masters training in geographic information systems (GIS) and science (GISc). Existing programs in the USA vary in time commitments for completion, number of required courses, delivery mechanisms such as face-to-face, distance learning, and combinations of the two, and program costs. In response to this research we have developed a curriculum that integrates the successful components of these different approaches⁶. These include a focus in four substantive professional areas, thesis and non-thesis options, and a distance learning format.

2. Description of the proposed curriculum

<u>2a. Overview:</u> The proposed degree program will be offered as a Master of Science with both thesis and non-thesis options. The program will be focused on four substantive concentrations that leverage the

600G

¹ United States Department of Labor, Employment and Training Administration, High Growth Job Training Initiative. Available online: <u>http://www.doleta.gov/brg/jobtraininitiative/</u> Last accessed: 8/17/2013.

² Evidence for this situation is provided by the a) move to teach discipline-specific GIS courses in university departments outside of geography (e.g., "Introduction to GIS for City Planning" offered by the Department of City and Regional Planning at University of California, Berkeley) and for government agencies to offer specific GIS courses that address their duties (e.g., Federal Emergency Management Agency (FEMA) offers "Applications of GIS for Emergency Management).

³ Wikle, T.A. and G.A. Finchum. 2003. The emerging GIS degree landscape. Computers, Environment, and Urban Systems 27: 107-122.

⁴ United States Department of Labor, Employment and Training Administration, 2010. Geospatial Technology Competency Model. Available online: <u>http://www.careeronestop.org/competencymodel/pyramid_download.aspx?GEO=Y</u> Last accessed: 8/17/2013.

⁵ In addition to the broader geospatial workforce needs identified by the US Department of Labor, Northeast Ohio has an active geospatial professional community as evidenced by the activities and members of GIS Users of Northern Ohio (GUONO). Available online: http://www.lakecountyohio.gov/guono/GISUsersofNorthernOhioHome.aspx

2

New Graduate Degree Program Development Plan

expertise of the faculty in the Department of Geography, and will offer online versions of courses to target a potentially global audience seeking to improve their understanding in GISc and experience in using geospatial technologies.

Concentration 1 – Health: Over the past decade, public health has been one of the foremost users of GIS as a tool for research and to solve real-world health problems. The existing collaboration between the Kent State University College of Public Health and the Kent State University GIS Health & Hazards Lab will be leveraged to ensure that students in this track have the credentials they need to be employable in health departments, as well as private health industry and non-profits.⁷

Concentration 2 – Hazards: The field of hazards includes professions in emergency management, public safety, and homeland security. Practitioners in these fields rely on geospatial technologies and mapping for planning, response, mitigation, and recovery activities. GISc is a key contributor to obtaining situation awareness in cases of natural and human-technological events. Jobs are available for GISc-skilled professionals at all levels of government and in private-sector consulting⁸.

Concentration 3 – Sustainability and the Built Environment: The built environment is now recognized as a central component in the well-being of people and the sustainability of places. It traditionally encompasses professions such as urban planning and engineering, but it has come to be a key area of application in many job sectors. Students in this track will focus on field-based data collection of infrastructure, but also social perception and use of these features as they relate to human and environmental outcomes.

Concentration 4 – CyberGIS: The rise in location aware platforms including cellphones, social media, and geospatial sensors has generated massive amounts of spatial-temporal data, which pose computational challenges for traditional GIS to filter, analyze, and visualize. CyberGIS--defined as cyberinfrastructure-based GIS, uses mobile devices, web-based services, and supercomputers to overcome computational challenges and thus enable scientists, businesses, and policy makers to gain new insights from big spatial datasets.

<u>2b. Catalog Description</u>: The MS in GISc is designed to address the needs of individuals in the four areas of health, hazards, sustainability and the built environment, and cyberGIS within the geospatial workforce. They require specialized training to be competitive in job acquisition and in promotion within their careers. This 30 unit program combines advanced technical and analytic training in the geospatial sciences with development of a broad knowledge-base and critical thinking skills in important areas of competency as identified by the Geospatial Technology Competency Model.

<u>2c. Prerequisites:</u> (1) An undergraduate GPA of 3.0 ("B") or better in geography or a related field OR (2) Evidence of professional experience using geospatial technologies or alternative evidence of ability to excel in a GISc graduate degree program.⁹

2d. Course Requirements: The program is comprised of 30 hours of coursework. Twelve (12) of these hours are required for all students. These are defined as "Core Courses". However, in order to obtain specialist training in the previously identified Tracks, 12 hours of additional coursework will be completed in the substantive area. Two of these courses are required and the remaining two courses will be selected in consultation with the student's advisor in order to tailor their program of study to a specific professional career. These courses may be offered in geography or in relevant cognate disciplines¹⁰. Finally, six (6) hours will be designated for thesis work (thesis option – GEOG 60199) or for a GISc internship (non-thesis option – GEOG 56092). Students are permitted to specialize in up to two Concentrations. In addition, each concentration has its own set of required courses (6 hours) and a choice of two additional courses based on consultation with the advisor (6 hours).

660G

⁸ United States Department of Labor, Employment and Training Administration, High Growth Job Training Initiative. Available online: <u>http://www.doleta.gov/brg/jobtraininitiative/</u> Last accessed: 8/17/2013.

⁹ If the applicant has less than a 3.0 GPA, admission will be conditional.

¹⁰ Examples of cognate disciplines include, but are not limited to, architecture, computer science, public health, and sociology.

3

New Graduate Degree Program Development Plan

Core Courses¹¹:

Catalog	Course Title	Hours
GEOG 59070	Geographic Information Science	3
GEOG 59230	Remote Sensing	3
GEOG 59080	Advanced GIS	3
GEOG 59162	Cartography and Geovisualization	3

Concentration1 (Health) Courses:

Catalog	Course Title	Hours
GEOG 52052	Medical Geography	3
GEOG 59072	GIS and Health	3

Concentration 2 (Hazards) Courses:

Course Title	Hours
GIS: Urban and Economic Applications	3
GIS and Hazards	3
	GIS: Urban and Economic Applications

Concentration 3 (Sustainability and the Built Environment) Courses:

Catalog	Course Title	Hours
GEOG 59075	GIS: Urban and Economic Applications	3
GEOG 56070	Urban and Regional Planning	3

Concentration 4 (CyberGIS) Courses:

Catalog	Course Title	Hours
GEOG 59076	Spatial Programming	3
GEOG 59082	CyberGIS	3

- 3. <u>Administrative arrangements for the proposed program: department and school or college</u> <u>involved.</u> The Graduate Coordinator in the Department of Geography will oversee and administer the proposed degree with input from GISc faculty in the department. The Department of Geography is in Kent State University's College of Arts and Sciences.
- 4. Evidence of need for the new degree program, including the opportunities for employment of graduates. This section should also address other similar programs in the state addressing this need and potential duplication of programs in the state and region. How will the program meet market need, while distinguishing the program from similar programs across the state? The geospatial technology sector continues to advance and expand. This market is growing at an annual rate of 35% per year with the commercial portion of this market expanding at a rate of 100% per year.¹² Furthermore, the Bureau of Labor Statistics (BLS) identifies several occupations that require professionals trained in the Geographic Information Sciences (Table 1). Each of these occupations are expected to experience growth of between 17%-26% from 2008-2018.

Table 1.		
Occupational Title	Employment, Projected	Projected change, 2008-2018

 ¹¹ Up to two core courses may be replaced based on evidence of previous coursework or proof of relevant professional experience. All core courses and those required for each concentration will be developed for distance learning.
 ¹² Department of Labor, 2011, Available online: http://www.doleta.gov/brg/Indprof/geospatial_profile.cfm, last accessed 8/19/2013

New Graduate Degree Program Development Plan

	2008	Employment, 2018	Number of new positions	Percent increase in new positions
Geographers	1,300	1,600	300	26%
Urban and regional planners	38,400	45,700	7,300	19%
Surveyors, cartographers, photogrammetrists, and surveying and mapping technicians	147,000	174,500	27,600	19%
Surveyors, cartographers, and photogrammetrists	70,000	81,800	11,900	17%
Cartographers and photogrammetrists	12,300	15,600	3,300	27%
Surveying and mapping technicians	77,000	92,700	15,700	20%

More specifically, "According to a recent McKinsey report, location-based services will provide a significant portion of the estimated 150,000 new deep-analytical jobs and 1.5 million data-savvy manager and analyst positions needed for the upcoming push by companies into big-data analysis (32)."¹³

The Department of Geography at Kent State University has a track record for training geospatial professionals in northeast Ohio and the surrounding region. With the recent addition of four GISc faculty, the department is in a position to leverage this expertise to address the need for industry-specific GISc training in a revenue-generating activity. The unique 4-track MS in GISc is unlike any other graduate program in this field in the state or the region. Furthermore, its online format means that the target student population is not limited to in-state students, but can also include out-of-state and international students as well. Given these two components of the proposed program, it is not expected to be in direct competition with any existing degrees offered by Ohio universities.

- 5. Prospective enrollment. Based on previous enrollment in GIS courses in the Department of Geography and on data from similar programs of which new GISc faculty have been a part, the first cohort is expected to be approximately 15 students. In the next five years each cohort is expected to grow to the goal of 30 students. The source of these students will be: 1) KSU undergraduate geography majors who will want to continue their education after graduation with advanced professional training in GISc in order to be competitive in obtaining a job in this area¹⁴; 2) Geospatial analysts and professionals interested in developing new skills and understanding in GISc to become more valuable to their employer and advance their career; 3) professionals in fields identified by the Tracks (e.g., public health, planning, emergency management, computer science) who want GISc training to broaden their job opportunities in these industries.
- 6. <u>Special efforts to enroll and retain underrepresented groups in the given discipline.</u> In order to increase diversity in the M.A. and Ph.D. programs, the Department of Geography uses a targeted recruitment program that utilizes Hobsons web-based Constituent Relationship Management (CRM) that stores student contacts, manages communication flow, and creates detailed reports on recruitment efforts. This allows us to target unique populations, and manage students from inquiry to application to enrollment. This year we have also started purchasing ETS GRE scores which will allow us to identify potential Underrepresented Minorities (URM) geography students with high scores, so long as that student indicates their minority status on the GRE forms. Retention of these students will be achieved

129

4

¹³ From GPS and Virtual Globes to Spatial Computing – 2020: The Next Transformative Technology. Available online: http://cra.org/ccc/files/docs/Spatial_Computing_Report-2013.pdf Last accessed: 8/19/2013

¹⁴ Currently, the Department of Geography has 14 undergraduate majors specializing in the GIS focus; in the past five years, 23 students have graduated with this specialty as their major and 17 as their minor. During this same time, at least 12 graduate students have a geospatial technology focus. However, as the proposed MS in GISc will be online, KSU students comprise only one target market for this degree.

New Graduate Degree Program Development Plan

5

through mentorship with the faculty advisor through monthly face-to-face meetings either in-person or through web interface.

Name	Rank	Status	Highest Degree	Degree Date	Field	Expertise
Andrew Curtis	Associate Professor	Tenure Track	Ph.D.	1995	Geography	public health, spatial confidentiality,
Jacqueline W. (Mills) Curtis	Assistant Professor	Tenure Track	Ph.D.	2005	Geography	public health, hazards, built environment
David Kaplan	Professor	Tenured	Ph.D.	1991	Geography	planning, built environment
Jay Lee	Professor	Tenured	Ph.D.	1989	Geography	geospatial analysis
Mandy Munro-Stasiuk	Professor	Tenured	Ph.D.	1999	Geography	remote sensing
Thomas Schmidlin	Professor	Tenured	Ph.D.	1984	Atmospheric Science	hazards
Scott Sheridan	Professor	Tenured	Ph.D.	2000	Climatology	hazards
Eric Shook	Assistant Professor	Tenure Track	Ph.D.	2013	Geography	cyber-GIS
Emariana Taylor	Assistant Professor	Non-tenure Track	Ph.D.	2009	Geography	urban ecology, computational modeling
Kelly Turner	Assistant Professor	Tenure Track	Ph.D.	2013	Geography	built environment, sustainability
Xinyue Ye	Assistant Professor	Tenure Track	Ph.D.	2010	Geography	web-GIS, mobile applications

7. Availability and adequacy of the faculty and facilities available for the new degree program.

- 8. <u>Need for additional facilities and staff and the plans to meet this need.</u> The MS in GISc does not require additional facilities or staff to meet this need. With the 5 recent (2012-2013) full-time tenure track hires in GISc, as well as a new graduate secretary (hired in 2013), the faculty and staff to support this program are already in place. Additionally, the department has invested in technology resources to support an online MS in GISc program including hiring an IT User Support Analyst, hosting multiple virtual machines to provide the necessary data and software to students in an online environment, as well as a state-of-the-art storage system to store spatial big data for classroom use.
- 9. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs. Due to the extensive existing infrastructure of human and physical resources devoted to GISc research and education in the Department of Geography, no additional costs are currently projected for this program. Due to the recent hires of new GISc faculty, no additional faculty hires are needed. The Department of Geography also now has extensive staff support with a new additional graduate secretary (hired in 2013) and IT User Support Analyst (hired in 2013) (Smith). The department also houses a 40-seat GIS lab in addition to GIS workstations in the GIS Health & Hazards Lab, CyberGIS Lab, Computational Social Science Lab.

6506

EPC Agenda | 3 February 2013 | Attachment 12 | Page 1

12/3/13

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date	13-Dec-13	Curriculum Bulletin
Effective Date	Spring 2014	Approved by EPC

Department	Graduate	Programs		
College	BU - Business Administration			
Degree	i	MBA - Master of Bu	usiness Administration	
Program Name	Executive	e MBA	Program Banner Code	BU-MBA
Concentration(s)	EMBA Concentration(s) Banner Code(s) EMBA			
Proposal	Offer prog	gram at another ca	impus or off site	

Description of proposal:

This proposal is to offer the Executive Master in Business Administration for Healthcare Professionals on Kent State's College of Podiatric Medicine campus to a specialized cohort of approximately 25 students over the course of 23 months. The cohort will comprise health care professionals who are in management roles or aspire to management roles in hospitals, public health agencies, and other health care organizations. This is an existing program that has been offered previously at hospitals in the Northeast Ohio region. By offering it at the Kent State campus in Independence, the program will be more attractive to employees at other hospitals or healthcare organizations than if it were offered at a regional hospital. In addition, delivering the program at the College of Podiatric Medicine may allow KSU's medical faculty and staff greater opportunity to participate in the program.

Does proposed revision change program's total credit hours?□ Yes⊠ NoCurrent total credit hours:39Proposed total credit hours39

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

There should be no impact on other programs, policies or procedures. Please see attached request for details.

Units consulted (other departments, programs or campuses affected by this proposal): College of Podiatric Medicine

REQUIRED ENDORSEMENTS

Department Chair / School Director

Campus Dean (for Regional Campuses proposal	s)
	,
1/mulle (1/ lumin)	

College Dean (or designee)

Dean of Graduate Studies (for graduate proposals)

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



John R. Kasich, Governor John Carey, Chancellor

CHANGE REQUEST FORM NEW PROGRAM OFFERING AT AN EXISTING OFF-CAMPUS SITE

Date of submission:

December 9, 2013

Name of institution:

Kent State University

Primary institutional contact for this request:

Name	Mary Ann Stephens
Title	Dean, Graduate Studies
Phone number	330-672-4712
E-mail	mstephen@kent.edu

Name of program to be offered at the site:

Executive MBA for Healthcare Professionals

Address of the delivery site (site must be previously approved):

Kent State University College of Podiatric Medicine

Proposed implementation date:

May 21, 2014

Date that the request received final approval from the appropriate institutional committee:

Approved by the College of Business Administration Graduate Council on November 26, 2013. Per standard procedures, the proposal will be included as an information item on the January 27, 2014, agenda of the Educational Polices Council, a subcommittee of Faculty Senate.

Educator Preparation Programs:

Indicate whether the program leads to educator preparation licenses or endorsements.

Licensure	<u>No</u>
Endorsement	<u>No</u>

Rationale:

Briefly describe the rationale for offering the program at this site. In your response, indicate whether the program to be offered at the site will be time limited or ongoing.

This proposal is to offer the Executive Master in Business Administration for Healthcare Professionals on Kent State's College of Podiatric Medicine campus to a specialized cohort of approximately 25 students over the course of 23 months. The cohort will comprise health care professionals who are in management roles or aspire to management roles in hospitals, public health agencies, and other health care organizations. This is an existing program that has been offered previously at hospitals in the Northeast Ohio region. By offering it at the Kent State campus in Independence, the program will be more attractive to employees at other hospitals or healthcare organizations than if it were offered at a regional hospital. In addition, delivering the program at the College of Podiatric Medicine may allow KSU's medical faculty and staff greater opportunity to participate in the program.

SECTION 1: CHANGES NEEDED TO ACCOMMODATE THE NEW PROGRAM

Academic and Administrative Leadership and Services

1.1 Describe the changes in academic and administrative leadership (if any) that will be needed to accommodate the new program.

There are no anticipated changes needed. The EMBA programs have a full-time program director who will manage the healthcare cohort along with the other cohorts offered at the Kent campus.

1.2 Describe the changes (if any) that will be needed in the site's existing administrative services (e.g., admissions, financial aid, registrar, etc.) to accommodate the new program. If such services are not available at the site, describe how students in the new program will access such services.

There are no changes anticipated. The graduate admission process will remain in the Division of Graduate Studies at the Kent Campus. All support services for the cohort will be provided by the College of Business Administration from the Kent Campus.

1.3 Describe changes (if any) that will be needed in the site's existing academic student services (e.g., advising, tutoring, counseling, placement services, etc.) to accommodate the new program. If such services are not available at the site, describe how students in the new program will access such services.

There are no changes needed to accommodate this program.

Resources and Facilities

1.4. Describe the changes in resources and facilities (e.g., classrooms, computer labs, laboratories, study areas, social areas, technology, and other learning environments) that will be needed to accommodate the new program and provide a timeline for implementing the changes.

There are no changes necessary to the existing facilities in the College of Podiatric Medicine.

1.5 Describe any additional library resources (e.g., personnel, space, technology, etc.) that will be needed to accommodate the new program at the site and provide a timeline for implementing the changes.

We do not anticipate any additional library resources needed for this program. The existing library resources at the Kent Campus Main Library are sufficient for this program.

1.6. If a full-service library is not available onsite, please indicate how students, faculty and staff in the new program will access the resources and services of the main campus library.

Not applicable.

SECTION 2: PROGRAM INFORMATION

Additional Program

2.1 Using the chart below, please list the degree/program area that is being added for delivery at the site. **Include a list of the courses that will be available onsite as an appendix item.**

Title of	Full Program	Partial Program
Degree/Major	Available	Available
or Program Component	On-Site	On-Site
Executive Masters of Business Administration for Healthcare Professionals	X	

Alternative delivery options

2.2 Indicate whether alternative delivery options are available for the program at the proposed site and indicate whether this is different from the delivery option used for the approved program at other locations:

	Available	Currently Used in the Approved Program
Accelerated	<u>No</u>	<u>No</u>
Hybrid/blended	<u>Yes</u>	<u>Yes</u>
Online	<u>No</u>	<u>No</u>

If any of the above options will be available at the new location and have not been previously approved as part of the approved program, additional documentation may be required to complete the review.

SECTION 3: FACULTY

3.1 Complete a faculty matrix for the program being added at the site. A faculty member must be identified for each course to be taught at the site during the first two years of program delivery. 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	Years of Teaching Experience In the Discipline/ Field	Additional Expertise in the Discipline/ Field	Title of the Course(s) This Individual Will Teach in the Proposed Program	Number of Courses this Individual will Teach Per Year at <u>All</u> Campus Locations
Mike Mayo	Associate Professor	FT	Ph.D., Psychology, Kent State University, 1984	30		EMBA67291, Beginning Residency	4

Name of Instructor	Rank or Title	Full- Time or Part- Time	Degree Titles, Institution, Year	Years of Teaching Experience In the Discipline/ Field	Additional Expertise in the Discipline/ Field	Title of the Course(s) This Individual Will Teach in the Proposed Program	Number of Courses this Individual will Teach Per Year at <u>All</u> Campus Locations
Michael Duchon	Adjunct Instructor	РТ	Ph.D., Organizational Leadership, Nova Southeastern University, 2012	13	Certified Emotional Intelligence	EMBA 67091, Emotional Intelligence	4
Michael Duchon	Adjunct Instructor	РТ	Ph.D., Organizational Leadership, Nova Southeastern University, 2012	13	Certified Benefits and Compensation Professional	EMBA67071, Human Resource Management	4
Pratim Datta	Associate Professor	FT	Ph.D., Information Systems and Decision Sciences, Louisiana State University, 2003	10		EMBA67042, Management Information Systems	4
John Rose	Instructor	FT	MBA, Kent State University, 2004	10	СРА	EMBA67032, Financial Reporting	7
Wendy Tietz	Associate Professor	FT	Ph.D., Education, Kent State University, 2007	13	CPA CMA	EMBA67031, Accounting info for Exec. Action	11
Velvet Landingha m	Associate Professor	FT	Ph.D., Organizational Behavior, Case Western University, 2004	10	Emotional Intelligence	EMBA67043, Dynamics of Leadership	5
Open position	Adjunct Professor	РТ	Ph.D.	10		EMBA67091, Executive Communication s	tbd
Open position	Adjunct Professor	РТ	Ph.D.	10		EMBA67061, Financial Planning	tbd
Wendy Tietz	Associate Professor	FT	Ph.D., Education, Kent State University, 2007	13	CPA, CMA	EMBA67091, Healthcare Finance	11
Constantin Ogloblin	Adjunct Professor	РТ	Ph.D., Business, Kent State University, 1999	14		EMBA67022, Managerial Economics	2
Aviad Israeli	Assistant Professor	FT	Ph.D., Business, Kent State University, 1997	15		EMBA67091, International Business Perspectives	6

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Open Position	Assistant Professor	FT	Ph.D.	10		EMBA67051, Marketing Management	Tbd
Open position	Assistant Professor	FT	Ph.D.	10		EMBA67041, Statistics	Tbd
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3.2 Describe future faculty staffing plans for the program. In your response, include a description of the institution's plans, if any, for adding courses and faculty after the initial two years of operation and a description of the plans to add faculty in response to increases in student enrollment.

We do not anticipate making changes to the program in the near future, so that the course and faculty needs will remain the same. We are prepared to offer sections of up to 30 students in the program should the enrollment be higher than expected.

SECTION 4: MARKET/WORKFORCE NEED

Market Research/Evidence of Workforce Need

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

A needs assessment in the health management field was conducted in 2009 when the Executive MBA for Healthcare Professionals program was first developed. Recent news reports and interest expressed by hospital administrators indicate the demand for health care professionals remains high.

4.2 Indicate the projected enrollments for the program over the next three years.

We expect an enrollment of 25 students in this cohort.

4.3 Indicate whether the institution consulted with advisory groups, business and industry, or other experts when considering moving the program to the proposed site. If so, briefly describe the involvement of these groups in the development of this request.

Members from the Task Force that was originally assembled to assist in program development recommended that a location in Independence, Ohio would be ideal, as it is a central location for healthcare students. This location is the culmination of that idea.

Commitment to Program Delivery at the Site

Kent State University is committed to supporting the Executive Master of Business Administration for Healthcare Professionals degree at the College of Podiatric Medicine campus. If the University decides in the future to either eliminate the degree program or to close the campus, Kent State will provide the necessary resources and means for matriculated students to complete their degree.

APPENDICES

Appendix items Faculty Curriculum Vitae

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

Todd A. Diacon Senior Vice President for Academic Affairs and Provost



John R. Kasich, Governor John Carey, Chancellor

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Educator Preparation Programs:

Indicate whether the program leads to educator preparation licenses or endorsements.

Licensure	<u>No</u>
Endorsement	<u>No</u>

Rationale:

Briefly describe the rationale for offering the program at this site. In your response, indicate whether the program to be offered at the site will be time limited or ongoing.

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Market Research/Evidence of Workforce Need

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

Todd A. Diacon Senior Vice President for Academic Affairs and Provost

EPC Agenda | 3 February 2014 | Attachment 13 | Page 1

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	17-Sep-13	Curriculum Bulletin
		Effective Date	Spring 2014	Approved by EPC
Department	Lifespan Develop	ment and Educat	ional Science	s
College	EH - Education, H	lealth and Human	Services	
Degree	MED - M	aster of Educatio	n	
Program Name	Special Education	n Progra	am Banner Co	de SPED
Concentration(s)	Gifted Education	Endoresement	Concentration(s	Banner Code(s) GFTD
Proposal	Temporarily susp	end admissions		

Description of proposal:

This proposal temporarily suspends admission into the Gifted Education endorsement concentration within the MED SPED major for a period of two years.

Does proposed revision change program's total credit hours?□ Yes⊠ NoCurrent total credit hours: 33Proposed total credit hours 33

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

The endoresement must also be suspended at OBR.

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

REQUIRED ENDORSEMENTS

H. Dellann- Jenkins	12/5/2013
Department Chair / School Director	
Cod	/ /
Campus Dean (for Regional Campuses proposals)	
Cathein & Arch	12120113
College Dean (or designee) Aary Conce	113114
Dean of Graduate Studies (for graduate proposals)	
	//

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

Transmittal Memo

- Date: December 6, 2013
- To: Joanne Arhar, Associate Dean for Student Services, Undergraduate Education Catherine Hackney, Associate Dean for Administrative Affairs and Graduate Education
- From: Sonya Wisdom SPED Coordinator
- Re: Revision of BSE/MED Special Education program requirements, C622/831 certificate requirements, and SPED courses
- The Autism Spectrum Intervention Specialist certificates: renames to Autism Spectrum Disorders, removes 2 course requirements, adds a new course, revises electives required from 3 to 1-3 and updates the list of electives; overall, reduces total credits from 21 to 16-18
- The BSE SPED ASL/English Interpreting Concentration: removes 5 courses from requirements, adds 5 courses, and retitles 5 other courses
- The BSE SPED Moderate/Intensive concentration removes 3 courses (10 credits), adds 2 courses (6 credits)
- The MED SPED: rename concentrations (remove "endorsements"); suspend admissions for the Gifted concentration; revise course titles, revise concentration requirements; clarify Praxis information; and establish 5 non-degree graduate programs (qualify to apply for initial licensure)

Establish an Early Intervention post-baccalaureate certificate

Course revisions submitted through the Course Catalog Update workflow:

SPED ASEI courses	SPED DFED courses	SPED MDIN/Autism courses
4/53100	4/53092	4/53021 /
4/53102	4/53309	4/53063 <i>v</i>
4/53103	4/53310	√4/64309 (SPA 6/74309)
4/53104	4/53311	64310 (SPA 6/74310)
4/53105	4/53324	63949 🧹
4/53106	4/53313	SPA 6/74501
4/53107	43392	Other SPED courses
4/53110	63392	43981
4/53111	SPED EI cert courses	63892 🗸
4/53112	64951~	63992
4/53113	62951 -	69525 -
4/53192	63892 -	
49625	69525	
	T / - /	

Curricular/consultative bodies that have approved this action:

SPED: various SPED program area meetings; June/Sept./Oct./Nov., 2013

LDES SCC: December 4, 2013

Presented to EHHS Curriculum Committee: December 20, 2013

Presented to EPC: January 27/February 3, 2014

Proposal Summary MED Special Education Program Revisions

Description of Action, Including Intended Effect

The purpose of this proposal is to revise the course requirements for all concentrations of the Master of Education in Special Education [MED SPED] major. It also updates the admission policy for licensure candidates, and establishes five new Non-Degree Graduate Licensure programs [NDGD]. The total number of credits required for graduation will not change for the master's degree.

- I. The MED SPED consists of the following nine concentrations: ALS/English Interpreting [ASEI], Deaf Education [DFED], Early Child Intervention Specialist [ECIS], Early Education of the Handicapped (endorsement) [EEHE], General Special Education [GSED], Gifted Education (endorsement) [GFTD], Mild/Moderate Education Needs [MLDM], Moderate/Intensive Educational Needs [MDIN], and Transition to Work (endorsement) [TRTW]. This proposal revises the course requirements of all of these concentrations as follows:
 - a. Remove all currently prescribed concentration requirements (15 credits each) for the following concentrations: ASL/English Interpreting, Deaf Education, Early Childhood Intervention Specialist, Mild/Moderate Education Needs, and Moderate/Intensive Educational Needs. Replace them with 15 credits of graduate-level SPED courses, specific to their concentration, with approval of faculty advisor.
 - b. SPED 63301 Single Subject Research Methods is currently a major requirement, mandated for all concentrations. However, it is not relevant for Deaf Education and ASL/English Interpreting students, so EVAL 65510 Statistics I for Educational Services (3) has been substituted. A better solution is to move SPED 63301 from a major requirement to a concentration requirement for all of the concentrations except DFED and ASEI, which will require EVAL 65510.
 - c. The EEHE concentration is formally adopting a special topics course that is currently listed as a concentration requirement. This action removes SPED 63955 Special Topics in Special Education (3 credits) and replaces it with SPED 64951 Developing IFSPs and IEPs for Young Children (3 credits)
 - d. Add a note to program requirements for all concentrations: Additional coursework may be required, depending on undergraduate degree and/or background.
- II. Currently, the admission requirements list that good moral character verification is required of MED students and that the Praxis I exam is required for licensure candidates. Changes to both of these at the State level require the following revisions:
 - a. The moral character verification has been replaced by a moral character form, where candidates are required to acknowledge that they will be asked legal questions by the Ohio Department of Education at the time they apply for licensure through the State of Ohio.
 - b. Praxis I is changing to Praxis Core Academic Skills for Educators (Core) exam beginning September 2014. Praxis Core will be required of any SPED students seeking initial licensure.
- III. Additionally, students are presently able to apply for teaching licensure after completing specified coursework in four fields (outlined below). These students may or may not be registered in a degree program; they work with faculty advisors to outline the coursework that will meet licensure requirements for the State of Ohio. There is no way to identify or track which students are seeking licensure and there is no official admission policy for licensure-only students. This proposal will establish non-degree graduate programs in four areas. As a result, students will be able to be tracked for reporting purposes and admission requirements will be established to ensure students meet SPED standards. This will also allow students to be assigned a faculty advisor.

With approval of this proposal, students may take one of the three following routes to achieve their career goals: 1) Students may receive an MED SPED in one of the nine concentrations, 2) Students receive eligibility to apply only for licensure through one of the five non-degree programs, or 3) Students who want both an MED and licensure will apply for both programs (MED SPED and NDGD).

- a. This proposal recommends: establishment of five new Non-Degree Graduate programs: ASL/English Interpreting [NDGD ASEI], Deaf Education [NDGD DFED], Early Childhood Intervention Specialist [NDGD ECIS], Mild/Moderate Education Needs [NDGD MLDM], and Moderate/Intensive Educational Needs [NDGD MDIN]. After completing the coursework and meeting all of the licensure requirements, students may apply for a teaching license in the State of Ohio. The program requirements are listed on attached Plans of Study.
- b. The total number of credits required vary by program; a minimum of 65 credits are required for NDGD ASEI, 53 NDGD DFED, 38 for NDGD ECIS, 40 for NDGD MLDM, and 43 for NDGD MDIN. In addition, students who have not completed methods courses in reading, math, language arts and social studies at the undergraduate level will be required to complete these courses at the graduate level. This additional coursework must include 12 hours of reading instruction (3 of which emphasize phonics instruction) to be eligible for Ohio Licensure.
- c. As mentioned above, Praxis I is changing to Praxis Core Academic Skills for Educators (Core) exam beginning September 2014. Students registered in the new NDGD programs who are seeking initial licensure, will be required to take the Praxis Core exam.
- IV. Furthermore, two of the concentrations may lead to a Special Education endorsement, approved by the Ohio Department of Education. Students in EEHE or TRTW concentrations take prescribed coursework which allows them to apply to have an endorsement added onto their existing license. These two MED SPED concentrations are revising their names and adding a notation to clarify that not only will they receive a degree, but students may also qualify to apply for an endorsement to their license.
 - a. The title of the EEHE concentration is changed from *Early Education of the Handicapped Endorsement* to *Pre-K Special Needs* (this will need new Banner code – PKSN, if it is available).
 - b. The "(endorsement)" designation is also being removed from the Transition to Work concentration.
 - c. After meeting all State requirements, students who receive the MED SPED PKSN degree may apply for an endorsement to their teaching license. A note is being added to the Transition to Work concentration that indicates that this concentration may lead to a teaching endorsement. "Note: the courses prescribed in this concentration apply toward consideration by ODE for the [Pre-K Special Needs Endorsement][Transition to Work Endorsement] and can be added to any existing Ohio teaching license (general education or special education). Please see your advisor for information."

Note: Students completing a Reading Endorsement must complete 12 hours of reading coursework PRIOR to beginning any endorsement coursework; however, some of the endorsement coursework is built into the SPED program requirements. Therefore, Reading Endorsement will have to receive careful advising before beginning their program of study. A note is being added to the program requirements directing these students to see their advisor.

- V. The final action will be to suspend admission into the Gifted Education concentration for two years, at which time it is planned to be permanently inactivated. This action is recommended for the following reasons:
 - Through attrition, the faculty went from 2.25 to 1 member and that faculty member retired 6 years ago.

- During the interim, part-time faculty was hired to carry on the program; however, the part-time faculty did not want to participate in NCATE accreditation requirements. Therefore, the endorsement is not approved by NCATE.
- The Ohio Department of Education changed their focus and withdrew their emphasis for gifted child education in the State of Ohio.
- While our part-time faculty did not want to participate in developing or delivering an on-line program, the University of Cincinnati and Cleveland State University established fully online Gifted endorsement programs.
- As we were unable to obtain enough enrollment, we could no longer offer a gifted endorsement program in a school system.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues) Admissions will be notified of the revised policy, regarding Praxis Core. They are also being notified of the admission policies for the NDGD programs. Graduate Studies will be consulted to make sure the appropriate application criteria are in place for NDGD students who are seeking licensure.

Fiscal, Enrollment, Facilities and Staffing Considerations None

Evidence of Need and Sustainability if Establishing NA

Provisions for Phase-Out if Inactivating

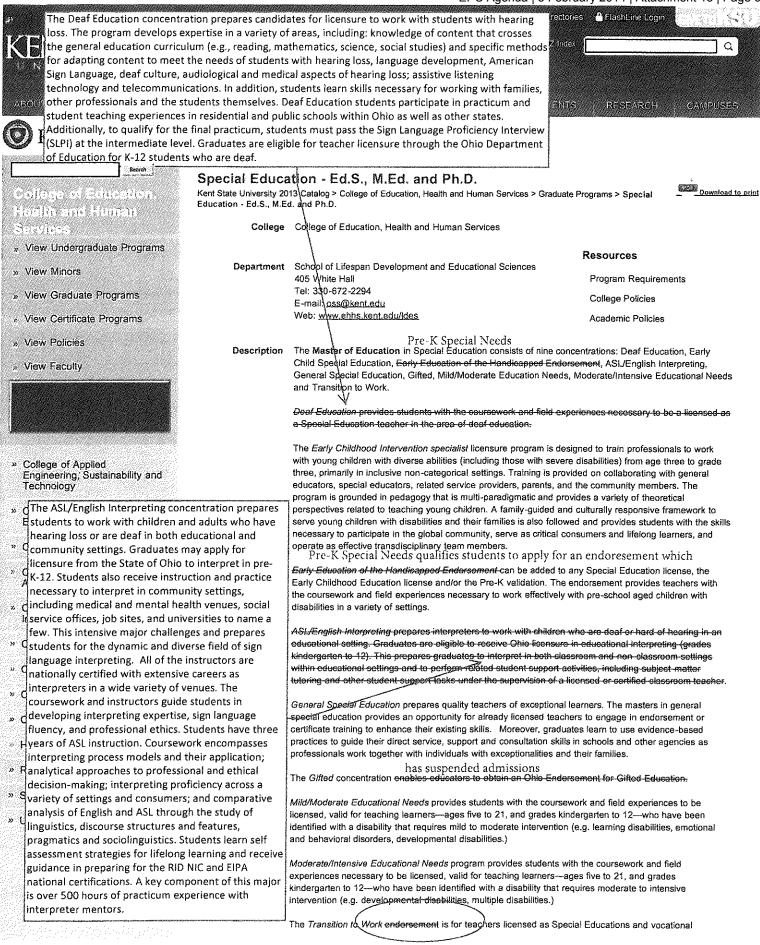
Suspension of admission into the Gifted Education concentration: The courses currently listed in the MED GFTD requirements are not being offered. They are: SPED 53029, 53530, 63532, 63531, 63533. These courses are only for SPED GFTD students, so no other program will be impacted. There is currently one student enrolled in this concentration. He will be directed to take the GFTD concentration course requirements through Cincinnati or Cleveland State. The major requirements are still offered at Kent State University and should be taken here. Since this program has not been active in several years, suspending admission will not impact faculty, staff, active courses, grants, or other University facilities. The paperwork must also be submitted at the State level, to suspend admissions through the Ohio Board of Regents.

Timetable and Actions Required: The proposal will go through the required curriculum approval process with changes to take effect fall 2014. The following is the anticipated schedule:

SPED approval: various SPED program area meetings; October/November, 2013 LDES approval: December 4, 2013 Presented to EHHS CCC for approval: December 20, 2013 Presented to EPC as information item: January 27 2014

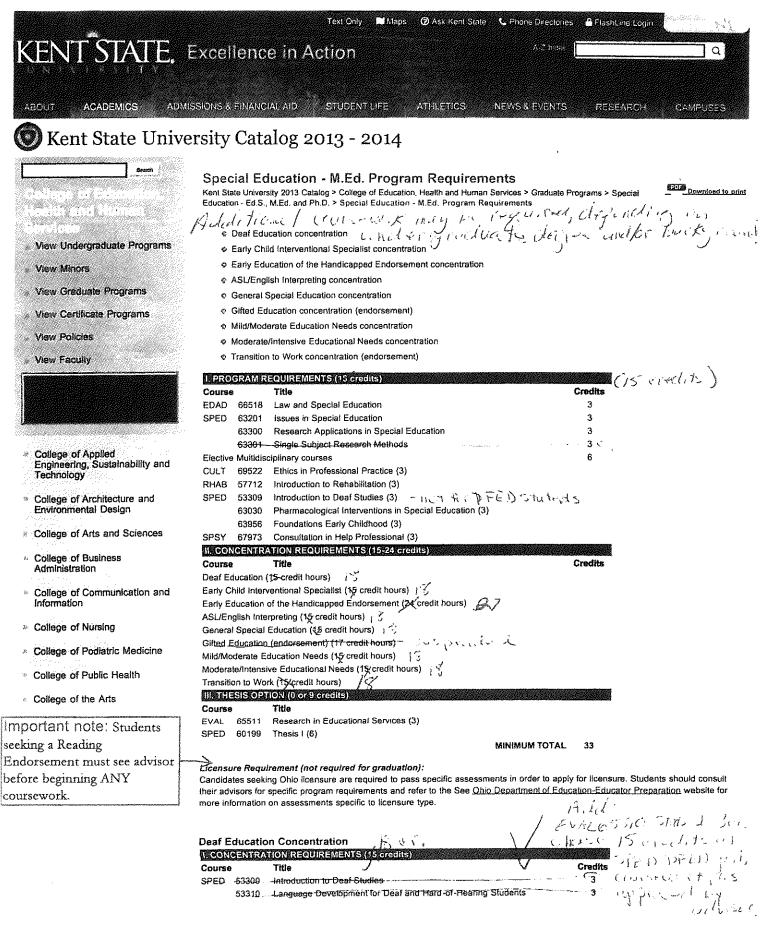
Cent State University Catalog 2013 - 2014: Majors, Minors, Programs and Courses

EPC Agenda | 3 February 2014 | Attachment 13 | Page 6



Kent State University Catalog 2013 - 2014: Majors, Minors, Programs and Courses

EPC Agenda | 3 February 2014 | Attachment 13 | Page 7



17

Kent State University Catalog 2013 - 2014: Majors, Minors, Programs and Courses 53311 Instruction of Dear/Herd of Hearing Students with Speciel Needs 53313 Literacy Assessment and Intervention for Deaf/Hard-of-Hearing Students 53324 Gurriculum Methods and Materials for Deal/Hard-of-Hearing Students MINIMUM SUBTOTAL TO / *For Licensure information, please see advisor. 4.08. Add SPED 6330, Sigle Subject Se Credits Credits Charlies Early Child Interventional Specialist Concentration I. CONCENTRATION REQUIREMENTS (Credits) Course Title SPED 03950 Curriculum and Intervention in Early Childhood Services . 73 63952 Family and Professional Collaboration in Early Childhood - 13 OF SPED ECIS 18. Dy lines 63956 Foundations in Early Childhood Services 63957 Assessment and Evaluation of Early Childhood Services 63995 Special Topics in Special Education MINIMUM SUBTOTAL *For Licensure information, please see advisor. Fight Spacial No. 15 Early Education of the Handicapped Endorsement Concentration I. CONCENTRATION REQUIREMENTS (24 credits) Course Title Credits 63950 Curriculum and Intervention in Early Childhood Services (3) ED USSOI SPED or 63958 Early Childhood Intervention Methods (3) うらに 63952 Family and Professional collaboration in Early Childhood 63953 Practical Applications: Birth to Five 63955 Typical and Atypical Development in Young Children 63956 Foundations in Early Childhood Services 63957 Assessment and Evaluation of Early Childhood Services 63992 63992 Advanced Practicum in Special Education 64951 63995 Special Topics in Special Education Developer JF32 3 27 WINIMUM SUBTOTAL 34 NOTE that The first Special Education This Construction with the Construction of the Cons Advanced Practicum in Special Education I. CONCENTRATION REQUIREMENTS (15 credits) Add' DES DEC. Stats F. Stats Stat education of signification processor your advised. Course Title 180.1. Credits SPED-53105 Signed English and Other Systems Classroom Setting Interpreting . 53106 -3 ~ ~ 53108 -American Sign Languistics and Usage ~3 53110 -Discourse Analysis for Interpreters 13 18 MINIMUM SUBTOTAL Credits SED 6-3911 MINIMUM SUBTOTAL X R SIL General Special Education Concentration 150 1. CONCENTRATION REQUIREMENTS (15 credits) Course Title my advised General Electives see advisor for approved courses Gifted Education Concentration (endorsement) I. CONCENTRATION REQUIREMENTS (17-23 credits) Suspirelations Course Title Credits SPED 53529 Nature and Needs of Gifted Children 3 53530 Instructional Processes for Gifted Children з 63532 Gifted Program Design and Administration 3 63531 Curriculum Development for Gifted Learners 3 63533 Gifted Suppopulations 3 63992 Advanced Practicum in Special Education 2-8 MINIMUM SUBTOTAL

Mild/Moderate Education Needs Concentration

EPC Agenda | 3 February 2014 | Attachment 13 | Page 9 Kent State University Catalog 2013 - 2014: Majors, Minors, Programs and Courses Hode vale Mi 1đ REQUIREMENTS (15 credits I CONCENT ちたしビンチョーズ、 RATIO Course Title Credits SPED 53050 Characteristics of Students with Mild/Moderate Intervention Needs Sylcil + Suky " + . 13 -53060 Curriculum Methods in special Education 53 Clark 15 mindits 39062 Curriculum Mothods Mild/Moderate Intervention 13 OT STED HLDH 63092 'Field Experience in Special Education 13 - 5 63992 Advanced Practicum in Special Education giaduate. MINIMUM SUBTOTAL 135 Contenciart, is Coppioneral by Galiere 18 *For Licensure information, please see advisor. r C Moderate/Intensive Educational Needs Concentration I. CONCENTRATION REQUIREMENTS (15 credits) Credits Course Title SPE 0 63361 Sile je Subjett. SPED 53051 Characteristics of Students with Moderate/Intensive Intervention Needs 13 13 -53060 Curriculum Methods in special Education 53063 Curriculum Methods Moderate/Intensive Intervention 13 CLOCKE AS UT. AS 63092 Field Experience in Special Education ، ستنو 63992 Advanced Practicum in Special Education 3: STU) HDIL MINIMUM SUBTOTAL *For Licensure information, please see advisor. Transition to Work Concentration (epdorsement) I CONCENTRATION REQUIREMENTS (15 credits) Credits Course Title AR 3 ちんこう しうえい CTTE 56019 Coordination of Career Technical Cooperative Education Program 66001 Principles and Practices in Career Technical Education SNC. HE. SPED 53070 Planning and Programming for Transitions 54161 Transitional Programming and Services for Disabled Youth Acto The COULSES SIFERIALISTICS CONCERTS AND CONTRACTOR CONTRACTOR OF THE STREET OF CONTRACTOR OF THE STREET OF CONTRACTOR OF THE TRANSITION TO CONTRACT OF CONTRACTOR OF THE STREET OF CONTRACTOR OF THE STREET OF CONTRACTOR OF THE STREET OF 63992 Advanced Practicum in Special Education 61 . 3 6 6 .

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TILLETT, THERESE

From:	GRAHAM, JOHN
Sent:	Wednesday, January 08, 2014 2:24 PM
То:	TILLETT, THERESE
Subject:	RE: Extension of Inactivation of Doctoral Program in Epidemiology

Hi Therese,

This is to confirm that the doctoral program in Prevention Science wants to admit students again starting in fall 2014. Thanks.

Jack

From: TILLETT, THERESE Sent: Wednesday, January 08, 2014 11:18 AM To: GRAHAM, JOHN Cc: James, Mark Subject: RE: Extension of Inactivation of Doctoral Program in Epidemiology

Thanks, Jack. Just want to confirm that the other PhD concentration that was suspended at the same time as Epidemiology—Prevention Science—is now admitted again, for fall 2014.

 Therese E. Tillett | Director of Curriculum Services | Office of the Provost

 Kent State University
 Excellence in Action

 208 Schwartz Center | 800 East Summit Street | Kent, Ohio 44242
 T: 330-672-8558 | F: 330-672-2645 | tillet1@kent.edu | www.kent.edu

 Curriculum Services:
 www.kent.edu/provost/curriculum

From: GRAHAM, JOHN Sent: Friday, January 03, 2014 10:01 AM To: TILLETT, THERESE Cc: James, Mark Subject: RE: Extension of Inactivation of Doctoral Program in Epidemiology

Therese,

The College of Public Health would like to extend the suspension of admissions to the doctoral program in Epidemiology until Fall 2015. When we originally set the date as Fall 2014 we anticipated having graduated enough doctoral students that we would have room for new students. Unfortunately, for a variety of reasons this has not happened. Thus, until at least Fall 2015 we will still be at the limit on number of students in the program recommended by the Ohio Board of Regents when the program was originally approved. Thanks.

Jack

From: TILLETT, THERESE
Sent: Sunday, December 29, 2013 4:03 PM
To: GRAHAM, JOHN
Cc: James, Mark
Subject: RE: Extension of Inactivation of Doctoral Program in Epidemiology

Hello, Jack,

Just send me an e-mail requesting the extension and the reason why. It will be an information item on a future EPC agenda, and I will make sure everything is updated for the new date.

Thanks, Therese

Excellence Action

 208
 Schwartz
 Center | 800
 East Summit Street | Kent, Ohio 44242

 T:
 330-672-8558 | F:
 330-672-2645 | ttillet1@kent.edu | www.kent.edu

 Curriculum
 Services:
 www.kent.edu/provost/curriculum

From: GRAHAM, JOHN Sent: Friday, December 20, 2013 9:56 AM To: TILLETT, THERESE Cc: James, Mark Subject: Extension of Inactivation of Doctoral Program in Epidemiology

Hi Therese,

A year or so ago we inactivated admission to the doctoral program in Epidemiology with an end date of fall 2014. We now would like to extend the inactivation until spring 2015. Could someone in your office advise us of how to go about doing so? Many thanks.

Jack Graham Associate Dean College of Public Health



TO:	Educational Policies Council
FROM:	Senior Vice President and Provost Todd A. Diacon
SUBJECT:	Agenda for the 17 February 2014 joint meeting of the EPC
DATE:	10 February 2014 UPDATED 11-Feb-14

In the event that any of the action item proposals require corrections or create consequences not addressed in the response memos, please bring these matters to the attention of the Office of the Curriculum Services before the meeting. If you wish to elevate an information item or lesser action item on the agenda to an action or discussion item, please notify the Office of Curriculum Services by Friday, 14 February 2014, to ensure that the materials are available at the meeting for review.

JOINT MEETING OF THE EDUCATIONAL POLICIES COUNCIL

Meeting on Monday, 17 February 2014, in Kent Student Center, room 310AB

ACTION ITEMS

1. Approval of minutes of 3 February 2014. Attachment 1

Enrollment Management and Student Affairs (presented by Vice President Gregory I. Jarvie)

2. Revision of admission requirement for new freshmen to the Kent Campus and for deferred students at a regional campus wishing to enroll at the Kent Campus. Effective Fall 2014 | Attachment 2

College of Arts and Science (presented by Dean James L. Blank)

- 3. Establishment of Center of Comparative and Integrative Programs [CCIP] to administer multidisciplinary and interdisciplinary programs that exist outside the traditional academic structure of the college. Programs in the college that are not currently housed within a department will be administered by the center. These programs are the following: Bachelor's Degree Majors Undergraduate Minors
 - Economics ECON major within Bachelor of Arts BAJ degree
 - Integrative Studies [IGST] within the Bachelor of Integrative Studies [BIS] degree
 - International Relations [INTL] major within Bachelor of Arts [BA] degree
 - Paralegal Studies [PLST] major within Bachelor of Arts [BA] degree

Undergraduate Certificate

Paralegal Studies [C202] certificate

Undergraduate Courses

- Arts and Sciences [AS]
- Paralegal Studies [PLST]
- Religion [REL]
- Women's Studies [WMST]

- Ancient, Medieval and Renaissance Studies [AMRS] minor
- Jewish Studies [JWST] minor
- Latin American Studies [LAS] minor
- Lesbian, Gay, Bisexual and Transgender Studies [LGBT] minor
- Paralegal Studies [PLST] minor
- Religion Studies [RELS]minor
- Studies in Globalization, Identity and Space [SGIS]minor
- Women's Studies [WMST] minor

Master's Degree Major

Liberal Studies [LSTU] major within the Master of Liberal Studies [LSM] degree

Effective Spring 2014 (fall 2014 for programs and courses) | Attachment 3

ACTION ITEMS continued

College of Business Administration / College of Communication and Information

(presented by Graduate Associate Deans Donald R. Williams and LuEtt J. Hanson)

 Establishment of Master of Business Administration/Master of Science in Communication Studies [DMCO] dual degree program. Minimum total credit hours to program completion are 62.

Effective Fall 2014 | Attachment 4

College of Education, Health and Human Services (presented by Associate Dean Catherine E. Hackney)

School of Lifespan Development and Educational Sciences

 Establishment of Early Intervention [C633] post-baccalaureate certificate, which will be offered more than 50 percent online. Minimum total credit hours to program completion are 24. Effective Fall 2014 | Attachment 5

INFORMATION ITEMS

Office of the Provost

1. As part of the Complete College Ohio initiative, Kent State University will award the Associate of Arts [AA] degree or Associate of Science [AS] degree to eligible baccalaureate-seeking students at some point in their studies for a bachelor's degree. The associate degree will post to students' transcripts once they have met the requirements; they will not be required to apply or be assessed a fee to earn an associate degree.

Effective Spring 2014 Graduation | Complete College Ohio

College of Public Health

2. Establishment of 100 percent online delivery for the Health Policy and Management [HPM] concentration in the Public Health [PH] major within the Master of Public Health [MPH] degree. The full program will continue to be offered on-ground at the Kent Campus; the concentration is offered in a blended online/on-ground delivery at the Twinsburg Regional Center and Trumbull Campus (fall 2014). Admission, course and graduation requirements for the program are unchanged.

Effective Fall 2014 | Attachment 6

LESSER ACTION ITEMS

College of the Arts

School of Art

 Establishment of tech prep articulation agreements with Northwest High School (Canal Fulton) and Buckeye Local High School (Rayland), whereby eligible graduates of the Entertainment Production Technology program will, after admittance, earn credit for nine or 10 courses, depending on concentration, (THEA 11100, 11303, 11722, 11723, 11724, 11732, 11733, 11734, 21700, 22192) toward the Theatre Studies [THEA] major within the Bachelor of Arts [BA] degree. Effective Fall 2014

LESSER ACTION ITEMS continued

College of Arts and Sciences

Department of Biological Sciences

 Establishment of tech prep articulation agreement with Columbiana County Career and Technical Center (Lisbon), whereby eligible graduates of the Landscape and Environmental Design program will, after admittance, earn credit for three courses (HORT 16001, HORT 26020, HORT 26011 or 26021 or 26031) toward the Horticulture Technology [HORT] major within the Associate of Applied Science [AS] degree. Effective Fall 2014

School of Digital Sciences

3. Establishment of new concentration and revision of two concentration names and course requirements for the Digital Sciences [DS] major within the Master of Digital Sciences [MDS] degree. New concentration Data Science [DATA] comprises existing courses DSCI 64010, IAKM 60002 and IAKM 60370. Concentration Digital Science Cognition and Communication [DSCC] is renamed Digital Systems Training Technology [DSTT]; and concentration Digital Systems Management and Consulting [DSMC] is renamed Digital Systems Management [DSMT]. Other revisions include moving ITEC 67425 and ITEC 67435 from required to optional, adding a second option of ITEC 67432 or ITEC 67437; and adding/removing courses to/from the pre-approved elective list. Minimum total credit hours to program completion are unchanged at 32. Effective Fall 2014

College of Education, Health and Human Services

School of Health Sciences

4. Establishment of tech prep articulation agreement with Trumbull Career and Technical Center (Champion Heights), whereby eligible graduates of the Exercise Science program will, after admittance, earn credit for one course (ATTR 25036) toward the Athletic Training [ATTR] major within the Bachelor of Science [BS] degree. Effective Fall 2014

School of Lifespan Development and Educational Sciences

5. Revision of course requirements for the Special Education [SPED] major within the Bachelor of Science in Education [BSE] degree. Revisions include removing ITEC 19525, SPED 43010, SPED 43981 and SPED 49525 from the ASL/English Interpreting [ASEI] concentration; they remain required for the other concentrations. Additional revisions to the ASL/English Interpreting [ASEI] concentration include removing SPA 34104 and adding SPED 43112, SPED 43113, SPED 43192, SPED 43310 and SPED 49625. Revisions to the Mild/Moderate Language Arts and Reading [MMLR], Mild/Moderate Mathematics and Reading [MMMR], Mild/Moderate Social Studies and Reading [MMSR] and Moderate/Intensive Education Needs [MDIN] concentrations include replacing SPA 34104 with SPA 34210. Additional revisions to the Moderate/Intensive Education Needs [MDIN] concentration weeds [MDIN] concentration include replacing SPA 34104 with SPA 34210. Additional revisions to the Moderate/Intensive Education Needs [MDIN] concentration include replacing SPA 34104 with SPA 34210. Additional revisions to the Moderate/Intensive Education Needs [MDIN] concentration include adding SPED 43021 and SPED 44309 and removing ASL 19201, CI 47502, CI 47503 and SPED 43020. Minimum total credit hours to program completion decreases, from 127 to 123, for the Moderate/Intensive Education Needs concentration and are unchanged at 123-133, depending on concentration, for the remaining ones. Effective Fall 2014

LESSER ACTION ITEMS continued

College of Education, Health and Human Services continued

School of Lifespan Development and Educational Sciences continued

- 6. Revision of two concentrations names and admission and course requirements for the Special Education [SPED] major within the Master of Education [MED] degree. Concentration Early Education of the Handicapped Endorsement [EEHE] is renamed Pre-K Special Needs [PKSP]; and concentration Transition to Work Endorsement [TRTW] is renamed Transition to Work [TRNW]. Course revisions include replacing SPED 63301 with EVAL 65510 in the ASL/English Interpreting [ASEI] and Deaf Education [DFED] concentrations (SPED 63301 remains required for the other concentrations), and replacing 15 credits of SPED courses with 15 credits of advisor-approved SPED electives in each concentration except for Pre-K Special Needs [PKSP] concentration. Minimum total credit hours to program completion are unchanged at 33-42, depending on concentration. Effective Fall 2014
- Establishment of ASL/English Interpreting [ASEI] non-degree graduate [NDGD] program for students seeking teacher licensure. Minimum total credit hours to program completion are 65. Effective Fall 2014
- Establishment of Deaf Education [DFED] non-degree graduate [NDGD] program for students seeking teacher licensure. Minimum total credit hours to program completion are 53. Effective Fall 2014
- Establishment of Early Childhood Intervention Specialist [ECIS] non-degree graduate [NDGD] program for students seeking teacher licensure. Minimum total credit hours to program completion are 42. Effective Fall 2014
- Establishment of Mild/Moderate Education Needs [MLDM] non-degree graduate [NDGD] program for students seeking teacher licensure. Minimum total credit hours to program completion are 40. Effective Fall 2014
- Establishment of Moderate/Intensive Educational Needs [MDIN] non-degree graduate [NDGD] program for students seeking teacher licensure. Minimum total credit hours to program completion are 43. Effective Fall 2014

College of Public Health

- 12. Revision of course requirements for the Environmental Health Science [EHS] concentration in the Public Health [PH] major within the Bachelor of Science in Public Health [BSPH] degree. Revisions include requiring new course PH 30009 and removing the concentration elective options. Minimum total credit hours to program completion decrease, from 126 to 123. Effective Fall 2014
- 13. Revision of course requirements for the Prevention Science [PRSC] concentration in the Public Health [PH] major within the Doctor of Philosophy [PHD] degree. Revisions include removing required BST 83014; increasing elective option to 6 credit hours consisting of previously included EPI 73026 and EPI 73029, and adding BST 83013. Minimum total credit hours to program completion are unchanged at 66. Effective Fall 2014

LESSER ACTION ITEMS continued

Regional College

- 14. Establishment of tech prep articulation agreements with the following schools, whereby eligible graduates of the following Project Lead the Way programs will, after admittance, earn credit for specific course(s) toward the Electrical/Electronic Engineering Technology [EEET] major within the Associate of Applied Science [AAS] degree.
 - Timken High School (Canton) PLTW: Computer-Integrated Manufacturing (CADT 22003, IERT 22010, MERT 12000, MERT 12001)
 - Tuscarawas Valley High School (Zoarville) PLTW: Computer-Integrated Manufacturing (CADT 22003, IERT 22010, MERT 12000, MERT 12001)
 Effective Fall 2013

Effective Fall 2013

- 15. Establishment of optional concentration and revision of course requirements for the Insurance Studies [INS] major within the Bachelor of Science [BS] degree. New concentration is CPCU Holders [CPCU] for students who earned Chartered Property Casualty Underwriters designation. Those students are awarded the following courses after completing all other program requirements: BMRT 21011, INS 29000, INS 39000, INS 39001, INS 49001, INS 49002; the remaining courses required in the concentration are existing COMT 36318, INS 49000, INS 49032, INS 49092. Course revisions include adding ACTT 31063, BMRT 36401, PSYC 31141, SOC 42563 to major elective list. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014
- 16. Establishment of tech prep articulation agreement with the following schools, whereby eligible graduates of the following Project Lead the Way programs will, after admittance, earn credit for specific course(s) toward the Mechanical Engineering Technology [MERT] major within the Associate of Applied Science [AAS] degree.
 - Perry High School PLTW: Civil/Architecture (MERT 12000, MERT 12001)
 - Timken High School (Canton) PLTW: Civil/Architecture (MERT 12000, MERT 12001)
 - Timken High School (Canton) PLTW: Computer-Integrated Manufacturing (EERT 22004, IERT 22010, MERT 12000, MERT 22009)
 - Tuscarawas Valley High School (Zoarville) PLTW: Computer-Integrated Manufacturing (EERT 22004, IERT 22010, MERT 12000, MERT 22009)

Effective Fall 2013

COURSE CHANGES

Course Changes Effective Fall 2014

		5	
JMC	20009	Video Audio Production Aesthetics (3)	New
JMC	20011	Video Audio Fundamentals (3)	New
NURS	35050	Advanced Medical Surgical Simulation (3)	New
PH	30009	Environmental Health and Safety Regulations and Policy (3)	New
PHIL	41040	Epistemology (3)	Revise
SPED	43021	Assessment for Individuals with Moderate to Intensive Needs (3)	New
SPED	43063	Curriculum Methods Moderate/Intensive Intervention (3)	Revise
SPED	43100	Survey of the Interpreting Professional (3)	Revise
SPED	43102	Interpreting Processes Deaf/Hard-of-Hearing I (3) to: Interpreting Processes I	Revise
SPED	43103	Interpreting Processes Deaf/Hard-of-Hearing II (3) to: Interpreting Processes II	Revise
SPED	43104	Interpreting Process III (3)	Revise
SPED	43105	Signed English and Other Systems (3) to: Transliterating	Revise
SPED	43106	Classroom Setting Interpreting (3) to: School Setting Interpreting	Revise
SPED	43107	Nonclassroom Setting Interpreting (3) to: Community Setting Interpreting	Revise
SPED	43110	Discourse Analysis for Interpreters (3)	New
SPED	43111	The Professional Interpreter (3)	Revise
SPED	43112	Interactive Interpreting (3)	New
SPED	43113	ASL to English Interpreting Processes (3)	New
SPED	43192	Practicum in Educational Interpreting (1-3) to: Practicum: Interpreting Process (1-9)	Reactivate
SPED	43310	Language Development for Deaf and Hard-of-Hearing Students (3)	Revise
SPED	43311	Instruction of Deaf/Hard-of-Hearing Students with Special Needs (3)	Revise
SPED	43313	Literacy Assessment and Intervention For Deaf/Hard-of-Hearing Students (6)	Revise
SPED	43324	Curriculum Methods and Materials for Deaf/Hard-of-Hearing Students (3)	Revise
SPED	43392	Practicum: Deaf Education (1-3)	Revise
SPED	43981	Student Teaching in Special Education (4-9)	Revise

Course Changes Effective Fall 2014 continued

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SPED 43992	Field Experience in Special Education (3)	Revise
SPED 44092	Field Experience for Mild/Moderate Intervention Specialist (3)	Revise
SPED 44192	Field Experience for Moderate/Intensive Intervention Specialist (3)	Revise
SPED 44309	Autism Spectrum Disorders: Theory and Diagnosis (3)	New
SPED 49625	Inquiry Seminar for ASL-English Interpreters (3)	New
SPED 53021	Assessment for Individuals with Moderate to Intensive Needs (3)	New
SPED 53063	Curriculum Methods Moderate/Intensive Intervention (3)	Revise
SPED 53100	Survey of the Interpreting Professional (3)	Revise
SPED 53102	Interpreting Processes Deaf/Hard-of-Hearing I (3) to: Interpreting Processes I	Revise
SPED 53103	Interpreting Processes Deaf/Hard-of-Hearing II (3) to: Interpreting Processes II	Revise
SPED 53104	Interpreting Processes III (3)	Revise
SPED 53105	Signed English and Other Systems (3) to: Transliterating	Revise
SPED 53106	Classroom-Setting Interpreting (3) to: School Setting Interpreting	Revise
SPED 53107	Nonclassroom-setting Interpreting (3) to: Community Setting Interpreting	Revise
SPED 53110	Discourse Analysis for Interpreters (3)	Revise
SPED 53111	The Professional Interpreter (3)	Revise
SPED 53112	Interactive Interpreting (3)	Revise
SPED 53113	ASL to English Interpreting Processes (3)	New
SPED 53192	Practicum: Interpreting Process (1-3) to: (1-9)	Revise
SPED 53310	Language Development for Deaf and Hard-of-Hearing Students (3)	Revise
SPED 53311	Instruction of Deaf/Hard-of Hearing Students with Special Needs (3)	Revise
SPED 53313	Literacy Assessment and Intervention for Deaf/Hard-of-Hearing (6)	Revise
SPED 53324	Curriculum Methods and Materials for Deaf/Hard-of-Hearing (3)	Revise
SPED 62951	Early Intervention in Natural Environments (3)	New
SPED 63092	Field Experience in Special Education (3)	Revise
SPED 63392	Advanced Practicum in Hearing Impaired (1-3) to: Practicum in Deaf Education	Revise
SPED 63892	Early Intervention Internship (3)	New
SPED 63949	Autism Spectrum Disorders Capstone (1-3)	New

Course Changes Effective Fall 2014 continued

SPED	63954	Practical Applications: Five To Eight (3) to: Practical Applications: Teaming	Revise
SPED	63992	Advanced Practicum in Special Education (2-8) to: Student Teaching in Special Education (4-8)	Revise
SPED	64309	Autism Spectrum Disorders: Theory and Diagnosis (3)	Revise
SPED	64310	Autism Spectrum Disorders: Lifespan Interventions (3)	Revise
SPED	64892	Advanced Practicum (3-4)	Revise
SPED	64951	Developing IFSPs and IEPs for Young Children (3)	New
SPED	69525	Inquiry Professional Practice (3)	New
SPED	83992	Internship in Special Education (2-8)	Revise

Agenda prepared by the Office of Curriculum Services



Educational Policies Council Minutes of the Meeting Monday, 3 February 2014

Ex-Officio Members present: Provost Todd A. Diacon; Faculty Senate Chair Paul A. Farrell; Deans Sonia Alemagno, James L. Blank, John R. Crawford, Donald F. Palmer, Robert G. Sines, Douglas L. Steidl, Mary Ann Stephens, Wanda E. Thomas, Stanley T. Wearden; Senior Associate Dean Vincent J. Hetherington; Associate Deans Joanne M. Arhar, Raymond A. Craig, John R. Graham, Catherine E. Hackney, LuEtt J. Hanson, Ralph Lorenz, Donald R. Williams, William T. Willoughby; Assistant Dean Elizabeth Sinclair-Colando; Director Robert A. Walker

Ex-officio Members not present: Deans James K. Bracken, Eboni J. Pringle, Susan J. Stocker; Associate Deans Gail E. Bromley, Isaac Richmond Nettey; Assistant Dean Thomas E. Klingler

Faculty Senate-Appointed Representatives present: Donald (Mack) Hassler, Thomas Janson, Jonathan V. Selinger, Fred T. Smith, Terrence L. Uber, Roberto M. Uribe-Rendon, Donald L. White

Faculty Senate-Appointed Representatives not present: Vanessa J. Earp, Richard Feinberg, Mary K. Kellermann, William C. Ward III, Christopher A. Was

Council Representatives present: Gregory M. Blase, Thomas W. Brewer, Jessie Carduner, Pamela K. Evans, Rosemary Gornik, William E. Hauck, Ann F. Jacobson, Eric D. Johnson, Andrew Lepp, John A. Marino, Mary A. Mooney, Marilyn Norconk, Roberto M. Uribe-Rendon, Timothy A Roberts, Denice Sheehan, Fred T. Smith

Council Representatives not present: Tina D. Bhargava, Michael W. Chunn, John C. Duncan, Jonathan P. Fleming, John H. Thornton

Observers present:

Observers not present: Michelle A. Crisler, Natalie R. Fox

Consultants and Guests present: Susan M. Augustine, Fashaad L. Crawford, Julie A. Gabella, Mary Ann Haley, Jeff S. Hallam, Mark A. James, Joe Karpinski, Karen Keenan, Jennifer S. Kellogg, Richard J. Kent, Katie Smith, Charity L. Snyder (representing Eboni J. Pringle), Linnea A. Stafford, Melody J. Tankersley, Therese E. Tillett, Jonathan VanGeest, Kathy Zarges

Senior Vice President and Provost Todd A. Diacon called the joint meeting of the Educational Policies Council to order at 3:20 p.m., on Monday, 3 February 2014, in room 310C Kent Student Center.

Action Item 1: Approval of minutes of 18 November 2013.

Approval of the minutes passed unanimously.

Action Item 2: Revision of Class Attendance policy in the University Catalog to be aligned with changes approved for 3342-3-01.2 Administrative Policy Regarding Class Attendance and Class Absence as published in the University Policy Register.

Associate Provost Melody J. Tankersley clarified that the revisions to the Class Attendance policy as published in the Policy Register have already been approved by EPC and Faculty Senate; the purpose of bringing the policy forward is to align the language that is in the University Catalog with the language in the Policy Register.

Dean Donald F. Palmer moved for approval of the item, which was seconded by Associate Professor Pamela K. Evans. With no questions or further discussion, the item passed unanimously.

At this time, Provost Diacon suggested to begin with the graduate items on page 16 of the agenda so that the graduate members may be excused during the undergraduate portion of the agenda.

Action Item 1: Reactivation, with substantial revisions, of the Justice Studies [JUS] major within the Master of Arts [MA] degree. Revisions include the following: Renaming the major Criminology and Criminal Justice [CRCJ]; offering full program online only; creating four new concentrations, Policing [POLG], Corrections [CORR], Victimology [VICT] and Global Security [GLSE]; removing GRE requirement and decreasing GPA for admission, from 3.200 to 3.000; replacing previous culminating experience of thesis, internship and/or research with a capstone course (JUS 66762); and revising program course requirements, which include establishing nine course and revising 11 existing courses. Minimum total credit hours to program completion are unchanged at 33.

Dean James L. Blank introduced Richard T. Serpe, chair of the Department of Sociology, to present the item. Chair Serpe explained that a few years ago when the Justice Studies and Sociology departments merged, the master's degree in justice studies was suspended due to low enrollment and faculty. The department has since decided to revive the program by renaming the major and offering the program online only. The online program will have the same number of courses and will use the same core courses, but the program will be organized around four concentrations that will attract more students.

Dean Mary Ann Stephens explained that this proposal will need to go to Ohio Board of Regents (OBR) for approval since the program will be offered more than half online. Dean Stephens informed Chair Serpe that OBR will be asking questions about the program being suspended and now being revived. Chair Serpe stated that he would be prepared to answer any and all questions that OBR may have regarding the program being offered fully online and its previous status.

Associate Dean Ralph Lorenz moved for approval of the item, which was seconded by Professor Fred T. Smith and passed unanimously with no questions or further discussion.

With no further questions, discussion or announcements for the graduate council, Provost Diacon released the graduate members from the meeting.

Discussion Item: Closing the Loop Subcommittee of the Advisory Committee on Academic Assessment.

Associate Provost Tankersley explained that "Closing the Loop" is a project that the Office of Accreditation, Assessment and Learning have been working on to evaluate the university's current assessment process and create a supporting culture of assessment. Assistant Provost Fashaad L. Crawford and Outreach Program Manager Kathy Spicer were introduced to the committee to discuss the project further.

Program Manager Spicer explained that their office is reviewing the assessment practices that are happening on campus right now to determine best practices and help others on campus with their assessment process. She has noticed that some colleges have hired or appointed an assessment person in charge of all assessment for their particular college. Her office is looking for examples of those types of changes that are happening in units to better help the assessment process. By letting the Office of Accreditation, Assessment and Learning know what kinds of practices are happening in other units will help them create guidelines that may help others that may be struggling or need guidance. Kathy also explained they're asking units what their office could do better or what types of resources they could provide that will help other units with their assessment process.

Provost Diacon let the committee know that members can send an e-mail to the Office of Accreditation, Assessment and Learning with ideas or best practices for assessment. Assistant Provost Crawford and his office are here to facilitate the assessment process and help the administration and faculty understand the language from Higher Learning Commission.

Kathy Spicer informed the committee that their goal is to create a community of resources that will help other units to set up and improve assessment.

Associate Provost Tankersley added that she is aware that the WeaveOnline software is not very easy to manipulate or use. In the near future, staff and faculty members that are currently using WeaveOnline will be asked for their opinions on new tools and products that might be helpful.

Action Item 1: Revision of university policy to reduce the minimum number of semester credit hours required to graduate with an undergraduate degree from Kent State—from 121 hours to 120 hours for a bachelor's degree, and from 61 hours to 60 hours for an associate degree.

Associate Provost Tankersley reminded the committee of the work that the EPC Ad Hoc Committee has been doing with reviewing academic policies. The intent with this committee's proposal is not to change anyone's program of study, but allow transfer students or students with waived requirements still meet the university minimum. Right now, 68 percent of the bachelor's programs have elective hours that bring the program up to 121, so those programs could be reduced by one general elective hour to 120. The university has more and more students coming in with transfer credit.

Provost Diacon clarified that the university graduates about the same amount of transfer students as regular students, and many of those students come in with credits from previous universities and do not need to take the one-credit freshman experience course. This proposal is stating that those students do not have to look for that additional credit hour to take to reach the minimum 121.

Associate Dean Joanne M. Arhar asked whether any new programs introduced must only be 120 hours. Associate Provost Tankersley let the committee know that new programs can be more than 120 but Provost Diacon would be reviewing those programs closely to see the reason why the program would need to be higher than 120.

Associate Provost Tankersley informed the committee that their programs could take this opportunity to reduce their hours down to 120 by removing general electives and that Therese Tillett, director of curriculum services, will be sending out an email to all programs informing them of this opportunity. Faculty Senate Chair Paul Farrell noticed that in the proposal there is a statement that says the Office of Curriculum Services will administratively change the minimum hours in the program if they can with the approval of the department/school and college; he believes this statement should be removed since it does not state that the Office of Curriculum Services needs approval from faculty and college curriculum committees.

Chair Farrell suggested adding in *with consultation of the school/department/college curriculum committee* to that statement. The addendum was approved by EPC members. [The proposal was updated before submitted to Faculty Senate, and the statement now reads "...with the approval of the program's department chair or school director and college dean and in consultation with the unit's curriculum committee...".]

A motion for approval was made by Dean Donald Palmer and seconded by Professor Fred T. Smith. The council passed the item unanimously with no questions or further discussion.

Action Item 2: Establishment of a policy that requires students placed into any developmental (remedial) course to register continuously until they have successfully completed the course(s). Students who have a specific required mathematics course in their program and are placed into developmental mathematics must begin taking the developmental courses in their first semester at Kent State and register continuously until they have successfully completed their program's first mathematics requirement. If students delay taking developmental mathematics, after more than one semester they will be reassessed for placement.

Associate Provost Tankersley explained that students who take remedial coursework and then take a break (e.g., a semester, a couple of years) before taking their first college-level course in the discipline end up doing poorly in the college-level course. This proposal is geared to stop students from taking a break between the remedial and college-level.

Andrew Tonge, chair of the Department of Mathematical Sciences, added that the average grade of the student that takes a break between remedial and college-level coursework drops by one letter grade. When the student takes the college-level course right after remedial they tend to do better in their course. The goal will be to require students to enroll in the college-level mathematics course immediately after remedial is completed, or the student will need to be reassessed for placement.

Assistant Dean Elizabeth A. Sinclair-Colando asked who would be in charge of moderating if the student continuously registers or not. Provost Diacon reminded the committee that students are now required to see their advisor. Director Tillett added that Ad Hoc Committee members had much discussion on whether or not to register the students automatically; the committee decided that wasn't part of the administration's responsibilities to register students for their courses.

Professor Thomas Janson suggested adding a note to the syllabus informing students that they need to register for the following college-level course. Associate Dean Mary Ann Haley commented that by establishing this policy, the students will be expected to register continuously, and it will become part of the culture.

A motion for approval was made by Dean Stanley T. Wearden and seconded by Dean Douglas L. Steidl. The council passed the item unanimously with no questions or further discussion.

On a separate, but related, note to the action item, Associate Provost Tankersley encouraged EPC committee members to review the newly revised MATH 10041 Introductory Statistics course, which is now approved for the Kent Core and is aligned with remediation-free standards mandated by the state. The committee was asked to look at their programs to see if MATH 10041 may be a more appropriate course that whatever is currently required. A modified CCP form has been created to give the committee members more information on MATH 10041 and how it may better fit their program than their current math requirement.

Director Tillett handed out a document that included a modified Certification of Curriculum Proposal (CCP) form to allow units to streamline the curricular process for fall 2014 if they did want to substitute their math requirement with MATH 10041. Director Tillett gave an example of a program that currently requires Modeling Algebra replacing it with MATH 10041 because an introductory statistics course may be better suited for their students than algebra. If this change affects prerequisites or other requirements in a program, she cautioned that the change should entail a longer conversation among faculty and should be submitted as a regular program change for fall 2015.

Chair Tonge added that the purpose of offering this course is to open up different pathways for students than the standard algebra course. If a program has a specific choice of courses that their student can take, then the program should consider adding MATH 10041 to the choice.

Action Item 3: Establishment of a Theatre Performance [THPF] minor. Minimum total credit hours to program completion are 20.

Dean John R. Crawford explained that establishing this minor is a result of student interest and demand. The School of Theatre and Dance recently revised the Theatre major to include new concentrations; minors were created to reflect the concentrations that were created. Theatre Performance is the last component of that revision, the courses are taught on a regular rotation now.

Professor Evans made a motion for approval and was seconded by Associate Dean LuEtt J. Hanson. The council passed the item unanimously with no questions or further discussion.

Action Item 4: Consolidation of four majors into one major with four concentrations. French Translation [FRTR], German Translation [GRTR], Russian Translation [RUTR] and Spanish Translation [SPTR] majors within the Bachelor of Science [BS] degree—all with suspended admissions since spring 2013—will become concentrations in the new Translation [TRNS] major within the Bachelor of Science [BS] degree. Included in the proposal are program revisions that replace subject area specialty with the requirement that students declare a departmentally approved minor, certificate or second major/degree, among other changes. Minimum total credit hours to program completion are unchanged at 121.

Dean James L. Blank introduced Keiran J. Dunne, chair of the Department of Modern and Classical Language Studies, who explained that the four individual language translation majors had been suspended to allow faculty time to reevaluate the curriculum. It was decided to start from scratch and move the majors into a new Translation major as concentrations. The major requirements will be reduce to give the student more flexibility with scheduling and be able to graduate in a timely fashion. Decreasing the specific courses in the language cluster and replacing the subject area requirement will give the opportunity to students to select more pertinent electives.

Associate Director Greg M. Blase made a motion for approval of the item, which was seconded by Professor Roberto Uribe. The council passed the item unanimously with no questions or further discussion.

Action Item 4: Revision of major name and course requirements, establishment of two concentrations and inactivation of three concentrations for the Electronic Media [ELMD] major within the Bachelor of Science [BS] degree. The major's name changes to Digital Media Production [DMP]. The two new concentrations are Television [TV] and Digital Film [DFM]. The inactivated concentrations are Electronic Media Production [ELMP], Electronic Media Management [ELMM] and Electronic Media Sport Production [ELMS]. Included in the proposal are establishment of five courses and revisions to 29 courses. Minimum total credit hours to program completion are unchanged at 124.

Dean Wearden explained that the proposed changes will bring the program to 21st-century standards. Creating two new concentrations will better meet the needs of electronic media on how it is practiced currently and will be practiced in years to come. The proposal also includes establishing five new courses and revising 29 current courses.

Dean Palmer's motion for approval of the item was seconded by Dean Crawford. With no questions or further discussion, the item passed unanimously.

Provost Diacon requested questions or comments for any of the following information items, lesser action items or remaining courses listed on the agenda.

With no further questions, discussion or announcements, a motion was made and approved for the meeting to be adjourned at 4:18 p.m.

Respectfully submitted,

Jennifer S. Kellogg Academic Program Coordinator, Curriculum Services Office of the Provost

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 26-Jul-13 Curriculum Bulletin _____ Effective Date Fall 2013 Approved by EPC _____ Z 014

Department

College select one

Proposal Revise Policy

Proposal Name New Freshman Admission Policy - Kent campus

Admissions/EMSA

Description of proposal:

This proposal has two separate sections. The first part of the proposal is to revise the admission policy in the current catalog for new freshman to the Kent campus of Kent State University. The second part of the proposal is to clarify the language currently used in the catalog in the Kent Campus Referrals section.

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

This proposal will allow the university to continue to increase the selectivity of the incoming freshman class. The change is an initiative to increase the number of students prepared for college-level coursework, positively impact retention rates, and graduation rates.

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

The proposal has been reviewed by the Associate Vice President for Enrollment Management and the Vice President for Enrollment Management and Student Affairs.

REQUIRED ENDORSEM	ENTS
Department Chair / School Director	//
	//
Campus Dean (for Regional Campuses proposals)	<u> </u>
College Death (or designee)	1 1
Dean of Graduate Studies (for graduate proposals)	
Provost and Senior Vice President for Academic Affairs (or designe	//

Revision of New Freshman Admission Policy to the Kent Campus

Subject Specification: To change the admission policy for entering freshmen to the Kent campus and to clarify the language in the Kent Campus Referrals section, regarding new students who are not eligible for admission to the Kent campus.

Background Information: Per President Lefton's directive, for the past three years the Admissions Office has worked on improving the academic quality of the entering freshman class. This process was enacted as a method to positively impact the first-to-second year retention of the new freshmen. We have seen improvements in the academic profile of the entering class each year. We are also aware of the changes from the state of Ohio rewarding colleges and universities based upon retention and graduation rates. The state has also been working on the initiative to reduce the need for remedial coursework at the four-year universities. All of these factors contribute to support the need for a more selective admission policy for the Kent campus. The elements of a selective admission campus include a broad policy which reflects a holistic review of a student's grades, grade trends, coursework, and test scores. The entering class academic profile will be used to guide students to the level of selective admission we are practicing each year.

Alternatives and Consequences:

The current policy is limiting because it includes minimum grade point averages. It limits our ability to attract a top academic students.

Specific Recommendation and Justification: the preferred action and the rationale that supports that choice

Timetable and Actions Required:

Seeking approval for the 2013-2014 catalog.

KENT STATE UNIVERSITY CATALOG 2013

Admission - Undergraduate Student

Students desiring admission to an undergraduate division of the university should submit the appropriate application materials to the <u>Office of Admissions</u>. Students should arrange to have all necessary high school and college transcripts sent directly to the Office of Admissions from each institution previously attended. All credentials submitted for admission become the property of the university and are not returnable or transferable. The university reserves the right to change, without notice, any admissions procedures described in this Catalog.

Freshmen Students: Students who have not attended any other educational institution after graduating from high school should apply to be admitted as freshmen.

Application Procedures: Prospective freshman students can apply by submitting an electronic application form, application fee and required academic credentials to the Office of Admissions. Students can submit an <u>electronic application</u> on the Office of Admissions website, or call the office at 330-672-2444 for a paper form.

The Office of Admissions must receive a non-refundable application fee and a high school transcript before processing the application. A personal interview is not required for admission; however, applicants are encouraged to arrange both an interview with an admissions counselor and a campus visit by contacting the Office of Admissions.

Required Credentials: Freshmen entering Kent State must submit a high school transcript and American College Test (ACT) or Scholastic Assessment Test (SAT) scores. Kent State requires that students take the writing section of the ACT. Students are excused from this test score requirement only if they have been graduated from high school for three or more years or if they are 21 years or older at the time of their first enrollment. These test scores are essential in determining students' admission status and academic aptitudes; assisting in academic advising; and helping to determine scholarship eligibility.

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ACT or SAT scores should be reported to Kent State University directly from the testing agency. Students should use the following ACT codes based on the campus to which they plan to be admitted: Ashtabula (3773), East Liverpool (3225), Geauga (3224), Kent (3284/SAT 1367), Salem (3354), Stark (3226), Trumbull (3343), Tuscarawas (3361),

A final high school transcript verifying graduation or a GED certificate/score report is required for both enrollment and financial aid at Kent State University.

Admission Requirements at the Kent Campus: Kent State University's freshman admission policy differentiates among students with varying degrees of preparation for college studies. The students most likely to be admitted and succeed at the Kent Campus are those who will have graduated with at least 16 units of the recommended college preparatory curriculum in high school, who have achieved a minimum high school 2.500 grade point average, and whose composite ACT score is 21 or better (combined SAT score of 980 in critical reading and math). toke

Students who do not meet the above criteria but who have graduated with a cumulative grade point average of at least 2.200 (on a scale of 4.000) at a chartered or accredited high school or have passed the GED may be admitted. High school with course selection, class rank, recommendations and ACPTSAT scores will be closely examined for such students in making rec course selection, class rank, recommendations and ACT/SAT scores will be closely examined for such students in making admissions decisions.

The university affirmatively strives to provide educational opportunities and access to students with varied backgrounds, those with special talents and adult students who graduated from high school three or more years ago.

Ohio residents and other applicants not offered admission at the Kent Campus may request that the Admissions Office forward their application for consideration at one of the seven Regional Campuses of Kent State University.

Admission Requirements at the Regional Campuses: Admission to the Regional Campuses is handled through the Office of Admissions at any of the seven regional campuses. Admission is open to anyone with a high school diploma or its equivalent. Part-time early admission opportunities are available for qualified high school students in consultation with an advisor. In programs with special admission requirements, admission decisions and judgments are made by the director of the program following normal faculty consultative procedures, and take into account factors such as life experience, level of motivation and concern for under-represented groups in the program, as well as such indicators as GPA or ACT score. Each regional campus has staff members available to discuss admissions, financial aid opportunities and programs with prospective students.

Registration dates, times, procedures and access methods are similar to those of the Kent Campus. Registration information at a particular campus can be obtained from that campus. Because the seven regional campuses and the Kent Campus comprise one university system, access and mobility among the campuses is encouraged and facilitated. Even so, there are some differences between the Kent Campus and the regional campuses in freshman and transfer admission requirements.

Kent Campus Referrals: Freshman admission eligibility at the Kent Campus is based upon an applicant's cumulative high school GPA and, in some cases, standardized test scores and the college preparatory curriculum. Students not meeting the freshman admission criteria for the Kent Campus who wish to enter the Kent State University system must enroll for at least one semester at a regional campus. Enrollment at the regional campuses permits students to take advantage of smaller class sizes, more individualized advising services and a wider range of developmental programs.

For the deferred freshman or transfer student who enrolls at a regional campus to obtain the best possible foundation for demic success, it is recommended that the student compare and olling at the Kent Campus: 1. Successfully complete any remedial/developmental coursework as prescribed by an academic advisor. Hep lace with applete 12 semester hours of coursework. academic success, it is recommended that the student complete the following minimum academic achievements before enrolling at the Kent Campus:

Students are strongly encouraged to work closely with their academic advisor in planning for the transition to the Kent Campus,

Selective Admissions: Freshmen must meet specific requirements to enter several academic programs and academic units at Kent State. Individual requirements for these programs are listed under the respective departments in this Catalog. Students interested in these special admission areas should apply one year prior to the date of anticipated enrollment. Even (hough some of these programs do not have an early application deadline for fall semester, students who apply early will receive priority consideration. Specific questions about these areas can be directed to the Office of Admissions or the individual departments/schools.



Changes for Admissions – Undergraduate Student section

Admission Requirements at the Kent Campus: The freshman admission policy at the Kent Campus is selective. Admission decisions are based upon the following: cumulative grade point average, ACT and/or SAT scores, strength of high school college preparatory curriculum and grade trends.

The university affirmatively strives to provide educational opportunities and access to students with varled backgrounds, those with special talents and adult students who graduated from high school three or more years ago.

Students who are not offered admission to the Kent campus may request that the Admissions Office forward their application for consideration at one of the seven Regional Campuses of Kent State University.

Kent Campus Referrals section

For the deferred freshman or transfer student who enrolls at a regional campus to obtain the best possible foundation for academic success, it is recommended that the student complete the following minimum academic achievements before enrolling at the Kent campus:

- 1. Successfully complete all developmental coursework as prescribed by placement testing and an academic advisor
- 2. Successfully complete 12 semester hours of college-level coursework (not including any course work considered developmental)
- 3. Achieve a minimum cumulative GPA of 2.00

EPC Agenda | 17 February 2014 | Attachment 3 | Page 1

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date	10-14-13	Curriculum Bulletin
Effective Date	Spring 2014	Approved by EPC

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De	na	tm	ent
	pu		CIIL

College	AS - Arts and Sciences
Proposal	Establish Academic Unit
Proposal Name	Establish the Centerl of Comparative and Integrative Programs

Description of proposal:

The College of Arts and Sciences proposes to establish the Center of Comparative and Integrative Programs. It will be a dependent administrative unit within the College.

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

Programs that are not currently housed within a department will be administered by the Center. New multidisciplinary and interdisciplinary programs will be developed to enhance the offerings provided to students.

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

REQUIRED ENDORSEMENTS

	//
Department Chair / School Director	
Campus Dean (fo∲Regional Campuses proposals)	//
QLAM	12,13,13
College Dean (or designee)	
v	1 1
Dean of Graduate Studies (for graduate proposals)	
	//
Provost and Senior Vice President for Academic Affairs (or designee)	

Proposal Summary to Establish or Revise an Academic Administrative Structure

College of Arts and Sciences Proposes to Establish the Center for Comparative and Integrative Programs

[The following is from 3343-2-03 University Policy Regarding the Establishment or Revision of Academic Administrative Structures.]

Preamble

The College of Arts and Sciences currently has several multidisciplinary and interdisciplinary programs that exist outside the traditional academic structure of the College. The departmental structure has historically been discipline-specific. Examples of degree programs which are housed in the College of Arts and Sciences but lack a place within the departmental structure of the College include the International Relations major with over 100 students and the Bachelor of Integrative Studies with 35 students currently (the BIS was recently revised from the Bachelor of General Studies degree and its enrollment will continue to grow as students turn to it as a completer degree). These programs have been successful through the efforts of individual faculty and advisors who direct the students and maintain the curriculum while pursuing other academic activities. Additionally a few multidisciplinary programs are dormant, without leadership to revise and restore them and recruit students. The best example is American Studies, which Office of Global Education indicates is a popular interest of international students.

Further, multidisciplinary and interdisciplinary programs are increasingly common in Colleges of Arts and Sciences (in its many forms) across the country. Examples of these include environmental science, gender studies and comparative culture and religion.

In an attempt to support, foster and serve the students in the current multidisciplinary and interdisciplinary programs, and to develop additional cutting-edge degree programs, the College of Arts and Sciences proposes to establish the Center for Comparative and Integrative Programs. With a director reporting directly to the Dean, the center will become the means to administer and support the growth of existing programs, and to develop and enhance new degree programs within the College.

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

The existing programs [BA INTL, BIS] to be included in the Center are longestablished quality programs which will benefit from the full-time attention of a dedicated director. Other programs, dormant and to be developed, flourish at other institutions.

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

The university mission and strategic directions include offering a broad array of academic programs to engage students and focus on the needs of students who seek academic studies which serve their aspirations and prepare them for professions and advanced degree work. The proposed new center will focus on the College's successful multidisciplinary programs and will pursue the development of innovative, studentcentered, integrated multidisciplinary programs which will expand our students' intellectual horizons.

3. Comparative advantage versus other structures.

There is a need for structured multidisciplinary comparative studies in integrated programs. Such programs thrive with a supporting administrative structure and a director dedicated to their success. A review of Ohio peer institutions reflects the appropriateness of this approach. Single disciplinary administrative units by definition do not meet the same objectives.

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

The College of Arts and Sciences has a history of successful multidisciplinary and interdisciplinary programs. The new administrative unit will build on the strengths of the College. With this unit established, additional programs of study can flourish and serve students' academic aspirations.

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

The immediate need is to provide a necessary administrative structure to manage and support existing successful unaffiliated degree programs. The demands for graduates in the existing programs are established. The establishment of the Center will further provide for the development of degree programs commonly offered in Colleges of Arts and Sciences, for students attending or attracted to Kent State University, and will serve the institution's admissions and retention aspirations. The demand for graduates of multidisciplinary comparative studies at most universities in the United States is a persistent incentive which drives programmatic needs.

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

At Kent State there is no duplication at the College or University levels. The degree programs to be incorporated into the center are standard degree programs offered across the state and the administrative structure proposed here is similar in kind and scope to such programs throughout the state and region. Kent State University is late in the development of these degree programs.

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

The Center will provide better management of existing resources in the administration of successful multidisciplinary programs and the creation of innovative comparative programs. Once established the Center will propose the development of a Bachelor of Arts in Comparative Studies as a mechanism to create new multidisciplinary programs. The Center's administrative model is concerned with the better utilization of existing courses and faculty expertise in the development and management of existing and new innovative degree programs. This will better utilize existing resources, and provide a platform upon which to attract students through admissions and retention, as well as engage stakeholders in the region who identify with the existing and new multidisciplinary programs.

8. Administrative reporting structure.

The director of the Center will report to the Dean of the College of Arts and Sciences.

9. Space and capital budget needs.

Space for the Center is available within the College. The budgetary needs will be provided by the College as the programs included within it enhance the enrollments of existing disciplinary-based courses.

10. A proposed operating budget with any one-time resource needs.

Personnel costs include an approximate \$130,000.00 salary for the Director and \$40,000.00 salary for an Administrative Secretary. Benefits would add an approximate \$60,000.00 for a total personnel cost of \$230,000.00. Additional support staff can be provided from the existing pool within the College, as necessary.

The physical space for the Director and Administrative Secretary exists within the College.

11. Evaluation procedures including academic assessment procedures.

All Centers and Institutes within the College of Arts and Sciences submit an annual report detailing the activities of the unit in the context of its mission. As is consistent with such units, this Center will have a scheduled full review within five years and every five years thereafter. The College uses this information to determine the continuation of every Center and Institute.

The Center will develop an academic quality improvement plan consistent with the College standard. Growth of programs, student success and administrative stability will be the initial evaluation criteria. A metric of success will be determined, e.g. new programs established and/or increased students. If after the initial review period, within three to five years, the Center does not meet its objectives and goals it will be inactivated.

12. A timetable for proposal implementation.

A&S CCC, EPC and Faculty Senate approval – fall 2013/spring 2014. Board of Trustees approval and establishment – spring 2014.



INTERDEPARTMENTAL CORRESPONDENCE College of Arts and Sciences

Undergraduate Office 105 Bowman Hall Phone: 2-2062 Fax: 2-2646

TO:	Therese Tillett, Director Curriculum Services
FROM:	Curriculum Services Mary Ann Haley, Associate Dean Mary and Haley February 10, 2014
DATE:	February 10, 2014
	Center for Comparative and Integrative Programs

The College of Arts and Sciences plans to administer the following programs in the proposed Center for Comparative and Integrative Programs:

Baccalaureate Degree Programs Economics (BA) Integrated Studies (BIS)/General Studies (BGS) International Relations (BA) Paralegal Studies (BA)

Undergraduate Minors Ancient, Medieval and Renaissance Studies Jewish Studies Latin American Studies Lesbian, Gay, Bisexual and Transgender Studies Paralegal Studies Religion Studies Studies in Globalization, Identity and Space Women's Studies

Post-Baccalaureate Certificate Paralegal Studies

Graduate Degree Programs Liberal Studies (LSM)

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	P	reparation Date	e 12/17/13	Curriculum Bulletin
	E	ffective Date	Fall 2014	Approved by EPC
Department	СОММ			
College	CI - Communication	and informati	on	
Degree	MA - Maste	r of Arts		
Program Name	Communication Stu	dies Prog	am Banner C	ode CI-MA-COMM
Concentration(s)	Concentra	ation(s) Banner	Code(s)	
Proposal	Establish program			
Administration CI-MA-COMM-DM/ BU-MBA-BAD-DM	egree: Master of Arts AA AA			
Does proposed rev Current total credit	ision change program's	total credit hou roposed total ci		
establish a dual de potential small inc Units consulted (oth		ring a total of both program ms or campus	62 hours. No ns. es affected by	
Nan Neisen (juste based te base and the second to based to be a subset of a state of		EQUIRED ENI	ORSEMENT	S
Carl Han Department Chair /		<u></u>		121 181 13
Campus Dean (for I	Regional Campuses pro	oposals)		//
College Dean (or de	sjanee)			217114
havy				217114
	Vice President for Acad	• ·	r designee)	//

EPC Agenda | 17 February 2014 | Attachment 4 | Page 2

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	27 Nov 42	Ourries Dudlette
		Effective Date	Fall 2014	Curriculum Bulletin
		chective Date	ran 2014	Approved by EPC
Department	сомм			
Collège	CI - Communica	tion and Informati	on	
Degrée	MA - Ma	aster of Arts		
Program Name	Progra	am Banner Code		
Concentration(s)	Conce	entration(s) Banner	Code(s)	
Proposal	Revise program	、 ·		
Dual Degree: Mas CI-MA-COMM-DMA BU-MBA-BAD-DMA	1A.	munication / MBA	Master of Bu	sinessAdministration
Does proposed revis	sion change progra			🗌 No
Current total credit h	nours:	Proposed total cr	edit hours 62	
staming consideratio	ns; need; audience	; prerequisites; tea	cher education	ation issues; enrollment and n licensure):
Using existing cou dual degree (MA/M in enrollment in bo	BA) requiring a to	A Communication tal of 62 hours. N	r and MBA de lo duplication	gree programs, establish a n,staffing issues, small increase
Units consulted (othe Graduate Programs	er departments, pro s Office, College o	ograms or campuse of Business Admir	es affected by nistration	this proposal):
••••••••••••••••••••••••••••••••••••••			ORSEMENTS	1997 - 2019 - 1997 - 2019 - 2019 - 2019 - 2019 - 2019 - 2019 - 2019 - 2019 - 2019 - 2019 - 2019 - 2019 - 2019 - S

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Department Chair / School Director

Campus Dean (for Regional Campuses proposals)

UM Ill Ŵ MAL College Dean (or designee) A AA

Dean of Graduate Studies (for graduate proposals)

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

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Proposal Summary Dual Degree: Master of Arts in Communication and MBA/ Master of Business Administration

Description of Action, Including Intended Effect

The proposed Dual Degree program will combine the Core requirements of both degree programs. The core courses of each program will represent the elective courses or concentrations for the other. The Dual Degree program will offer students the opportunity to earn both degrees in a shorter time than if taken separately.

Of the total 62-65 credit hours, 35-41 are drawn from the Master of Business Administration requirements, and 20-27 are from the Master of Arts in Communication requirements. The students may choose between MIS 64005, Statistics for Management or COMM 65020, Quantitative Research Methods in Communication: COMM 65851 will substitute for MIS 64158 Leadership and Managerial Assessment; the required international elective will be met by COMM 65680 Intercultural/International Communication.

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

Courses will currently be offered as they currently are in each area, and no duplication issues are expected to arise.

Fiscal, Enrollment, Facilities and Staffing Considerations

There should be no negative impact on current programs because no new courses need to be developed and the numbers of students would be small, probably a maximum of 4-6 each year. Classes currently offered in both program can absorb the additional students. No additional staffing needs are expected.

Evidence of Need and Sustainability if Establishing

Provisions for Phase-Out if Inactivating

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

Fall 2013	Approval by CCI and BU curricular committees
Spring 2014	Approval by EPC and other curricular and approving bodies
Spring –Summer 2014	Promotion and Marketing of program
Fall 2014	Start implementation of program
Spring 2017	First graduates from program

Full-time MBA/Master of Arts in Communication Dual Degree

PROGRAM REQUIREMERTSgenda | 17 February 2014 | Attachment 4 | Page 4

FOR:	иннура, — с. с. с.		
I. <u>Background Information</u>			
A. Student's prior college/university experience(s):			
Undergraduate degree & major:	College/Unive	rsity:	
Graduate degree and field:			
		-	
II. Proficiency – Quantitative Skills: Required (see page 3)	Waived		
III. <u>Management Core</u>	Hours	Term	Grade
Accounting:			
ACCT 63037 Financial Accounting For Managerial Action	3		
ACCT 63038 Accounting For Managerial Action & Evaluation	3	······	
Computer Systems:			
MIS 64042 Management Information Systems	3	······································	
Economics:			
ECON 62021 Business Conditions Analysis & Public Policy	3		
ECON 62022 Managerial Economics	3		
Finance:			
FIN 66061 Financial Management I	3		
Human Resources Management:			
MIS 64271 Human Resources Management	3		
Marketing:			
MKTG 65051 Marketing Management	3		
Operations:			
MIS 64041 Operations Management	3		
Statistics:			
MIS 64005 Statistics For Management -or-	3		
COMM 65020 Quantitative Research Methods in Communication			
SUBTOTAL, Core Courses	30		

IV. Executive Modules

EPC Agenda | 17 February 2014 Attachment 4 | Page 5

MIS 64158	Leadership and Managerial Assessment, substituted	Hours I by:	Taken	Grade
	COMM 65851 Organizational Communication	See below		
FIN 66050	The Legal and Ethical Environment of Management Decisions	3		
	ive Management Course: 185 Business Strategy	3		<u> </u>
	ational Elective 65680 Intercultural/International Communication	see below		*****
VII. BAD	68051 <u>Professional Development</u> (2 credit hours to Professional Development I	Hours tal) 1	Term Taken	Grade
	Professional Development II			
Ou	antitative course, if needed:	1	<u> </u>	····
	rvey of Economics ECON 62010	3		****
M.A. Com			_	
requirement Course No.		Hours	Term Taken	Grade
COMM 650	000 Foundations of Communication	a Inquiry 3		
COMM 656 COMM 657		3 ciety 3		
COMM 658		0		
COMM 656	8			
Global exp	· -	3		
COMM ele COMM 65		3 munication 3		
~~~~~~~ UU		~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~		

## FULL-TIME MBA PROGRAM SUMMARY

Core Courses (30 Hours)	27- 30		
Executive Modules (6 hours)	3		
Integrative Management Course (3 hours)	3		
International elective (3 hours)	0		
Business Professional Development ( 2 hours)	2		
MBA quantitative proficiency (3 hours)	0-3		
MA Comm courses		24-27	
TOTAL MBA PROGRAM	35-41		
TOTAL MBA and MA Communication	1		62-65

#### **Expectation of Computer Skills Proficiency**

MBA students are expected to know how to use the internet, along with Microsoft Word, Excel, and PowerPoint. If you are not proficient in these areas, we recommend that you take a preparatory computer workshop before beginning the MBA program.

# **Proficiency Work Required:**

#### **Quantitative Proficiency (3)**

ECON 62010, Survey of Economics – Covers basic algebraic and elementary calculus concepts. This course counts toward the MBA program as a 3 credit hour elective. <u>A student has the option of taking a quantitative proficiency test</u> to try to waive out of the Survey of Economics course. Please contact the Graduate School of Management to find out the waiver test schedule.

## **Additional Notes:**

Signature:

GSM Adviser

Date: _____

Name: _____

*Dual Degree with Master of Arts in Communication* is designed for managers and consultants who focus on communication, particularly global communication, and provide direction and leadership in economic and business development processes.

Course		Title	Credits
ACCT	63037	Financial Accounting-Managerial Action	3
tatititi - stij-stranenska	63038	Accounting for Managerial Action and Evaluation	3
BAD	68051	Professional Development I	1
en an de la deserve de la d	68052	Professional Development II	1
COMM	65020	Quantitative Research Methods in Communication -or-	3
MIS	64005	Statistics for Management	
COMM	65851	Organizational Communication	3
te olasita ana dona takin ola	65680	Intercultural/International Communication	3
	65000	Foundation of Communication Inquiry	3
	65652	Theories of Communication	3
18 COLORA (* 646 600 feb	65766	Communication in a Global Society	3
	65661	Communication in an Information Society	3
******	nan an war nwa war awwata wa	Communication elective	3
a na sana ang sana sa	nal geometrical nation of the second	Global experience: study abroad or internship	3
ECON	62021	Business Conditions Analysis	3
alayati karibayi bara	62022	Managerial Economics	3
FIN	66061	Financial Management I	3
n nere and an dealer nere a true	66050	Legal and Ethical Environment of Managerial Decision Making	3
MIS	64041	Operations Management	3
A DAUGH KANNEN AMERIKAN (MENDAM	64042	Globalization and Technology Strategy	3
e de altre de la construite de la cons	64185	Business Strategy	3
	64271	Human Resources Management	3
MKTG	65051	Marketing Management	3
ja kauto koji te trako antiko		MINIMUM TOTAL	62

EPC Agenda | 17 February 2014 | Attachment 5 | Page 1

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date	26-Nov-13	Curriculum Bulletin	
Effective Date	Spring 2014	Approved by EPC	

Department	Lifespan Development	and Educational Sciences
College	EH - Education, Health	and Human Services
Degree	CER6	- Post-Baccalaureate Certificate
Program Name	Early Intervention	Program Banner Code 66XX- C 633
Concentration(s)	Concentration	n(s) Banner Code(s)
Proposal	Establish program	

Description of proposal:

The purpose of the proposal is to establish a new certificate program in the Special Education [SPED] (Early Childhood program area) that corresponds to the Ohio Department of Health (ODH) and Ohio Department of Developmental Disabilities (DODD) certification rules for the Early Intervention Certificate.

Does proposed revision change program	n's total credit hours?	🛛 Yes	🗌 No
Current total credit hours: 0	Proposed total credit h	ours 24	

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

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

# **REQUIRED ENDORSEMENTS**

H. Doll Haven- Jen Curs

Department Chair / School Director

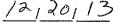
Campus Dean (for Regional Campuses proposals)

in a College Dean (or designee)

Dean of Graduate Studies (for graduate proposals)

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

12 15 12013



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# Notice of Intent to Offer Early Intervention Certificate Kent State University

1. Institution Name: Kent State University

# 2. **OPEID:** 00305100

3. Program name(s) and program CIP code(s) supported by this documentation:

Early Intervention post-baccalaureate certificate; CIP Code: 13.1015

4. Narrative description of how the institution determined the need for the program. For example, describe what need this program will address and how the institution became aware of that need. If the program is replacing a current program(s), identify the current program(s) that is being replaced by the new program(s) and provide details describing the benefits of the new program(s). If the program will be offered in connection with, or in response to, an initiative by a governmental entity, provide details of that initiative. The institution must retain documents that support this description for review or submission to the ED upon request.

The purpose of the proposal is to establish a new certificate program in the Special Education [SPED] (Early Childhood program area) that corresponds to the Ohio Department of Health (ODH) and Ohio Department of Developmental Disabilities (DODD) certification rules for the *Early Intervention Certificate*.

Currently, individuals are able to apply for the Early Intervention Certificate from any Ohio County Board of Developmental Disabilities after the completion of appropriate higher education course work related to Early Intervention (defined by the ODH/DODD certification rules), AND successful employment from the County Board of Developmental Disabilities.

At this time, students are able to enter the Special Education program at Kent State University (KSU) as a non-degree seeking student or a master's degree student, and complete the courses required for the Early Intervention certificate. KSU does not issue the EI certificate and students may leave the program after the completion of the set courses that will make them eligible for the County Board issued EI Certificate. With the existing framework, however, KSU is not able to track students in the EI certification track or track the number of students completing the required EI courses). The Special Education program currently has funding for the next 5 years from the U.S Department of Education, Office of Special Education Programs (OSEP) in the area of Personnel Preparation of Special Education, Early Intervention, and Related Services (CRDA 84.325K-Focus Area A) to train future professionals eligible for the EI certificate. The courses required for the EI certificate already exist and they are routinely offered as part of the Special Education program. The proposed new certificate in Early Intervention is designed to address documented needs for highly qualified early intervention (EI) personnel with the necessary skills and knowledge related to serving young children with disabilities and their families. Specifically, thirty (30) trainees will be fully funded by OSEP and trained to assume EI practitioner positions in the state of Ohio early intervention systems in the next 5

years. Further, the proposed EI certificate training track includes significant opportunities for trainees to work in identified programs located within the geographic boundary of a high-need area, serving infants, toddlers, and young children with disabilities, including those with high-need children with disabilities. Lastly, all the courses in the proposed EI Certificate Program will count toward the Master's Degree in Special Education.

The program will be offered in a hybrid/blended fashion that utilizes online (synchronous and asynchronous) and on the ground means for course delivery. The program will use technology to promote trainee learning, enhance project efficiency, collaborate with partners, and facilitate ongoing mentoring and support for trainees. Students will be able to take 50% or more of the content online via distance learning means.

Faculty members in the program routinely use technology in teaching and providing feedback for trainees (all the current courses are offered in hybrid or fully online means). Kent State University utilizes a course management system that allows both synchronous and asynchronous interactions with the students. Live and synchronous instructional technology applications will be selected according to their accessibility, ease of use, and capabilities for two- way, real-time interaction and collaboration. Currently, a variety of technologies are already in use within the early childhood special education program, such as the Blackboard Learn course management system and live meeting rooms (WIMBA and Blackboard Collaborate). KSU offers a full range of training and consultation options for both faculty and students under the existing distance education support framework in place at KSU. As a number of courses are either in a hybrid format or 100% online, a variety of instructional technology is used in order to provide multiple means of representation of content, and as a result trainees have the flexibility to choose the format they prefer to access information (e.g., video recordings, LIVE sessions and interactions, or asynchronous course library readings).

Each required course will be offered in flexible format and the instructor can provide online synchronous, online asynchronous, and on the ground sessions based on the content covered and the andragogical appropriateness. Students have a choice to attend on the ground class sessions or join the live classroom via synchronous means of the Blackboard Collaborate. Based on the students' choice, it is possible for the program to become an online program with more than 50% of the content and courses being offered/taken by the students online (synchronous/asynchronous). All of the courses are coded "hybrid" and have a regular meeting time. Four of the courses (SPED 63952, 63956, 63957, 63892) will have mandatory on the ground meeting times and the students will have to attend face-to-face. Four of the courses (SPED 64951, 63954, 63955, 62951) will be fully online (synchronous/asynchronous) with no mandatory F2F meetings on campus. Therefore, this program is not 100 percent online as students must be physically present on Kent Main Campus for a portion of their coursework.

5. Narrative description of how the program was designed to meet local market needs, or for an online program, regional or national market needs. For example, indicate if Bureau of Labor Statistics data or state labor data systems information was used, and/or if state, regional, or local workforce agencies were consulted. Include how the course content, program length, academic level, admission requirements, and prerequisites were decided; including information received from potential employers about course content; and information regarding the target students and employers. The institution must retain copies of documents and its analysis for review and submission to the ED

## upon request.

Ohio's Early Intervention (EI) system continues to face a chronic shortage of trained early intervention specialists with capacity to deliver evidence-based practices in natural environments. The purpose of this EI track is to provide high-quality pre-service training and mentoring to future EI professionals in the state of Ohio through a one-year Early Intervention Certification program. The proposed EI certificate will accomplish this goal through a series of courses with content specific to EI, concurrent practice supervised by experienced EI professionals, as well as ongoing support and mentoring, in collaboration with family and community stakeholders to foster fidelity of program implementation.

Kent State University's Department of Lifespan Development and Educational Services [LDES] currently offers a graduate level training program in early childhood special education (SPED/ECSE) to prepare future teachers to work with children with and without disabilities from birth through age eight. The EI certificate will be built on the existing early childhood special education program, but will specifically recruit trainees seeking training for the Ohio Department of Developmental Disabilities (DoDD) EI Specialist certificate to work with children ages 0-3. Currently the program has funding (tuition and stipend) to support 5 cohorts of 6 trainees each (one cohort per year) throughout the state of Ohio—particularly in areas of personnel shortages. The program integrates training and field-based practice opportunities delivered via innovative distance education formats. The primary goal of this project is to increase the number of EI specialists and the quality of EI services in both rural and urban areas of Ohio with limited access to higher education opportunities specific to EI. The Project addresses the quantitative need for increased numbers of practitioners prepared at the graduate level to fill early intervention specialist positions in the state of Ohio, as well as the qualitative need for practitioners to be prepared to address issues related to serving high-need children with disabilities and their families in the context of natural environments.

Extent to which the project will address national, state, or regional shortages of personnel who are fully credentialed to serve children with disabilities, ages birth to three, including high-need children with disabilities

Researchers have reported significant variability in EI personnel preparation programs (Applequist, McLellan, & McGrath, 2010; Bruder, 2010; Bruder, Mogro-Wilson, Stayton, & Dietrich, 2009; Hebbeler et al., 1999). As a result, many service providers enter the early intervention workforce inadequately prepared to work with families (Chang, Early, & Winton, 2005; Winton & McCollum, 2008). In fact, *less than half of the state EI systems have service providers that are trained to deliver services for infants, toddlers, and their families* (Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Preschool Education, 2004; Bruder et al., 2009).

Historically, training has focused more on child development, not on family systems (Orsmond, 2005) although both content areas are necessary for achieving the goals of EI services. Researchers have found great variations in the content of training, as reported in a survey of 2- and 4-year preservice training programs for early childhood professionals – and what is particularly alarming is the *limited emphasis on family-professional collaboration* (Chang et al., 2005). However, EI training should include not just child development related competencies but also competencies related to working with the adults who care for the child in the child's natural

environment (Moore et al., 2012). In a national survey of state Part C personnel information, "many of the respondents expressed concern that the [personnel preparation] programs in their state rarely addressed the needs of infants and toddlers, or tanght about family-centered ways to deliver services in natural environments" (Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Early Childhood Special Education, 2004, p. 17). With the legal mandate for family-centered services in natural environments, the lack of high-quality training in EI becomes an urgent issue that institutions of higher education need to address.

# Problem:

"Early intervention personnel are typically trained to work with children, not adults. Early intervention personnel have limited opportunities to practice working in natural environments before entering the field."

(Katrina Bush, M.Ed., Division of Policy and Strategic Direction, Ohio Department of Developmental Disabilities, personal communication, May 4, 2013)

In a survey of 45 states, only 44% of state Part C systems reported adequate numbers of special educators, and 38% of states continue to report personnel shortages in special educators for early intervention (Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Preschool Education, 2010). Additionally, in a national survey of EI professionals, only 5% of professionals perceived themselves as competent in family-centered practices and only 13% of professionals perceived themselves as competent in natural learning environment principles (Center to Inform Personnel Preparation Policy and Practice in Early Intervention Preparation Policy and Practice in Early Intervention and Preschool Education, 2010). These numbers are alarming, given that EI professionals are mandated to provide services that are grounded in these principles of family- centered practices and natural environments.

Data on EI services and shortage of highly qualified personnel in Ohio. In the past, EI services were delivered in either home settings or in center-based settings, in which children and/or their families attend sessions specifically tailored for children with disabilities. Services delivered in these segregated settings tend to follow a more medical approach to intervention. More recently, county EI systems are moving towards more natural environments such as the home, and community-based settings in which children without disabilities participate. In a 2010 report on Part C program settings, out of a total of 14, 336 children served under Part C in Ohio, 14,868 were receiving EI services in the home, 481 children were receiving services in community-based settings, and 147 were receiving services in other "non- natural" environments such as provider locations, hospitals or clinics, and programs for children with delays or developmental disabilities (IDEA Data Accountability Center, 2010). Although there are still children being served in segregated settings, the numbers indicate that a significantly greater number of children are being served in the natural environment, thus requiring professionals with a *unique and specialized skill set* to work effectively in those natural settings, and not in clinics or other non-natural settings.

As counties in Ohio work to eliminate segregated classrooms and achieve 100% natural environment services, the need for specialized training becomes more urgent. Professionals who had been previously trained to deliver services in classrooms following a more medical, deficitbased approach are now required to learn a different approach to intervention. The natural environments approach focuses not just on child-specific interventions but also on adult learning strategies to support and empower family members in being the primary implementers of interventions within natural routines.

Due to this paradigm shift, various counties are experiencing personnel needs. In a state EI survey conducted in 2010, *21 counties in Ohio responded that they do not have enough Early Intervention Specialists.* Forty-nine counties have 2 or fewer full-time EI Specialists serving the entire county; 4 counties do not have an EI Specialist (see map in Appendix B). Further, *28 counties responded that they are experiencing difficulty in finding qualified EI professionals* (CBDD Superintendent Early Intervention Survey, July 2010).

Further, EI specialists come into the Part C workforce with a variety of educational backgrounds. "In Ohio, the rule for [initial] early intervention certification does not put any limits on specific educational background. Only a bachelor's degree is needed; a related degree gets one to certification faster, but it is not required" (Katrina Bush, personal communication, May 23, 2013). This statement reflects the finding from the 2004 nationwide survey indicating the lack of training specific to infants, toddlers, families, and natural environments (Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Preschool Education, 2004). If an individual with a bachelor's degree from any discipline (that may not be related to EI) can become certified as an EI Specialist without prior training in the necessary competency areas, then the quality of services for the most vulnerable population will be negatively impacted. EI services that fail to meet intended outcomes for young children and families will result in more costly special education services in the future.

Compounding the issue is that there is a great variability in EI personnel preparation programs within Ohio. A document from the Ohio DoDD Office of Staff Development and Preparation shows that institutions of higher education (IHE) in Ohio offer anywhere from one approved course to as many as 33 approved courses, depending on the institution (L. Blazer, Ohio Department of Developmental Disabilities Office of Staff Development and Preparation, personal communication, June 19, 2010). In addition, only three IHEs had approved practicum or internship credit hours, and out of the three IHEs, only one had approved practicum credit hours specifically for infants and toddlers (the other approved practica being special education, but may not be focused on EI). In all three IHEs, practicum was equivalent to only 3 credit hours. In contrast, other practica (e.g., preschool, kindergarten to third grade) are equivalent to 6 credit hours each. The proposed EI Certificate at KSU will the only known EI personnel preparation program in Ohio at this time. After the completion of the EI specific certification track, students are able to continue to pursue the master's degree in special education.

# Required Courses for Initial Post-Baccalaureate EI Certificate (24 credit hrs total):

SPED 64951: IFSP/IEP DEVELOPMENT (3 CREDIT HRS) taught by Dr. Sanna Harjusola-Webb or Michelle Gatmaitan

SPED 63952: FAMILY PROFESSIONAL COLLABORATION IN EARLY CHILDHOOD (3 CREDIT HRS) taught by Dr. Sanna Harjusola-Webb

SPED 63954: PRACTICAL APPLICATIONS: TEAMING (3 CREDIT HRS) taught by the new hire with PhD— Dr. Ching-I Chen

SPED 63955: TYPICAL AND ATYPICAL DEVELOPMENT IN YOUNG CHILDREN (3 CREDIT HRS) taught by the new hire with PhD—Dr. Ching-I Chen

SPED 63956: FOUNDATIONS IN EARLY CHILDHOOD SERVICES (3 CREDIT HRS) taught by Dr. Sanna Harjusola-Webb

SPED 63957: ASSESSMENT AND EVALUATION (3 CREDIT HRS) will be taught by the new hire with PhD-- Dr. Ching-I Chen

SPED 62951: EARLY INTERVENTION IN NATURAL ENVIRONMENTS (3 CREDIT HRS) taught by Dr. Sanna Harjusola-Webb

SPED 63892: EARLY INTERVENTION INTERNSHIP (3 CREDIT HRS) taught by Sanna Harjusola-Webb or Michelle Gatmaitan

Admissions requirements

The admissions requirements are aligned with the Kent State University College of Education Health and Human Services Graduate School and the Special Education Program guidelines:

- 3.0 GPA
- 3 Letters of Recommendations
- Application Package
- 6. Narrative description of any wage analysis the institution may have performed, including any consideration of Bureau of Labor Statistics wage data related to the new program. The institution must retain copies of analysis documents for review and submission to the ED upon request.

Salary Range Reported for Early Intervention Professionals (Bureau of Labor Statistics, 2013)

Child Development Services	\$22,548 - \$44,837
Human Services Agency	\$24,252 - \$51,375
Early Childhood Care and Education	\$21,285 - \$45,041
Disability Services	\$22,330 - \$47,071

7. Narrative description of how the program was reviewed or approved by, or developed in conjunction with, one or more of the following: business advisory committees; program integrity boards; business that would likely employ graduates of the program; and/or public or private oversight or regulatory agencies (not including the state licensing/authorization agency and accrediting agency).

For example, describe the steps taken to develop the program, identify when and with whom discussions were held, provide relevant details of any proposals or correspondence generated, and/or describe any process used to evaluate the program. The institution must retain, for review and submission to the ED upon request, copies of meeting minutes, correspondence, proposals, or other documentation to support the development, review, and/or approval of the program.

Part C is a federal program administered by states that serves infants and toddlers through age 2 with developmental delays or who have diagnosed physical or mental conditions with high probabilities of resulting in developmental delays.

The Ohio Departments of Health and Developmental Disabilities share coordinated leadership for effective Part C Early Intervention Services in Ohio. Both agencies continually work with stakeholders representing parents, professionals, agencies, advocacy groups and the Help Me Grow Advisory Council. Over the past few years, collaboration with stakeholders has included developing recommendations for the future direction of Part C Early Intervention services, as well as a review of the mission and key principles of providing early intervention services in natural environments.

More recently, ODH and DODD met with stakeholders to announce improved coordination plans between both agencies. Among other goals, this inter-agency collaboration is designed to better clarify primary roles for components of the early intervention system; and create a better way to garner family and provider input into the process of Ohio's early intervention system of child find, public awareness, referral, eligibility determination, service coordination, service provision, professional development, and financing. Put more simply, it's about improving leadership and oversight coordination so that local agencies and providers can better serve families.

Due to statutory changes to section 5126.25 of the Ohio Revised Code, effective September 10, 2012, county boards became responsible for issuing and taking all actions regarding Adult Services, Early Intervention, and Service and Support Administration certification for employees of county boards. New standards for certification held by employees of county boards of developmental disabilities went into effect on July 4, 2013. The standards are set forth in administrative rules: 5123:2-5-05 (Early Intervention)

Kent State University faculty provided feedback for the ODH new certification standards during the spring of 2013, and the proposed EI certificate program aligns with the ODH recommended content knowledge for the Early Intervention providers.

- 8. Date of the first day of class. Include both:
  - a. The first day the program will be offered by the institution: August 2014
  - b. The day you would like to begin disbursing Title IV funds to students enrolled in the program: August 2014

COLLEGE OF EDUCATION, HEALTH AND HUMAN SERVICES

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#### **Early Intervention Post Bachelor's Certificate**

The Early Intervention (EI) Certificate is primarily intended for individuals interested in working with young children ages 0-3 who have or are at risk for developmental delays and disabilities and their families across variety of settings. Early Intervention providers in are responsible for providing services to infants and toddlers and their families as noted in Part C of the Individuals with Disabilities Education Act. The EI Certificate provides skills and competencies specific to: contemporary and recommended practices in EI that are empirically based, contemporary philosophical orientations about young children and families, supporting families and caregivers to enhance children's growth and development, federal EI legislation, teaming with professionals and family members, ethical conduct in all professional activities, advocacy and inclusive practices. Applicants must meet admissions criteria for the Special Education Program and hold a baccalaureate level degree.

Course #	Course Name	Alternate Course	Semester/Year Taken	Credit
SPED 64951	IFSP/IEP Development			3
SPED 63952	Family and Professional Collab			3
SPED 63954	Practical Applications: Teaming			3
SPED 63955	Typical/Atypical Development			3
SPED 63956	Foundations in Early Childhood Services			3
SPED 63957	Assessment and Evaluation ECSE			3
SPED 62951	Early Intervention in Natural Environments			3
SPED 63892	Early Intervention Internship			3

# **ECSE Course Requirements: 24 Credits Required**

Total Credits



Jim Petro, Chancellor

**Board of Regents** 

University System of Ohio

# Change Request: Online or Blended/Hybrid Delivery

This form is to request authorization to deliver 50 percent or more of a degree/degree program that has previously been approved by the chancellor using an online or blended/hybrid¹ delivery model. The 50 percent marker excludes internships, clinical practicum, field experiences and student teaching.

Date of submission:	February 17, 2014
Name of institution:	Kent State University
Degree / degree program to	be offered using online or blended /hybri

Degree/degree program to be offered using online or blended/hybrid delivery: Early Intervention post-bachelor's certificate

# Primary institutional contact for the request

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Name:	Mary Ann P. Stephens
Title:	Dean, Graduate Studies
Phone number:	330-672-2658
E-mail:	mstephen@kent.edu

Proposed start date: Fall 2014

Date that the request received final approval from the appropriate institutional committee:

Approved by the College of Education, Health and Human Services Curriculum Committee in December 2013. Was an information item on the February 17, 2004, agenda of the Educational Policies Council, a subcommittee of the Faculty Senate.

Does the institution have H	igher Learning Commission approval for online or
blended/hybrid delivery:	Yes

## **Educator Preparation Programs:**

Leads to licensure	No
Leads to endorsement	No

¹ For this document, the following definitions will be used:

Online—most (80+%) of the content is delivered online; typically requires no face-to-face meetings.

**Blended/hybrid**—blends online and on-ground delivery; substantial content is delivered online; typically has a reduced number of face-to-face meetings.

**Web-facilitated**—use web-based technology (learning management system or web pages) to facilitate what is essentially a face-to-face course.

**On-ground** (aka traditional)—traditional, face-to-face, whereby content is primarily delivered orally or in writing. For this document, on-ground courses include those that are web-facilitated.

#### EPC Agenda | 17 February 2014 | Attachment 5 | Page 11

Kent State University | Proposal for Online Delivery of Early Intervention Graduate Certificate | Page 1

# **3. CURRICULUM**

# 3.1 Will the online or blended/hybrid program be offered <u>instead of</u> or <u>in addition to</u> the onsite program?

The Early Intervention post-bachelor's certificate will be offered in blended/hybrid format <u>instead</u> of the on-ground program.

The post-bachelor's certificate is new for fall 2014. Kent State offers a special education programs at the bachelor's, master's and doctoral levels. A concentration in early childhood intervention specialist is available at the master's level.

# 3.2 Indicate whether the online or blended/hybrid program is equivalent to the on-ground program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain.

The online/hybrid program is equivalent to the on-ground program.

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

The online design structure for the program's lecture, practicum and seminar courses utilize onground, online synchronous and online asynchronous modes of course delivery for maximum flexibility. The faculty will use multiple means of expression and actively provide opportunities for students to engage with the instructors, peers and content both online and on ground.

Kent State University utilizes the Blackboard Learning System software to facilitate distance education with added synchronous tools in Blackboard Collaborate (an online collaboration platform providing web conferencing, mobile collaboration, instant messaging and voice authoring). This technology provides one central location for course instructional materials, assessments, assignments and communication using discussion boards, journaling, e-mail, message boards and announcements as appropriate. Blackboard Collaborate will be used for live lectures.

Each required course will be offered in flexible format, and the instructor can provide online synchronous, online asynchronous and on-ground sessions based on the content covered and the andragogical appropriateness. Students have a choice to attend on-ground class sessions or join the live classroom via synchronous means of the Blackboard Collaborate.

Based on students' choice, it is possible for the program to become an online program with students taking more than 50 percent of the program requirements online (synchronous/ asynchronous). All of the courses are coded "hybrid" and have a regular meeting time. Four of the courses (SPED 63952, 63956, 63957, 63892) will have mandatory on-campus meeting times. Four of the courses (SPED 64951, 63954, 63955, 62951) will be fully online (synchronous/ asynchronous) with no mandatory on-campus meetings. Therefore, this program is not 100 percent online as students must be physically present on the Kent Campus for a portion of their coursework.

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

The program faculty will provide training for the course management system in addition to the institutional supports/trainings for Blackboard Learn. Kent State's Help Desk will help with technology challenges. All instructors hold office hours and are available for individual appointments as needed in both synchronous and asynchronous online formats, face-to-face and by telephone. Students are encouraged to contact course instructors with curriculum-related questions. Instructor contact information, online office hours and the availability of telephone conferencing are posted on each syllabus for online and hybrid courses. Resources that are course specific are made available through links or documents in the Blackboard course room. Kent State's Online Technology Help Center (support.kent.edu) provides students with 24/7 technology support, software downloads, and hundreds of tutorials and online resources. The University Library (www.kent.edu/library) offers instructions and tutorial resources to assist students with off-campus access through Virtual Private Network (VPN) service or OhioLINK Authentication Service. The Student Accessibility Services Office provides appropriate accommodations and ADA-compliant materials in online courses to students with recognized and confirmed disabilities.

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

Students are assessed by the faculty and instructors with the Division for Early Childhood Professional Standards for Early Intervention Professionals, Competencies in their early intervention specific skills and knowledge, and dispositions for Early Intervention practitioners.

The Early Intervention certification program outcomes are evaluated by multiple performance measures to ensure the fidelity of program implementation across all the required courses. The performance measures include syllabi review, student satisfaction/evaluation, and external review of program components aligned to Division for Early Childhood program standards.

# 3.6 Using the chart below, please list the courses that make up the major/program and indicate whether they are delivered using an online, blended/hybrid or on-ground format (see definitions on first page). Identify all new courses (i.e., courses that are not a part of the approved, on-ground curriculum.)

Course	Online	On-ground (including web facilitated)	Blended / hybrid	Course currently required in approved program	Comments (as needed)
SPED 62951 Early Intervention in Natural Environments (3)	~			Yes	New Course
SPED 63892 Early Intervention Internship (3)			~	Yes	New Course
SPED 63952 Family and Professional Collaboration in Early Childhood (3)			~	Yes	
SPED 63954 Practical Applications: Teaming (3)	1			Yes	
SPED 63955 Typical/Atypical Development in Young Children (3)	~			Yes	

See Appendix A for syllabi for new courses SPED 62951, SPED 63892, SPED 64951.

#### EPC Agenda | 17 February 2014 | Attachment 5 | Page 13

Kent State University | Proposal for Online Delivery of Early Intervention Graduate Certificate | Page 3

Course	Online	On-ground (including web facilitated)		required in	Comments (as needed)
SPED 63956 Foundations in Early Childhood Services (3)			~	Yes	
SPED 63957 Assessment and Evaluation Early Childhood Services (3)			~	Yes	
SPED 64951 Developing IFSPs and IEPs for Young Children (3)	✓			Yes	New Course

# 4. FACULTY AND ADMINISTRATION

# 4.1 Describe the duties of the individual who has major responsibility for the administration and coordination of the online or blended/hybrid program. Describe the qualifications of this individual for the oversight of a distance education program and provide this individual's CV as an appendix item.

Associate Professor Sanna Harjusola-Webb, PhD, is the area director for Kent State's early childhood special education program and responsible for the certificate's administration and coordination. Dr. Harjusola-Webb has seven years of experience in higher education, including teaching online. She has collaborated with the University of Kentucky (2006-2012) in a doctoral leadership personnel preparation grant that was offered online across two institutions. She is currently part of a special interest group (DECIDE - DEC's Consortium for Doctoral Excellence) for the Division for Early Childhood professional organization that joins doctoral level training programs across the country in an effort to promote online collaboration across institutions of higher education that offer early childhood special education-specific training via distance education means.

Dr. Harjusola-Webb has a multiyear grant (\$1.3 mil) funded by the U.S. Department of Education's Office of Special Education Programs to provide early intervention specific training for future early intervention providers via online methods in the State of Ohio (See Appendix B for Dr. Harjusola-Webb's CV)

4.2 Describe faculty members' responsibilities to the online or blended/hybrid program. In your response, indicate how faculty members' responsibilities to the online or blended/hybrid program affect their responsibilities to the on-ground program, including teaching load, advising, research/scholarship, and participation in faculty committees/governance. Are additional faculty members going to be hired to implement the online or blended/hybrid program? Will these faculty members participate in only the online or blended/hybrid program or will they participate in the on-ground program as well.

Full-time tenure-track faculty who will teach in the Early Intervention post-bachelor's certificate will have any online instructional responsibilities as part of their standard load. Faculty will teach both on-ground and online courses in their area of expertise. There is no expectation that full-time faculty will be in an overload situation. It is expected that full-time faculty will teach in online courses during the summer term as a part of their professional duties. There is no expectation that the online instruction will negatively affect fulltime faculty responsibilities.

# 4.3 Describe the mechanisms used to ensure that faculty members have the appropriate qualifications and support to teach successfully in an online environment. Include in your response the pedagogical and technical support provided for the design, production and management of online courses, as well as institutional support for all essential technology.

In addition to the faculty expertize in utilizing online Course Management Systems as part of their teaching competencies, there are numerous university resources available to assist with both the substantive and technical needs of the faculty. For example, Kent State's Office of Continuing and Distance Education and the Educational Technology Services units provide support for the design and delivery of online courses. Moreover, Kent State's online Help Desk, available 24/7, assists faculty and students with technical support to trouble shoot challenges that arise.

Additionally, Kent STate participates in the Quality Matters initiative to ensure quality in the online programming. Faculty are engaged in on-going learning and professional development to keep current with state of the art distance education technologies.

4.4 Using the form below, provide the information requested for each member of the instructional staff. A faculty member must be identified for each course to be taught during the first two years of program delivery. 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/ part- time	Terminal degree title, discipline on diploma, institution, year	Course instructor will teach in proposed program	Experience teaching distance education courses/ professional development in DL	Number of courses instructor will teach/year (include traditional and DL)
Sanna Harjusola- Webb	Associate Professor	FT	PhD Special Education University of Kansas 2006	SPED 63952 SPED 63955 SPED 62951 SPED 63892	7 years of online teaching experience; completed Quality Matters Peer Reviewer Certification	4
Ching-I Chen	Assistant Professor (new hire— will start August 2014)	FT	Phd Special Education University of Oregon 2013	SPED 63957 SPED 63955 SPED 63954	1 year as a post doc in a national center providing online technical assistance in EI; will complete Quality Matters Peer Reviewer Certification	3
Michelle Gatmaitan	Instructor	РТ	MEd Early Childhood Special Education University of Cincinnati 2004	SPED 64951	4years on online teaching experience; completed Quality Matters Peer Reviewer Certification	1

#### EPC Agenda | 17 February 2014 | Attachment 5 | Page 15

Kent State University | Proposal for Online Delivery of Early Intervention Graduate Certificate | Page 5

# APPENDICES

A. Course Syllabi

B. CVs for Sanna Harjusola-Webb, Michelle Gatmaitan and Ching-I Chen

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

Respectfully,

Todd A. Diacon Senior Vice President for Academic Affairs and Provost Kent State University

# New Program Needs analysis and Faculty Credentials Special Education Early Intervention Certificate

The purpose of the proposal is to establish a new certificate program in the Special Education [SPED] (Early Childhood program area) that corresponds to the Ohio Department of Health (ODH) and Ohio Department of Developmental Disabilities (DODD) certification rules for the *Early Intervention Certificate*.

Currently, individuals are able to apply for the Early Intervention Certificate from any Ohio County Board of Developmental Disabilities after the completion of appropriate higher education course work related to Early Intervention (defined by the ODH/DODD certification rules), AND successful employment from the County Board of Developmental Disabilities.

At this time, students are able to enter the Special Education program at Kent State University (KSU) as a non-degree seeking student or a master's degree student, and complete the courses required for the Early Intervention certificate. KSU does not issue the EI certificate and students may leave the program after the completion of the set courses that will make them eligible for the County Board issued El Certificate. With the existing framework, however, KSU is not able to track students in the EI certification track or track the number of students completing the required EI courses). The Special Education program has funding for the next 5 years from the U.S Department of Education, Office of Special Education Programs (OSEP) in the area of Personnel Preparation of Special Education, Early Intervention, and Related Services (CRDA 84.325K-Focus Area A) to train future professionals eligible for the EI certificate. The courses required for the EI certificate already exist and they are routinely offered as part of the Special Education program. The proposed new certificate in Early Intervention is designed to address documented needs for highly qualified early intervention (EI) personnel with the necessary skills and knowledge related to serving young children with disabilities and their families. Specifically, thirty (30) trainees will be fully funded by OSEP and trained to assume EI practitioner positions in the state of Ohio early intervention systems in the next 5 years. Further, the proposed EI certificate training track includes significant opportunities for trainees to work in identified programs located within the geographic boundary of a high-need area, serving infants, toddlers, and young children with disabilities, including those with highneed children with disabilities. Lastly, all the courses toward the proposed EI Certificate program count toward the Master's Degree in Special Education.

Use of technology to promote trainee learning, enhance project efficiency, collaborate with partners, and facilitate ongoing mentoring and support for trainees

The proposed EI Certificate program will be offered in a hybrid format with both online (synchronous/asynchronous) and on the ground means of course delivery. It is possible for the students to compete more that 50% of the program online. Faculty members in the program routinely use technology in teaching and providing feedback for trainees (all the current courses are offered in hybrid or fully online means). Kent State University utilizes a course management system that allows both synchronous and asynchronous interactions with the trainees. Live and synchronous instructional technology applications will be selected according to their accessibility, ease of use, and capabilities for two- way, real-time interaction and collaboration. Currently, a variety of technologies are already in use within the early childhood special education program, such as the Blackboard Learn course management system and live meeting rooms (WIMBA and Blackboard Collaborate).

KSU offers a full range of training and consultation options for both faculty and trainees under the existing distance education support framework in place at KSU. As a number of courses are either in a hybrid format or 100% online, a variety of instructional technology is used in order to provide multiple means of representation of content, and as a result trainees have the flexibility to choose the format they prefer to access information (e.g., video recordings, LIVE sessions and interactions, or asynchronous course library readings). All the faculty have competed Quality Matters training protocol to foster quality in the online teaching and learning.

# 1. ESTABLISH A NEED FOR THE PROPOSED PROGRAM

Ohio's Early Intervention (EI) system continues to face a chronic shortage of trained early intervention specialists with capacity to deliver evidence-based practices in natural environments. The purpose of this EI track is to provide high-quality pre-service training and mentoring to future EI professionals in the state of Ohio through a one-year Early Intervention Certification program. The proposed EI certificate will accomplish this goal through a series of courses with content specific to EI, concurrent practica supervised by experienced EI professionals, as well as ongoing support and mentoring, in collaboration with family and community stakeholders to foster fidelity of program implementation.

Kent State University's Department of Lifespan Development and Educational Services [LDES] currently offers a graduate level training program in early childhood special education (SPED/ECSE) to prepare future teachers to work with children with and without disabilities from birth through age eight. The EI certificate will be built on the existing early childhood special education program, but will specifically recruit trainees seeking training for the Ohio Department of Developmental Disabilities (DoDD) EI Specialist certificate to work with children ages 0-3. Currently the program has funding (tuition and stipend) to support 5 cohorts of 6 trainees each (one cohort per year) throughout the state of Ohio-particularly in areas of personnel shortages. The program integrates training and field-based practice opportunities delivered via innovative distance education formats. The primary goal of this project is to increase the number of EI specialists and the quality of El services in both rural and urban areas of Ohio with *limited access to higher education opportunities specific to EI.* The Project addresses the quantitative need for increased numbers of practitioners prepared at the graduate level to fill early intervention specialist positions in the state of Ohio, as well as the qualitative need for practitioners to be prepared to address issues related to serving high-need children with disabilities and their families in the context of natural environments.

# Extent to which the project will address national, state, or regional shortages of personnel who are fully credentialed to serve children with disabilities, ages birth to three, including high-need children with disabilities

Researchers have reported significant variability in EI personnel preparation programs (Applequist, McLellan, & McGrath, 2010; Bruder, 2010; Bruder, Mogro-Wilson, Stayton, & Dietrich, 2009; Hebbeler et al., 1999). As a result, many service providers enter the early intervention workforce inadequately prepared to work with families (Chang, Early, & Winton, 2005; Winton & McCollum, 2008). In fact, *less than half of the state EI systems have service providers that are trained to deliver services for infants, toddlers, and their families* (Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Preschool Education, 2004; Bruder et al., 2009).

Historically, training has focused more on child development, not on family systems (Orsmond, 2005) although both content areas are necessary for achieving the goals of El services. Researchers have found great variations in the content of training, as reported in a survey of 2- and 4-year preservice training programs for early childhood professionals – and what is particularly alarming is the *limited emphasis on family-professional collaboration* (Chang et al., 2005). However, El training should include not just child development related competencies but also competencies related to working with the adults who care for the child in the child's natural environment (Moore et al., 2012). In a national survey of state Part C personnel information, *"many of the respondents expressed concern that the [personnel preparation] programs in their state rarely addressed the needs of infants and toddlers, or taught about family-centered ways to deliver services in natural environments*" (Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Early Childhood Special Education, 2004, p. 17). With the legal mandate for family-centered services in natural environments, the lack of high-quality training in El becomes an urgent issue that institutions of higher education need to address.

#### Problem:

#### "Early intervention personnel are typically trained to work with children, not adults. Early intervention personnel have limited opportunities to practice working in natural environments before entering the field."

(Katrina Bush, M.Ed., Division of Policy and Strategic Direction, Ohio Department of Developmental Disabilities, personal communication, May 4, 2013)

In a survey of 45 states, only 44% of state Part C systems reported adequate numbers of special educators, and 38% of states continue to report personnel shortages in special educators for early intervention (Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Preschool Education, 2010). Additionally, in a national survey of El professionals, only 5% of professionals perceived themselves as competent in family-centered practices and only 13% of professionals perceived themselves as competent in natural learning environment principles (Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Preschool Education, 2010). These numbers are alarming, given that El professionals are mandated to provide services that are grounded in these principles of family- centered practices and natural environments.

**Data on El services and shortage of highly qualified personnel in Ohio.** In the past, El services were delivered in either home settings or in center-based settings, in which children and/or their families attend sessions specifically tailored for children with disabilities. Services delivered in these segregated settings tend to follow a more medical approach to intervention. More recently, county El systems are moving towards more natural environments such as the home, and community-based settings in which children without disabilities participate. In a 2010 report on Part C program settings, out of a total of 14, 336 children served under Part C in Ohio, 14,868 were receiving El services in the home, 481 children were receiving services in community-based settings, and 147 were receiving services in other "non- natural" environments such as provider locations, hospitals or clinics, and programs for children with delays or developmental disabilities (IDEA Data Accountability Center, 2010). Although there are still children being served in segregated settings, the numbers indicate that a significantly greater number of children are being served in the natural environment, thus requiring professionals with a *unique and specialized skill set* to work effectively in those natural settings, and not in clinics or other non-natural settings.

As counties in Ohio work to eliminate segregated classrooms and achieve 100% natural environment services, the need for specialized training becomes more urgent. Professionals who had been previously trained to deliver services in classrooms following a more medical, deficit- based approach are now required to learn a different approach to intervention. The natural environments approach focuses not just on child-specific interventions but also on adult learning strategies to support and empower family members in being the primary implementers of interventions within natural routines.

Due to this paradigm shift, various counties are experiencing personnel needs. In a state El survey conducted in 2010, *21 counties in Ohio responded that they do not have enough Early Intervention Specialists*. Forty-nine counties have 2 or fewer full-time El Specialists serving the entire county; 4 counties do not have an El Specialist (see map in Appendix B). Further, *28 counties responded that they are experiencing difficulty in finding qualified El professionals* (CBDD Superintendent Early Intervention Survey, July 2010).

Further, El specialists come into the Part C workforce with a variety of educational backgrounds. "In Ohio, the rule for [initial] early intervention certification does not put any limits on specific educational background. Only a bachelor's degree is needed; a related degree gets one to certification faster, but it is not required" (Katrina Bush, personal communication, May 23, 2013). This statement reflects the finding from the 2004 nationwide survey indicating the lack of training specific to infants, toddlers, families, and natural environments (Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Preschool Education, 2004). If an individual with a bachelor's degree from any discipline (that may not be related to EI) can become certified as an EI Specialist without prior training in the necessary competency areas, then the quality of services for the most vulnerable population will be negatively impacted. EI services that fail to meet intended outcomes for young children and families will result in more costly special education services in the future.

Compounding the issue is that there is a great variability in EI personnel preparation programs within Ohio. A document from the Ohio DoDD Office of Staff Development and Preparation shows that institutions of higher education (IHE) in Ohio offer anywhere from one approved course to as many as 33 approved courses, depending on the institution (L. Blazer, Ohio Department of Developmental Disabilities Office of Staff Development and Preparation, personal communication, June 19, 2010). In addition, only three IHEs had approved practicum or internship credit hours, and out of the three IHEs, only one had approved practicum credit hours specifically for infants and toddlers (the other approved practica being special education, but may not be focused on EI). In all three IHEs, practicum was equivalent to only 3 credit hours. In contrast, other practica (e.g., preschool, kindergarten to third grade) are equivalent to 6 credit hours each. The proposed EI Certificate at KSU will the only known EI personnel preparation program in Ohio at this time. After the completion of the EI specific certification.

#### 2. PROJECTED STUDENT AND GRADUATE DATA/COMMUNICATION WITH BUSINESS AND INDUSTRY

**Data that demonstrate the effectiveness of the El certification track.** The early childhood area of emphasis within the special education program at KSU only exists at the graduate level. Specific to the graduate level trainees in ECSE at KSU, approximately 55 trainees have completed their programs of study in the past 5 years and (98 percent) are employed in early childhood special education positions for which they were trained. Two percent choose not to work in the field for personal reasons. The trainees at the graduate level choose program tracks leading to pre-k special education endorsement, early childhood special education teaching license or the El certificate.

Many graduate trainees work in the education field already and take courses part time basis to add on a second license, endorsement or certificate. On average, the length of time to reach the special education master's degree with an emphasis in early childhood by 18 trainees was 2.5 years. Currently, the Special Education program is not able to differentiate the various early childhood training tracks given that the licensing and certification is done by the Ohio Department of Education or Health.

## Extent to which the project will increase the number of personnel who demonstrate the competencies needed to provide high-quality instruction, evidence-based interventions, and services for children

The EI Certificate program is expected to alleviate the shortages in highly trained personnel with an anticipated 30 new professionals who will be certified by the state of Ohio County Boards of Developmental Disabilities to work as EI Specialists in various regions around the state. These guaranteed 30 new EI certificate candidates are fully funded by OSEP, and will demonstrate the needed competencies in the areas of focus identified in the literature as well as in Ohio's Early Childhood Cabinet (2010) recommendations, specifically service delivery in natural environments and evidence-based practices. If each new EI Specialist works with a caseload of 25 to 30 children, then an anticipated total of 750 to 900 families in Ohio will receive high-quality El services. To maximize effectiveness of the Proposed El certificate, existing collaboration with four partner sites (County of Summit Board of Developmental Disabilities, Family & Child Learning Center, Geauge County Board of Developmental Disabilities, Hamilton County Board of Developmental Disabilities has been formalized. In other words, while KSU faculty have a long history of working various community agencies, the current collaboration is built upon the needs of the communities for trained EI practitioners who have capacity to implement scientifically based interventions and EI services in the natural environment. Partner sites are located within the geographic boundaries of a high-need LEA.

Statistics on Summit County, Akron, and Akron City Schools:

- Poverty rate of Summit County is 13.8% Akron has the highest poverty rate of 17.5
- Akron has the lowest median income at \$31,835 and lowest income per capita at 17,896
- Akron residents with income below the poverty level in 2009 was 24.6%
- Akron residents with income below 50% of the poverty level in 2009 was 13.0%
- Akron City Schools serve 33.5% of children living below poverty level
- Every K-5 trainee attending Akron City Schools receives a free breakfast and lunch

*Sources: General Land Use Development Plan – County of Summit County and Economic Development Department, 2006 and The State of Poverty in Ohio: Building a Foundation for Prosperity by the Ohio Association of Community Action Agencies by Community Research Partners, 2010.

The Special Education program has capacity and potential to offer the proposed EI certificate across the state with significant increases in the enrollment trajectories particularly in the high heed areas.

#### 3. FACULTY CREDENTIALS AND CAPACITY

*Sanna Harjusola-Webb.* Dr. Harjusola-Webb is full time faculty at KSU. She is an associate professor in the College and Graduate School of Education, Health, and Human Services in the School of Lifespan Development and Educational Sciences at KSU. Dr. Harjusola-Webb received her PhD from the University of Kansas in 2006 in Early Childhood Special Education.

Due to recent resignation, the Special Education program has offered a full time tenure track assistant professor position to Dr. Ching-I Chen. Dr. Chen will start in August 2014. Dr Chen

has a Ph.D. in Early Childhood Special Education from the University of Oregon (graduated in 2013). Dr. Chen is currently completing a post doctoral fellowship at the A.J. Pappanikou Center for Developmental Disabilities at the University of Connecticut Health Center. Her areas of expertize include early childhood assessment, early intervention personnel preparation, quality features of early childhood in-service and pre service training, and positive behavior support for young children.

*Michelle Gatmaitan*, M.Ed., is a graduate teaching assistant (GA) and a doctoral student in the special education program. She has specific research and teaching interests in early intervention, having worked with young children for nine years, almost five of which were as an EI Specialist in Ohio. She has experience in serving diverse families of children with varying skills and abilities in both home and classroom settings, instructing undergraduate and graduate courses in both hybrid and online formats, mentoring practicum students, and providing professional development in EI. She has presented on EI-specific topics in state and national professional conferences and provided professional development for EI professionals. Ms. Gatmaitan has also contributed to the development of the EI practicum by forming collaborations with community agencies, establishing competencies and learning objectives, conceptualizing learning activities, facilitating practicum seminars, and developing evaluation measures for her dissertation proposal, which is a program evaluation of the EI practicum. Ms Gatmaitan will teach courses and supervise field-based experiences as needed in the proposed EI certification track.

Required Courses for Initial Post-Baccalaureate EI Certificate (24 credit hrs total):

SPED 64951: IFSP/IEP DEVELOPMENT (3 CREDIT HRS) taught by Dr. Sanna Harjusola-Webb

SPED 63952: FAMILY PROFESSIONAL COLLABORATION IN EARLY CHILDHOOD (3 CREDIT HRS) taught by Dr. Sanna Harjusola-Webb

SPED 63954: PRACTICAL APPLICATIONS: TEAMING (3 CREDIT HRS) will taught by the new tenure track faculty hire with PhD**

SPED 63955: TYPICAL AND ATYPICAL DEVELOPMENT IN YOUNG CHILDREN (3 CREDIT HRS) will taught by the new tenure track faculty hire with PhD

SPED 63956: FOUNDATIONS IN EARLY CHILDHOOD SERVICES (3 CREDIT HRS) taught by Dr. Sanna Harjusola-Webb

SPED 63957: ASSESSMENT AND EVALUATION (3 CREDIT HRS) will taught by the new tenure track faculty hire with PhD

SPED 62951: EARLY INTERVENTION IN NATURAL ENVIRONMENTS (3 CREDIT HRS) taught by Dr. Sanna Harjusola-Webb**

SPED 63892: EARLY INTERVENTION INTERNSHIP (3 CREDIT HRS) taught by Michelle Gatmaitan**

**NEW COURSES

Note: All courses in the proposed El Certificate program will count toward the Master's Degree in Special Education

#### KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date	e 20-Dec-13	Curriculum Bulletin
Effective Date	Fall 2014	Approved by EPC

Department	Health Policy and Ma	inagement
College	PH - Public Health	
Degree	MPH - Maste	er of Public Health
Program Name	Public Health	Program Banner Code PH
Concentration(s)	Health Policy & Mana	gementConcentration(s) Banner Code(s) HPM
Proposal	Offer program fully o	nline

Description of proposal:

The proposal is to develop a fully online version of the Master's of Public Health (MPH) degree with the specialization in Health Policy and Management. The onsite program is currently offered on the Kent campus. A blended/hybrid program is also offered at the Twinsburg Regional Center. The online program will be in addition to these offerings.

Does proposed revision change program's total credit hours?□ Yes⊠ NoCurrent total credit hours: 45Proposed total credit hours 45

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

There are no anticipated impacts on other programs, policies or procedures. The College of Public Health already employs a full-time Ph.D. level instructional designer who supervises the online program instructional designers and is responsible for implementing the Quality Matters program (Dr. Sasi Benziger). Faculty have agreed to support the program and have in house full time technical support for online courses including assistance with course development. All essential technology is assured. The audience is also broad, as the growth of online programs nationally has been triggered by a shortage of trained professionals in public health and by the growing popularity of public health careers. Nationally and regionally, there is a shortage of approximately 500,000 public health workers. The state of Ohio also has identified shortages in trained public health professionals, with a 20% state vacancy rate.

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

Kent State University departments, programs or campuses consulted include the Colleges of Nursing and Education, Health and Human Services. A cursory review of other programs in the state revealed no similar online degree programs in the Health Policy and Management specialization.

	REQUIRED ENDORSEMENTS	
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Départment Chair / School Director

Campus Dean (for Regional Campuses proposals)

College Dean (or designee)

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EPC Agenda | 17 February 2014 | Attachment 6 | Page 2 _____/ <u>| うみアイ</u>

Dean of Graduate Studies (for graduate proposals)

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

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John R. Kasich, Governor John Carey, Chancellor

#### Change Request: Online or Blended/Hybrid Delivery

This form is to request authorization to deliver 50 percent or more of a degree/degree program that has previously been approved by the chancellor using an online or blended/hybrid¹ delivery model. The 50 percent marker excludes internships, clinical practicum, field experiences and student teaching.

Date of submission:	January 6, 2013
Name of institution:	Kent State University

Degree/degree program to be offered using online or blended/hybrid delivery: Master of Public Health- Health Policy and Management specialization

Primary institutional conta	ct for the request
Name:	Therese E. Tillett
Title:	Director, Curriculum Services, Office of the Provost
Phone number:	330-672-8558
E-mail:	ttillet1@kent.edu
Proposed start date:	Fall, 2014
Date that the request receiv	ved final approval from the appropriate institutional committee: Approved by the Educational Policies Council, a subcommittee of the Faculty Senate on [DATE]
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Institution has Higher Learning Commission approval for online or blended/hybrid delivery: Yes

Educator preparation program that leads to licensure or endorsement: No

¹ For this document, the following definitions will be used:

Online-most (80+%) of the content is delivered online; typically requires no face-to-face meetings.

Blended/hybrid—blends online and on-ground delivery; substantial content is delivered online; typically has a reduced number of face-to-face meetings.

Web-facilitated—use web-based technology (learning management system or web pages) to facilitate what is essentially a face-to-face course.

**On-ground** (aka traditional)—traditional, face-to-face, whereby content is primarily delivered orally or in writing. For this document, on-ground courses include those that are web-facilitated.

#### 1. INSTITUTIONAL SUPPORT

## 1.1 Describe the learning management system (LMS) that the institution will be using for its online or blended/hybrid course offerings.

The learning management system used at Kent State is Blackboard Learn. This is used to facilitate studentinstructor interaction via the online communication tools within the learning management system. This technology provides one central location for course instructional materials, assessments, assignments and communication using discussion boards, journaling, email, message boards and announcements as appropriate.

## 1.2 Describe the institution's options and processes for students and faculty in need of ADA accommodations for online teaching and learning.

Kent State University (KSU) supports the provisions of General Standard 8, Accessibility in the Quality Matters Rubric.

KSU online course design, development, and delivery support reasonable accommodation for all participants. Courses are delivered via the Bb Learn learning management system (LMS.) Bb Learn LMS complies with all major international standards in the area of accessibility, including XHTML Strict 1.0. For more information on Bb Learn's accessibility compliance, please visit the Accessibility page in the Resources section of the Blackboard website.

The Learning Management System, Bb Learn is in conformance with the Web Content Accessibility Guidelines (WCAG) 2.0 Priority AA. It also has Gold Level Certification for non-visual access issued by The National Federation of the Blind.

KSU online courses include the following:

Link to description of Blackboard Learn LMS accessibility features. Link to tutorial on how to use Blackboard Learn with a screen reader. Use of (X)HTML Alt attribute to convey appropriate descriptive information about graphic images. Appropriate color combinations that minimize color blindness effects. Appropriate font and font-size combinations to improve readability. Minimal use of bullets and/or charts for participants using screen readers. Transcripts and/or closed captions for audio and video learning materials. Transcripts and PowerPoint files for narrated slide presentations.

Students who require additional accommodations should contact Student Accessibility Services (SAS) V/TDD 330-672-3391 M-F 8am - 5 pm, or visit the SAS web site http://www.kent.edu/sas/.

## 1.3 Describe the technical and help desk support services available to students and faculty (hardware and software systems).

Links are provided to Kent State University student support services including Blackboard Learn tutorials, online tutoring through the Academic Success Center, online resources in Career Services Center, online Academic Advising, and accessibility accommodations for online students.

Academic Honesty and Plagiarism - Information on understanding, identifying, and avoiding plagiarism in an academic setting is provided in each syllabus.

**Blackboard Learn Support Services** - There are several ways to get help with Blackboard. Students can view over two dozen tutorial videos on the student section of the **Blackboard** website or for further assistance, students can click on the link to the **Kent State University Helpdesk** at 330.672.HELP (4357), or visit **support.kent.edu**.

**Career Services -** Kent State Career Services offers a variety of <u>career counseling information resources</u> <u>online.</u>

Kent State University Library Resources – Students can access through the Kent State University Library web portal the same resources available to on ground students. . To access the library web portal from a remote location students will first need to install and configure Cisco VPN software.

**Online Academic Advising** - The <u>Office of Continuing and Distance Education</u> provides preliminary academic advising for students enrolled in web-based courses. Once enrolled, each MPH student has a faculty member as an assigned advisor.

**Student Accessibility Services** - <u>Student Accessibility Services (SAS)</u> provides assistance to students with varying degrees and types of disabilities in order to maximize educational opportunity and academic potential.

**Student Ombuds** - Office of the <u>Student Ombuds</u> provides students with confidential consultation in assisting with resolution of university-related concerns, grievances or appeal.

**University Bookstore** - Textbooks, computer hardware and computer software applications can be purchased online through the <u>KSU bookstore</u>.

Writing Commons - The <u>Writing Commons</u> provides online tutoring to help students improve their writing skills.

1.4 Explain the institution's policies and procedures related to ensuring the integrity of student work in online programs (e.g., for establishing student identity, for controlling the conditions of examinations, etc.).

Kent State provides proctored testing either onsite, approved off-campus sites or through a software service, Proctor U.

- 1.5 Indicate whether the institution has entered into a collaborative agreement with a 3rd party provider to provide content/curriculum or resources/services to support the delivery of the program. If so, indicate the parties involved, purpose and timeline of the agreement. Submit a copy of the agreement as an appendix item.
- No Kent State will develop content and deliver courses. A third party vendor is used for marketing purposes.

#### 1.6 Have the appropriate accreditation agencies been informed of the proposed change?

The Council on Education for Public Health (CEPH) requires that online programs deliver the same program as the on ground program and this is a part of the accreditation process.

#### 2. ADMINISTRATIVE AND STUDENT SUPPORT SERVICES

- 2.1 Describe how students in the online program will have access to the following services. Indicate how the services available to the online students are comparable to those available to students in the on-ground program:
  - Administrative services (admissions, financial aid, registration, student records)

All of these services are available to students online or via telephone if additional one-on-one assistance is required.

• Advising regarding program planning and progress

The academic department provides all support for academic advising.

#### Library resources

Extensive online access is available to the KSU library collection and services. Also, telephone support is available is one-on-one assistance is required.

#### • Psycho-social counseling

Students in online programs are referred to local counseling resources when necessary.

#### • Career advising

The university offers career advisement to all Kent State students. Online students are eligible to receive the same supports, training, coaching, etc. that is available to face-to-face students by appointment and at time utilizing various telecommunications and/or web based communication tools. In addition, online MPH students have access to career advising services provided to on ground MPH students.

#### • Placement services

Kent State does not have placement services designed distinctly for online students, however, by appointment online students can seek access to placement services via telecommunications and/or web based tools.

# 2.2 Describe the admission requirements for the online or blended/hybrid program. If these are different from those for the on-ground program, discuss the rationale for the differing requirements.

The admission requirements to the online MPH will be the same as for the on ground MPH program.

#### 3. CURRICULUM

3.1 Will the online or blended/hybrid program be offered <u>instead of</u> or <u>in addition to</u> the onsite program?

The onsite program is offered on the Kent campus. A blended/hybrid program is offered at the Twinsburg Regional Center. The online program will be in addition to these offerings.

3.2 Indicate whether the online or blended/hybrid program is equivalent to the on-ground program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain.

The program is the same (expected outcomes, number of credits, courses required).

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

Students may interact with instructors in the online discussion section, via email, Skype and telephone.

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

Each online student will be required to complete an orientation to the online graduate program environment and requirements. Students who have never participated in online courses will be required to complete a technical skills orientation online.

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

The evaluation process will be the same as for the in class and blended format, including structured course learning outcomes that link to the program competencies. Students in the online program must complete the same assignments, exams, and culminating experience expectations.

3.6 Using the chart below, please list the courses that make up the major/program and indicate whether they are delivered using an online, blended/hybrid or on-ground format (see definitions on first page). Identify all new courses (i.e., courses that are not a part of the approved, on-ground curriculum.) *Please provide a syllabus for each new course as an appendix item.* 

No new courses will be developed. On-ground courses are taught at the Kent campus. Blended/hybrid courses are taught at the Twinsburg Regional Center. As all courses for this program have been taught in the blended/hybrid format, the final stage of development is to prepare the classes for full online delivery. This process is in progress.

Course	Online	On-ground (including web facilitated)	Blended/ hybrid	Course currently required in approved program	Comments (as needed)
		••••••••••••••••••••••••••••••••••••••			T
BST 52019 Biostatistics	IP	Х	x	Yes	
EHS 52018 Environmental Health	X	X	X	Yes	
EPI 52017 Pub Hlth Epidemiology	IP	X	X	Yes	
HPM 52015 Emerging Issues	X	X	X	Yes	
HPM 52016 Pub Hlth Administration	X	X	X	Yes	
SBS 50020 Soc/Beh Science Theories	X	X	X	Yes	
HPM 53003 Health Care Systems	X	X	X	Yes	
HPM53004 PH Policy, Law & Ethics	IP	X	X	Yes	
HPM53005 Financial Management	X	X	X	Yes	
HPM53006 Cost Benefit Analysis	X	X	X	Yes	
HPM 53007 PH Programs, Planning	IP	X	X	Yes	
HPM 60192 Practicum	X	X	Х	Yes	
Approved electives (two courses)*	IP or X	X	X	Yes	

IP= online development in progress

*Students in the online MPH will also have access to electives in the online Master of Public Administration (MPA) program.

#### 4. FACULTY AND ADMINISTRATION

- 4.1 Describe the duties of the individual who has major responsibility for the administration and coordination of the online or blended/hybrid program. Describe the qualifications of this individual for the oversight of a distance education program and provide this individual's CV as an appendix item.
  - The major responsibility for the administration of this program is assigned to Dr. Jonathan VanGeest, full-time department chair of the Department of Health Policy and Management in the College of Public Health. Dr. VanGeest has experience in developing and administering the blended/hybrid and on ground MPH programs. He is also responsible for the on-line BSPH Health Services Administration concentration, including course development and quality monitoring. He is responsible for assigning course load to faculty in the department.

4.2 Describe faculty members' responsibilities to the online or blended/hybrid program. In your response, indicate how faculty members' responsibilities to the online or blended/hybrid program affect their responsibilities to the on-ground program, including teaching load, advising, research/scholarship, and participation in faculty committees/governance. Are additional faculty members going to be hired to implement the online or blended/hybrid program? Will these faculty members participate in only the online or blended/hybrid program or will they participate in the on-ground program as well.

Distance education courses are included in a faculty member's load the same as other courses. The courses require the same office hours and advising requirements.

- 4.3 Describe the mechanisms used to ensure that faculty members have the appropriate qualifications and support to teach successfully in an online environment. Include in your response the pedagogical and technical support provided for the design, production and management of online courses, as well as institutional support for all essential technology.
  - The College of Public Health has a full-time Ph.D. level instructional designer who supervises the online program instructional designers and is responsible for implementing the Quality Matters program (Dr. Sasi Benziger). Faculty have in house full time technical support for online courses including assistance with course development. All essential technology is assured.
- 4.4 Using the form below, provide the information requested for each member of the instructional staff. A faculty member must be identified for each course to be taught during the first two years of program delivery. 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/ part-time	Terminal degree title, discipline on diploma, institution, year	Course instructor will teach in proposed program	Experience teaching distance education courses/ professional development in DL	Number of courses instructor will teach/year (include traditional and DL)
Sonia Alemagno	Professor (DHPM)	FT (administrator status)	Ph.D., Medical Sociology, Case Western Reserve University, 1991	HPM52015 (Emerging Issues) HPM52016 (Pub Hlth Admin)	Five years' experience teaching online courses/pro- fessional development in DL	2
Tina Bhargava	Assistant Professor (DSBS)	FT	DrPH, Behavioral and Community Health Sciences,	SBS 50020	Two years' experience teaching online courses	2

			University of Pittsburgh, 2012			
Heather Beaird	Assistant Professor (DBEE)	FT	Ph.D., Case Western Reserve University, Epidemiology, 2005	EPI 52017 (Pub Hlth Epidemiol)	Four years' experience teaching online courses	4
Abbey Eng	Assistant Professor (DBEE)	FT	Ph.D., Bowling Green State University, Sociology, 2007	BST 52019 (Biostatistics)	Two years' experience teaching online courses	4
Jeff Hallam	Professor (DSBS)	FT (administrator status)	PhD, Health Promotion & Education, Ohio State University, 1995	SBS5002 (Soc/Beh Science Theories)	More than 10 years' experience <b>teaching online</b> courses/pro- fessional development in DL	2
John Hoornbeek	Associate Professor (DHPM)	FT	PhD, Political Science, University of Pittsburgh, 2004	HPM53004 (PH Policy, Law & Ethics)	Two years' experience <b>teaching online</b> courses	2
Deric Kenne	Assistant Professor (DHPM)	FT	PhD, Public Administration, University of Akron, 2010	HPM53007 (PH Programs, Planning) HPM52015 (Emerging Issues)	Three years' experience <b>teaching online</b> courses/course content	4
Willie Oglesby	Assistant Professor (DHPM)	FT	PhD, Public Health, University of South Carolina, 2008	HPM53003 (Health Care Systems) HPM53006 (Cost Benefit Analysis)	Four years' experience teaching online courses/pro- fessional development in DL	4
Ken Slenkovich	Lecturer (DHPM)	FT (administrator status)		HPM52016 (Pub Hlth Admin)	Two years' experience <b>teaching online</b> courses	2
John Spieler	Adjunct Instructor (DHPM)	РТ	DrPH, School of Public Health, University of Pittsburgh, 1995	HPM53005 (Financial Management)	Three years' experience teaching online courses/develop- ing online course content	3
John Staley	Assistant Professor (DHPM)	FT	PhD, Health Policy and Administration, University of	HPM52015 (Emerging Issues) HPM53007	Two years' experience <b>teaching online</b> courses	5

			North Carolina at Chapel Hill, 2008	(PH Programs, Planning) HPM 60192 (Practicum)		
Margaret (Peggy) Stephens	Associate Professor (DSBS)	FT	PhD, Sociology, University of Akron, 1999	SBS 50020	Four years' experience <b>teaching online</b> courses	2
Jonathan VanGeest	Associate Professor (DHPM)	FT (administrator status)	Ph.D. Medical Sociology, University of Illinois at Chicago, 1998	HPM52016 (Pub Hlth Admin) HPM53007 (PH Programs, Planning) HPM53006 (Cost Benefit Analysis)	Six years' experience teaching online courses/pro- fessional development in DL	2
Jingzen (Ginger) Yang	Associate Professor (DSBS)	FT	PhD, Health Behavior and Health Education, University of North Carolina at Chapel Hill, 2004	SBS50020 (Soc/Beh Science Theories)	Ten years' experience teaching/develo ping online courses	4
Phil Weintraub	Adjunct Instructor (DHPM)	РТ	DLSHTM, Post-Graduate Diploma in Public Health, University of London, London, UK, 2010	HPM53005 (Financial Management)	Over five years' experience <b>teaching online</b> courses/develop- ing online course content	3
Chris Woolverton	Professor (DBEE)	FT	PhD, Medical Microbiology, West Virginia University, 1986	EHS 52018 (Environment al Health)	Two years' experience teaching online courses	3
Ken Zakariasen	Professor (DHPM)	FT	PhD, Epidemiology, University of Minnesota, 1978 DDS, University of Minnesota, Dentistry, 1970	HPM 52015 (Emerging Issues) HPM 52016 (Pub Hlth Admin)	Over three years' experience <b>teaching online</b> courses/pro- fessional development in DL	3

#### APPENDICES

Appendix Description

A Faculty CVs

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

Respectfully,

signed after EPC

Todd A. Diacon Senior Vice President for Academic Affairs and Provost



TO:	Educational Policies Council
FROM:	Senior Vice President and Provost Todd A. Diacon
SUBJECT:	Agendas for the joint meeting of Educational Policies Council (EPC)
DATE:	10 March 2014

In the event that any of the action item proposals require corrections or create consequences not addressed in the response memos, please bring these matters to the attention of the Office of the Curriculum Services before the meeting. If you wish to elevate an information item or lesser action item on the agenda to an action or discussion item, please notify the Office of Curriculum Services by Friday, 14 March 2014, to ensure that the materials are available at the meeting for review.

#### JOINT MEETING OF THE EDUCATIONAL POLICIES COUNCIL

Meeting on Monday, 17 March 2014, in Kent Student Center, room 310AB

#### **ACTION ITEMS**

1. Approval of minutes of 17 February 2014. Attachment 1

#### College of Applied Engineering, Sustainability and Technology (presented by Interim Dean Robert G. Sines)

2. Revision of college name, from College of Applied Engineering, Sustainability and Technology to the College of Aeronautics, Applied Engineering and Construction. Effective 1 July 2014 (Fall 2014) | Attachment 2

#### **EPC Ad Hoc Committee for Academic Policies** (presented by Associate Provost Melody Tankersley)

3. Revision of Credit-Hour Requirement for Graduation policy to (a) include Ohio Board of Regents mandate that associate degree programs contain a minimum 15 semester hours of the Ohio Transfer Module (Kent Core); and (b) allow undergraduate students who have had courses or credits waived to graduate from their program when they earn fewer than the minimum credit hours stated for that program in the Catalog provided that they fulfill all requirements for the program and meet the university minimum credits hours-120 for bachelor's and 60 for associate-for graduation.

Effective Fall 2014 | Attachment 3

- 4. Establishment of Retroactive Credit policy to allow students to earn credit for designated lower level course(s) by sucessfully completing a designated advanced course in the same subject. Effective Fall 2014 | Attachment 4
- 5. Revision Credit Testing Eligibility policy to remove a credit-hour restriction of Advanced Placement (AP), Credit by Examination (CBE) and College Level Examination Program (CLEP) combined—maximum 30 hours for bachelor's degree students, 15 hours for associate degrees and 50 percent for certificates.

Effective Fall 2014 | Attachment 5

#### **ACTION ITEMS** continued

#### Associate and Assistant Deans Committee (presented by Chair and Associate Dean Raymond A. Craig)

 Revision of Transient Work at Another University policy to eliminate the 18-credit restriction and require students to be in good academic standing for eligibility, among other changes. Effective Fall 2014 | Attachment 6

#### Undergraduate Studies (presented by Dean Eboni J. Pringle)

 Revision of undergraduate Dismissal policy to include statement that the provost will not dismiss a student who earned a 2.000 term GPA (unadjusted for the recalculation provisions in the course repeat policy). This statement inadvertently was removed the last time the policy was revised. Effective Fall 2014 | Attachment 7

#### **INFORMATION ITEMS**

#### College of Education, Health and Human Services

#### School of Foundations, Leadership and Administration

 Extension of Educational Administration–K-12 Leadership [EAKL] major within the Master of Education [MED] and Educational Specialist [EDS] degrees to be offered fully at the Parma City School District and Orange School District (Pepper Pike). Admission, course and graduation requirements for the program are unchanged. Effective Fall 2014 | Attachment 8

#### School of Health Sciences

2. Temporary suspension of admission at the Ashtabula Campus for the Health Care Administration and Systems [HCAS] concentration in the Integrated Health Studies[HIS] major within the Bachelor of Science [BS] degree. Admission is suspended until fall 2015, at which time the program will be reopened for admission or inactivated at the Ashtabula Campus. The program is and will be continued to be offered at the Kent Campus. Effective Spring 2014 Attachment 9

#### **Regional College**

3. Establishment of 100 percent online delivery for the Allied Health Management Technology [AHMT] major within the Associate of Technical Study [ATS] degree. The full program will continue to be offered on-ground at the Trumbull Campus. Admission, course and graduation requirements for the program are unchanged. Effective Fall 2014 | Attachment 10

#### LESSER ACTION ITEMS

#### **College Communication and Information**

#### School of Journalism and Mass Communication

 Revision of course requirements for the Advertising [ADV] major within the Bachelor of Science [BS] degree. Revision includes adding MATH 10041 to either/or requirement of MATH 11008, MATH 11009, MATH 11010 or MATH 14001. Minimum total credit hours to program completion are unchanged at 124. Effective Fall 2014

#### LESSER ACTION ITEMS continued

#### **Regional College**

- 2. Revision of course requirements for the Computer Technology [COMT] major within the Associate of Applied Business [AAB] degree. Revision includes adding MATH 10041 to either/or requirement of MATH 10009 or MATH 11010. Minimum total credit hours to program completion are unchanged at 63-64, depending on concentration. Effective Fall 2014
- 3. Revision of course requirements for the Technical and Applied Studies [TAS] major within the Bachelor of Technical and Applied Studies [BTAS] degree. Revision includes adding MATH 10041 to the major elective list for students not selecting a concentration. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2014

#### **COURSE CHANGES**

#### **Course Changes Effective Fall 2014**

AERN 45030	Aircraft Systems II (3) [writing-intensive removal] Revise
TECH 42400	Radiation Dosimetry and Safety (3) Revise
UD 60704	Urban Design Studio IV (6-9) to:
60798	Masters Project in Urban Design Revise

#### **Course Changes Effective Spring 2015**

AERN 35501	Signals and Circuits Laboratory (1)	New
AERN 45850	Aircraft Design II (3)	New
CADT 22004	Computer Animation and Gaming (3)	Revise
IAKM 60310	Intellectual Capital Management (3)	Revise
IAKM 60311	Business Process Management (3)	Revise
IAKM 60312	Business Intelligence-Competitive Intelligence (3)	Revise
IAKM 61098	Master's Project (3)	Revise
IAKM 61199	Thesis I (2-6)	Revise
IAKM 61299	Thesis II (2)	Revise
IAKM 80310	Intellectual Capital Management (3)	Revise
IAKM 80311	Business Process Management (3)	Revise
IAKM 80312	Business Intelligence-Competitive Intelligence (3)	Revise
PH 30103	Food Protection (3)	Revise
PH 30105	Waste and Wastewater Management (3)	Revise
PH 30106	Environmental Toxicology (3)	Revise
PH 40100	Vector-Borne and Zoonotic Diseases (3)	Revise
PH 40101	Occupational Health and Safety (3)	Revise
PH 40109	Laboratory Safety and Hygiene (3)	Revise
PH 40112	Institutional and Recreational Environmental, Occupational Health and Safety (3)	Revise
PH 40200	The Built Environment (3)	Revise
RADT 14006	Radiographic Procedures I (1)	Revise
RADT 24096	Individual Investigation in Radiologic Technology (1)	Revise
RIS 44035	MRI Clinical Education I (3)	Revise

#### Updates to 3 February 2014 EPC agenda

Revision of course requirements for the Health Informatics [C626] post-baccalaureate certificate. Revisions include replacing IAKM 60181 with new course IAKM 60413; and adding new courses IAKM 60414 and IAKM 60415 to elective list. Minimum total credit hours to program completion are unchanged at 18.

Postponed until proposal goes forward for the Information Architecture and Knowledge Management degree program.

Revision of course requirements for the Master of Science in Nursing/Master of Business Administration [DMNB] dual degree program to align with changes made to both degrees. Revisions include adding ACCT 63037 and PADM 60379, removing NURS 60315, and replacing NURS 60401 with NURS 60403. Minimum total credit hours to program completion increase, from 63 to 67. *ACCT 63037 was incorrectly reported as FIN 63037* 

BAD 68052 Business Professional development II (1)...... New *Item was incorrectly reported as a revision; should be an establishment.* 

ECED 80292 Advanced Practicum and Internship in Early Childhood Education (1-10) ..... Inactive *Item was incorrectly reported as a revision; should be an inactivation.* 

EVAL 78807 Program Evaluation (3)...... New Item was incorrectly reported as an inactivation; should be an establishment.

SPA 64501 Social communication Aspects of Autism Spectrum Disorders (3)..... New *Item was incorrectly reported as a revision; should be a new.* 

SPSY 87992 Doctoral Internship in School Psychology (1-6)...... Revise Item was incorrectly reported as an inactivation; should be a revision.

#### Updates to 3 February 2014 EPC agenda

Establishment of Deaf Education [DFED] non-degree graduate [NDGD] program for students seeking teacher licensure. Minimum total credit hours to program completion are 60. *Item was incorrectly reported as 53 total credit hours to program completion; should be 60 total credit hours.* 

Establishment of Early Childhood Intervention Specialist [ECIS] non-degree graduate [NDGD] program for students seeking teacher licensure. Minimum total credit hours to program completion are 41. *Item was incorrectly reported as 42 total credit hours to program completion; should be 41 total credit hours.* 

NURS 35050 Advanced Medical Surgical Simulation (3)...... New Item withdrawn by the College of Nursing

#### Update to 19 August 2013 EPC agenda

Revision of course requirements for the Philosophy [PHIL] minor. Revision adds PHIL 21020 as an elective. Minimum total credit hours to program completion are unchanged at 21. *Item withdrawn by the Department of Philosophy* 

Agenda prepared by the Office of Curriculum Services



Educational Policies Council Minutes of the Meeting Monday, 17 February 2014

**Ex-Officio Members present:** Provost Todd A. Diacon; Faculty Senate Chair Paul A. Farrell; Deans Sonia Alemagno, James L. Blank, James K. Bracken, John R. Crawford, Donald F. Palmer, Eboni J. Pringle, Deborah F. Spake, Mary Ann Stephens, Wanda E. Thomas; Associate Deans Joanne M. Arhar, Gail E. Bromley, Raymond A. Craig, John R. Graham, Catherine E. Hackney, LuEtt J. Hanson, Ralph Lorenz, Isaac Richmond Nettey Donald R. Williams, Assistant Dean Elizabeth Sinclair-Colando; Director Robert A. Walker

**Ex-officio Members not present**: Deans Robert G. Sines, Douglas L. Steidl, Susan J. Stocker; Senior Associate Dean Vincent J. Hetherington; Associate Deans William T. Willoughby; Assistant Dean Thomas E. Klingler

**Faculty Senate-Appointed Representatives present**: Richard Feinberg, Donald (Mack) Hassler, Thomas Janson, Mary K. Kellermann, Jonathan V. Selinger, Fred T. Smith, Terrence L. Uber, Roberto M. Uribe-Rendon, William C. Ward III, Christopher A. Was, Donald L. White

Faculty Senate-Appointed Representatives not present: Vanessa J. Earp

**Council Representatives present**: Tina D. Bhargava, Thomas W. Brewer, Jessie Carduner, Pamela K. Evans, Rosemary Gornik, William E. Hauck, Andrew Lepp, John A. Marino, Mary A. Mooney, Marilyn Norconk, Timothy A Roberts, Denice Sheehan, Fred T. Smith

**Council Representatives not present**: Gregory M. Blase, Michael W. Chunn, John C. Duncan, Jonathan P. Fleming, Ann F. Jacobson, Eric D. Johnson, John H. Thornton

Observers present: Natalie R. Fox

Observers not present: Michelle A. Crisler

**Consultants and Guests present**: Susan M. Augustine, Robert E. Cimera, Fashaad L. Crawford, Janis H. Crowther, Nancy J. Dellavecchia, Lisa N.H. Delaney, Mary M. Dellmann-Jenkins, Julie A. Gabella, Kathy J. Geething, Mary Ann Haley, Sanna M. Harjusola-Webb, Gregory I. Jarvie, Lynette Johnson, Karen M. Keenan, Jennifer S. Kellogg, Gail M. Rebeta, Linnea A. Stafford, Melody J. Tankersley, Sonia L. Wisdom

Senior Vice President and Provost Todd A. Diacon called the joint meeting of the Educational Policies Council to order at 3:21 p.m., on Monday, 17 February, 2014 in room 310AB of the Kent Student Center.

#### Action Item 1: Approval of the minutes of 3 February 2014.

There were no corrections or objections to the minutes; they were approved unanimously.

## Action Item 2: Revision of admission requirement for new freshmen to the Kent Campus and for deferred students at a regional campus wishing to enroll at the Kent Campus.

Vice President Gregory I. Jarvie said that in the spirit of shared governance, this item is being brought to this body for discussion and recommendation. The language of the policy for admission to the Kent Campus has been revised. He said that for the past four or five years there has been an effort in shaping the freshman class to include students with higher grade point averages and test scores. He added that other students are not being eliminated from admissions from the Kent Campus, there is just increased scrutiny. Vice President Jarvie said this revision is making the requirements more consistent with practice; it clarifies and makes the admission process stronger. Associate Dean Isaac Richmond Nettey moved for approval of the item, which was seconded by Associate Professor Pamela K. Evans.

An EPC member said that, currently, there is no mechanism to identify admitted students who were deferred to the regional campuses; there is nothing in place to stop these students from taking Kent Campus courses. She wanted to know how the revised policy would be enforced. Director of Admissions Nancy Dellavecchia explained that information does display on the admissions screen if a student is a deferred admit.

Provost Diacon asked what was the fear with allowing these students to take Kent Campus courses (i.e., was the concern that, although the students were not admitted to the Kent Campus, they will "sneak" in by taking all Kent Campus courses). Associate Provost and Dean Wanda E. Thomas said that once students are admitted to the university, they can take classes at any campus; at this point nothing stops them. Vice President Jarvie added that though that has happened, the data will show that these students are regional campus students. Provost Diacon said that those students are not included in the IPEDS report and are not included in the retention rates. That is not the reason for this revision, he clarified, but it is probably right that they are not included. Vice President Jarvie said that it comes down to wanting to do the best for student success; if they want to do something like that—there are very few that do—but if they want to do that, they can.

A member asked if students pay the Kent Campus fees if they are admitted to a regional campus but take all their courses on the Kent Campus. Vice President Jarvie replied in the affirmative.

With no further questions or comments, the item was passed unanimously by the council.

# Action Item 2: Establishment of Center of Comparative and Integrative Programs that exist outside the traditional academic structure of the college. Programs in the college that are not currently housed within a department will be administered by the center.

Dean James L. Blank explained that the new center will house a large number of programs that do not fit neatly into a department and have been sitting at the college level, directed by everyone from a faculty member to associate deans. He said these programs have often lacked a strong advocate for their students, who either minor or major in the program. He added these programs often cross disciplinary boundaries in terms of focus.

The new center will be directed by Associate Dean David W. Odell-Scott, who will focus on growing these programs and also look for other opportunities to mesh them with other programs.

Associate Dean Odell-Scott said that as the director of the Religion Studies program and former chair of the Department of Philosophy, he could accomplish nothing to further develop the program because he had no time. He added these programs are not being championed because they are difficult to manage. He explained that the programs would retain the committees and director

they currently have. His job is to help them grow. Associate Dean Odell-Scott said there is no intent for faculty appointments, and the money goes to the college.

An EPC member indicated support for the center, saying these programs provide an important service to the university. He added that they often struggle with funding and organizing events.

Professor Fred T. Smith's motion for approval of the item was seconded by Professor Richard Feinberg. With no further questions or discussion, members passed the item unanimously.

#### Action Item 4: Establishment of Master of Business Administration/Master of Arts in Communication Studies [DMCO] dual degree program. Minimum total credit hours to program completion are 62.

Associate Dean LuEtt J. Hanson said both programs are existing; the dual degree will allow requirements for one of the degrees to be accepted as electives for the other. Provost Diacon asked how many combined degree programs are there with the MBA degree. Dean Deborah F. Spake replied that this would be the fifth.

A member asked if there had been research done on the interest in this combined program. Associate Dean Hanson said that there is quite a bit of interest in the business arena for their graduates to have more knowledge of communications. Interim Associate Dean Donald R. Williams said that it has been identified that sometimes the communication skills in the MBA graduates may be weak, although the college has ways we are addressing that. To strengthen that, this dual degree is built around global communication, which fits well with those students interested in international business.

Provost Diacon said that he established a new procedure that colleges need to present new programs to him prior to going forward. He added that there was a lengthy meeting regarding this program, and what he found interesting is that combined programs often go one way, such as the MSN/MBA program in which lots of nurses want to get an MBA, but, unsurprising, not a lot of MBA students want to go into nursing. However, this one will go both ways.

A member asked to confirm that there was zero cost associated with the establishment of the program. Provost Diacon replied in the affirmative/

Associate Dean Catherine E. Hackney moved for approval of the item, which was seconded by Associate Professor John A. Marino, and passed unanimously.

# Action Item 5: Establishment of Early Intervention [C633] post-baccalaureate certificate, which will be offered more than 50 percent online. Minimum total credit hours to program completion are 24.

Associate Dean Hackney said this special education certificate is being established in conjunction with a state grant procured by the faculty. Provost Diacon asked more rationale behind the establishing and its importance. Associate Professor Sanna Harjusola-Webb explained that the state's Department of Health issues an early intervention certificate. To earn that state certificate, presently, students enrolled in Kent State as non-degree seeking students and take the courses required for the certificate. However, with that mechanism, these students are difficult to track. So from the program perspective it makes sense for Kent State to offer the certificate, in addition to the state-issued certificate.

A member pointed out that on page 10 of the attachment that is going to the Ohio Board of Regents, the date reported as an information item says February 17, 2004, when it should be 2014 and action item, not information item.

Associate Professor Christopher A. Was moved for approval of the item, which was seconded by Assistant Professor Tina D. Bhargava. With no further questions or discussion, the item passed unanimously.

# Information Item 1: As part of the Complete College Ohio initiative, Kent State University will award the Associate of Arts [AA] degree or Associate of Science [AS] degree to eligible baccalaureate-seeking students at some point in their studies for a bachelor's degree. The associate degree will post to students' transcripts once they have met the requirements; they will not be required to apply or be assessed a fee to earn an associate degree.

Provost Diacon said that he and Faculty Senate Chair Paul A. Farrell had conversations about this in Faculty Senate, and he thought he had spoken earlier with EPC; however, it was realized, he had not. He said that Professor Feinberg recommended that it come to EPC, so the Provost asked him to repeat what he said at Faculty Senate. Professor Feinberg explained that changes in the state funding system in response to that these changes came up very quickly at the end of last year, and administration had made a decision to issue a "universal" associate degree. He said that if a student qualifies for an associate degree, they will automatically be awarded one. He added that this is a fairly substantial change in theory but that in practice, it's not going to make much of a different to anyone except the computers that generate transcripts. He said that this is a significant change in that every student who goes through Kent State and earns a bachelor's degree will ultimately earn also an associate degree. He said that it seemed like something that should be decided with faculty and Faculty Senate; and since EPC is a sub-body of Faculty Senate, this council should have the opportunity to evaluate it as well.

Provost Diacon apologized for initially missing EPC as he had given lengthy presentations to the President's Advisory Committee, Faculty Senate Executive Committee, the Faculty Senate and the Faculty Senate Budget Advisory Committee (FaSBAC). He added that Professor Feinberg is right that it's important to have this discussion here.

Provost Diacon explained that the Ohio legislation voted on the Complete College Ohio Act, which is part of the Complete College America Act and is designed to boost the number of college degrees awarded. When the state legislature adopted this, it committed to a series of reforms in funding and remedial education. There are certain commonalities in the act, such as that the rethinking of remedial education. Another important aspect is that the state subsidy has been changed from one fully based on completing courses to one that is now based half on completing degrees and half on completing courses.

He said that in the second week of December, Inter-University Council President Bruce Johnson contacted Vice President Gregg Floyd to inform him this subsidy change was now in effect; going forward, half of the subsidy would be based on the awarding of degrees. Furthermore, full funding is granted for both degrees, not half when the associate degree is awarded and half when the bachelor's degree. Provost Diacon said that they had not heard much about this, so both he and Vice President Floyd called Bruce Johnson on Thursday to clarify and on Friday, requested it in writing. He added that Council President Johnson explained that funding is coming from the existing pie (i.e., it not added funding), they are just re-sectioning the pie.

He emphasized that this would mean a \$6 million swing one way or the other. He said that in the world of student success, there is an emphasis on awarding an associate degree even for those going for a bachelor's degree. He said in some cases, students are unable to complete the bachelor's degree, but now they have an associate degree. He added that it also gives students the ability to celebrate at the midway point. The plan is to award students the AA or AS degree when they earn it on their way to a bachelor's degree. Provost Diacon said that there is no plan to ask students if they

want it; it will be awarded because there is a real financial incentive to the university. He explained there will be a meeting with the communications groups and stakeholders. He said that he suspects that some students may not want the associate degree, but they can choose whether or not to publicize it; but it will appear on the transcript. He said that he equates this to when a master's degree is awarded on the way to a doctoral degree.

He apologized for the rushed nature of this item and explained that Complete College Tennessee passed it but kept it the same for three years while Complete College Ohio did it differently and passed it right away, so that is what prompted this move. He clarified that the associate degrees will be awarded through the regional campuses only, and students can attend a graduation ceremony on a regional campus if desired. He added that the Flashes Forever program may invite associate degree recipients. The strategy is to start awarding the AA/AS degrees to those graduating in May.

A member asked if it is possible to also award the degree to past students. Provost Diacon said that this was common practice at Kent State in the 1960s and that there may be a desire for this out there. He said his office is looking for students that didn't graduate from Kent State (and didn't graduate from another institution); they will be invited to come back to complete a degree.

Another member said he understands the need for this and is, therefore, supportive; however, he noted an article in the Daily Kent Stater that stated there was a drop in enrollment on the regional campuses while the enrollment for the Kent Campus has increased. He asked how this will impact enrollment on the regional campuses, and if they perceive a negative impact with this initiative. Provost Diacon replied that most students who attend a regional campus do so because that's where they want to go; for that reason there won't be much impact. Associate Provost and Dean Thomas concurred with Provost Diacon, adding that those students want a degree, but they want to be near home. She also clarified that there is nothing that precludes the Kent Campus from seeking authorization to award the associate degree. Presently, there is not time for that now.

Provost Diacon illustrated an example of how big things happen that have unintended consequences: He informed the council that as the funding model was being hammered out, the president and provost of the University of Toledo argued that their institution was being unfairly disadvantaged because they have no regional campuses. He said they pushed and got the funding pots combined where they used to be separate. Therefore, it makes financial sense to offer the associate degrees on the Kent Campus. He added that for years the state of Florida has allowed their students to earn associate degrees on the way to a bachelor's degree; they have to apply for it though. He added that they do not have that large population of students who leave the university without a degree.

A member asked if the students must meet the 60 hour requirement. Associate Provost Thomas said that students will need to meet the current requirements for the degree, which comprises 36 credit hours of the Kent Core and 24 credit hours toward the major, so it isn't just any 60 hours. Provost Diacon emphasized that students will be awarded the current Associate of Arts or Associate of Science degree; Kent State is not creating or altering a degree.

A member said that this is something that the College of Applied Engineering, Sustainability and Technology has been doing, particularly with students on the Tuscarawas Campus.

Provost Diacon said that the article sent to members¹ does a good job of laying out the reasons behind this action. He said that he feels as though not a lot of other Ohio universities have caught

¹ Bennett & Makela (spring 2012) Pathways to college completion: Credentialing models for students who stop short of a bachelor's degree. Office of Community College Research and Leadership, University of

onto this yet; but when he talked to the Inter-University Council, the leadership said this is how the financing will work. He said he has strong belief that this is the right thing for student success, he feels comfortable going ahead with it.

He said he received further clarification on how to count the associate degree on Friday, and that early estimates from Office of Research, Planning and Institutional Effectiveness suggest that there will be initially approximately 6,000 students affected by this initiative.

A member asked if there has been a way devised to figure out how to determine who should be awarded these degrees. She also asked if the same philosophy could be applied when students complete their bachelor's degree so they do not have to apply for graduation. Provost Diacon said that those were good questions, and he was not sure of the answers. He said that the process has not yet been automated. He added that in pre-computer days that is how the university did the check and made students pay a fee; it's not being done that way in this case. He asked what the fee was that was charged for applying for graduation. Several members replied that there is a fee only if students apply late.

Another member asked if the automatic awarding of these degrees devalues it for the students who intended to earn it. Provost Diacon said that no one comes to the Kent Campus to earn this degree. Associate Provost and Dean Thomas said that there were 4,000 students who transferred to Kent State who met these requirements.

A member thought that some students might not want to see an associate degree on their transcript and suggested that language be added to the transcript that says "Kent State University auto-awards associate degrees when seeking a bachelor's degree."

Another member said there was one concern in that for course repeats, once a student completed a degree and then when the student goes on for a bachelor degree they cannot repeat the courses. Another member agreed that initially that was a concern, but that it seems to have been worked out.

Another member expressed concern about financial aid issues. Provost Diacon said those issues will be brought up with the Office of Student Financial Aid.

Provost Diacon said that he has heard other concerns regarding the impact of this policy on the associate degrees in technology. He explained the curricula are so different that students are not making their way to an Associate of Arts or Associate of Science.

Information Item 2: Establishment of 100 percent online delivery for the Health policy and Management [HPM] concentration in the Public Health major within the Master of Public Health [MPH] degree. The full program will continue to be offered on-ground at the Kent Campus; the concentration is offered in blended online/on-ground delivery at the Twinsburg Regional Center and Trumbull Campus (fall 2014). Admission, course and graduation requirements for the program are unchanged.

Dean Sonia A. Alemagno explained that the program is taught in hybrid format and on-ground. She said that there have been requests for online delivery from working professionals in rural areas and health centers where they cannot access this degree. She added that Ohio State University offers this program but not online. Provost Diacon added that the Ohio Board of Regents allows for graduate degrees online but not, yet, for doctoral degrees. A member said that doctoral degrees can be online, just not those that are research intensive.

Illinois at Urbana-Champaign. Retrieved from <u>http://occrl.illinois.edu/articles/pathways-to-college-completion-credentialing-models-for-students-who-stop-short-of-a-bachelors-degree</u>.

A member asked if the program will continue to be offered on-ground. Dean Alemagno said that it will continue to be offered on-ground until there are no more cohorts. She added that this item is just a change in instructional deliver.

Provost Diacon called for members to raise or discuss lesser action items.

A member pointed out that the proposal by the School of Theatre and Dance is listed erroneously under the School of Art.

Another member questioned why tech prep agreements appear under lesser action items, and why the dates are earlier than the fall 2014 effective date of the other items. Dean Thomas responded that these are ongoing agreements that often need re-approved. She added that they have been approved by the academic and college units.

With no further items to discuss on the agenda, a member wanted to ask a general question. The member wanted the opinion of the members as to whether or not they believed it important to combine the FlashSurveys , formerly Student Survey of Instruction, for slash courses (i.e., undergraduate/graduate co-scheduled courses). He said that he understands that the FlashSurvey will be administered by course reference number (CRN), which will be divided into two unequal parts. He added if this is the case then the instructor will received two different reports, and for some areas of the university there may be a desire to combine those and test it while it is still in the pilot phase. Provost Diacon responded that the Faculty Senate still has to approve this, and he encourages units to contact Provost Fellow G.R.J. (Jarrod) Tudor with any issues or questions. A member said that this has been a philosophical issue that has been clouded in ambiguity for a while and that there is a divide as to whether or not to combine them. Another member said that, currently, everything is combined under one CRN. The previous member said that the issue is faculty members have one set of students in front of them, but there could be four different CRN (as students registered for four separate course sections), so the issue is does the instructor want one or four separate surveys.

Provost Diacon said he needs more education on the issue, but from what he understands is that if the students all in the same class, they may be directed to one form with a different CRN, so the issue is does the faculty member get one report for undergraduate students and one for graduate students, or does the faculty member receive one combined report for both. From what the provost heard, people do it differently. A member said that this might be an issue best left to the academic units. Associate Provost Melody J. Tankersley said that research can be conducted to find out all the possibilities. Provost Diacon suggested that more discussion be had in the Faculty Senate Executive Committee. The member that opened the discussion thanked the provost and clarified that there is some concern primarily because probationary faculty include these in their file, and it is important to be consistent. Provost Diacon assured the member that it will be looked into.

With no further discussion the meeting adjourned at 4:27 p.m.

Respectfully submitted,

iva MA Delaney Lisa N.H. Delaney

Academic Program Coordinator, Curriculum Services Office of the Provost

EPC Agenda | 17 March 2014 | Attachment 2 | Page 1

## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date	e Fall 2014	Curriculum Bulletin Approved by EPC

Proposal Revise Academic Unit

Proposal Name Revision of the college's name

Description of proposal:

Department College

Revise the name of the College of Applied Engineering, Sustainability and Technology [AT] to the College of Aerospace, Applied Engineering and Construction [AR]. Name change reflects better the programs of study within the college.

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

No impact; only the name is changing.

Units consulted (other departments, programs or campuses affected by this proposal): **Provost; name change affects only the college and does not affect programs, campuses or units outside the college.** 

REQUIRED	ENDORSEMENTS
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Department Chair / School Director

Campus Dean (for Regional Campuses proposals)

College Dean (or designee)

Dean of Graduate Studies (for graduate proposals)

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

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## Proposal Summary to Change the Name of the College of Applied Engineering, Sustainability and Technology

This proposal seeks to change the name of the College of Applied Engineering, Sustainability and Technology (CAEST) to the College of Aeronautics, Applied Engineering and Construction (CAAEC), effective July 1, 2014. The new name of the college will better reflect the programs of study within the college. The current name of the college was adopted in 2011.

#### History of College of Applied Engineering, Sustainability and Technology

The technology programs at Kent stared as early as 1913 when space was allocated on campus for "manual training" as an integral component for the preparation of teachers at Kent State Normal school. The School of Technology was a dependent school in the College of Fine and Professional Arts until November 1995 when it became an Independent School of Technology within the Regional Campus System.

The School of Technology consisted of three divisions, namely: (i) Aeronautics, (ii) Applied Business and Technology, and (iii) Applied Science and Technology. In 2006 the School of Technology achieved College status and became the College of Technology. In 2011 all technology programs associated with regional campuses separated from the College of Technology and became part of the newly formed Regional College.

In July 2012 the name of the College of Technology was changed to the College of Applied Engineering, Sustainability, and Technology to reflect the changing mission of the College toward development of new applied engineering and sustainability programs.

#### 1. QUALITY OF THE FACULTY, STUDENTS AND PROGRAMS

There are eighteen full time faculty members in the college. There are seven full-time faculty in the Aeronautics program; one tenured, one tenure-track and five full time non-tenure track; all hold a terminal degree in their respective fields. The Aeronautics program has on-going searches for two additional full-time tenure-track faculty expected to begin employment for the 2014 fall semester. The Applied Engineering program has four full time tenured, two tenuretrack, and three full time non-tenure track faculty. All tenure and tenure-track faculty hold terminal degrees in their respective fields. The Construction Management program has two full time non-tenure track faculty. The process of searching for a full time tenure track faculty in construction management will begin during the fall 2014 semester.

Since 2006, the college enrollment has nearly doubled.

		•			•		
Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
481	523	533	632	715	888	931	946

#### **College Student Enrollment**

The retention rate for first-time, full time freshman is detailed below. The college has improved its retention rate significantly over the past few years.

College Student Retention						
Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
71.33%	65.58%	63.70%	73.94%	76.09%	78.00%	82.01%

The college has seen a .2 increase in the student GPA since 2006

#### College Grade Point Average

Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
2.81	2.83	2.86	2.87	2.91	2.90	2.98	3.01

## 2. CENTRALITY AND COHERENCE TO THE MISSION AND STRATEGIC DIRECTION OF THE UNIVERSITY AND OTHER ACADEMIC UNITS

The proposed name change of the college is requested due to the fact that over sixty percent of the enrollment is in the aeronautics program. The present name College of Applied Engineering, Sustainability and Technology does not reflect the constituent divisions of the college or the true alignment of the division. The proposed name better reflects the divisions that constituted the college. The College of Aeronautics, Applied Engineering and Construction describes the college's major areas of instruction.

The college comprises three major curriculum areas; Aeronautics, Applied Engineering and Construction Management. For spring 2014 (15th day enrollment numbers) there are 583 Aeronautics majors, 178 Applied Engineering majors and 107 Construction Management majors. There are also 61 students in the Masters of Technology program.

At this time the college also has a Bachelor of Science degree in Technology with 83 students. The college is currently evaluating the future of this degree.

The aeronautics program is a very vibrant part of the college and it is important from a marketing stand point that aeronautics is represented in the name of the college. It is anticipated that a significant increase in enrollment can occur with the inclusion of aeronautics in the college name. Likewise, since Construction Management is now a major leading to the Bachelor of Science degree, getting Construction in the college name will help with recruitment of construction majors.

#### 3. COMPARATIVE ADVANTAGE VERSUS OTHER STURCTURES

College level unit is appropriate.

#### 4. UNIT PARTICULARLY APPROPRIATE FOR KENT STATE UNIVERSITY

With an enrollment nearing 1000 students the college has a comparative size to other professional colleges in the university.

#### 5. DEMAND FOR THE UNIT AND FOR THE GRADUATES OF THE UNIT

The Aeronautics program enrollment has grown significantly over the past decade and is currently outpacing the university's average enrollment growth. The college is proposing to bring forth a second undergraduate major, Aerospace engineering, which if/when approved, will be the only such program offered by a public institution in Northeast Ohio.

Aeronautics recently established bridge agreements with two regional air carriers, one of which guarantees graduates preferential interviews, and the other guarantees graduate jobs (upon admission and completion of the program). Both agreements were initiated by the regional air carriers with whom the agreements are held; every student that applied was accepted.

Within the past six months approximately 15 Kent State graduates of the flight training program have been placed into full-time positions; every graduate who has been eligible and applied for a job with a regional air carrier has been offered a position.

According to Boeing International, there will be a requirement for 498,000 new commercial airline pilots in the next 20 years; 97,000 of those pilots will be needed in North America. Ohio ranks fourth among states – and Cleveland-Elyria-Mentor ranks eighth among metropolitan areas across he country – with the highest employment level for commercial pilots.

Applied Engineering enrollment has steadily grown over the past few years. As of the Spring 2014 semester, 15th day headcount there were 178 majors in the Applied Engineering degree program. It is anticipated that with the new concentrations (Applied Engineering and Technology Management, Computer Engineering Technology, Mechanical Engineering Technology, Liquid Crystal and Display Engineering, and Mechatronics) continued growth will occur well into the future.

Recent surveys of graduates from the Applied Engineering program and to employers of these graduates show overall satisfaction with the level of instruction. Employers showed a degree of satisfaction with the level of preparation of the graduates in the program between very good and excellent.

The enrollment in the Construction Management program has grown from an initial enrollment of 17 students during fall 2007 to over 100 majors and over 25 minors as of spring 2014. The program began as an academic area of concentration under the BS in Technology in fall 2007 and became a BS in Construction Management beginning in fall 2013. Plans are underway to have a Construction Management concentration under the Masters of Technology program.

Construction Management has over 25 articulation agreements in place with area high school construction related programs and also has an articulation agreement with Lakeland Community College. These articulation agreements are beginning to yield students to the program.

The outlook for employment in the Construction Management field is excellent. Results from a 2012 salary survey by the National Association of Colleges and Employers, showed that new graduates with a bachelor's degree in construction science or construction management saw a 1.9

percent increase to their median salary, receiving job offers averaging \$54,700 a year. National employment in 2010 was approximately 523,000, with nearly 86,600 new jobs expected to be created over the next 10 years.

#### 6. DUPLICATION AND INTERRELATEDNESS OF THE UNIT'S PROGRAM(S) WITHIN THE UNIVERSITY, STATE AND REGION

There are no other four year public universities in Northeast Ohio offering the same programs offered by the college.

## 7. EFFICIENCY AND EFFECTIVENESS OF THE UNIT IN LEVERAGING EXISTING RESOURCES AND EXPANDING NEW RESOURCES

The college programs have been as efficient and effective as possible in leveraging existing resources. With the recent hires in the college and the two pending searches the college is preparing for future growth and expansion. Challenges exist regarding aging equipment and facilities; there is also an identified need for expansion of the college's teaching and research laboratories. Some of these needs will be addressed with the new college building on the Kent Campus. Transition to a new college name will support solicitation of funds from outside revenue sources to help address others by elevating the name and stature of all the college programs. In addition, it may help with naming rights for future academic spaces.

#### 8. ADMINISTRATIVE REPORTING STRUCTURE

There will be no change in the reporting structure.

#### 9. SPACE AND CAPITAL BUDGET NEEDS

The name change will not have an effect on space requirements or budget needs. However as the college grows there will be a need for additional space. There is a present need to upgrade the facilities at the airport.

#### **10.** A PROPOSED OPERATING BUDGET WITH ANY ONE-TIME RESOURCE NEEDS

Request to change the name of the college has no effect on budget or one-time resource needs.

#### **11. EVALUATION PROCEDURES INCLUDING ACADEMIC ASSESSMENT PROCEDURES**

Previously established procedures will not change with the transition to a new name.

#### **12.** A TIMETABLE FOR PROOPOSAL IMPLEMENTATION

It is proposed that the effective date of the name change to College of Aeronautics, Applied Engineering and Construction (CAAEC) coincide with the beginning of the next university fiscal year (July 1, 2014)

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### KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	Preparation Date	e	Curriculum Bulletin
	Effective Date	Fall 2014	Approved by EPC
-			

Department	EPC Ad Hoc Committee for Academic Policies
College	
Proposal	Revise Policy
Proposal Name	Revision of Credit-Hour Policy for Graduation

Description of proposal:

Rrevision of the credit-hour requirement policy for graduation is two fold: (1) Include the Kent Core requirement for associate degrees to align with Ohio Board of Regents mandate. Students in associate degrees, except Associate of Arts and Associate of Sciences, must complete 15 hours of Ohio Transfer Module/Kent Core. Students in AA/AS degree must complete full (36 hours) of OTM/Kent Core.

(2) Allow undergraduate students who have had courses or credits waived to graduate from their program of study when they earn fewer than the minimum credit hours stated for that program in the Catalog provided that they fulfill all requirements for the program and meet the university minimum credits hours—120 for bachelor's and 60 for associate—for graduation. Examples of courses/credits waived include excemption of freshmen orientation (US 10097); transfer courses with fewer credits than the Kent State equivalent; and required courses that later decrease credit hours than was listed in the student's catalog.

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

Academic units will no longer have to require students to take extra coursework to meet their program's credit-hour minimum even though they met all the requirements to graduate.

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

<b>REQUIRED E</b>	NDORSEMENTS
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	/	/
Department Chair / School Director		
	1	/
Campus Dean (for Regional Campuses proposals)		
	1	1
College Dean (or designee)	 	
	/	/
Dean of Graduate Studies (for graduate proposals)		
	/	/

Provost and Senior Vice President for Academic Affairs (or designee) Curriculum Services | Form last updated July 2012

#### Proposal Summary Establishment of Policy to Graduate Undergraduate Students Who Meet All Program Requirements and University Minimum Hours and Revision of Graduation Credit-Hour Requirement to Include Kent Core Requirement for Associate Degrees

#### SUBJECT SPECIFICATION

The EPC Ad Hoc Committee for Academic Policies proposes that undergraduate students who have had courses or credits waived may be allowed to graduate from their program of study when they earn fewer than the minimum credit hours stated for that program in the Catalog <u>provided</u> that they fulfill all requirements for the program and meet the university minimum credits hours—120 for bachelor's and 60 for associate—for graduation.

Examples of courses/credits waived include the following:

- Student proficiency determined by faculty;
- Credit hours changing on a required course in the student's program
- Students meeting the criteria to be exempt from taking the first-year course (US 10097)
- Students who have transferred in courses deemed by faculty to be equivalent to Kent State courses but with fewer credit hours than the Kent State equivalent

This policy will replace this current statement in the University Catalog: "Students may also be placed in a higher level course than required through proficiency demonstrated by such assessments as ACT, SAT, ALEKS and COMPASS, and the requirement for the course will be fulfilled. With assessment testing, however, no credit hours will be awarded, and the minimum number of hours required for the student's declared academic program will not be reduced."

In addition, this proposal revises the credit-hour requirement for graduation to include the Kent Core for associate degrees. In 2012, the Ohio Board of Regents mandated that requirements for associate degrees contain a minimum 15 semester hours of the Ohio Transfer Module (Kent Core). The Associate of Arts and Associate of Science degrees require the full 36-hour Ohio Transfer Module/Kent Core, and that requirement is unchanged.

#### **BACKGROUND INFORMATION**

Kent State's minimum credit hours to graduate (proposed for fall 2014) are 120 for a bachelor's and 60 for an associate degree. However, numerous degree programs have more credit hours based on the number of courses required in their program. Typically, these programs have no general elective credit. Kent State's degree audit (GPS) is programmed, based on the catalog language, to require students to meet both their program's requirements <u>and</u> program's minimum credit hours to be cleared for graduation. Therefore, there have been many situations where a student has met all programmatic requirements, but due to proficiency, transfer or other instances when they are waived courses, the student has fewer credit hours than what is stated in the catalog for that program. That student is told to take more coursework just to satisfy that credit-hour number, even though that number was derived from the tallying of requirements the student has already met.

This proposal seeks to rectify this situation.

Example 1: Through ALEKS assessment, a student is placed into and successfully completes Intuitive Calculus, thus waived from taking its prerequisite, Algebra for Calculus, both of which are required in the student's major. The total credit hours for the major are 131. The student satisfies all program requirements, but due to the waiving of the 3-credit course, has earned only 128 hours. Per this revised policy, the student will be allowed to graduate.

Example 2: A student transfers in six courses from another university that have been deemed equivalent to six 3-credit courses required in the student's major. However, the sending institution operates on the quarter system, and the courses are each posted with 2.67 semester credits; therefore, 16.02 credits replaces 18 credits in the program. Total credits for the student's major are 125. The student satisfies all program requirements, but has earned only 123.02 credits. Per this revised policy, this student will be allowed to graduate.

Example 3: Through language testing, a student is placed into and successfully completes Intermediate Spanish I, thus bypassing Elementary Spanish I/II (8 credits total). The total credits for the student's major are 126. The student satisfies all program requirements, but has earned only 118 credits. Per this revised policy, the student does not need to satisfy 126 credits, but must take a 2credit elective to graduate with the university's minimum of 120 credits.

#### ALTERNATIVES AND CONSEQUENCES

The alternative is keep the current policy unchanged, which will require some students to take additional courses to meet credit hours set for a degree program even if the student has met all the program's requirements. Consequences may include students having to prolong their graduation to meet a number, even though that number was derived from the tallying of requirements that student has already met.

The consequences for not including the Kent Core notation for associate degrees in the credit-hour requirement may result in confusion about the state mandate.

#### SPECIFIC RECOMMENDATION AND JUSTIFICATION

It is recommended that effective for fall 2014, the policy is revised as follows:

#### **CREDIT-HOUR REQUIREMENT FOR GRADUATION**

#### **Undergraduate Students**

All students in bachelor's degree programs must satisfactorily earn (with passing grades) a minimum of 120 semester credit hours of coursework to graduate. As part of this requirement, all students must complete minimum 36 semester hours of the Kent Core. Associate degrees are awarded for the successful completion of a minimum of 60 semester credit hours of coursework. Some bachelor's and associate degree programs require more hours than the 120 and 60, respectively.

As part of this requirement, students must complete a minimum 36 semester hours of the Kent Core for the bachelor's, Associate of Arts and Associate of Science degrees. Students must complete a minimum 15 semester hours of the Kent Core for applied and technical associate degrees.

Students who have had coursework or credits waived may be allowed to graduate from their program when they earn fewer than the minimum credit hours stated for that program in the University Catalog provided that they fulfill all requirements for the program and meet the university minimum credits hours for graduation.

#### **Graduate Students**

All master's degree students must satisfactorily complete a minimum 30 semester credit hours applicable toward a master's degree in order to graduate. Some master's degree programs require more hours.

While the well-prepared doctoral candidate may expect to meet formal course requirements (exclusive of dissertation) for the doctoral program by completing a minimum of two years of full-time work beyond the baccalaureate, departments may require more extensive preparation where needed. In order to qualify for a doctoral degree, students must present a minimum of 90 semester hours beyond the bachelor's degree, or 60 hours beyond the master's degree. These hours may include registration for coursework, individual investigation or research courses and dissertation. Only work of high quality is approved for doctoral credit.

#### PROFICIENCY

Academic credit for proficiency in a particular subject may be awarded through several types of placement exams at Kent State, including Advanced Placement (AP), International Baccalaureate (IB), Credit by Examination (CBE) and the College-Level Examination Program (CLEP). Students may also be placed in a higher level course than required through proficiency demonstrated by such assessments as ACT, SAT, ALEKS and COMPASS, and the requirement for the course will be fulfilled. With assessment testing, however, no credit hours will be awarded , and the minimum number of hours required for the student's declared academic program will not be reduced.

#### TIMETABLE AND ACTIONS REQUIRED

EPC Ad Hoc Committee for Academic Policies	22 November 2013
Educational Policies Council	17 March 2014 anticipated approval
Faculty Senate	14 April 2014 anticipated approval
Implementation in the University Catalog	Fall 2014

## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date	9	Curriculum Bulletin
Effective Date	Fall 2014	Approved by EPC

Department	EPC Ad Hoc Committee for Academic Policies
College	
Proposal	Establish Policy
Proposal Name	Establish Retroactive Credit Policy

Description of proposal:

The EPC Ad Hoc Committee for Academic Policies proposes establishing a retroactive credit policy to allow students to earn credit for designated lower level course(s) by successfully completing the advanced course in the same subject.

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

The proposed policy will allow students to receive credit for courses that would have been waived and may be a better option for some students and academic units than the national College Level Examination Program (CLEP) or the Kent State Credit-by-Exam (CBE) program.

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

Departments of English, Mathematical Sciences and Modern and Classical Language Studies; chairs and directors were all notified of the proposed policy

#### **REQUIRED ENDORSEMENTS**

	/
Department Chair / School Director	
	//
Campus Dean (for Regional Campuses proposals)	
	/
College Dean (or designee)	
	/
Dean of Graduate Studies (for graduate proposals)	
	//
Provost and Senior Vice President for Academic Affairs (or designee)	

## Proposal Summary Establishment of a Retroactive Credit Policy

#### SUBJECT SPECIFICATION

The EPC Ad Hoc Committee for Academic Policies proposes establishing a retroactive credit policy to allow students to earn credit for designated lower level course(s) by sucessfully completing the advanced course in the same subject.

#### **BACKGROUND INFORMATION**

The EPC Ad Hoc Committee, formed in spring 2013, is charged with reviewing academic policies that promote student success. One area the committee has explored is alternate credit and ways for students who have demonstrated proficiency in a discipline to be able to graduate in a timely manner. The idea of retroactive credit is not new; a quick Google search brings back more than two dozen universities with such a policy. Most use this policy for foreign languages, but some also use this policy for other courses that are sequenced and are relatively easy to determine if the student has the aptitude to start with the advanced course. The proposed policy will allow students to receive credit for courses that would have been waived and may be a better option for some students (and academic units) than the national College Level Examination Program (CLEP) or the Kent State Credit-by-Exam (CBE) program.

It is expected that the proposed retroactive credit policy will apply only to a small group of courses that can easily be identified and managed, similar to CBE. The Department of English, the Department of Mathematical Sciences and the Department of Modern and Classical Language Studies have agreed to include their courses in the proposed policy (see page 3). Other academic units have expressed interest for future inclusion, including the School of Journalism and Mass Communication. Once the policy is approved, faculty wishing to add their courses to the approved list will follow the same curricular procedures as is done with CBE.

The EPC Ad Hoc Committee recommends there should be a fee to process the credit on the student's transcript. At other universities reviewed, the fee ranged from \$0 to \$15 per credit, or \$5, \$20, \$44 or \$100 per course. The committee agreed the fee should be per credit hour and be a nominal amount to be an incentive to students. Presently, students are charged \$50 per-credit-hour for CBE and \$115 for CLEP. Unlike CBE and CLEP, where students pay the non-refundable fee before they take the exam, students applying for retroactive credit have already successfully completed the advanced course to earn the retroactive credits.

The committee also developed procedures to apply and process the retroactive credit. It decided to follow similar steps used for CBE at Kent State:

- 1. Student submits Application for Retroactive Credits form to University Registrar
- 2. Registrar verifies course completion and term/courses to be applied
- 3. Student pays fee to Bursar
- 4. Registrar communicates to Transfer Center to post credit
- 5. Transfer Center posts credit and CR mark for grade
- 6. Transfer Center notifies student that credit has been applied to transcript

#### ALTERNATIVES AND CONSEQUENCES

The alternative is for the continuation of encouraging eligible students to take advanced coursework with the caveat that they will need to make up the credit hours of the bypassed courses. Consequences are students taking additional courses not required in their program and, possibly, graduating later than they would have if they earned the retroactive credit.

#### SPECIFIC RECOMMENDATION AND JUSTIFICATION

It is recommended that effective for fall 2014, the following policy is established:

#### **Retroactive Credit**

Undergraduate students currently enrolled in a degree or certificate program who are placed into an advanced course through assessment or departmental review may earn retroactive credit for designated lower level course(s) in that subject. The advanced courses approved for earning retroactive credits are listed below. To apply for retroactive credit, students must submit an Application for Retroactive Credits to the Office of the University Registrar.

The following stipulations apply:

- Students must complete the advanced course at Kent State with a C (2.000) or better grade (or S grade) to be eligible for retroactive credit. Courses taken for the pass/fail grade or audit mark will not be accepted for retroactive credit.
- Students who withdraw from or fail to meet the minimum C grade in the advanced course may retake the course and apply for retroactive credit once the minimum C grade is achieved and posted.
- Course credits earned through the retroactive policy are not assigned a letter grade (e.g., A, B, C). The mark CR will be posted to a student's transcript for the enrolled term the student applied for the retroactive credit.
- Retroactive credit will count toward students' class standing, total credit hours earned for graduation and hours required for graduation honors. Retroactive credit will not count in students' grade point average (GPA), quality points and residence requirement.
- Credit earned through exam (e.g., AP, CLEP) or courses transferred from other collegelevel institutions, tech prep programs or dual enrollment in a high school are not eligible for retroactive credit.
- Not all courses that offer retroactive credits are available each semester.
- Retroactive credit is not available for graduate courses.
- Students may apply for retroactive credit following the posting of the grade at any time before graduation, but no later than the second Sunday of the semester in which they are graduating.
- A fee per credit hour is charged for processing and posting of the credit on the student's transcript.

Subject	Course(s) completed with C/S grade	Course(s) earned by retroactive credit
English	ENG 21011 College Writing II (3)	ENG 11011 College Writing I (3)
	MATH 11012 Intuitive Calculus (3)	MATH 11010 Algebra for Calculus (3)
	MATH11022 Trigonometry (3)	MATH 11010 Algebra for Calculus (3)
Mathematics	MATH 12002 Analytic Geometry	MATH 11010 Algebra for Calculus (3) and
	and Calculus I (5)	MATH 11022 Trigonometry (3) or
		MATH 12001 Algebra/Trigonometry (5)

Subject	Course(s) completed with C/S grade	Course(s) earned by retroactive credit
,	ARAB 11102 Elementary Arabic II (5)	ARAB 11101 Elementary Arabic I (5)
	ARAB 21201 Intermediate Arabic I (5)	ARAB 11102 Elementary Arabic II (5) and
		ARAB 11101 Elementary Arabic I (5)
	ARAB 21202 Intermediate Arabic II (5)	ARAB 11102 Elementary Arabic II (5) and
		ARAB 11101 Elementary Arabic I (5) and
		ARAB 21201 Intermediate Arabic I (5)
	ASL 19202 Elementary American	ASL 19201 Elementary American Sign Language I (4)
	Sign Language II (4)	
	ASL 29201 Intermediate American	ASL 19201 Elementary American Sign Language I (4) and
	Sign Language I (3)	ASL 19202 Elementary American Sign Language II (4)
	ASL 29202 Intermediate American	ASL 19201 Elementary American Sign Language I (4) and
	Sign Language II (3)	ASL 19202 Elementary American Sign Language II (4)
		and
		ASL 29201 Intermediate American Sign Language I (3)
	CHIN 15102 Elementary Chinese II (5)	CHIN 15101 Elementary Chinese I (5)
	CHIN 25201 Intermediate Chinese I (5)	CHIN 15101 Elementary Chinese I (5) and
		CHIN 15102 Elementary Chinese II (5)
	CHIN 25202 Intermediate Chinese II (5)	CHIN 15101 Elementary Chinese I (5) and
		CHIN 15102 Elementary Chinese II (5) and
		CHIN 25201 Intermediate Chinese I (5)
	FR 13202 Elementary French II (4)	FR 13201 Elementary French I (4)
	FR 23201 Intermediate French I (3)	FR 13201 Elementary French I (4) and
		FR 13202 Elementary French II (4)
	FR 23202 Intermediate French II (3)	FR 13201 Elementary French I (4) and
		FR 13202 Elementary French II (4) and
Languages		FR 23201 Intermediate French I (3)
Languages	GER 11202 Elementary German II (4)	GER 11201 Elementary German I (4)
	GER 20201 Intermediate German I (3)	GER 11201 Elementary German I (4) and
		GER 11202 Elementary German II (4)
	GER 20202 Intermediate German II (3)	GER 11201 Elementary German I (4) and
		GER 11202 Elementary German II (4) and
		GER 20201 Intermediate German I (3)
	GRE 14202 Elementary Classical Greek II (4)	GRE 14201 Elementary Classical Greek I (4)
	HEBR 12102 Elementary Hebrew II (4)	HEBR 12101 Elementary Hebrew I (4)
	HEBR 22104 Intermediate Hebrew I (3)	HEBR 12101 Elementary Hebrew I (4) and
		HEBR 12102 Elementary Hebrew II (4)
	HEBR 22105 Intermediate Hebrew II (3)	HEBR 12101 Elementary Hebrew I (4) and
		HEBR 12102 Elementary Hebrew II (4) and
		HEBR 22104 Intermediate Hebrew I (3)
	ITAL 15202 Elementary Italian II (4)	ITAL 15201 Elementary Italian I (4)
	ITAL 25201 Intermediate Italian I (3)	ITAL 15201 Elementary Italian I (4) and
		ITAL 15202 Elementary Italian II (4)
	ITAL 25202 Intermediate Italian II (3)	ITAL 15201 Elementary Italian I (4) and
		ITAL 15202 Elementary Italian II (4) and
		ITAL 25201 Intermediate Italian I (3)
	JAPN 15102 Elementary Japanese II (5)	JAPN 15101 Elementary Japanese I (5)
	JAPN 25201 Intermediate Japanese I (5)	JAPN 15101 Elementary Japanese I (5) and
		JAPN 15102 Elementary Japanese II (5)
	JAPN 25202 Intermediate Japanese II (5)	JAPN 15101 Elementary Japanese I (5) and
		JAPN 15102 Elementary Japanese II (5) and JAPN 25201 Intermediate Japanese I (5)
	LAT 16202 Elements - Letie H (4)	JAPN 25201 Intermediate Japanese I (5)
	LAT 16202 Elementary Latin II (4)	LAT 16201 Elementary Latin I (4)

Subject	Course(s) completed with C/S grade	Course(s) earned by retroactive credit
	LAT 26201 Intermediate Latin I:	LAT 16201 Elementary Latin I (4) and
	Readings (3)	LAT 16202 Elementary Latin II (4)
	LAT 26202 Intermediate Latin II:	LAT 16201 Elementary Latin I (4) and
	Readings (3)	LAT 16202 Elementary Latin II (4) and
		LAT 26201 Intermediate Latin I: Readings (3)
	RUSS 12202 Elementary Russian II (4) and	RUSS 12201 Elementary Russian I (4) and
	RUSS 12212 Elementary Russian II	RUSS 12211 Elementary Russian I Recitation (1)
	Recitation (1)	
	RUSS 22201 Intermediate Russian I (4) and	RUSS 12201 Elementary Russian I (4) and
	RUSS 22211 Intermediate Russian I	RUSS 12202 Elementary Russian II (4) and
	Recitation (1)	RUSS 12211 Elementary Russian I Recitation (1) and
		RUSS 12212 Elementary Russian II Recitation (1)
	RUSS 22202 Intermediate Russian II (4) and	RUSS 12201 Elementary Russian I (4) and
	RUSS 22212 Intermediate Russian II	RUSS 12202 Elementary Russian II (4) and
	Recitation (1)	RUSS 12211 Elementary Russian I Recitation (1) and
		RUSS 12212 Elementary Russian II Recitation (1) and
		RUSS 22201 Intermediate Russian I (4) and
		RUSS 22211 Intermediate Russian I Recitation (1)
	SPAN 18202 Elementary Spanish II (4)	SPAN 18201 Elementary Spanish I (4)
	SPAN 28201 Intermediate Spanish I (3)	SPAN 18201 Elementary Spanish I (4) and
		SPAN 18202 Elementary Spanish II (4)
	SPAN 28202 Intermediate Spanish II (3)	SPAN 18201 Elementary Spanish I (4) and
		SPAN 18202 Elementary Spanish II (4) and
		SPAN 28201 Intermediate Spanish I (3)

#### TIMETABLE AND ACTIONS REQUIRED

EPC Ad Hoc Committee for Academic Policies 14 February 2014		
Educational Policies Council	. 17 March 2014 anticipated approval	
Faculty Senate	. 14 April 2014 anticipated approval	
Implementation in the University Catalog	. Fall 2014	

## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date		Curriculum Bulletin	
		Effective Date	Fall 2014	Approved by EPC	
Department	EPC Ad Hoc Comr	mittee for Acade	mic Policies		
College					
Proposal	<b>Revise Policy</b>				
Proposal Name	Revise Credit Testing Eligibility Policy to eliminate alternative credit-hour restriction				

Description of proposal:

The EPC Ad Hoc Committee for Academic Policies proposes removing the restriction that students may use only a maximum of 30 hours combined of Advanced Placement (AP), Credit by Exam (CBE) and College Level Examination Program (CLEP) toward a bachelor's degree (maximum 15 hours for associate degree and maximum 50 percent for a certificate).

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

Based on previous data, students with high GPA are the typical student with a large amount of AP and CLEP credit. Therefore, removing the restriction will not require them to seek an exception, which, in most cased, would be readily granted.

Units consulted (other departments, programs or campuses affected by this proposal): **Graduation Planning System** 

#### **REQUIRED ENDORSEMENTS**

	/
Department Chair / School Director	
	//
Campus Dean (for Regional Campuses proposals)	
	/
College Dean (or designee)	
	/ /
Dean of Graduate Studies (for graduate proposals)	
	/
Provost and Senior Vice President for Academic Affairs (or designee)	

## Proposal Summary Revision of Credit Testing Eligibility to Remove Alternative Credit-Hour Restriction

#### SUBJECT SPECIFICATION

The EPC Ad Hoc Committee for Academic Policies recommends elimination of the following policy:

Students pursuing a baccalaureate may attempt a maximum of 30 hours CLEP, CBE and Advanced Placement (AP) combined. Students pursuing an associate degree may attempt a maximum of 15 hours CLEP, AP and CBE combined. No more than 50 percent of a certificate's total hours may be earned through CLEP, AP and CBE combined. Students who wish to take more than the maximum permitted may petition their college dean for a waiver of this limitation. Students who have earned more than the maximum permitted of AP and/or CLEP credit before attending Kent State University will be granted that credit, provided such credit meets Kent State standards.

#### **BACKGROUND INFORMATION**

The EPC Ad Hoc Committee was formed in spring 2013, charged with reviewing policies that lead to student success. While exploring the establishment of retroactive credit for students who take advance coursework, the committee noted that this new alternative credit, once approved, may need to be included in the 30-hour restriction (see above).

This restriction was established in 1985 (EPC approved 31-Jul-84), when the Credit Testing Policy was significantly overhauled. In the proposal, the rationale for establishing the restriction was as follows:

The limitation on hours is intended to ensure that students receive appropriate classroom instruction. However, very good students who are capable of doing more work through testing should readily be granted a waiver for the rule, depending on the individual college or school's view of the student's program and individual performance.

The view of the EPC Ad Hoc Committee is that students who are granted alternative credit (e.g., AP, CLEP, IB, CBE and the proposed retroactive credit) are, in general, very good students. Therefore, the committee felt there should not be a restriction aimed primarily at very good students that would require them to request an exception, which would need to be reviewed, approved and implemented. In most cases, the exception would be approved, leading to the question of why an exception needs to be requested if it is "readily granted."

The concern on the part of the developers of the 1984 proposal was ensuring students receive appropriate classroom instruction. However, AP and CLEP exams are limited in choice and pertain primarily to introductory general education courses. Kent State accepts 36 AP exams for 50 courses and 24 CLEP exams for 35 courses—all lower division coursework. Faculty allow for 72 Kent State (mostly lower division) courses to be taken for credit by examination (CBE), and there are 408 other courses that may be taken for CBE with departmental approval. An audit of alternative credit revealed that 192 students earned CBE for 81 Kent State courses in the past five years.

Between fall 2008 and fall 2013, 5,742 students earned CBE or transferred in AP and/or CLEP credit. Of that total number, 158 students (2.8%) earned more than 30 credits. See attached chart for some examples from that population.

In addition, Kent State has a residence policy that requires students to complete at Kent State a minimum of 30 passed hours (9 upper division hours in the major) for a bachelor's, 15 passed hours for an associate degree, and 50 percent of total hours for a certificate. Credit earned through AP, CBE and CLEP and the proposed retroactive credit do not count in passed hours.

#### ALTERNATIVES AND CONSEQUENCES

The alternative is to keep the current policy unchanged, which will require students who may earn more than 30 hours combined of alternative credit to be required to request an exception.

#### SPECIFIC RECOMMENDATION AND JUSTIFICATION

It is recommended that effective for fall 2014, the policy is revised as follows (see next page for the revisions):

#### **Credit Testing Eligibility**

The student's college determines eligibility for testing. The following regulations govern credit through testing:

- 1. Credit is awarded on a course-by-course basis. Students may be tested for Credit-By-Examination (CBE) only once for any given course. Students may not attempt a course CBE for which they have previously attempted through the College Level Examination Program (CLEP).
- 2. New students may take the CLEP before beginning work at Kent State University. CBE is available to currently enrolled degree- and certificate-seeking Kent State students only.
- 3. Students are allowed to take CBE only if they are in good standing (i.e., not on probation).
- 4. Students may not take CLEP or CBE for any course:
  - a. In which they have audited
  - b. In which they are currently enrolled
  - c. In which they have previously enrolled and earned a grade, including withdrawal (A-F, AU, IN, IP, NF, NR, S, SF, U, W, Y or Z)
- 5. In subject fields in which knowledge is sequential or accumulative (e.g., mathematics and foreign language), courses are structured in prescribed sequences. Students who have received credit for, or established proficiency at, one level in such a sequence (either by testing or by enrolling in and completing the course) cannot subsequently earn CLEP or CBE credit for any prior course in the sequence or in any lower level sequence. Students who want to earn CBE for more than one course in such a sequence must complete CBE one course at a time, beginning with the lowest level course for which they want to receive academic CBE credit.

- 6. Students pursuing a baccalaureate may attempt a maximum of 30 hours CLEP, CBE and Advanced Placement (AP) combined. Students pursuing an associate degree may attempt a maximum of 15 hours CLEP, AP and CBE combined. No more than 50 percent of a certificate's total hours may be earned through CLEP, AP and CBE combined. Students who wish to take more than the maximum permitted may petition their college dean for a waiver of this limitation. Students who have earned more than the maximum permitted of AP and/or CLEP credit before attending Kent State University will be granted that credit, provided such credit meets Kent State standards.
- 7 <u>6</u>. Students approaching graduation must complete all CBE and CLEP credit by at least the semester preceding the semester in which they plan to graduate.
- 8 7. Students who sign up for CBE must take the exam within 60 days of the payment date of application. If they do not, they forfeit any fees paid and must reapply to take the exam.

#### TIMETABLE AND ACTIONS REQUIRED

EPC Ad Hoc Committee for Academic Policies 14 February 2014		
Educational Policies Council	17 March 2014 anticipated approval	
Faculty Senate	14 April 2014 anticipated approval	
Implementation in the University Catalog Fall 2014		

#### Random sampling of students who earned more than 30 credits of AP, CLEP, CBE combined (2008-2013)

Student 1 (69 credits combined) ¹		
GPA: 3.605 Earned ² hrs: 167 Passed ³ hrs: 95		
Program: BS Integrated Life Sciences/NEOMED		
Graduation: summer 201	1	
AP: ENG 11011	AP: HUM A&S LER 3	
AP: ENG 22073	AP: MATH 10041	
AP: BSCI 10110	AP: MATH 12002	
AP: BSCI 10120	AP: MATH 12003	
AP: CHEM 10060	AP: PHY 23101	
AP: CHEM 10062	AP: PHY 23102	
AP: ECON 22060	AP: POL 10004	
AP: ECON 22061	AP: PSYC 11762	
AP: HIST 12070	CLEP: MIS 24163	
AP: HIST 12071	CLEP: MKTG 25010	

#### Student 2 (55 credits combined)

GPA: 3.656 Earned hrs: 155 Passed hrs: 80 Program: BS Biology/Mathematics (double major) Expected graduation: fall 2014

AP: BSC I10110	AP: ENG 11011
AP: BSCI 10120	AP: MATH 12002
AP: CHEM 10060	AP: MATH 10041
AP: CHEM 10061	AP: PHY 13001
AP: CHEM 10062	AP: PHY 13002
AP: CS 10051	AP: PHY 13021
AP: CS 23021	AP: PHY 13022
AP: ECON 22060	AP: POL 10100
AP: ECON 22061	

#### Student 3 (49 credits combined)

GPA: 3.987 Earned hrs: 157 Passed hrs: 108 Program: BS Integrated Life Sciences/NEOMED Graduation: summer 2011

AP: BSCI 10110	AP: MATH 11022
AP: BSCI 10120	AP: MATH 12002
AP: CHEM 10060	AP: MATH 12003
AP: CHEM 10061	AP: PSYC 11762
AP: CHEM 10062	CLEP: HIST 12071
AP: ENG 22073	CLEP: SPAN 18201
AP: MATH 11010	CLEP: SPAN 18202

#### Student 4 (46 credits combined)

GPA: 3.959Earned hrs: 70Passed hrs: 24Program: BS Integrated Life Sciences/NEOMEDExpected graduation: fall 2015AP: BSCI 10110AP: ENG 11011AP: BSCI 10120AP: MATH 12002

AP: CHEM 10060	AP: MATH 12003
AP: CHEM 10061	AP: PHY 13001
AP: CHEM 10062	AP: PHY 13002
AP: ECON 22060	AP: PHY 13021
AP: ECON 22061	AP: PHY 13022

#### Student 5 (44 credits combined)

oradonico (i i orodno	eemoneaj		
GPA: 3.950 Earned hrs: 117 Passed hrs: 73 Program: BS Integrated Life Sciences/NEOMED Expected graduation: summer 2014			
AP: A&S HUM LER	AP: MATH 10041		
AP: CHEM 10060	AP: MATH 12002		
AP: CHEM 10061	AP: MATH 12003		
AP: CHEM 10062	AP: PHY 23101		
AP: HIST 12070	AP: PHY 23102		
AP: HIST 12071	AP: PSYC 11762		

#### Student 6 (41 credits combined)

 GPA: 4.000
 Earned hrs: 153
 Passed hrs: 112

 Program: BS Integrated Life Sciences/NEOMED

 Graduation: summer 2012

 AP: MATH 12002
 AP: CHEM 10062

 AP: MATH 12003
 AP: ENG 11011

 AP: BSCI 10110
 AP: ENG 22073

 AP: BSCI 10120
 AP: HIST 12070

 AP: CHEM 10060
 AP: HIST 12071

 AP: CHEM 10061
 AP: SCI 10120

#### Student 7 (38 credits combined)

GPA: 3.641 Earned hrs: 150 Passed hrs: 112 Program: BS Integrated Life Sciences/NEOMED Graduation: summer 2010

AP: HIST 12070
AP: HIST 12071
AP: PHY 13001
AP: PHY 13002
AP: POL 10100

#### Student 8 (36 credits combined)

GPA: 3.983Earned hrs: 191Passed hrs: 122Program: BS Psychology and BSPH Public Health<br/>Graduation: spring 2012AP: BSCI 10001AP: MATH 11010AP: BSCI 10002AP: MATH 11022AP: ENG 22073AP: MATH 12002AP: HIST 11051CLEP: SPAN 18201AP: HIST 12070CLEP: SPAN 18202AP: HIST 12071Fersion 10002

#### Student 9 (33 credits combined)

 GPA: 3.163
 Earned hrs: 150
 Passed hrs: 117

 Program: BS Architecture
 Graduation: spring 2013

 AP: A&S HUM LER
 AP: PHY 13002

 AP: ENG 11011
 AP: PHY 13021

 AP: ENG 22073
 AP: PHY 13022

 AP: HIST 12070
 AP: MATH 12002

 AP: HIST 12071
 AP: POL 10100

 AP: PHY 13001
 AP: PHY 13001

¹ 69 credits was the highest amount earned between 2008 and 2013

² "Earned" hours include KSU courses with passing grade, transfer credit and alternative credit (e.g., AP, CBE, CLEP)

³ "Passed" hours include KSU courses with passing grade only; exclude transfer credit and alternative credit

## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date	е	Curriculum Bulletin
Effective Date	Fall 2014	Approved by EPC

Department	Associate and Assistant (A&A) Deans Committee
College	
Proposal	Revise Policy
Proposal Name	Revision of Transient Work at Another Policy

Description of proposal:

Revision of the Transient Work at Another University policy to eliminate the 18-credit restriction and require students to be in good academic standing for eligibility, among other changes.

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

No impact; revisions update policy, which has been in place since 1985.

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

A committee developed the revisions and included members from vaiours colleges and campuses, Transfer Center, Office of Curriculum Services and Office of Student Financial Aid

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Department Chair / School Director				-
		/	1	
Campus Dean (for Regional Campuses proposals)			`	_
		/	/	
College Dean (or designee)				_
		/	/	
Dean of Graduate Studies (for graduate proposals)				-
		/	1	
Provost and Senior Vice President for Academic Affairs (or designee)				-

#### **REQUIRED ENDORSEMENTS**

## Proposal Summary Revision of Policy to Allow Kent State Students to Undertake Transient Work at Another University

#### SUBJECT SPECIFICATION

Revision of the Transient Work at Another University policy to eliminate the 18-credit restriction and require students to be in good academic standing for eligibility, among other changes.

#### **BACKGROUND INFORMATION**

The Associate and Assistant (A&A) Deans Committee was requested by advisors to review the Transient Work at Another University policy, specifically, the 18-credit limit of transient work. A&A Deans Committee formed a subcommittee, comprising the following people, charged with the task.

- Joanne Arhar, associate dean, College of Education, Health and Human Services
- LuEtt Hanson, associate dean, College of Communication and Information
- Mary Ann Haley, assistant dean, College of the Arts and Sciences
- Tara Jackson, financial aid coordinator, Office of Student Financial Aid
- Barbara Miller, senior advisor, Transfer Center
- Sandra Randulic, advising and academic service director, College of the Arts
- Charity Snyder, assistant dean, Division of Undergraduate Studies
- Mary Southards, assistant dean, Stark Campus
- Therese Tillett, director, Office of Curriculum Services

The subcommittee reviewed Kent State's transient policy and procedures as well as issues related to them. The subcommittee also reviewed policies from 10 other institutions. In addition, the committee sent a survey to members of the Ohio Articulation and Transfer Network Advisory Committee (covering all state public universities and colleges) asking questions about their transient policy and procedures.

Following this work, the subcommittee made the following recommendations to A&A Deans:

- 1. Require students to be in good academic standing (i.e., minimum 2.000 cumulative GPA) to be eligible for transient work at another university. Students not doing well mistakenly believe they can improve their GPA at Kent State by taking coursework elsewhere. In addition, the committee did not feel it represented Kent Sate well to send students on academic probation to other institutions.
- 2. Clarify institutions students may be eligible to take transient coursework, which includes regionally accredited universities and those pre-approved (e.g., Disney College Program).
- 3. Encourage students to meet with their advisor before submitting the Transient Permission Form and to submit the appropriate forms to the Office of Student Financial Aid. This language may alleviate issues that occur routinely, including students taking transient work before receiving Kent State approval, students not having the right prerequisites to take transient coursework, and students taking courses that will not transfer back to Kent State as the student intended.

- 4. Stipulate that students must have been enrolled at Kent State for at least one semester before applying; thereby providing a Kent State GPA to determine good academic standing. In addition, the stipulation clarifies the situation of students admitted to Kent State as new students who then take college courses elsewhere before their first Kent State semester. Per policy, they should be designated as transfer students.
- 5. Remove information about previously accepted grade for transfer, which changed from a D to a C grade in 2005 for Ohio institutions and in 2010 for all accredited institutions. While that information remains in Kent State's transfer credit evaluation policy, it is no longer needed in this policy as it deals with students applying for transient status in the future, not in the past.
- 6. Explain that grades earned for transient study are not calculated into the student's Kent Sate GPA, which aligns with Kent State's transfer credit evaluation policy. Transient work is treated as transfer work and should reflect the same policies. As mentioned earlier, students mistakenly believe grades earned through transient study will help improve their Kent State GPA.
- 7. Remove the 18-hour limitation for transient work. This restriction was the original reason to review the full transient policy as there were several anecdotal stories of students who exceeded that limitation, mainly through study abroad and the desire to take courses in the summer at an institution near the student's home. Through the review and survey of other universities, the subcommittee found that very few have a limitation. Those that had a limit tied it in with the institution's residence policy. Changes to this policy will align any limitation to Kent State's residence policy and replicates language from the residence policy.
- 8. Extend approval for transient coursework from one semester to one year for students who plan to be away from Kent State for a year-long study abroad/away.
- 9. Remind students that they are responsible for submitting an official transcript to have the transfer coursework posted to their Kent State transcript, and discourage them from taking transient work during their last semester. The committee did not want to prohibit them as there are times a student needs a required course to graduate that may not be offered in that term at Kent State. However, there is much anecdotal evidence of college offices trying to clear students for graduation who still have not submitted their transient transcript. The Transfer Center is working with the Admissions Office to communicate with students approved to complete transient work who have not yet submitted a transcript.
- 10. Allow for exceptions to the policy under unusual circumstances affecting an individual student.

#### ALTERNATIVES AND CONSEQUENCES

The alternative is keeping the current short vague and somewhat outdated policy. The consequences include having to post necessary information about transient work in other places for students to read and continuing to request exceptions for students taking more than 18 credit hours of transient work.

#### SPECIFIC RECOMMENDATION AND JUSTIFICATION

It is recommended that effective for fall 2014, the Transient Work at Another University is revised to reflect the changes outlined on the previous page. See next two pages for the current and proposed policies and a marked up policy to show the differences.

#### TIMETABLE AND ACTIONS REQUIRED

Associate and Assistant Deans Committee	
Educational Policies Council	
Faculty Senate	
Implementation in the University Catalog	

#### Transient Work at Another University - CURRENT POLICY

Kent State University students who wish to take coursework at another accredited institution of higher education must receive the prior approval of the academic dean of the appropriate unit if the student intends to apply this coursework toward a Kent State University degree or certificate.

Transient work by students who are on probation, dismissed or in the last 30 hours of a degree program may be restricted by the students' college. All credits granted for transient work will be translated into semester hours. Grades received for transient work are not transferred; only credit hours are transferred. Generally, credit for non-remedial/developmental courses in which students have earned a minimum C grade at an accredited school (as determined by the Transfer Center) will be considered for transfer. However, transfer credit earned fall 2005 and later from a regionally accredited, or international equivalent, college or university outside Ohio will be awarded for all non-remedial/developmental courses in which students have earned a minimum D grade.

No more than 18 semester hours of transient work may be approved. Approvals for transient attendance are valid for one term only (quarter, semester, etc.) at other institutions and are subject to all restrictions of the dean of the student's college.

#### Transient Work at Another University - PROPOSED POLICY

Kent State University students in good academic standing who wish to take coursework at another institution that is regionally accredited or pre-approved by Kent State as offering college-level credit must receive the prior approval of the dean of the unit offering the Kent State course.

Students should meet with their academic advisor prior to submitting the Transient Permission Form to ensure their eligibility to take transient coursework, to choose course(s) that can be applied toward their program, and to confirm that they qualify to enroll in the equivalent course at Kent State. Students applying for financial aid during the term of transient study will need to submit to the Office of Student Financial Aid the approved Transient Permission Form and an Ad Hoc Consortium Agreement.

To qualify for transient status, student must have been enrolled at Kent State for at least one term before attempting transient coursework and have a cumulative 2.000 GPA. Students who were not enrolled at Kent State for a semester and did not receive transient approval before completing course(s) at another institution must re-apply to Kent State as a transfer student.

Generally, credit for non-remedial/developmental courses in which students have earned a minimum D grade will be considered for transfer. All credits granted for transient work will be translated into semester hours. Grades received for transient work are not transferred and are not calculated into the student's Kent State GPA, but may be considered for admission to and/or progression for specific program. Credit earned for transient work does not count toward students' residence requirement at Kent State, but it will not invalidate residence in progress.

Approvals for transient attendance are valid for one term only (quarter, semester, etc.) at other institutions (one academic year for year-long study abroad/away opportunities) and are subject to all restrictions of the dean of the student's college, independent school or regional campus offering a Regional College program.

It is the student's responsibility, upon completion of the coursework, to submit an official transcript from the transient institution to the admissions office of the Kent State campus enrolled. Students are discouraged from taking transient coursework during their last semester because of the time necessary to receive and process transcripts, which may delay clearing the student for graduation.

All policies that govern the transfer of academic credit also apply to transient credit and can be reviewed in the academic policies section of the University Catalog. Under unusual circumstances, students may request an exception to the above requirements for transient eligibility by contacting their academic unit prior to registration elsewhere.

#### Transient Work at Another University - CHANGES TO THE CURRENT POLICY

Kent State University students in good academic standing who wish to take coursework at another accredited institution of higher education institution that is regionally accredited or pre-approved by Kent State as offering college-level credit must receive the prior approval of the academic dean of the appropriate unit offering the Kent State course if the student intends to apply this coursework toward a Kent State University degree or certificate. Transient work by students who are on probation, dismissed or in the last 30 hours of a degree program may be restricted by the students' college.

Students should meet with their academic advisor prior to submitting the Transient Permission Form to ensure their eligibility to take transient coursework, to choose course(s) that can be applied toward their program and to confirm that they qualify to enroll in the equivalent course at Kent State. Students applying for financial aid during the term of transient study will need to submit to the Office of Student Financial Aid the approved Transient Permission Form and an Ad Hoc Consortium Agreement.

To qualify for transient status, student must have been enrolled at Kent State for at least one term before attempting transient coursework and have a cumulative 2.000 GPA. Students who were not enrolled at Kent State for a semester and did not receive transient approval before completing course(s) at another institution must re-apply to Kent State as a transfer student.

Generally, credit for non-remedial/developmental courses in which students have earned a minimum  $\bigoplus$  D grade at an accredited school (as determined by the Transfer Center) will be considered for transfer. However, transfer credit earned fall 2005 and later from a regionally accredited college or university in Ohio and earned fall 2010 and later from a regionally accredited, or international equivalent, college or university outside Ohio will be awarded for all non-remedial/developmental courses in which students have earned a minimum D grade. All credits granted for transferred and are not calculated into the student's Kent State GPA, but may be considered for admission to and/or progression for specific program only credit hours are transferred.

No more than 18 semester hours of transient work may be approved. <u>Credit earned for transient</u> work does not count toward students' residence requirement at Kent State, but it will not invalidate residence in progress. Approvals for transient attendance are valid for one term only (quarter, semester, etc.) at other institutions (one academic year for year-long study abroad/away opportunities) and are subject to all restrictions of the dean of the student's college, independent school or regional campus offering a Regional College program.

It is the student's responsibility, upon completion of the coursework, to submit an official transcript from the transient institution to the to the admissions office of the Kent State campus enrolled. Students are discouraged from taking transient coursework during their last semester because of the time necessary to receive and process transcripts, which may delay clearing the student for graduation.

All policies that govern the transfer of academic credit also apply to transient credit and can be reviewed in the academic policies section of the University Catalog. Under unusual circumstances, students may request an exception to the above requirements for transient eligibility by contacting their academic unit prior to registration elsewhere.

## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date		Curriculum Bulletin
Effective Date	Fall 2014	Approved by EPC

Department

College	US - Undergraduate Studies
Proposal	Revise Policy
Proposal Name	Revise Dismissal Policy

Description of proposal:

Proposal seeks to revise the dimissal policy to insert an item inadvertently removed during the last revision of the policy. The University has been operating as if this provision is still in place as to not disadvantage our students.

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

The revised policy will allow the policy to accurately reflect what the unievrsity is doing in practice.

Units consulted (other departments, programs or campuses affected by this proposal): Associate and Assistant Deans, Advising Deans, Advisors, and Registrar's Office.

#### **REQUIRED ENDORSEMENTS**

	/
Department Chair / School Director	
Campus Dean (for Regional Campuses proposals)	
	/
College Dean (or designee)	
	/
Dean of Graduate Studies (for graduate proposals)	
	//
Provost and Senior Vice President for Academic Affairs (or designee)	

#### Proposal Summary Revision of the Undergraduate Dismissal Policy

#### Subject Specification

The proposed revision will align the dismissal policy with current practice.

#### **Background Information**

The proposed revision is in response to the dismissal revision in fall 2012, which inadvertently removed a provision of the previous policy that should have been retained. The university has been operating as though this provision is in place; otherwise it would have been a detriment to the students being reviewed for dismissal.

The revision should include the original statement that the provost will not dismiss a student who earned a 2.000 term GPA (unadjusted for the recalculation provisions in the course repeat policy).

#### **Alternatives and Consequences**

The alternative is to keep the policy as it is and continue the provision in practice and not have it stated in the catalog, which could lead to confusion and would be inconsistent with the policy.

#### Specific Recommendation and Justification

It is the recommendation that the changes on the following pages be made to the policies as published in the University Catalog and in the Policy Register when appropriate.

#### Timetable and Actions Required

Associate and Assistant Deans Committee	February 2014
Educational Policies Council	March 2014
Faculty Senate	April 2014
Board of Trustees (information item)	May 2014
Effective implementation	Fall 2014 University Catalog

#### POLICY REGISTER: 3343-3-01.10

#### Administrative policy regarding dismissal of undergraduate students for academic reasons

- (A) Purpose. A student whose academic performance indicates a limited chance of obtaining the minimum grades required for graduation will be subject to dismissal from the university.
- (B) Eligibility. Specifically, the provost may dismiss:
  - (1) A student on probation if the student's cumulative grade point average (GPA) is within the following ranges:
    - (a) 16-29 GPA hours: below  $1.500\theta$  cumulative GPA.
    - (b) 30-59 GPA hours: below 1.700 cumulative GPA.
    - (c) 60-89 GPA hours: below 1.800 cumulative GPA.
    - (d) 90 or more GPA hours: below 1.900 cumulative GPA.
  - (2) A student on probation or a transfer student admitted on probation who receives nine or more credit hours of any combination of the following grades in the semester under review: F, NF, SF, U. This policy applies without regard to whether the designated grades were included or excluded from the student's cumulative GPA.
  - (3) A student who fails to make adequate progress toward completion of the program of study (including, but not limited to, excessive complete term withdrawals, course withdrawals or grades of NF, SF or U).
- (C) (4) The provost may choose not to dismiss a student within the stated ranges above if circumstances warrant. The provost will not dismiss a student on probation if any of the following conditions apply to that student:
  - (1)(5) It is the student's first semester of enrollment at Kent state university (including first-semester freshman or first-semester transfer student).
  - (2)(6) The student has fifteen or fewer GPA hours at Kent state university.
  - (3) The student was in good academic standing at the end of the preceding term of enrollment.
  - (4) The student earns a 2.000 term GPA (unadjusted for the recalculation provisions in the course repeat policy).
- (D)(C) Required absence. Students meeting the above conditions will be subject to academic dismissal and should expect to be away from the university for a minimum of twelve consecutive months. A dismissed student may not register for any coursework at any campus of Kent state university. The notation of academic dismissal will be printed on the student's official transcript.
- (E)(D) Reinstatement.
  - (1) Reinstatement after dismissal from Kent state university is neither automatic nor guaranteed. A student may be reinstated only if the student provides convincing evidence of probable academic success if permitted to return to the university. A dismissed student who has previously accumulated a substantial number of credit hours and/or an excessively low GPA should expect that reinstatement is not likely to be approved. For programs with selective admission requirements, specified certification standards or additional program and graduation requirements, reinstatement may be impossible. Application for reinstatement after the required period of time away from the university should be to the dean of the college or campus that houses the major program the student wishes to enter. The application should include convincing evidence of the student's motivation to continue and of the student's specific efforts during the period of dismissal to eliminate previous

weaknesses. After evaluating the application for reinstatement and all supporting materials, the dean will inform the student of the reinstatement decision.

(2) A student who is reinstated is automatically placed on probation until good academic standing (minimum 2.000 cumulative GPA) is attained. Academic requirements will be determined by the catalog-in-force at the time the student re-enrolls at the university.

#### UNIVERSITY CATALOG: Dismissal

Students whose academic performance indicates a limited chance of obtaining the minimum grades required for graduation will be subject to dismissal from the university.

<u>A.</u> The provost may dismiss:

- 1. Students on probation if the student's cumulative grade point average (GPA) is within the following ranges*:
  - a. 16-29 GPA hours: below 1.500 cumulative GPA
  - b. 30-59 GPA hours: below 1.700 cumulative GPA
  - c. 60-89 GPA hours: below 1.800 cumulative GPA
  - d. 90 or more GPA hours: below 1.900 cumulative GPA
- 2. A student on probation or a transfer student admitted on probation who receives 9 or more credit hours of any combination of the following grades in the semester under review: F (Fail), NF (Never Attended–Fail), SF (Stopped Attending–Fail), U (Unsatisfactory). This policy applies without regard to whether the designated grades were included or excluded from the student's cumulative GPA.
- 3. A student who fails to make adequate progress toward completion of the program of study (including, but not limited to, excessive complete term withdrawals, course withdrawals or grades of NF, SF or U).

* The provost may choose not to dismiss a student within the stated ranges if circumstances warrant.

<u>B.</u> The provost will not dismiss a student on probation if any of the following conditions apply to that student:

- 1. It is the student's first semester of enrollment at Kent State University (including first-semester freshman or first-semester transfer student).
- 2. The student has 15 or fewer GPA hours at Kent State University.
- 3. The student was in good academic standing at the end of the preceding term of enrollment.
- 4. <u>The student earns a 2.000 term GPA (unadjusted for the recalculation provisions in the course repeat policy).</u>

A student who is dismissed should expect to be away from the university for a minimum 12 consecutive months. A dismissed student may not register for any coursework at any campus of Kent State University. The notation of academic dismissal will be printed on the student's official transcript.

For further information concerning the conditions of probation and dismissal, students should contact their college or campus advising office. See guidelines for dismissal appeals below.



John R. Kasich, Governor John Carey, Chancellor

## Change Request: Program Delivery at a New Off-Campus Site

This form needs to be submitted if you intend to deliver 50 percent or more of the requirements (excluding general education, internships, clinical practicum, field experiences, student teaching) of an existing, approved degree program(s) at an off-campus site that Kent State has never offered programming before and, therefore, has not yet been approved by the Ohio Board of Regents and the Higher Learning Commission. If you are requesting authorization to deliver the program(s) at multiple off-site locations, complete and submit a separate form for each site. Once approved by the respective college, the proposal needs to be submitted electronically (in Word, not PDF) to Mary Ann Stephens and Therese Tillett, for review and provost approval before being sent to the Ohio Board of Regents.

Date of submission:	2/26/2014
Name of institution:	Kent State University
Course Delivery Site:	Parma School District and Orange School District
Program(s) to be delivered at the site:	Educational Administration K-12 Leadership (MEd, EdS and Principal Licensure)
Proposed start date:	Fall 2014
Date that the request received final appro appropriate institutional committee:	wal from the FLA Curriculum Committee on September 23, 2013 and it was only an information item for the EHHS Curriculum Committee
Primary institutional contact for the requi	est:
Name:	Mary Ann P. Stephens
Title:	Dean, Graduate Studies
Phone number:	330-672-2661
E-mail:	mstephen@kent.edu
<b>Educator Preparation Programs:</b>	
Leads to licensure:	Yes
Leads to endorsement:	No

Briefly describe the rationale for opening the new site and the programs to be offered at the new site. In your response, indicate whether the program(s) to be offered at the site will be time limited or ongoing.

The Educational Administration K-12 Leadership program (EDAD) will offer two regional cohorts beginning August 2014: Parma School District and Orange School District due to student demands to offer more geographically convenient sites for their graduate studies. The cohorts will be ongoing. This proposed program is identical to that which has been approved and offered on the main campus and in various other cohorts over the past few years. The only difference is that we are proposing new sites. The same admission policies and procedures and academic standards will apply

to the additional locations. Students will have full access to campus resources, such as graduate student services, IT and library. Full and part-time approved faculty will be engaged to teach in the program.

*NOTE:* Sections 1, 2 and part of 5 of this document have been replaced by the substantive change application submitted to the Higher Learning Commission (Attachment A).

#### **SECTION 3: PROGRAM INFORMATION**

Using the chart below, please list the degree(s)/program(s) that will be offered at the site. Include a list of the courses available on-site in each degree/program area as an Appendix B

Title of Degree/Major or Program Component	Full Program Available On-Site	Partial Program Available On-Site	Comments for Chancellor's Staff
Master of Education (MEd) degree in Educational Administration – K-12 Leadership	1		All required courses will be offered at the additional locations. The same courses will also be offered on the main campus.
Educational Specialist (EdS) degree in Educational Administration – K-12 Leadership		✓	All required courses will be offered at the additional locations. The same courses will be offered on the main campus. If the candidate is interested in taking other electives, the candidate may take those courses on the main campus.
Principal Licensure (no degree) in Educational Administration – K-12 Leadership	1		All required courses for licensure will be offered at the additional locations. The same courses will also be offered on the main campus.

Indicate whether alternative delivery options are available for the program(s) at the proposed site and indicate whether this is different from the delivery option used for the approved program:

	Available	Currently Used in the Approved Program
Accelerated		
Hybrid/blended		
Online		

#### **SECTION 4: FACULTY**

Complete a faculty matrix for each program being offered at the site. A faculty member must be identified for each course to be taught at the site during the first two years of

operation. 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. If a faculty member will teach in more than one program, include the faculty member in each program matrix. A copy of each faculty member's CV must be included as Appendix C.

Instructor and rank	Full/ part time	Degree titles, institution, year	Years teaching in discipline	Additional Expertise	Course(s) instructor will teach in the proposed program	Number of courses taught yearly at all locations
Joff Jones NTT Assistant Professor	FT	PhD, Kent State University	40	Superintendent	EDAD 6/76529 EDAD 6/76529 Leading for Social Justice EDAD 6/76526 Fundamentals of Educational Administration EDAD 6/76543 School Administration in Urban Settings Special Topics/Course Number to Be Assigned: Culturally Responsive Leadership EDAD 6/76538 Culture, Politics and Reform EDAD6/76544 Community Relations and Communication Skills EDAD 6/76492 Administrative Internship EDAD 6/76525 Principalship EDAD 6/76527 School Finance for Building Administrators	10

Rosie Gornik NTT Assistant Professor	FT	PhD, Kent State University	40	Superintendent	EDAD 6/76529 Leading for Social Justice EDAD 6/76526 Fundamentals of Educational Administration EDAD 6/76543 School Administration in Urban Settings EDAD 6/76538 Culture, Politics and Reform EDAD6/76544 Community Relations and Communication Skills EDAD 6/76492 Administrative Internship EDAD 6/76525 Educational Principalship	7
Christa Boske Associate Professor Tenured	FT	PhD, Northern Illinois University	18 years in K- 12 and 7 years in higher educat ion	Dean, Assistant Principal, Principal, Coordinator, and Director in Central office	EDAD 6/76529 Leading for Social Justice EDAD 6/76526 Fundamentals of Educational Administration EDAD 6/76538 Culture, Politics, and Reform Special Topics/Course Number to Be Assigned: Culturally Responsive Leadership EDAD 6/76536 Administrator's Role in	6

				Curriculum Development	
				EDAD 6/76531 Instructional Leadership Culturally Responsive Leadership	
Paula Snyder	PΤ	PhD, Kent State University	20	EDAD 6/76520 School Law for Teachers and Administrators EDAD 6/76527 School Finance for Building Administrators EDAD 6/76542 Principles and Techniques of Supervision EDAD 6/76517 Administration and Supervision of Special Education	4
Valerie Riedthaler	РТ	PhD, Kent State University	20	EDAD 6/76517 Administration and Supervision of Special Education EDAD 6/76520 School Law for Teachers and Administrators EDAD 6/76542 Principles and Techniques of Supervision EDAD 6/76527 School Finance for Building Administrators	4
Open Lecturer for the EVAL Program to Determine				EVAL 65511 Research in Educational Services	

Describe future faculty staffing plans for the site. In your response, include a description of the institution's plans, if any, for adding courses and faculty after the initial two years of operation, and a description of the plans to add faculty in response to increases in student enrollment.

We will request the hiring of faculty and staff to the Dean if there is an increase in enrollment that aligns with the request.

#### SECTION 5: MARKET/WORKFORCE NEED

Indicate the projected enrollments for the program(s) over the next three years.

	2014-2015	2015-2016	2016-2017
Projected Enrollment	60	60	60

## Indicate whether any other institution within a 30-mile radius of your institution currently offers the program(s). If so, list the institutions that offer the program(s) within this radius.

Youngstown State University and Ashland University

#### **APPENDICES**

#### Appendix Description

- A Higher Learning Commission Substantive Change Application for Additional Locations
- B List of Courses To Be Offered at the Off-Campus Site
- C Faculty Curriculum Vitae

Kent State University is committed to continual support of the delivery of the MEd and EdS degrees in Educational Administration–K-12 Leadership at Orange School District and Parma School District. If Kent State decides in the future to no longer operate from these sites, the university will provide the necessary resources and means for matriculated students in the program to complete their degree.

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

Respectfully,

Todd A. Diacon Provost and Senior Vice President for Academic Affairs Kent State University



Forms

## **Branch Campus and Additional Location(s)**

Substantive Change Application

Institution: Kent State Univers	ity City, State: Kent, OH	
Name of person completing th	is application: Christa Boske	Date Submitted: 02/05/2014
Title: Program Coordinator	Phone: 224-388-2632 Email:	cboske@kent.edu

The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions.

The total submission should be no more than 10-12 pages on a single classification of change. (The page limit excludes attachments.) The submission should be no more than 20 pages total on an application addressing multiple change requests.

Submit the completed application as a single electronic document (in Adobe PDF format) on the following webpage: <a href="http://www.ncahlc.org/document_upload/">http://www.ncahlc.org/document_upload/</a>.

## Part 1: General Questions

1. Requested Change(s). Concisely describe the change for which the institution is seeking approval.

Please Note: If submitting a change request for a new program and distance offerings or a new program and location, the institution should submit the New Program Application.

The Educational Administration K-12 program (EDAD) will offer two regional cohorts beginning August 2014: Parma School District and Orange School District. Both school districts wrote letters to Kent State University regarding their commitment to hosting a regional cohort. The EDAD program will offer graduate level courses for candidates interested in pursuing a master's or Ed.S. degree (i.e., MA, MED or Ed.S.) and principal licensure. The EDAD program will admit 25 students for each cohort. The course schedule is aligned with course offerings at Kent State's main campus. For regional cohort members, two eight week courses will be offered each semester. One course will be offered during each winter and spring intersession. These courses are blended courses, which means they will meet face-to-face, on-line, and conduct work in the field. Candidates will complete their master's degree and course work for the principal licensure within two years.

2. Classification of Change Request. Check all boxes that apply to the change.

*Note: not every institutional change requires prior review and approval. Review the "Overview of Commission Policies and* <u>*Procedures for Institutional Changes Requiring Commission Notification or Approval*" to make certain that current HLC policy</u>

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#### Location(s):

$\boxtimes$ New additional location(s)	New campus(es)
----------------------------------------	----------------

Request for access to Notification Program for locations

An institution submitting more than one change request should complete multiple applications, one for each type of change. The other types of change requests include:

- Change in mission
- Change in student body
- New academic program(s)
- Direct assessment competency-based program(s)
- Location(s)
- Distance delivery
- Consortial arrangement
- Contractual arrangement
- Substantially changing the clock or credit hours required for a program
- Change in academic calendar (e.g., quarters to semester) or change in credit allocation
- Teach-out plan if closing location provides total degree programs
- **3.** Special conditions. Indicate whether any of the conditions identified below fit the institution (Yes or No). If Yes, explain the situation in the box provided.
  - a) Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)? No
  - b) Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Dept. of Education or other federal or state government agencies? No
  - c) Has the institution's senior leadership or board membership experienced substantial resignations or removals in the past year?
     No
  - d) Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?
     No
  - e) Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?
     No

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Page 2

**4. Approvals.** Mark the approvals that are required prior to implementing the proposed change and include documentation of the approvals to the request or evidence that approval is not needed.

Internal (faculty, board) approvals

System approvals (for an institution that is part of a system)

State approval(s) for:

Program(s)

Additional location(s) or campus(es)

Contractual or consortial arrangements

Clock/credit hour changes

- For Distance Delivery only: process in place to ascertain and secure state approval(s) as required
- Foreign country(ies) approvals (for an overseas program or site)
- No approval required
- **5. Specialized Accreditation.** Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

 $\square$  The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.

The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process. (If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.)

The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation.

Kent State University's Educational Administration K-12 program is an NCATE accredited program. We are offering the same principal licensure opportunities to the regional cohorts as students on the main campus.

6. Changes Requiring Visits. This section is not for Commission-mandated visits such as additional location confirmation visits or campus evaluation visits.

Note: Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. (If the institution is unsure whether a visit is required, the Commission will advise the institution based on the information provided in the change application.)

Request to schedule a Change Visit.

Request to add a proposed change to an already scheduled visit. Specify type of visit and date scheduled:

Whether the change will be reviewed through a separate Change Visit or embedded in an already scheduled visit, the following schedule will apply.

• Part 1 of this change form must be submitted at least 4 months before the visit. If the visit has not already been scheduled, this filing will initiate the process of scheduling the visit.

Audience:Institutions Form © Higher Learning Commission • The institution files Part 2 of this change form at least 2 months before the scheduled visit. If the change will be embedded in an already scheduled visit, the form should be filed as an attachment to the report prepared for that visit.

Please note: The Commission plans to update the change forms annually, on or about September 1 of each year. However, if a Change Application form was accessed more than 90 days prior to filing, it is recommended that the institution visit <u>http://www.ncahlc.org/change</u> to ensure that there have been no changes in the application form in the intervening time.

## Part 2: Topic Specific Questions

Attach the "Substantive Change Application, Part 1: General Questions" as page one of your application. That completed form and your answers to the questions below will constitute your request for approval of a substantive change. This form will be the basis for review of this application.

As many as three new additional locations, or one branch campus, may be requested in a single proposal.

Name of Institution: Kent State University

Type of request: Additional location(s) branch campus Note: The change must be reported the same to the Commission and the U.S. Department of Education as either an additional location(s) or branch campus.

#### Campus or Branch Campus Definition: (Same as the federal definition)

The term branch campus is "a location of an institution that is geographically apart and independent of the main campus of the institution." The Commission considers a location of an institution to be independent of the main campus if the location:

- Is permanent in nature;
- Offers courses in educational programs leading to a degree, certificate, or other recognized educational credential;
- Has its own faculty and administrative or supervisory organization; and
- Has its own budgetary and hiring authority.

A branch campus must have all four of these attributes.

Additional Location Definition: a place, geographically separate from any main or branch campus, where instruction takes place and students can do one or more of the following:

- Complete 50 percent or more of the courses leading to a degree program;
- Complete 50 percent or more of the courses leading to a Title IV eligible certificate.
- Complete a degree program that they began at another institution even if the degree completion program
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   Published: September 2013
   Page 4

Version 03

provides less than 50 percent of the courses leading to a degree program.

- There is no base or threshold number of students or distance from the campus necessary for a facility to qualify as an additional location under this definition.
- An additional location typically does not have a full range of administrative and student services staffed by the facilities personnel. Such services may be provided from the main campus or another campus.
- A facility may provide access to instruction requiring students to be present at a physical location that receives interactive TV, video, or online teaching. It is considered an additional location when 50 percent or more of a distance delivery program is available through one or more of these modalities at that facility.

#### Section A. Characteristics of the Change Requested

Provide the name and street address of each location requested. (No PO Box addresses.) 1.

Parma School District 5311 Longwood Ave Cleveland, OH

**Orange School District** 32000 Chagrin Blvd Cleveland, OH

- Provide for each location the following information: 2.
  - a) The date at which the location is projected to begin operation. 08/15/2014
  - b) Whether the location will offer Title IV eligible programs. Yes
  - c) The Classification of Instructional Programs terminology [CIP codes, program name, and additional description (optional)]. CIP codes are established by the U.S. Department of Education's National Center for Education Statistics. More information is available at http://nces.ed.gov/ipeds/cipcode/. 13.0401 K-12 Educational Administration
  - d) Whether the location will be permanent or temporary (for a set number of cohorts). Permanent cohort in each location will begin the fall of 2014. The next cohort will begin in each location the fall of 2016. We will schedule cohorts every two years.
  - e) Identify the level of degree completion at the new additional location. (Total Degree, Adult Degree completion, or 50-99% completion.) 100%
- 3. If the population targeted for the proposed location represents a marked change within the mix of students now enrolled in the institution (e.g., dual credit students at an institution with relatively few such students), briefly explain the institution's experience with the targeted population.

There is no change from the usual population for this program. We are reaching out to possible candidates in the Cleveland area, because we have received requests from candidates in that area for our program.

#### Section B. Institution's History with Branch Campus and Additional Location(s)

- 4. Does the institution currently operate three or more locations with the same or greater scope/level of instruction as the proposed location(s) and with the same or greater level of sophistication in facilities and services? If yes, please identify the three such locations with the largest enrollments during the past year, along with those enrollments. Yes. Geauga Twinsburg Center (enrollment 3036), College of Podiatric Medicine (enrollment 426), Elyria Board of Education (enrollment 146), Kent Roosevelt High School (enrollment 109).
- 5. If approved to open the additional location(s) or branch campus, what future growth does the institution anticipate (e.g., in the next six months, three years) for additional location(s) or branch campus and how does the institution plan to manage this growth?We want to offer a regional cohort in Austintown and in Green by the fall of 2015. We have a letter from the

superintendent of Austintown as well as Green indicating they are committed to hosting a regional cohort for master's level candidates pursuing a principal license. We will use the same process to manage the growth as currently applied to the school/college level.

#### Section C. Institutional Planning for Branch Campus and Additional Location(s)

6. What impact might the proposed branch campus or additional location(s) have on the challenge(s) identified as part of or subsequent to the last comprehensive visit or reaffirmation panel and how has the institution addressed the challenge(s)?

#### No impact on identified challenges.

- 7. Briefly describe the planning process for the new branch campus or location(s), including the involvement of the various constituencies in that process, the management of the branch campus or location(s), and how the management of the branch campus or location(s) fits into the organizational structure of the main campus. Over the last eight months, the tenured track Program Coordinator, two nontenured track faculty, and six adjuncts collaborated on the curriculum, pedagogy, and schedule for each additional location. The courses offered on the main campus will be the same courses, schedule, content, and assessments. The faculty from the main campus and additional locations will meet throughout each semester to assess student progress.
- For each proposed branch campus or location(s), provide a description of physical facilities and equipment to support the programs that will be offered at the branch campus or location(s).
   Classrooms at the additional locations offer similar technology as offered on the main campus. The additional location classrooms offer tables, chairs, desks, dvd/cd players, projectors, wifi/internet, and smartboards.
- 9. What is the evidence that the facilities at the branch campus or location(s) will meet the needs of the students and the curriculum?

The additional locations have committed to the utilization of their technology and classroom spaces, which is similar to Kent State University facilities.

10. What controls are in place to ensure that the information presented to all the constituencies in advertising, brochures, and other communications will be accurate?When we advertise the regional cohorts, we will use the same marketing/promotional materials for all of the cohorts. The University Communicating and Marketing Department is available to enhance our marketing.

11. For additional location(s) only: How does the institution ensure that financial planning and budgeting for the additional location(s) is(are) realistic? What are the projected revenues and expenses? What are the projected enrollment and staffing needs?

We will enroll up to 25 students, which will ensure we have enough revenue to offer this master's program. We have two full-time nontenured track faculty, one full-time tenured track faculty, and adjuncts to fulfill staffing needs. Each of the school districts waived their room rental fees to demonstrate their commitment to these regional cohorts. The staffing will be similar to the main campus.

- 12. For branch campus only: Provide a business plan for the branch campus, including a budget projection for the first two years of operation. Please also:
  - a) Show both gross income (including projected enrollments, gross tuition and fees, and any increase in state or federal subsidies generated by the new enrollment) and gross projected expenses.
  - b) Describe clearly the contingency plans in case anticipated enrollments, income, or resources do not materialize.

#### Section D. Curriculum and Instructional Design

- 13. How will the institution effectively oversee instruction at the location(s) or branch campus? The EDAD team collaborated on the curriculum development for all of the courses. The curriculum at the additional locations is aligned with the curriculum on the main campus. We will follow the same curriculum and schedule of courses.
- 14. What impact, if any, will the new branch campus or location(s) have on instructional capacity at existing approved branch campuses or location(s)? The curriculum on the regional campuses is aligned with the curriculum on the main campus. We will follow the same curriculum and schedule of courses.
- 15. Do the proposed branch campus or location(s) involve either dual credit or accelerated delivery (earning of semester credit hours or equivalent routinely exceeds 20 in 4 months or 60 in 12 months)? If so, please explain the extent the options are involved. No

#### Section E. Institutional Staffing, Faculty, and Student Support

16. How does the institution plan to staff the additional location(s) or branch campus, including judging faculty qualifications and full-time vs. part-time faculty? How does this differ from the institution's processes for staffing at the main campus?

All of our EDAD faculty have been involved with the planning of the regional cohorts and course scheduling. We have two full-time nontenured track faculty, one full-time tenured track faculty, and adjuncts to fulfill staffing needs. Staffing for these additional locations is similar to the main campus.

17. What is the institution's process for selecting, training, and orienting faculty for the additional location(s) or branch campus? What special professional development, support, or released time does the institution provide for these faculty?

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Page 7

All of our EDAD faculty have been involved with the curriculum development and schedule of courses. We met as a program and as a school to discuss this program expansion. We utilized the curriculum process at all levels and received permission from our school/college to move forward with this expansion.

18. What is the evidence that the institution will effectively deliver, support, and manage necessary academic and student services at the proposed branch campus or location(s)?All of the candidates who participate in the regional cohorts complete evaluations after completing each course. All candidates will be assigned an advisor to communicate any questions or concerns throughout their studies.

#### Section F. Evaluation

- 19. Describe the process for monitoring, evaluating, and improving the overall effectiveness and quality of the offerings. Candidates will receive surveys regarding their experiences in the regional cohort to ensure we are meeting their needs. We will utilize these results to improve our pedagogy, content, and cohort experience.
- 20. Describe the process for assessing and improving student learning, including student persistence and completion, in the offerings.

Throughout the curriculum development process, we discussed the significance of affording candidates with opportunities to submit drafts of their work and allow for revisions. We also document the national leadership standards we meet within each course as well as student learning objectives and authentic inquiry-based assessments.

21. How are the measures and techniques the institution uses for the location(s) or branch campus equivalent to those for assessment and evaluation at the main campus or other locations? If there are differences, why are these differences appropriate?

The same evaluation tools used on the main campus will be used within the regional cohorts.

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## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

 Preparation Date 01/29/2014
 Curriculum Bulletin _____

 Effective Date
 Spring 2014
 Approved by EPC _____

Department	Ashtabula
College	EH - Education, Health and Human Services
Degree	BS - Bachelor of Science
Program Name	Integrated Health Studies Program Banner Code IHS
Concentration(s)	Health Care Administration and Systems Concentration(s) Banner Code(s) HCAS
Proposal	Temporarily suspend admissions

Description of proposal:

The Ashtabula campus seeks approval to suspend admission to the Bachelor of Science in Integrated Health Studies–Health Care Administration & Systems concentration program offered at the Ashtabula Campus until the end of the Fall 2015 term.

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

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

Approval of the proposal will not impact any Integrated Health Studies concentration offerd by other Kent campuses.

Units consulted (other departments, programs or campuses affected by this proposal): College Education, Health, and Human Services School of Health Sciences

Aprile Chowar REQUIRED ENDORSEMENTS	2,3,14
Department Chair / School Director	120
Desaul tocker	1 29/14
Campus Dean (for Regional Campuses proposals)	2,7,14
College Dean (or designee)	
	/
Dean of Graduate Studies (for graduate proposals)	
	//
Provost and Senior Vice President for Academic Affairs (or designee)	

#### Proposal Summary to Temporarily Suspend Admission

. 4

Bachelor of Science in Integrated Health Studies- Health Care Administration and Systems at the Ashtabula Campus

#### Full explanation of why the temporary suspension of admission to the program is being proposed:

The rationale to suspend admission to the Bachelor of Science in Integrated Health Studies- Health Care Administration and Systems at the Ashtabula Campus is based on slow growth in enrollment and concerns about the longer viability of the degree program at the Ashtabula Campus. Additionally, with changes to faculty staffing (resignations and retirements) at the campus offering without several new faculty hires it will be difficult to ensure students can complete the program in a timely manner.

The Ashtabula Campus seeks to review the degree program to determine if the program is viable or if it should be abandoned.

# List of courses that will not be taught if admission into the program is suspended, and a statement summarizing the effect of suspending these courses on other units of the university that rely on these courses for core or option requirements, with evidence that those units have been consulted with respect to these effects:

The campus will continue to offer the courses needed by current students declared in the program. No other program at the campus or unit within the University relies on the courses in the degree program.

#### Effect on current students enrolled in the program, faculty, staff and active courses:

As of the Fall 2013 terms the are only nine Ashtabula Campus students declared in the major. Six students are either juniors or seniors. There will not be any impact on the students currently declared in the program. Required course will still be offered in a timely manner to ensure current student can complete the program.

There will be no impact on any full-time faculty or staff members. Some faculty that taught courses in the program have resigned or plan to retire at the end of the 2013-14 Academic Year.

## Fiscal and staffing impact of suspension, including library, facility, equipment; examples are budgeted expenditures that will be suspended or cancelled, funding that has been committed and now will not be used, and grants that could be jeopardized:

No full-time faculty teaching at the Ashtabula Campus will be impacted by the temporary suspension. Additionally, student support services and the campus library will not be negatively impacted. The fiscal impact would be to save money on courses with limited enrollment.

## Term and year when it is anticipated that it will end (<u>no temporary suspension of admission may</u> exceed three years):

The expected end of the suspension is the end of the Spring 2016 term.



Board of Regents University System of Ohio

John R. Kasich, Governor John Carey, Chancellor

### Change Request: Online or Blended/Hybrid Delivery

This form is to request authorization to deliver 50 percent or more of a degree/degree program that has previously been approved by the chancellor using an online or blended/hybrid¹ delivery model. The 50 percent marker excludes internships, clinical practicum, field experiences and student teaching.

Date of submission:	March 2014
Name of institution:	Kent State University
Degree/degree program to be offered using online or blended/hybrid delivery:	Allied Health Management Technology major within the Associate of Technical Studies degree
Primary institutional contact for the request:	Name: Therese E. Tillett Title: Director, Curriculum Services, Office of the Provost Phone: 330-672-8558 E-mail: ttillet1@kent.edu
Proposed start date:	Fall 2014
Date that the request received final approval from the appropriate institutional committee:	Approved by Regional College Curriculum Committee on 21 February 2014. Was approved as an information item on the 17 March 2014 agenda of the Educational Policies Council, a subcommittee of the Faculty Senate
Does the institution have Higher Learning Commission approval for online or blended/ hybrid delivery:	Yes
An educator preparation program that leads to licensure or endorsement:	No

¹ For this document, the following definitions will be used:

Online—most (80+%) of the content is delivered online; typically requires no face-to-face meetings.

**Blended/hybrid**—blends online and on-ground delivery; substantial content is delivered online; typically has a reduced number of face-to-face meetings.

**Web-facilitated**—use web-based technology (learning management system or web pages) to facilitate what is essentially a face-to-face course.

**On-ground** (aka traditional)—traditional, face-to-face, whereby content is primarily delivered orally or in writing. For this document, on-ground courses include those that are web-facilitated.

Kent State University | Change Request: Online Delivery ATS Allied Health Management Technology | Page 1

### **3. CURRICULUM**

### 3.1 Will the online or blended/hybrid program be offered <u>instead of</u> or <u>in addition to</u> the onsite program?

The online program offering will be in addition to the on-ground program. The Associate of Technical Studies degree in Allied Health Management Technology, established in fall 2008, is offered on-ground at Kent State's Trumbull Campus only.

# 3.2 Indicate whether the online or blended/hybrid program is equivalent to the on-ground program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain.

All student learning outcomes, number of credits required, course availability and faculty expectations of student performance are equivalent to the existing on-ground program. Admission, course and graduation requirements and student outcomes are unchanged for the online delivery of the program.

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

The course design structure will be asynchronous, which will allow students to access course content and assignments at any time without the need for simultaneous instructor or peer involvement.

Kent State University utilizes the Blackboard Learning System software to facilitate studentinstructor interaction via the online communication tools within the course management system. This technology provides one central location for course instructional materials, assessments, assignments and communication using chat, email, message boards and announcements as appropriate.

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

Kent State University offers support and advising to online students through a variety of offices, departments and schools. Offices for advising and student services provide online information regarding all aspects of registration and advising. Online students will be afforded the same access to professional advisors as traditional students, and will be able to contact advisors by telephone or through their official Kent State e-mail accounts for advising advice (as well as having the same opportunities to see an advisor in person, if they so desire).

Additionally, the Blackboard Learning System includes imbedded tutorials to assist students with technology capabilities required to successfully complete their on-line coursework such as screen shots and course navigation.

Kent State University | Change Request: Online Delivery ATS Allied Health Management Technology | Page 2

The Kent State University Libraries provide online access to thousands of online journals, books and databases, and access to OhioLink and KentLink. Students may order books and other class resources online through the campus bookstores and have the materials delivered to any location. For technology assistance, the Kent State Online Support Center is available 24 hours a day, seven days a week.

Faculty delivering the curriculum will also be available online and by telephone to provide the same support and counsel, and students are encouraged to contact course instructors with curriculum-related questions. Instructor contact information and online office hours and by telephone are clearly posted on each course syllabus.

The Trumbull Campus works closely with the university's Office of Student Accessibility Services to provide appropriate accommodations to students and be in compliancy with the Americans with Disabilities Act.

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

The same assessment and evaluation processes used for on-ground program will be used for the online delivery. Student learning is assessed based on the outcomes set forth in the program assessment plans. Each academic program implemented an assessment plan that focuses on student learning outcomes. The goals, objectives, measures and results for each program are posted in an online application (WEAVEonline) for AQIP assessment through the Higher Learning Commission.

# 3.5 Using the chart below, please list the courses that make up the major/program and indicate whether they are delivered using an online, blended/hybrid or on-ground format (see definitions on first page). Identify all new courses (i.e., courses that are not a part of the approved, on-ground curriculum.) *Please provide a syllabus for each new course as an appendix item.*

The ATS degree in Allied Health Management Technology is a completer program, designed for students who have completed a state-certified allied health program and hold an accredited certificate. This flexible program enables students with health care experience to develop the skills necessary for upward mobility. Graduates are prepared to work in variety of health care settings as administrative and supervisory personnel. Students are awarded a maximum 24 credits toward the degree at program completion. The amount awarded is based on the Council for Adult and Experiential Learning's ration of 1 vocational credit to 30 clock hours; documentation of certification must be sent to the Trumbull Campus prior to declaration of the major

There are no new courses in this program; all courses are already offered (and widely available) on many of the university's campuses.

#### EPC Agenda | 17 March 2014 | Attachment 10 | Page 4

Blended Course currently **On-ground** (including required in Online Course web approved hybrid facilitated) program ACTT 11000 Accounting I: Financial Yes ACTT 11001 Accounting II: Management Yes BMRT 11000 Introduction to Business Yes BMRT 11009 Introduction to Management Technology Yes BMRT 21006 Human Resource Management Yes COMM 15000 Introduction to Human Communication Yes COMT 11000 Introduction to Computer Systems Yes ECON 22060 Principles of Microeconomics Yes (fulfills Kent Core Social Sciences) ENG 20002 Introduction to Technical Writing Yes MATH 11010 Algebra for Calculus Yes (fulfills Kent Core Mathematics and Critical Reasoning) US 10097 Destination Kent State: First Year Experience Yes Kent Core Composition Yes Kent Core Humanities and Fine Arts Yes Kent Core Basic Sciences Yes 

Kent State University | Change Request: Online Delivery ATS Allied Health Management Technology | Page 3

### 4. FACULTY AND ADMINISTRATION

# 4.1 Describe the duties of the individual who has major responsibility for the administration and coordination of the online or blended/hybrid program. Describe the qualifications of this individual for the oversight of a distance education program and provide this individual's CV as an appendix item.

Associate Professor Joseph Muscatello, DBA, is the lead faculty member for programs in the business management and related technologies area of the Regional College, under which this program falls. Dr. Muscatello has extensive experience in higher education, including curriculum development and oversight, and has both taught and developed online courses for Kent State University. See Appendix A for Dr. Muscatello's curriculum vitae.

4.2 Describe faculty members' responsibilities to the online or blended/hybrid program. In your response, indicate how faculty members' responsibilities to the online or blended/hybrid program affect their responsibilities to the on-ground program, including teaching load, advising, research/scholarship, and participation in faculty committees/governance. Are additional faculty members going to be hired to implement the online or blended/hybrid program? Will these faculty members participate in only the online or blended/hybrid program or will they participate in the on-ground program as well.

Teaching load is determined by the university's collective bargaining agreement. Tenure-track faculty is expected to teach 24 credit hours per academic year; non-tenure-track faculty teaches 30 credit hours per academic year. Regional Campus tenure-track faculty are expected to participate in faculty committees/governance. As the Allied Health Management Technology major has no courses unique to the program, comprising only courses from other areas and required in other programs, no additional faculty will be hired to implement the online delivery of this degree program.

Kent State University | Change Request: Online Delivery ATS Allied Health Management Technology | Page 4

Full-time faculty who teach the courses for this degree program will have those instructional responsibilities as part of their standard load. Teaching online courses will not be considered as an additional load but as part of their professional duties. All of the courses in this program will be taught by faculty teaching as part of their regular assigned loads for their area.

4.3 Describe the mechanisms used to ensure that faculty members have the appropriate qualifications and support to teach successfully in an online environment. Include in your response the pedagogical and technical support provided for the design, production and management of online courses, as well as institutional support for all essential technology.

Training sessions are held regularly for faculty requesting technical assistance. Support is available at each regional campus in various forms: network support staff, instructional/ educational technology coordinators and faculty resources. Kent State offers support by providing and maintaining consistency through course management systems and other technologies (e.g., Blackboard, Camtasia Studio).

In addition, the Trumbull Campus has a dedicated instructional designer in addition to assist faculty. The instructional designer is a certified Quality Matters[™] reviewer as well. Additional online resources for faculty and students are available from Kent State University's Office of Continuing and Distance Education, as well as from Blackboard. Faculty also meet regularly to discuss issues in online teaching and/or provide demonstrations of different technologies available, invite guest presentations on online teaching and generally provide an on-campus forum for online teaching issues. As noted, some of the support staff and faculty have become certified in Quality Matters[™] or participated in Quality Matters[™] activities as well.

In addition to local campus support, faculty can take advantage of the Faculty Professional Development Center resources available (seminars, training sessions, support staff) to prepare and manage their courses. Kent State's Faculty Professional Development Center offers opportunities and resources for faculty to adapt to and enhance learning in an online environment.

4.4 Using the form below, provide the information requested for each member of the instructional staff. A faculty member must be identified for each course to be taught during the first two years of program delivery. 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.

As an ATS degree, the Allied Health Management Technology provides credit to students for their technical coursework based on external approved credentials. The coursework required to complete the degree thus consists of courses from other areas (e.g., business management technology, computer technology) and Kent Core courses. As such, all courses in the program existed before this degree program was established and are used as requirements or electives in other degree programs at Kent State University. Most of these courses have been offered in online formats as part of other programs for several years and are taught by a diverse array of faculty.

#### EPC Agenda | 17 March 2014 | Attachment 10 | Page 6

Kent State University | Change Request: Online Delivery ATS Allied Health Management Technology | Page 5

The table below lists some of the faculty members who have taught and will be teaching the courses required for the program. To list all Kent State instructors presently teaching the courses online within the Kent State system would make the table extremely large. Faculty CVs are provided in Appendix B.

Name of instructor	Rank or title	Full- / part- time	Terminal degree	Courses instructor teach in proposed program	Experience teaching distance education courses/DL professional development	Courses Taught*
Jyotsna Neuman	Assistant Professor	FΤ	MAFIS, Accounting and Financial Systems, Cleveland State University, 1981	ACTT 11000, ACTT 11001	5+ years' experience with online courses, instrumental in developing online ACTT courses	8
John Marino	Associate Professor	FT	MBA, Business Administration, Suffolk University, 1976	BMRT 11001, BMRT 11009	5+ years' experience teaching online courses	8
Velvet Landingham	Associate Professor	FT	PhD, Management, Case Western Reserve University, 2004	BMRT 21006	3+ years' experience with developing and teaching online courses	8
Jeff Nelson	Associate Professor	FT	PhD, Speech Communication, University of Michigan, 1972	COMM 15000	3+ years' experience with developing and teaching online courses	8
William Ward	Associate Professor	FT	MA, Technology, Kent State University, 1994; MBA, Systems Management, Baldwin Wallace, 1988	COMT 11000 US 10097	10+ years' experience developing and offering online courses	10
Nicole Bissessar	Adjunct Faculty	РТ	PhD, Economics, Clark University, 2008	ECON 22060	5+ years' experience with developing and teaching online courses	4
James Cannaci	Lecturer	FT	MA, English, Youngstown State University, 1995	ENG 20002	3+ years' experience with developing and teaching online courses	10
Vicumpriya Perera	Associate Professor	FT	PhD, Mathematics, Purdue University, 1993	MATH 11010	5+ years' experience with developing and teaching online courses	8

* Number of courses instructor will teach each year (online and on-ground).

### APPENDICES

- A CV for Lead Faculty Member Joseph Muscatello
- B CV for faculty teaching in the Allied Health Management Technology program

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

Respectfully,



TO:	Educational Policies Council
FROM:	Senior Vice President and Provost Todd A. Diacon
SUBJECT:	Agendas for the Educational Policies Council (EPC)
DATE:	14 April 2014

**Graduate EPC:** There will be an in-person meeting on <u>Monday, 21 April 2014, in Kent Student</u> <u>Center, room 310AB</u>. In the event that any of the action item proposals require corrections or create consequences not addressed in the response memos, please bring these matters to the attention of the Office of the Curriculum Services before the meeting. If you wish to elevate an information item or lesser action item on the agenda to an action or discussion item, please notify the Office of Curriculum Services by Friday, 18 April 2014, to ensure that the materials are available at the meeting for review.

**Undergraduate EPC:** There will be <u>no in-person meeting in April</u>. There is, however, an agenda of information and lesser action items and list of undergraduate course changes. These items are being transmitted on this agenda through the EPC e-mail listserv, and any questions, concerns or comments will be recorded through the listserv and answered accordingly. If an EPC member wishes to elevate any of the items listed to an action or discussion item, please notify Therese Tillett, by Friday, 18 April 2014, to ensure that the item is added to the agenda for the next EPC meeting. All items on this agenda will be approved administratively and implemented if there are no objections from EPC members by 18 April 2014.

Agenda for Graduate EPC Agenda for Undergraduate EPC University Requirements Curriculum Committee Course Changes

### **GRADUATE EDUCATIONAL POLICIES COUNCIL**

### Meeting on Monday, 21 April 2014 in Kent Student Center, room 310AB

### **ACTION ITEMS**

 Approval of minutes of 17 March 2014. Attachment 1

### Division of Graduate Studies (presented by Dean Mary Ann P. Stephens)

- Establishment of Change in Program of Study policy to provide guidance for students transferring from one graduate program to another within the university. Effective Fall 2014 | Attachment 2
- Revision of Combined Bachelor's/Master's Degree Programs policy to adhere to credit-hour guidelines specified by the Ohio Board of Regents; to specify student status (undergraduate/ graduate) for purposes of tuition, financial aid, etc.; and to distinguish between formal (university approved) and informal combined degree programs. Effective Fall 2014 | Attachment 3

### GRADUATE EDUCATIONAL POLICIES COUNCIL continued

### **ACTION ITEMS** continued

### Division of Graduate Studies continued

4. Revision of Leave of Absence policy. Language is added regarding students' financial obligations to the university; and the timeframe is extended, from one calendar year to one year (three consecutive semesters, with summer as one term) to be consistent with the graduate enrollment policy. Effective Fall 2014 | Attachment 4

### **INFORMATION ITEM**

### **College of Podiatric Medicine**

 Inactivation of extended five-year option for the Podiatric Medicine [PMD] major within the Doctor of Podiatric Medicine [DPM] degree. Students will follow the four-year curriculum only. Admission, course and graduation requirements are unchanged. Effective Fall 2014 | Attachment 5

### LESSER ACTION ITEM

### **College of Arts and Sciences**

### Department of Computer Science

 Revision of admission requirement to the Computer Science [CS] major within the Master of Arts [MA], Master of Science [MS] and Doctor of Philosophy [PHD] degrees. Added for the two master's degree programs is completion of the Graduate Record Examination (GRE). Admission to the PhD now incorporates the master's degree admission requirements and replaces passage of the preliminary examination with demonstrated potential to conduct research and passing the preliminary examination in a timely manner. Effective Fall 2015

### **UPDATE TO GRADUATE EPC AGENDA FOR 14 FEBRUARY 2014**

### College of Education, Health and Human Services

### School of Lifespan Development and Educational Sciences

Withdrawl of the revision to the concentration name Transition to Work [TRTW] in the Special Education [SPED] major within the Master of Education [MED] degree. The revision was to remove the word "endorsement" from the concentration name; however, it was later learned that "endorsement" never was part of the official concentration name (in the student system and on the student transcript), although it appeared as such in the catalog. Therefore, the name will be updated in the fall 2014 catalog, but the Banner code will not change.

### UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

### No in-person meeting

### **INFORMATION ITEMS**

### College of Public Health

 Extension of temporary suspension of admission for the Prevention and Preparedness [PRPR] concentration in the Public Health [PH] major within the Bachelor of Science in Public Health [BSPH] degree. Suspension was to end for fall 2014; it will now end for fall 2016 (still within the three-year window).
 Effective Fall 2014 | Attachment 6

### **Regional College**

2. Inactivation of Electrical/Electronic Engineering Technology [EEET] major within the Associate of Applied Science [AAS] degree on the Ashtabula Campus. Admission had been suspended on this campus in the past year. The program is and will continue to be offered at the Trumbull and Tuscarawas campuses. The inactivation is due to demand; over the past five years, student enrollment averaged two students each term on the Ashtabula Campuses, compared to 21.3 for Trumbull and 26.6 for Tuscarawas. Two current students in the program at Ashtabula will be advised on degree completion options.
Effective Fall 2014 | Attachment 7

Effective Fall 2014 | Attachment 7

### LESSER ACTION ITEMS

### College of the Arts

### School of Fashion Design and Merchandising

 Establishment of admission requirement for the Fashion Media [FAME], which is jointly administered with the School of Fashion Design and Merchandising). The admission criterion is minimum 2.000 cumulative GPA; first-semester freshmen or transfer students with no Kent State GPA may declare a minor if admitted to the university in good standing. Effective Fall 2014

### School of Theatre and Dance

 Revision of course requirements for the Design and Technology [DT] concentration in the Theatre Studies [THEA] major within the Bachelor of Fine Arts [BFA] degree. Required THEA 41900 is removed. Minimum total credit hours to program completion decrease, from 121 to 120. Effective Fall 2014

### **College Communication and Information**

### School of Communication Studies

 Establishment of admission requirement for the school's minors: minimum 2.000 cumulative GPA; first-semester freshmen or transfer students with no Kent State GPA may declare a minor if admitted to the university in good standing. Current minors in the school are Communication Studies [COMM]; Global Communication [GLBL]; Health Communication [HCMM]; Interpersonal Communication [IPCM]; Organizational Communication [ORCM]; and Public Communication [PCMM]. Effective Fall 2014

### UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL continued

### LESSER ACTION ITEMS continued

### College Communication and Information continued

### School of Journalism and Mass Communication

4. Establishment of admission requirement for the school's minors: minimum 2.000 cumulative GPA; first-semester freshmen or transfer students with no Kent State GPA may declare a minor if admitted to the university in good standing. Current minors in the school are Advertising [ADV]; Electronic Media [ELMD]; Fashion Media [FAME] (joint minor with School of Fashion Design and Merchandising); Media Literacy [MELT]; Photojournalism [PHOJ]; Public Relations [PR]; and Visual Journalism [VISJ]. Effective Fall 2014

### School of Visual Communication Design

 Establishment of following admission requirement for the school's minors: minimum 2.000 cumulative GPA; first-semester freshmen or transfer students with no Kent State GPA may declare a minor if admitted to the university in good standing. Current minors in the school are Design [DSGN]; Information Design [INFD]; and Photo Illustration [PHOI]. Effective Fall 2014

### UNIVERSITY REQUIREMENTS CURRICULUM COMMITTEE

### **Courses Approved for Kent Core for Fall 2014**

MATH 20095 Special Topics: Modeling Algebra Plus (5) [mathematics and critical reasoning] <u>Temporary</u> Kent Core status for AY 2014-15 only (pilot combination of MATH 00023 Basic Algebra III and MATH 11009 Modeling Algebra)

MATH 20095 Special Topics: Algebra for Calculus Plus (4) [mathematics and critical reasoning] <u>Temporary</u> Kent Core status for AY 2014-15 only (pilot combination of MATH 00024 Basic Algebra IV and MATH 11010 Algebra for Calculus)

MATH 20095 Special Topics: Algebra for Calculus Stretch II (3) [mathematics and critical reasoning] <u>Temporary</u> Kent Core status for AY 2014-15 only (pilot that—taken with Special Topics: Algebra for Calculus Stretch I —is a combination of MATH 00023 Basic Algebra III and MATH 00024 Basic Algebra IV and MATH 11010 Algebra for Calculus)

PH 10002 Introduction to Global Health (3) [additional]

### **COURSE CHANGES**

### **Course Changes Effective Fall 2015**

IAKM 60001	Information Architecture and Knowledge Management in Context (3)	Inactive
IAKM 60101	Information Architecture (3) to: Information Architecture I	Revise
IAKM 60103	Researching the User Experience (3) to:	
	Researching the User Experience I	
	Usability I (3)	
	Information Technologies (3)	
IAKM 60106	Content Strategy I (3)	New
IAKM 60112	Advanced Information Architecture (3) to: Information Architecture II	Revise
IAKM 60113	User and Task Analysis (3) to: Researching the User Experience II	Revise
IAKM 60114	Usability II (3)	Revise
IAKM 60116	Content Strategy II (3)	New
IAKM 60120	User Experience Design Principles and Concepts (3)	Revise
IAKM 60121	User Experience Design in Practice (3)	Revise
IAKM 60122	Professional Portfolio Design and Assessment (1)	New
IAKM 60313 60305	Communities of Practice (3) to:	Revise
IAKM 60340	Business Narrative and Storytelling (3)	New
IAKM 60402	Legal Issues in Health Informatics (3)	Revise
IAKM 60403	Health Information Systems (3)	Revise
IAKM 60410	Health Records Management (3)	Revise
IAKM 60411	Clinical Analytics (3)	Revise
IAKM 60412	Clinical Decision Support (3)	Revise
IAKM 60413	Change Management in Health Informatics (3)	New
IAKM 60414	Human Factors and Usability in Health Informatics (3)	New
IAKM 60415	Health Informatics Inquiry and Assessment (3)	New
IAKM 61081	Capstone Experience (3) to:	
61198		Revise
IAKM 80001	Information Architecture and Knowledge Management in Context (3)	Inactive
IAKM 80101	Information Architecture (3) to: Information Architecture I	Revise

### Course Changes Effective Fall 2015 continued

IAKM	80103	Researching the User Experience (3) to:	
		Researching the User Experience I	evise
IAKM	80104	Usability I (3)Re	evise
IAKM	80105	Information Technologies (3)Re	evise
IAKM	80106	Content Strategy I (3)N	lew
IAKM	80112	Advanced Information Architecture (3) to: Information Architecture II	evise
IAKM	80113	User and Task Analysis (3) to: Researching the User Experience II	evise
IAKM	80114	Usability II (3)	
IAKM	80116	Content Strategy II (3) N	lew
IAKM	80120	User Experience Design Principles and Concepts (3)Re	evise
IAKM	80121	User Experience Design in Practice (3)N	lew
IAKM	80313 80305	Communities of Practice (3) to:	evise
IAKM	80340	Business Narrative and Storytelling (3) Reference of the second storytelling (3) second storytel	evise
IAKM	80402	Legal Issues in Health Informatics (3)Regard Regard Reg Regard Regard Reg	evise
IAKM	80403	Health Information Systems (3)	evise
IAKM	80410	Health Records Management (3)Re	evise
IAKM	80411	Clinical Analytics (3)	evise
IAKM	80412	Clinical Decision Support (3)	evise
IAKM	80413	Change Management in Health Informatics (3)N	lew
IAKM	80414	Human Factors and Usability in Health Informatics (3)N	lew
IAKM	80415	Health Informatics Inquiry and Assessment (3)	lew

### Update to 3 February 2014 EPC agenda

TECH 63041 Motors and Controllers (3)	New
Item incorrectly reported as TECH 63040	

Agenda prepared by the Office of Curriculum Services



Educational Policies Council Minutes of the Meeting Monday, 17 March 2014

**Ex-Officio Members present:** Provost Todd A. Diacon; Faculty Senate Chair Paul A. Farrell; Deans James L. Blank, James K. Bracken, John R. Crawford, Donald F. Palmer, Eboni J. Pringle, Deborah F. Spake, Douglas L. Steidl, Mary Ann Stephens, Robert G. Sines, Wanda E. Thomas, Stanley T. Wearden; Associate Deans Joanne M. Arhar, Raymond A. Craig, John R. Graham, Catherine E. Hackney, Ralph Lorenz, Isaac Richmond Nettey, Donald R. Williams; Assistant Dean Elizabeth A. Sinclair; Director Robert A. Walker

**Ex-officio Members not present**: Deans Sonia Alemagno, Susan J. Stocker; Senior Associate Dean Vincent J. Hetherington; Associate Deans LuEtt J. Hanson, William T. Willoughby; Assistant Dean Thomas E. Klingler

**Faculty Senate-Appointed Representatives present**: Thomas Janson, Jonathan V. Selinger, Fred T. Smith, Terrence L. Uber, Roberto M. Uribe-Rendon, Christopher A. Was, Donald L. White

**Faculty Senate-Appointed Representatives not present**: Vanessa J. Earp, Richard Feinberg, Donald (Mack) Hassler, Mary K. Kellermann, William C. Ward III

**Council Representatives present**: Tina D. Bhargava, Gregory M. Blase, Thomas W. Brewer, Kathleen Browne, Jessie Carduner, Rosemary Gornik, Ann F. Jacobson, Eric D. Johnson, Mary A. Mooney, Fred T. Smith

**Council Representatives not present**: Michael W. Chunn, John C. Duncan, Pamela K. Evans, Jonathan P. Fleming, William E. Hauck, Andrew Lepp, John A. Marino, Marilyn Norconk, Timothy A Roberts, Denice Sheehan, John H. Thornton

Observers not present: Michelle A. Crisler, Natalie R. Fox

**Consultants and Guests present**: Susan M. Augustine, Fashaad L. Crawford, Janis H. Crowther, Mary Ann Haley, Jennifer S. Kellogg, Said L. Sewell, Charity L. Snyder, Melody J. Tankersley, Therese E. Tillett, G.R. Jarrod Tudor

Senior Vice President and Provost Todd A. Diacon called the joint meeting of the Educational Policies Council to order at 3:22 p.m., on Monday, 17 March 2014, in room 310AB of the Kent Student Center.

### Action Item 1: Approval of the minutes of 17 February 2014.

There were no corrections or objections to the minutes; approved unanimously.

### Action Item 2: Revision of college name, from College of Applied Engineering, Sustainability and Technology to the College of Aeronautics, Applied Engineering and Construction.

Dean Robert Sines explained that the reasoning for the name change is to better reflect the college population. The college currently has three strong majors: aeronautics, applied engineering and construction management. With aeronautics accounting for approximately 60 percent of the undergraduate enrollment within the college, the college administrators felt that it is time for the largest portion of the student body to be recognized within the college name.

Dean Wanda Thomas moved for approval of the item, which was seconded by Associate Dean Isaac Richmond Nettey.

During discussion, Provost Diacon noted that aeronautics is the university's ninth largest major in terms of enrollment.

An EPC member inquired about discussion within the college regarding changing the name of the Master of Technology degree, since "technology" will no longer be part of the college title, and that degree is the college's only graduate program. Dean Sines responded that the college's graduate committee is looking at reworking the graduate degree program. In response to a different but similar question, regarding the existing Bachelor of Science degree in Technology, Dean Sines explained that the technology major has seen a drop in enrollment over the past several years, and the college is examining the feasibility of continuing that degree program.

Another member voiced his concerns about the few numbers of tenured and tenure-track faculty within the aeronautics discipline. Dean Sines replied that the last three hires have been tenure-track faculty, and that there is an ongoing search for two more tenured faculty members.

Discussion then ensued about the word "construction" in the title, with one member questioning the one word being more limiting in description and not reflecting the technology that goes into the construction of buildings. Dean Sines acknowledged that one goal was to keep the college title as short as possible and still define the college.

A member suggested adding "management" to the end of the title. Provost Diacon asked for a vote on the name change to College of Aeronautics, Applied Engineering and Construction Management, with the word "management: added as a friendly amendment to the proposal.

With no further questions or comments, the item was put to a vote with the amended title and passed unanimously by the council.

At this time, Provost Diacon suggested to look at the graduate information items on page 2 of the agenda so that the graduate members may be excused during the undergraduate portion. He called for members to raise or discuss the information item. Hearing no questions, discussion or announcements from the graduate council, Provost Diacon released the graduate members from the meeting.

Action Item 3: Revision of Credit-Hour Requirement for Graduation policy to (a) include Ohio Board of Regents mandate that associate degree programs contain a minimum 15 semester hours of the Ohio Transfer Module (Kent Core); and (b) allow undergraduate students who have had courses or credits waived to graduate from their program when they earn fewer than the minimum credit hours stated for that program in the Catalog provided that they fulfill all requirements for the program and meet the university minimum credits hours—120 for bachelor's and 60 for associate—for graduation..

Associate Provost Melody J. Tankersley explained that approving this policy will allow students to graduate with fewer hours than what is required of their program as long as they have met all of the program requirements and the university minimum credit hours. Currently, students that have completed the required courses in their program and have met all of the university minimum requirements are still accountable for the total program hours for their specific programs.

Provost Diacon clarified that currently academic units waive the total program credit hour requirement, however, by approving this policy, the student will no longer need to be given an exception or be waived the requirement of meeting the program total credit hours.

Dean Donald Palmer made a motion for approval of the item, which was seconded by Dean James L. Blank. With no further questions or discussion, members passed the item unanimously.

# Action Item 4: Establishment of Retroactive Credit policy to allow students to earn credit for designated lower level course(s) by successfully completing a designated advanced course in the same subject.

Associate Provost Tankersley said that some students test into a higher level course that is part of a sequence, for example, a student placing into and successfully completing Spanish Elementary II. However, they do not earn credit for the lower level courses. With this policy, that student can now request retroactive credit for the lower level course(s) for a nominal fee.

Dean Wanda Thomas' motion for approval of the item was seconded by Dean Blank.

Director of Curriculum Services Therese Tillett explained that the courses listed in the proposal are from academic units that have agreed to be part of the policy at the initial stage. More courses can be added to the list but those will need to go through the regular curricular process. Associate Provost Tankersely added that the list of courses will be approved in a separate action (to be placed on the April EPC agenda). Approval of the policy is first, approval of the courses will follow.

An EPC member asked for clarification that if a student took, for example, ARAB 21202 Intermediate Arabic II, that student then be allowed to receive 20 credit hours of Arabic language credit. Provost Diacon confirmed that if the student successfully passed the highest level course, then, yes, the student could receive 20 credit hours if the student requested and paid the fee.

With no further questions or discussion, members passed the item unanimously.

# Action Item 5: Revision Credit Testing Eligibility policy to remove a credit-hour restriction of Advanced Placement (AP), Credit by Examination (CBE) and College Level Examination Program (CLEP) combined—maximum 30 hours for bachelor's degree students, 15 hours for associate degrees and 50 percent for certificates.

Associate Provost Tankersley said that research shows that the students who bring in many credits of CLEP, CBE or AP tend to be successful at the start; by putting a limitation on the amount of credit hours that the student can bring in will not help these higher quality students.

Dean Sines moved for approval of the item, which was seconded by Associate Director Greg Blase, and passed unanimously by the council.

### Action Item 6: Revision of Transient Work at Another University policy to eliminate the 18credit restriction and require students to be in good academic standing for eligibility, among other changes.

Associate Dean Raymond Craig said that this item came from multiple discussions at the Associate and Assistant Deans Committee. This proposal doesn't dramatically change the policy except to clean up some of the language, remove the 18-credit-hour restriction of transient work and require students to be in good academic standing to be eligible to take courses at another institution.

Provost Diacon asked for an explanation of transient work. Director Tillett explained that transient work are the courses/credits that a Kent State student transfers in from another intuition while remaining a Kent State student. For example, a student may take summer courses at a community college near home and then return to Kent State for the following semester.

A member questioned why on page 3 of the proposal, a mention is made that the D grade was changed to a C (for transfer acceptance), but on page 5 of the same proposal, the C grade is crossed out and replaced with a D grade. Director Tillett explained that the error is on page 3, the grade requirement should have changed from a C grade to a D grade. [The error was corrected in the proposal before transmitted to Faculty Senate.]

Professor Smith moved for approval of the item, which was seconded by Professor Roberto Uribe. With no further questions or discussion, members passed the item unanimously.

Action Item 7: Revision of undergraduate Dismissal policy to include statement that the provost will not dismiss a student who earned a 2.000 term GPA (unadjusted for the recalculation provisions in the course repeat policy). This statement inadvertently was removed the last time the policy was revised.

Interim Dean Eboni J. Pringle introduced Assistant Dean Charity L. Snyder to present the item. Assistant Dean Snyder said that this proposal reinstates a provision that was inadvertently removed from the policy when it was revised in 2012. The provision indicated that the provost would not dismiss a student who had earned a 2.000 GPA for the term, unadjusted for the recalculation of the repeat policy.

A motion was made by a member of the council [name not recorded] and seconded by Dean John R. Crawford. Hearing no further questions or discussion, the item was voted upon and passed unanimously.

Provost Diacon requested questions or comments for any of the following information items, lesser action items or remaining courses listed on the agenda. Hearn none, he requested a motion to adjourn. The meeting was adjourned at 3:51 p.m.

Respectfully submitted,

Jennifer/S. Kellogg Academic Program Coordinator, Curriculum Services Office of the Provost

### KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 31-Mar-14

Effective Date Fall 2014

Curriculum Bulletin _____ Approved by EPC _____

DepartmentDivision of Graduate StudiesCollegePR - ProvostProposalEstablish PolicyProposal NameChange in Program of Study

Description of proposal:

Kent State does not have a standard practice for students who wish to transfer from one program to another. There is a "Request for Change of Degree and/or Major" form available on the Graduate Studies website, but no policy governing its use. Some academic colleges have developed their own forms, and at least one academic college requires that students complete a new application.

Students, faculty and staff would benefit from a set of clear processes. A university-wide policy would ensure that all graduate students follow consistent practices, and such a policy would especially benefit those students who wish to make a change that involves more than one college, because current practices differ among the colleges.

The proposed policy attempts to provide students (and programs) with guidance for changes that will take place within the same academic college and for changes that will involve a different academic college. If the change will involve a different academic college, the student must submit a new application. If the change will take place within the same academic college, the proposed program will determine whether the student will need to submit a form or a new application (based on the information needed by the program in order to make an informed admission decision). In either case, the proposed program may accept application materials that had been submitted to the student's original graduate program and/or may require the student to submit new application materials

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

The policy was developed with consultation from graduate coordinators, and much of it reflects exisitng practices, so there will be minimal impact. In the absence of a university policy, some programs and/or colleges may have developed their own policies and/or forms; they will possibly need to modify those policies to be consistent with the university policy (once approved) and to use the standard university form.

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

The proposed policy was developed by the Graduate Studies Administrative Advisory Committee (GSAAC), with consultation from graduate coordinators within their respective colleges.

Department Chair / School Director

Campus Dean (for Regional Campuses proposals)

College Dean (or designee) any Cri Í

Dean of Graduate Studies (for graduate proposals)

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

### Proposal Summary for a Policy Change in Program of Study

### Subject Specification:

Development of a policy on Change in Program of Study to guide students who wish to transfer from one program to another.

### **Background Information:**

The proposed policy was drafted following a review of the policies at five other universities: Ohio State University; University of Cincinnati; Arizona State University; University of Washington-Seattle; and University of Wisconsin-Madison. Two graduate students assisted with data collection and the initial draft of the policy. The Graduate Studies Administrative Advisory Committee (GSAAC), with consultation from graduate coordinators within their respective colleges, developed the final proposal.

In summary, the review of policies from other universities revealed that four of the five universities have policies regarding the transfer from one graduate program to another within the same university. Two of these universities require the submission of a form and any required admissions materials, and the other two universities require that students submit a new application and follow the regular admissions process. In addition to providing a clear process for students to follow, the policies at these four universities also address how a change in program might impact graduate assistantships, doctoral candidacy status and the visa status of international students.

KSU does not have a standard practice. There is a "Request for Change of Degree and/or Major" form available on the Graduate Studies website, but no policy governing its use. In addition, some academic colleges have developed their own forms, and at least one academic college requires that students submit a new application and follow the regular admissions process.

It was agreed that students, faculty and staff would benefit from a policy that provides a process for students to follow regarding various changes, including changing from one major to another, adding a concentration to a current major and requesting a change of catalog term. Such a policy would especially benefit those students who make a change involving more than one college, because current practices differ among the colleges. While the policies of other institutions required either a new application or a form, GSAAC members decided that more significant program changes (e.g., changing to a new major within a different department/school) would likely necessitate a new application, while less significant changes (e.g., changing to a new concentration within the same department/school) could be accomplished by the completion of a form.

The proposed policy attempts to provide students (and programs) with guidance for changes that will take place within the same academic college and for changes that will involve a different academic college. If the change will involve a different academic college, the student must submit a new application. If the change will take place within the same academic college, the proposed program will determine whether the student will need to submit a form or a new application (based on the information needed by the program in order to make an informed admission decision). In

either case, the proposed program may accept application materials that had been submitted to the student's original graduate program and/or may require the student to submit new application materials.

### Alternatives and Consequences:

The alternative is to continue to operate without a policy in place. As a consequence, the process will remain ambiguous to students and programs/colleges.

### Specific Recommendation and Justification:

The specific recommendation is to include a policy on Change in Program of Study in the 2014-15 university catalog.

The rationale for developing/revising the policy is to:

- 1) Streamline existing practices; and
- 2) Provide students and programs with guidance.

### Timetable and Actions Required:

EPC Approval, April 2014 Effective, Fall 2014

### CHANGE IN PROGRAM OF STUDY – PROPOSED CATALOG COPY

### **Change in Program of Study**

Because admission to a graduate degree program involves admission to both the program and the university, a change in program of study (degree, major, concentration or catalog year) requires approval. Admission to a new program is not automatic.

Graduate Assistantships do not normally transfer with students who are approved for admission into a different graduate program. Doctoral candidacy status does not transfer to a new graduate program. International students must consult with the Office of Global Education to determine how a change of program might affect their visa status.

### Procedures

Students interested in changing their program of study should first contact the graduate coordinator of the proposed program to gain a clear understanding of the program's requirements. Admission requirements, deadlines and required application materials vary by graduate program, and it is the student's responsibility to adhere to the requirements and deadlines.

If the change involves a different academic college, the student must submit a new application.

If the change takes place within the same academic college, the student must contact the graduate coordinator of the proposed program to determine whether he/she should submit either a Change in Program of Study form or a new application. The determination of whether a form or application should be submitted is based on the proposed program's judgment about the amount, and availability, of application materials needed by the program in order to make an informed admission decision. More significant program changes (e.g., change to a major within a different department/school) likely will require a new application, while less significant changes (e.g., change to another concentration within the same major in the same department/school) likely will require completion of the Change in Program of Study form.

In some cases, the proposed program will accept application materials that had been submitted to the student's original graduate program. In other cases, new materials may be required. If the proposed program will accept materials that were submitted along with the student's application to the current program, the student must contact the Division of Graduate Studies to request that the materials be added to the new application.

The proposed program will review the application/form and all materials according to established procedures. Applicants who do not meet the minimum university and/or program requirements may be considered for conditional admission. If the student is admitted into the program, the program will determine how much of the student's previously completed work may be applied toward the new graduate degree, in accordance with the university's transfer of credit policy.

### KENT STATE UNIVERSITY **CERTIFICATION OF CURRICULUM PROPOSAL**

Preparation Date	31-Mar-14	Curriculum Bulletin	
Effective Date	Fall 2014	Approved by EPC	

Department	Division of Graduate Studies
College	PR - Provost
Proposal	Revise Policy
Proposal Name	Combined Bachelor's/Master's Degree Programs

Description of proposal:

Currently, there is a policy on combined bachelor's/master's degree programs in the catalog, but it emphasizes procedures for applying to such a program, and fails to include other critical information, such as the point when a combined student moves from undergraduate student status to graduate student status (which has important implications for financial aid eligibility). In addition, the current policy is not aligned with the Ohio Board of Regents' guidelines, which expects minimum credit hour requirements to be met for each degree earned. Thus, a student who earns a bachelor's degree and a master's degree must complete at least 150 unique credit hours (120 for the bachelor's degree plus 30 for the master's degree).

The proposed policy attempts to address the limitations of the current policy by:

- 1. specifying the intended purpose of combined bachelor's/master's programs;
- 2. adhering to credit hour guidelines specified by the Ohio Board of Regents;
- 3. distinguishing between formal (university approved) and informal programs;
- 4. stipulating the point at which an undergraduate student is reclassified as a graduate student; and
- 5. modernizing KSU's programs based on best practices in graduate education.

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

There will be no impact in terms of the application process and eligibility criteria, as that remains unchanged from the current policy. A minor change to the processing of combined bachelor's/master's degree forms is that colleges are currently able to determine whether a combined student is classified as undergraduate or graduate; under the proposed policy, all combined students will be classified as undergraduate until the undergraduate degree is awarded. and then they will be classified as graduate. The most significant impact is that programs will need to adhere to the Ohio Board of Regents' guidelines, which reguire a minimum of 150 credit hours for a bachelor's degree and a master's degree. Combined programs that require fewer than 150 credit hours will need to be revised.

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

The proposed policy was developed by the Graduate Studies Administrative Advisory Committee (GSAAC), with consultation from graduate coordinators within their respective colleges.

Department Chair / School Director

Campus Dean (for Regional Campuses proposals)

College Dean (or designee) and 6 m 11

Dean of Graduate Studies (for graduate proposals)

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

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### Proposal Summary for a Policy Combined Bachelor's/Master's Degree Programs

### Subject Specification:

Revision of policy on combined bachelor's-master's degree programs (formal and Informal).

### **Background Information:**

The proposed policy was drafted following a review of the policies at five other universities: Ohio State University (OSU); University of Cincinnati (UC); Arizona State University (ASU); University of Washington-Seattle (UWash); and University of Wisconsin-Madison (UWisc). Two graduate students assisted with data collection and the initial draft of the policy. The Graduate Studies Administrative Advisory Committee (GSAAC), with consultation from graduate coordinators within their respective colleges, developed the final proposal.

Currently, there is a policy on combined bachelor's/master's degree programs in the catalog, but it emphasizes procedures for applying to such a program and fails to include other critical information, such as the point when a combined student moves from undergraduate student status to graduate student status (which has important implications for financial aid eligibility). In addition, the current policy is not aligned with the Ohio Board of Regents guidelines for undergraduate and graduate degree programs: The Ohio Board of Regents expects minimum credit hour requirements to be met for each degree earned. Thus, a student who earns a bachelor's degree and a master's degree must complete at least 150 unique credit hours (120 for the bachelor's degree plus 30 for the master's degree).

Four of the five universities that were reviewed have policies on combined undergraduate/graduate degrees (UWisc does not offer combined programs). The review of policies from other universities revealed that all four of the university policies 1) define the purpose of such programs (e.g., seamless transition into graduate school), 2) provide eligibility criteria (e.g., 3.0 GPA and junior standing), 3) specify application procedures (typically a form to apply to the combined program, and then a graduate application to officially be admitted into the graduate program) and 4) specify student type/status (i.e., when an undergraduate student is reclassified as a graduate student). Further, three of the four university policies outline how course credit may be double-counted or shared between the two degrees (OSU's policy is silent on this issue).

The proposed policy attempts to address the limitations of the current policy by:

- 1. specifying the intended purpose of combined bachelor's/master's programs;
- 2. adhering to credit hour guidelines specified by the Ohio Board of Regents;
- 3. distinguishing between formal (university approved) and informal programs; and
- 4. stipulating the point at which an undergraduate student is reclassified as a graduate student.

### Alternatives and Consequences:

The alternative is for KSU to leave the current policy language in place. As a consequence, expectations and requirements will remain ambiguous to students and programs/colleges. In addition, some combined programs may be out of compliance with the OBR minimum credit hour requirements.

### Specific Recommendation and Justification:

The specific recommendation is to adopt the proposed policy on Combined Bachelor's-Master's Degree Programs and revise the current catalog language for publication in the 2014-15 university catalog.

The rationale for developing/revising the policy is to:

- 1. articulate the purpose of KSU's combined degree programs and specify their chief characteristics;
- 2. align KSU's combined degree programs with OBR guidelines; and
- 3. modernized KSU's combined programs based on best practices in graduate education.

### Timetable and Actions Required:

EPC Approval, April 2014 Effective, Fall 2014

### Combined Bachelor's/Master's Degree Programs – Proposed Catalog Copy

A combined bachelor's/master's degree program allows exceptional Kent State University undergraduate students early admission into graduate school. Students in a combined program are able to identify and begin taking graduate-level coursework as undergraduate students.

Minimum requirements must be met for each degree earned. A student who earns a bachelor's degree and a master's degree must complete a minimum of 150 unique credit hours (120 representing the bachelor's degree and an additional 30 representing the master's degree). Undergraduate requirements must be fully satisfied before a bachelor's degree will be awarded. Until that time, students continue to have undergraduate student status. Following receipt of the undergraduate degree, their status will be changed to that of graduate student.

Undergraduate students in a combined program may complete a maximum of 12 credit hours of graduatelevel coursework and apply it toward their undergraduate degree. Once a student completes the undergraduate degree and enters graduate student status, the graduate-level coursework taken as an undergraduate student may be applied toward the graduate degree (i.e., courses are double counted). Double counting may occur only after the minimum 30 credit hours for the master's degree are completed.

To be eligible for double counting, the coursework must meet the following criteria: (1) be of graduate level; (2) apply to degree requirements for the master's degree; and (3) the letter grade earned must meet minimum standards as described in the academic standing policy. Courses that do not earn a regular letter (A-F), grade, as well as courses given as credit by examination, are not eligible for double-counting. Under no circumstances will undergraduate-level coursework be applied toward the master's degree.

To be eligible for a combined program, students must have junior standing (a minimum of 60 GPA hours) and must have achieved a GPA of one of the following:

- 3.500 GPA after 60 semester hours
- 3.400 GPA after 75 semester hours
- 3.300 GPA after 90 semester hours
- 3.200 GPA after 105 semester hours

Kent State University allows for both formal and informal combined degree programs, as described below. Formal programs may have more stringent requirements than the general eligibility requirements listed above.

### Formal Combined Bachelor's/Master's Degree Programs

A formal combined bachelor's/master's degree program has established admissions requirements, a curriculum and graduation requirements.

To qualify for a combined bachelor's/master's degree program, an undergraduate student must complete a standard online graduate application (including the application fee) and be admitted to the

graduate program of interest. The student must meet all admissions requirements as established by the formal combined program. Students should consult the University Catalog for specific requirements. The student is also required to submit the Formal Combined Bachelor's/Master's Degree Programs form prior to the first semester of enrollment in the combined program.

The following combined programs have been formally approved by the university:

- Combined Bachelor of Science and Master of Arts degrees in Speech Pathology and Audiology
- Combined Bachelor of Business Administration and Master of Business Administration degrees
- Combined Bachelor of Science degree in Fashion Merchandising and Master of Business Administration degree
- Combined Bachelor of Science in Nursing and Master of Science in Nursing degrees

### Informal Combined Bachelor's/Master's Degree Programs

An informal combined bachelor's/master's degree program has not been formally approved by the university, but allows undergraduate students to begin taking graduate-level coursework that may be applied to the undergraduate and/or graduate degree.

The informal program will be developed by an individual student in consultation with his/her academic advisor. It is to be developed according to the individual career interests and goals of the student and should be an integrated learning experience rather than merely the completion of a certain number of undergraduate and graduate credits. The proposed combined program requires the approval of both the undergraduate and the graduate programs involved, as well as the respective college dean(s).

To qualify for an informal combined bachelor's/master's degree program, an undergraduate student must complete a standard online graduate application (including the application fee) and be admitted to the graduate program of interest. The student must meet all admissions requirements as established by the master's degree program. Students should consult the University Catalog for specific requirements. The student is also required to submit the Informal Combined Bachelor's/Master's Degree Plan of Study form prior to the first semester of enrollment in the combined program.

### Catalog Copy Revised for Fall 2014 Implementation

### Combined Bachelor's/Master's Degree Programs

Persons with outstanding undergraduate records or exemplary professional credentials may be eligible for one of the following three enrollments in a combined bachelor's and master's degree program:

### I. Combined Bachelor's and Master's Degrees for Students Early In Their Undergraduate Studies

A combined bachelor's/master's degree program allows exceptional Kent State University undergraduate students early admission into graduate school. Students in a combined program are able to identify and begin taking graduate-level coursework as undergraduate students.

Minimum requirements must be met for each degree earned. A student who earns a bachelor's degree and a master's degree must complete a minimum of 150 unique credit hours (120 representing the bachelor's degree and an additional 30 representing the master's degree). Undergraduate requirements must be fully satisfied before a bachelor's degree will be awarded. Until that time, students continue to have undergraduate student status. Following receipt of the undergraduate degree, their status will be changed to that of graduate student.

Undergraduate students in a combined program may complete a maximum of 12 credit hours of graduatelevel coursework and apply it toward their undergraduate degree. Once a student completes the undergraduate degree and enters graduate student status, the graduate-level coursework taken as an undergraduate student may be applied toward the graduate degree (i.e., courses are double counted). Double counting may occur only after the minimum 30 credit hours for the master's degree are completed.

To be eligible for double counting, the coursework must meet the following criteria: (1) be of graduate level; (2) apply to degree requirements for the master's degree; and (3) the letter grade earned must meet minimum standards as described in the academic standing policy. Courses that do not earn a regular letter (A-F), grade, as well as courses given as credit by examination, are not eligible for double-counting. Under no circumstances will undergraduate-level coursework be applied toward the master's degree.

To be eligible for a combined program, Uundergraduate students must have junior standing (a minimum of 60 GPA hours) and must who have achieved a GPA of one of the following may apply for early admission to a master's degree program:

- 3.500 GPA after 60 semester hours
- 3.400 GPA after 75 semester hours
- 3.300 GPA after 90 semester hours
- 3.200 GPA after 105 semester hours

To successfully apply for a master's program, students must accomplish the following:

- 1. Complete an application for admission.
- 2. Complete the Combined Baccalaureate and Master's Program form, which includes:
  - i. Listing of courses at the undergraduate level that need to be taken for the bachelor's degree.
  - ii. The beginning date for graduate study.
  - iii. Listing of graduate courses to be used to satisfy the undergraduate degree. (In participating departments/schools, students may apply maximum 12 of their accumulated graduate hours toward the completion of their undergraduate degree requirements as well. The students' undergraduate department will determine the undergraduate coursework for which graduate credits may be substituted). In some departments, graduate coursework may be substituted for elective undergraduate coursework only and cannot be used as substitution within the major. Students should check with the graduate coordinator in their department/school. The selection of the graduate coursework and the number of credits to be applied toward an undergraduate degree requires the approval of the graduate chair in the students' academic department and the appropriate college dean(s).

- 3. Provide three letters of recommendation from instructors who are familiar with the students' achievements and intended academic goals.
- 4. Submit any required test scores from standardized examinations.

Kent State University allows for both formal and informal combined degree programs, as described below. Formal programs may have more stringent requirements than the general eligibility requirements listed above.

#### Formal Combined Bachelor's/Master's Degree Programs

A formal combined bachelor's/master's degree program has established admissions requirements, a curriculum and graduation requirements.

To qualify for a combined bachelor's/master's degree program, an undergraduate student must complete a standard online graduate application (including the application fee) and be admitted to the graduate program of interest. The student must meet all admissions requirements as established by the formal combined program. Students should consult the University Catalog for specific requirements. The student is also required to submit the Formal Combined Bachelor's/Master's Degree Programs form prior to the first semester of enrollment in the combined program.

The following combined programs have been formally approved by the university:

- <u>Combined Bachelor of Science and Master of Arts degrees in Speech Pathology and Audiology</u>
- <u>Combined Bachelor of Business Administration and Master of Business Administration degrees</u>
- <u>Combined Bachelor of Science degree in Fashion Merchandising and Master of Business</u> <u>Administration degree</u>
- Combined Bachelor of Science in Nursing and Master of Science in Nursing degrees

### Informal Combined Bachelor's/Master's Degree Programs

An informal combined bachelor's/master's degree program has not been formally approved by the university, but allows undergraduate students to begin taking graduate-level coursework that may be applied to the undergraduate and/or graduate degree.

The informal program will be developed by an individual student in consultation with his/her academic advisor. It is to be developed according to the individual career interests and goals of the student and should be an integrated learning experience rather than merely the completion of a certain number of undergraduate and graduate credits. The proposed combined program requires the approval of both the undergraduate and the graduate programs involved, as well as the respective college dean(s).

To qualify for an informal combined bachelor's/master's degree program, an undergraduate student must complete a standard online graduate application (including the application fee) and be admitted to the graduate program of interest. The student must meet all admissions requirements as established by the master's degree program. Students should consult the University Catalog for specific requirements. The student is also required to submit the Informal Combined Bachelor's/Master's Degree Plan of Study form prior to the first semester of enrollment in the combined program.

### II. Combined Bachelor's and Master's Degrees for Specified Professional Programs

#### Combined Bachelor of Science and Master of Arts Degrees in Speech Pathology and Audiology

Students who have earned 90 semester hours and achieved a 3.000 minimum GPA may, with approval of the School of Health Sciences, apply for admission to the combined degree program, which will lead to clinical certification. Admission will be based upon satisfactory GRE scores, three letters of recommendation and completion of the Application for Admission and Combined Baccalaureate and Master's Program forms.

Combined Bachelor of Business Administration and Master of Business Administration Degrees Eligible students must have earned 90 semester hours and meet the GPA requirements listed above in item I.

### Combined Bachelor of Arts Degree in International Relations and Master of Business Administration Degree

International Relations students must complete their undergraduate coursework in the first three years of study. In addition, students must pass a language proficiency exam, have a minimum 3.300 cumulative GPA and earn a minimum 525 GMAT score before being admitted to the M.B.A. degree program. In the fourth year of this combined program, students take graduate business courses that are applicable to the undergraduate degree as electives and to the M.B.A. degree as foundation coursework. During the final year, students take advanced graduate business courses work leading to the M.B.A. degree.

#### Combined Bachelor of Science Degree in Fashion Merchandising and Master of Business Administration Degree

Eligible students may complete both degrees within five years. Students intending to follow this plan should work closely with their faculty advisor as careful planning and advising are needed to successfully complete the programs in a timely manner. In the freshman year, students are recommended to take MATH 11012 or MATH 12002. Students who have achieved 90 credit hours or more in the Fashion Merchandising program (beginning of the junior year) and have a minimum 3.300 GPA may apply for conditional admission to the M.B.A degree program. This application must occur no later than April 1 of the student's junior year. The GMAT exam must be completed with an appropriately high score at the time application is made.

#### **Combined Bachelor of Science and Master of Arts Degrees in Visual Communication Design**

This is a five-year degree program with optional concentrations in 2-D graphic design, 3-D graphic design and illustration. Students who pass the junior portfolio review, complete a minimum of 90 semester hours, demonstrate excellence in formal organization, conceptual problem-solving abilities and technical skills and maintain a minimum 3.00 overall GPA and a 3.25 in the major will be invited or may petition to enter this program. An overall GPA of 3.000 and a major GPA of 3.000 in both the bachelor's and master's programs will be required for graduation.

#### **Combined Bachelor of Science in Nursing and Master of Science in Nursing Degrees**

This is an accelerated combined degree program for undergraduate Nursing students who have completed 60 semester hours and meet the GPA requirements list above in item I. Qualified students may apply by completing an application for admission to the Master of Science in Nursing program of choice and gaining approval from the appropriate graduate faculty program director. A plan of substituting selected master's core courses for selected undergraduate courses should be carefully worked out with the faculty advisor. Following graduation and passing the state licensing examination (NCLEX RN), students' M.S.N. degree application may be activated for admission into the selected concentration.

#### Combined Bachelor of Science Degree in Human Development and Family Studies with a concentration in Gerontology and Nursing Home Administration and Master of Business Administration Degree

This combined program is designed for gerontology students who, upon graduation, want to secure administrative positions in the nursing home industry. 6 MBA requirements may be substituted with specific undergraduate courses.

### The following section is retained and will be moved to the admissions section of the 2014 University Catalog

### III. Admission – Non-Traditional Master's Degree Student

In rare instances, persons who have not completed a baccalaureate will be considered for admission to the appropriate graduate unit due to unusual and exemplary experiential learning. Such applicants may apply for admission by presenting for departmental consideration a curricular plan encompassing undergraduate and graduate coursework to achieve a liberal educational background and professional graduate degree and three letters of recommendation attesting to their potential for graduate study. Upon departmental recommendation and the approval of the college dean, applicants will be admitted to undertake graduate work. Upon successful completion of the curricular plan and the particular master's degree requirements, the students will be awarded the master's degree.

### KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Curriculum Bulletin Preparation Date 3/31/2014 Effective Date Fall 2014

Approved by EPC

**Division of Graduate Studies** Department College **PR** - Provost Proposal **Revise Policy** Proposal Name Leave of Absence

Description of proposal:

Based on experiences with implementing the Leave of Absence (LOA) policy since it was established in July 2012, Graduate Studies and the Registrar's Office feel it is necessary to make two minor revisions.

The first revision is to add language to the policy that indicates that students must meet their financial obligations to the university, notwithstanding an approved leave of absence. The second revision is to maximize the timeframe of an LOA to one year (defined as three consecutive terms, including summer as one term) so that it is consistent with the graduate enrollment policy.

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

The impact should be largely positive: 1) students who might owe the university money will be warned that the LOA does not guarantee their re-enrollment; 2) students who take a LOA will be held to the same enrollment standards as those students who do not take a LOA; and 3) the LOA process will be simplified for both students and the office staff who monitor LOAs.

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

The proposed revisions were developed in consultation with the Registrar's Office and University Counsel.

### REQUIRED ENDORSEMENTS

Department Chair / School Director	//
Campus Dean (for Regional Campuses proposals)	//
College Dean (orgesignes)	//
Dean of Graduate Studies (for graduate proposals)	3131114
	//

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

### Proposal Summary for a Policy Revised Leave of Absence Policy

### Subject Specification:

Revise the length of time of a leave of absence to be more consistent with the graduate enrollment policy.

### **Background Information:**

Based on experiences with implementing the Leave of Absence policy since it was established in July 2012, Graduate Studies and the Registrar's Office feel it is necessary to (1) Add language to the policy regarding financial obligations to the university, and (2) Specify the maximum time a student may be on official leave.

Below, each proposed change is explained in more detail.

### 1. Financial Obligations to the University

Currently, the eligibility criteria for a Leave of Absence pertain only to academic standing (e.g., GPA, time-to-degree). The policy also states that approval of a Leave of Absence indicates that a student can return to the program. These two statements are sometimes at odds with one another, such as when a student has not met their financial obligations to the university. Per the Leave of Absence eligibility criteria, Graduate Studies does not have grounds to deny a request based on money being owed to the university, yet a student cannot be guaranteed return until the debt is paid.

We considered adding language to the eligibility section regarding "good financial standing with the university," but were concerned about who and how this would be monitored. University Counsel further advised us that such eligibility criteria would be difficult to enforce given that some students might be in the process of filing for bankruptcy, for example. Thus, we are proposing that the following statement be added to the Leave of Absence policy:

"Students are advised to check with the Bursar's Office prior to taking an approved leave of absence in order to determine the status of their student accounts. Accounts that are overdue will be subject to regular procedures in accordance with University guidelines, notwithstanding any approved leave of absence."

### 2. Maximum Length of Leave of Absence

Currently, students may request a Leave of Absence for 1-2 semesters. At the end of the Leave of Absence, a student must either request and receive an extension to the Leave of Absence or reenroll. If a student fails to do either of these things, he or she is considered as having withdrawn from the university. The intent of this was to keep students engaged/actively making decisions (i.e., deciding if they need to take a Leave of Absence or deciding to enroll and make progress toward their degree). Unfortunately, the timeframe of the Leave of Absence is not consistent with the graduate enrollment policy, and can be unfair to students who take a Leave of Absence for just one or two semesters. For example, if Student A takes a Leave of Absence for fall 2013, s/he must either extend the Leave of Absence for spring 2014 or enroll in courses in spring 2014. If Student B chooses not to enroll in fall 2013 but does not take a Leave of Absence, s/he has until fall 2014 to enroll in courses (per the graduate enrollment policy). Thus, students who take a Leave of Absence may be held to stricter enrollment standards than students who do not take a Leave of Absence.

We are proposing to maximize the timeframe of Leave of Absences to one year so that it is consistent with the graduate enrollment policy. The revised language will read as follows:

"Leaves of absence are granted for a maximum of one year (three consecutive semesters (e.g., fall, spring summer). terms, including summer as one term). Students may request an extension for maximum one additional semester. Although a leave may be taken for as many as 12 months, students are encouraged to return to graduate study as soon as is reasonably possible to minimize the impact of the leave on degree progress."

Language <u>added</u> or <del>removed</del> were approved by the EPC at its 22-Apr-14 meeting.

In summary, the revised timeframe will provide consistency among students who do and do not take a leave of absence. In addition, by extending the length to one year, the requirement of an extension can be eliminated, which simplifies the process for students and programs. Lastly, Leave of Absences and extension requests will no longer have to be manually tracked; Banner already automatically monitors the one-year enrollment requirement.

### Alternatives and Consequences:

The alternative is to continue to operate under the current policy. As a consequence, students who take a leave of absence may be (1) misled into thinking they can return to university when they owe the university money and (2) held to a somewhat stricter enrollment requirement than students who do not take a leave of absence. In addition, personnel will have to continue to manually track adherence to the Leave of Absence policy and monitor extensions.

### Specific Recommendation and Justification:

The specific recommendation is to add language to the policy regarding financial obligations to the university, and set a maximum length of time a student may be on leave.

The rationale for revising the policy is to:

- 1 Warn students who may owe the university money that their re-enrollment is not guaranteed;
- 2 Hold students who take a leave of absence to the same enrollment standards as students who do not take a leave of absence; and
- 3 Simplify the process.

### Timetable and Actions Required:

EPC Approval, April 2014 Effective, Fall 2014

### **REVISED COPY FOR FALL 2014 IMPLEMENTATON**

### Leave of Absence for Graduate Students

A leave of absence is granted for degree-seeking graduate students in active status who must be away from their studies for one or more semesters for personal, family, financial or other compelling reasons. Prior to applying for a leave of absence, students should consider its potential implications for such matters as funding (including assistantships and veterans benefits), loan repayment, immigration status, health insurance, university housing and time-todegree completion.

International students should contact the Office of Global Education before the initiation of a leave of absence and before returning to campus to ensure compliance with SEVIS regulations and visa restrictions.

To be eligible for a leave of absence, a student must be seeking a graduate degree, have completed at least one full term of enrollment prior to the date a leave is to begin, be in good academic standing and be making reasonable progress toward the degree. Leaves will not be granted to students who (1) have completed less than one full term of enrollment; (2) are not in good academic standing; or (3) have received an extension of the degree time limit.

Leaves of absence are granted for a maximum of one year (three consecutive semesters (e.g., fall, spring, summer) terms, including summer as one term) Leaves of absence are granted for a maximum of one calendar year.* Students may request an extension for maximum one additional semester. Although a leave may be taken for as many as 12 months, students are encouraged to return to graduate study as soon as is reasonably possible to minimize the impact of the leave on degree progress. The time taken on an approved leave of absence is not included in the time limitations for degree completion and advancement to candidacy, with the exception of the Doctor of Podiatric Medicine degree.

* Please refer to the College of Podiatric Medicine section in this Catalog for leave of absence time limits and procedures for requesting a leave of absence.

The Request for Leave of Absence form should be submitted prior to the start of the term for which the leave is requested, when the necessity for leave is foreseeable. If the need for a leave is not foreseeable, the request should be submitted as soon as possible, but no later than the last day of classes in the term during which the leave has been taken. A retroactive leave of absence will not be granted.

When a department/school grants a leave of absence, it implies the program will be willing to readmit the student. A plan for re-admission, including any conditions that must be met, should be put in writing and clearly understood by all parties prior to the start of the leave.

Students who are registered for courses must drop or withdraw from all courses prior to taking leave. Course withdrawal does not negate a student's financial obligation, and students will be held responsible for all balances due to the university. Any applicable refunds will be processed per University policy 3342-7-06.

Course withdrawal is not permitted after the tenth week of the fall and spring semesters (or the prorated deadline for flexibly scheduled sections and summer terms). Students applying for a leave of absence after the course withdrawal deadline should address grading and course

completion issues with their individual instructors. To consider any variation from this rule for reasons of extenuating circumstances, the student must submit a Petition for Academic Record Adjustment to the University Registrar.

Students are advised to check with the Bursar's Office prior to taking an approved leave of absence in order to determine the status of their student accounts. Accounts that are overdue will be subject to regular procedures in accordance with University guidelines, notwithstanding any approved leave of absence.

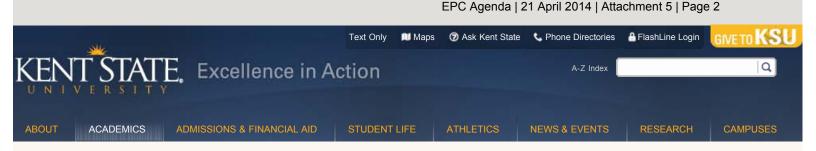
Students on a leave of absence are not registered and, therefore, do not have the rights and privileges of registered students, including course pre-registration and access to the libraries, recreational center and health services. They cannot fulfill any official department or university requirements during the leave period, such as taking qualifying exams or submitting a dissertation/thesis. Students on an approved leave must complete the Application for Graduate Re-Enrollment form in order to register for classes and have the rights and privileges of registered students.

To receive an e<u>Extensions</u> of an approved leave <u>of absence will not be granted</u>, students must complete a new Request for Leave of Absence form prior to the expiration of their leave. If a student does not receive an extension and does not return to the graduate program<u>return to the graduate program within the approved period-year for which the leave of absence was granted</u>, he or she will be considered as having permanently withdrawn from the University. To be reconsidered for graduate study, students who have permanently withdrawn must formally apply to their program of interest, including the submission of an application, the non-refundable application fee and any necessary application materials.

### KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	e 10-Feb-14	Curriculum Bulletin
		Effective Date		Approved by EPC
Department	College of Podiatri	c Medicino		
College	PM - Podiatric Med			
Degree		ctor of Podiatrie		
Program Name	Podiatric Medicine			
Concentration(s)			ram Banner Co	Dde PM
Proposal	Concern	ration(s) Banner	Code(s)	
Does proposed revis Current total credit h Describe impact on staffing consideratio	e program requireme no additional studen sion change program' nours: F other programs, polici ons; need; audience; p er departments, progr	nts page in the ts will be place s total credit hou Proposed total cr es or procedure rerequisites; tea ams or campuse	university can d in the exten redit hours s (e.g., duplican cher education	□ No tion issues; enrollment and licensure):
Committee.				
				//
Department Chair / S	School Director			
Campus Dean (for R	Regional Campuses pr	oposals)		//
College Dean (or dea	signee)			2 124114
Dean of Graduate St	tudies (for graduate pr	oposals)		//
Provost and Senior \	/ice President for Aca	demic Affairs (o	designee)	//

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# Went State University Catalog 2013 - 2014

#### College of Podiatric Medicine

- » View Graduate Programs
- » View Policies
- » View Faculty

More Graduate Programs

College of Applied Engineering, Sustainability and Technology

>

- College of Architecture and Environmental Design
- » College of Arts and Sciences
- College of Business Administration
- College of Communication and Information
- College of Education, Health and Human Services
- » College of Nursing
- » College of Public Health
- » College of the Arts
- » Honors College
- » Regional College
- » School of Digital Sciences
- » Undergraduate Studies

Podiatric Medicine-D.P.M. Program Requirements Extended Curriculum

Kent State University 2013 Catalog > College of Podiatric Medicine > Graduate Programs > Podiatric Medicine - D.P.M. > Podiatric Medicine-D.P.M. Program Requirements Extended Curriculum

PDF Download to print

The following outline describes the 10-semester curriculum for the extended D.P.M. curriculum. One credit is assigned to a course for every fifty minutes of lecture or laboratory per week in a semester.

MAJ	OR RE	EQUIREMENTS (185 credit hours)	
Yea	r 1		
Cou	rse	Title	Credits
Fall	Seme	ster (15 credits)	
BSC	80112	Human Cell and Tissue Biology	6
	80113	Medical Biochemistry	6
PMD	80113	Medical Ethics	1
	80114	Principles of Medical Research	1
	80115	Podiatric Medical Practice Seminar	1
Spri	ng Sei	mester (16 credits)	
BSC	80125	Neurobiology	3
	80126	Human Systems Biology	6
	80128	Medical Microbiology and Immunology	6
PMD	80116	Podiatric Medical Practice Seminar	1
Yea	r 2		
Cou	rse	Title	Credits
Fall	Seme	ster (14 credits)	
BSC	80111	Human Anatomy	8
	80114	Medical Genetics and Embryology	3
PMD	80211	Podiatric Medicine I	2
	80215	Podiatric Medical Practice Seminar	1
Spri	ng Sei	mester (14 credits)	
BSC	80124	Lower Extremity Anatomy	8
GMD	80121	Physical Assessment and Diagnosis	3
PMD	80216	Podiatric Medical Practice Seminar	1
	80221	Podiatric Medicine II	2
Sum	mer S	emester (8 credits)	
ORT	80131	Biomechanics I	3
	80132	Rehabilitative Medicine	2
PMD	80132	Lower Extremity Assessment and Diagnosis	2
	80133	Introduction to Medical Imaging	1
Clinid	cal (1 cr	edit)	
CLI	80101	Introduction to Patient Care I	1
Yea	r 3		
Cou	rse	Title	Credits
Fall	Seme	ster (16 credits)	
BSC	80218	Human Systems Pathology	8
	80219	Pharmacology and Therapeutics	4
ORT	80211	Biomechanics II	2
PMD	80214	Radiology and Medical Imaging I	2
Spri	ng Sei	mester (18 credits)	
BSC	80228	Human Systems Pathology	8
	80229	Pharmacology and Therapeutics	4
PMD	80222	Podiatric Medical Skills	2
	80224	Radiology and Medical Imaging II	2

	cal (2 ci		
CLI	80200	Standardized Patient	1
		Introduction to Patient Care II	1
Yea	r 4		
Fall	Seme	ster (15 credits)	
CLI	80340	Cardiopulmonary Resuscitation/Advanced Cardiopulmonary Resuscitation (CPR/ACLS)	1
GMD	80314	Neurology	2
	80315	Dermatology	2
	80316	General Medicine	4
	80328	Women's Health	1
ORT	80314	Podopediatrics	2
PMD	80315	Podiatric Medical Practice Seminar	1
SUR	80313	Podiatric Surgery	2
Spri	ng Sei	mester (14 credits)	
CMD	80325	Public Health Jurisprudence	2
GMD	80326	General Medicine	4
	80327	Behavioral Medicine	1
ORT	80325	Sports Medicine	2
PMD	80316	Podiatric Medical Practice Seminar	1
SUR	80323	Podiatric Surgery	2
	80325	Traumatology	2
Clinic	cal (28 d	credits)	
CLI	80310	Podiatric Surgery Rotation	4
	80315	Surgical Skills Workshop	4
	80320	Radiology Rotation	4
	80351	Podiatric Medicine/Biomechanics (Euclid)	4
	80352	Podiatric Medicine/Biomechanics (Independence)	4
	80365	Primary Care/Veteran's Administration	4
	80390	Simulated Patients Rotation	4
Sum	mer S	emester (4-8)	
CLI	804XX	Clinical Course(s)	4-8
Yea	r 5		
Clinic	al (12-	16 credits)*	
CLI	80440	Senior Clinical Rotation	4
	80445	Senior Rotation-VA Hospital	4
	80455	Community Medicine/Medical Imaging	4
	80491	Senior Medicine Rotation	4
	80496	Clerkship Rotation	4
Sum	mer S	emester (4 credits)	
CLI	80498	Senior Competency	2
CMD	80424	Business Administration	2
		MINIMUM TOTAL	185

*Take courses not taken during 4th year summer semester.

SUR 80221 Introduction to Podiatric Surgery



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Date: March 14, 2014

To: Therese Tillett, Director of Curriculum Services

From: Dr. Sonia Alemagno; Dean, College of Public Health

Re: Prevention and Preparedness Concentration Suspension

This memo is to request an extension for the suspension of the Prevention and Preparedness concentration within the Bachelor of Science of Public Health degree until 2016.

At this time the college does not have additional resources to support the growth and development of this new concentration.

If you have questions or concerns please feel free to contact me at <u>salemagn@kent.edu</u> or at (330)672-6501.

EPC Agenda | 21 April 2014 | Attachment 7 | Page 1

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 27-Feb-14 Effective Date Fall 2014

Curriculum Bulletin Approved by EPC

3,7,14

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

Description of proposal:

The Ashtabula campus seeks approval to inactive the Computer and General Concentrations in the Associate of Applied Science in Electrical/Electronic Engineering Technology degree program. The inactivation will only impact the Ashtabula Campus.

Does proposed revision change program's total credit hours? 
Ves 🖾 No Current total credit hours: Proposed total credit hours

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

Units consulted (other departments, programs or campuses affected by this proposal): Ashtabula Faculty Council **Regional College** 

#### **REQUIRED ENDORSEMENTS**

Department Chair / School Director Horles Campus Dean (for Regional Campuses proposals)

College Dean (or designee)

Dean of Graduate Studies (for graduate proposals)

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

Fall ZCIO - Spring ZOIH average student enrollment pertern: Ashtabula - Z - last graduates-1 in spring ZOIZ Trumbull - ZI:3 Summe TUSCAFAWAS - Zlaila

# Proposal Summary

#### Inactive the Computer and General Concentrations in the Associate of Applied Science in Electrical/Electronic Engineering Technology at the Ashtabula Campus

#### Description of Action, Including Intended Effect

Due to declining program enrollment, the Ashtabula campus seeks to inactive the Computer and General Concentrations within the Associate of Applied Science in Electrical/Electronic Engineering Technology (AAS-EERT). The inactivation will only impact the Ashtabula campus. The degree program will continue to be offered at the Trumbull and Tuscarawas campuses.

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

Inactivation will not have any negative impact on other programs offered at the University. Currently, there are two students declared in the AAS-EERT major at Ashtabula. One NTT faculty member teaches courses in the program. His teaching load will be reassigned to other academic areas in which he is qualified to teach.

#### Fiscal, Enrollment, Facilities and Staffing Considerations

- The Ashtabula campus will save money since it will no longer offer a program with low enrollment.
- No impact on enrollment.
- No impact on facilities.
- The campus will reassign one NTT faculty to other courses.

#### Evidence of Need and Sustainability if Establishing

#### Provisions for Phase-Out if Inactivating

Academic advisors will meet with both students to provide degree completion options. One student, who has not completed any coursework in AAS-EERT program, will be advised to change his major to a program of study aligned with his course registration history. The other EERT student is also declared in the Bachelor of Science in Engineering Technology offered at the Tuscarawas campus. This student will be able to complete the AAS-EERT program while earning her Bachelor of Science in Engineering Technology.

Although unlikely, the Ashtabula campus is prepared to develop an AAS-EERT program of study for the remaining two students to ensure they both can complete the AAS-EERT at the campus.

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

- March 2014: Ashtabula Faculty Council approves inactivation proposal
- April 2014: Regional College approves inactivation proposal
- April 2014: EPC approves inactivation proposal
- Fall 2014: AAS-EERT inactivated at the Ashtabula campus

#### Kent State University at Ashtabula Faculty Council Agenda March 3rd, 2014 12:00pm Blue and Gold Room

Ann Abraham	Marnie Ellis	Rebecca Rempe
Stacy Beck	Anne Freitas	Stacy Rose
Abigail Bowers	David Goswick	Betsy Schlosser
Christina Burnworth	Bryan Jones	Julie Senita
Brian Castellani	Brad Keefer	Megan Shumaker
Tamra Courey	Tiffany Kiphart	Amy Thomas
Mike Czayka	Joseph Kuvshinikov	Scot Tribuzi
Thierry Delorme	Jessica Leveto	Mandy Ulicney
Elizabeth Devore	Shelley Marshall	Daryl Upole
Don Driscoll	Lora Morris	

Brian Castellani called the meeting to order at 12:02pm

February 3rd, 2014 minutes were approved as written, moved by F. Freitas, seconded by B. Keefer.

#### Special Guest

Meg Albert, Program Coordinator from After School Discovery presented on updates at the organization. Looking to expand what is currently being offered in the programs, especially during summer 2014 for students K-12. Looking for faculty who are interested providing academic expertise for the summer, handouts provided with more information (attached). Please contact M. Albert for more information.

#### Assistant Dean's Report

#### **Electronic SSI Information**

Throughout Spring 2014, several departments will be utilizing this system in place of traditional written form. Handout provided with more information (attached). J. Tudor will be here at the next faculty meeting to discuss this further. Results will be emailed the Wednesday following the grading deadline.

#### Quality Matters Training

Next course begins April 1st and runs until April 21st. Register for this course by emailing S. Marshall no later than March 17, 2014. Course is fully online. Kent campus offers a full day (8 hour) course, dates are listed on the Faculty Development Center web page.

Midterm Deadline for freshman is midnight, March 6th

#### Alternative Spring Break

Attempting to get more local students to participate and offer flexibility in scheduling (one day versus whole week).

#### Announcements

M. Ulicney is having speakers come to campus. Representatives from OH and PA Gaming Commission will be on campus March 12, 2:30 - 4:00pm in the BG Room. Any students are welcome to attend. Look for email with more information.

#### Chair's Report

#### RCFAC

Nothing new to report, still working on summer load and online class questions.

#### **Committee Reports**

S. Marshall – University Council on Technology working on updating Scantron technology. If you received a survey regarding use, please fill out this survey.

#### New Business

#### **Curricular** revisions

Electrical/Electronic Engineering & Related Technology (EERT): seeking inactivation of EERT. M. Czayka moves to inactivate the EERT program, discussion followed on impact on faculty and students, A. Freitas seconded. Unanimously voted and approved.

Integrated Health Studies (IHS): seeking inactivation of the IHS Program, looking to suspend admission and ultimately inactivate the degree program (8 students currently enrolled). No discussion, A. Abraham moved to inactivate, D. Driscoll seconded. Unanimously approved.

#### **Old Business**

Committee Revisions – idea is to create smaller more functioning groups. B. Keefer created document outlining proposal for Dean's review and suggestions (handout attached). Send B. Keefer an email for thoughts/suggestions and if you are interested in serving on a subject. M. Czayka moves to start a charge committee to see what is needed/wanted by faculty and administrative side, S. Marshall seconded (7 abstention, 13 yay)

Family Chemistry Day is coming soon, if you know any  $5^{th} - 8^{th}$  graders, please encourage them to attend.

Meeting adjourned at 1:05 PM, motioned by B. Keefer, seconded by S. Marshall

Brian Castellani, Chair

Kelli Jones, Administrative Assistant to Dean Stocker

DISTRIBUTION:KSUA Tenure Track/FTNTT Faculty Approved (Date)



TO:	Educational Policies Council
FROM:	Senior Vice President and Provost Todd A. Diacon
SUBJECT:	Agenda for the Educational Policies Council (EPC)
DATE:	12 May 2014

In the event that any of the action item proposals require corrections or create consequences not addressed in the response memos, please bring these matters to the attention of the Office of the Curriculum Services before the meeting. If you wish to elevate an information item or lesser action item on the agenda to an action or discussion item, please notify the Office of Curriculum Services by Friday, 16 May 2014, to ensure that the materials are available at the meeting for review.

# JOINT EDUCATIONAL POLICIES COUNCIL

Meeting on Monday, 19 May 2014, in the Governance Chambers, 2nd floor of Kent Student Center

# **ACTION ITEMS**

1. Approval of minutes of 21 April 2014. Attachment 1

# Office of the Provost (presented by Associate Provost Melody J. Tankersley)

 Establishment of Cooperative Education Program that will allow eligible undergraduate students to augment their academic study at Kent State University with an approved semester of fulltime, career-related employment while still remaining a full-time student. Effective Fall 2014 | Attachment 2

# Graduate Studies (presented by Dean Mary Ann P. Stephens)

- Revision of Admission–Transfer Graduate Student policy to provide clarification on the transfer of credit into master's, doctoral and EdS degrees; the transfer of credit that was earned at Kent State University; and the conditions surrounding the transfer of credits (e.g., role of the student, time limits, impact on the student's GPA). Name of policy changes to Transfer of Graduate Credit. Effective Fall 2015 Attachment 3
- 4. Revision of six academic policies to clarify and update information and language as they pertain to graduate students, and not to change the policies' intent. The policies are Admission–Former Kent State Student, Admission–Non-Degree Student, Course Repeat Policies, Enrollment–Graduate, Time Limits for Graduate Degrees and Transient Work at Another University. Effective Fall 2014 | Attachment 4

# Undergraduate Studies (presented by Interim Dean Eboni J. Pringle)

 Revision of Placement Testing policy due to the uniform statewide standards established by the Ohio Board of Regents to determine testing thresholds for remediation-free status. Name of policy changes to University Readiness Standards. Effective Fall 2014 | Attachment 5

# **DISCUSSION ITEM**

# Office of the Provost

1. Schedule of meetings for the Graduate EPC and Undergraduate EPC for academic year 2014-2015.

# **INFORMATION ITEMS**

# **College of Nursing**

- 1. Establishment of hybrid online/on-ground delivery for 10 concentrations in the Nursing [NURS] major within the Master of Science in Nursing [MSN] degree. Admission, course and graduation requirements for the program are unchanged. The concentrations are the following:
  - Adult Gerontology Acute Care Nurse Practitioner [AGPN]
  - Adult Gerontology Clinical Nurse Specialist [AGCN]
  - Advanced Practice Registered Nurse: Nurse Practitioner Adult-Gerontology Primary Care [APNG]
  - Advanced Practice Registered Nurse: Nurse Practitioner Family [APNF]
  - Nurse Educator [NUED]
  - Nursing Healthcare Management [NHCM]
  - Primary Care Pediatric Clinical Nurse Specialist [PCSP]
  - Primary Care Pediatric Nurse Practitioner [PCNP]
  - Psychiatric Mental Health Nursing Family Nurse Practitioner [PMNF]
  - Women's Health Nurse Practitioner [WHNP]

Effective Fall 2014 | Attachment 6

- Establishment of fully online delivery—in addition to on-ground—for the Advanced Practice Nursing [APN] major within the Doctor of Nursing Practice [DNP] degree. Admission, course and graduation requirements for this post-master's degree program are unchanged. Effective Fall 2014 | Attachment 7
- 3. Establishment of hybrid online/on-ground delivery for the Advanced Nursing Practice [ANP] major within the Doctor of Nursing Practice [DNP] degree. Admission, course and graduation requirements for this post-bachelor's degree program are unchanged. Effective Fall 2014 | See Attachment 7
- 4. Establishment of fully online-only delivery for three post-master's nursing certificates. Admission, course and graduation requirements for the programs are unchanged. The certificates are the following:
  - Adult Gerontology Clinical Nurse Specialist [C844]
  - Nursing Education [C811]
  - Women's Health Nurse Practitioner [C807]

Effective Fall 2014 | See Attachment 6

# **Regional College**

 Establishment of fully online, in addition to on-ground, delivery for the Environment Management [EMTG] major within the Associate of Technical Study [ATS] degree. Admission, course and graduation requirements for the program are unchanged. Effective Fall 2014 | Attachment 8

# **LESSER ACTION ITEMS**

#### College of the Arts

# School of Fashion Design and Merchandising

 Revision of admission requirements for the Fashion [FASH] major within the Master of Fashion [MFASH] degree. Restrictions are added for the maximum length for career statement and size for submitted portfolio/paper. In addition, application deadline for fall admissions is 1 February. Effective Fall 2014

# College of Arts and Sciences

# Department of Modern and Classical Language Studies

 Establishment of Religion Studies [RELS] concentration in the Classics [CLSS] major within the Bachelor of Arts [BA] degree. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2015

# Department of Political Science

- Revision of admission requirements for the Public Administration [PADM] major within the Master of Public Administration [MPA] degree. Submission of a current résumé is now required to apply to the program. Effective Fall 2014
- Inactivation of dual degree program Master of Public Administration [MPA] / Master of Science in Nursing [MSN]. Both degree programs remain active. Effective Fall 2014

# **College of Business Administration**

#### Department of Management and Information Systems

- Establishment of fully online delivery—in addition to on-ground—for the Healthcare Systems Management for Business Majors [HMGB] minor. Admission, course and graduation requirements for this minor are unchanged. Effective Fall 2014
- Establishment of fully online delivery—in addition to on-ground—for the Healthcare Systems Management for Non-Business Majors [HMGT] minor. Admission, course and graduation requirements for this minor are unchanged. Effective Fall 2014

#### College of Communication and Information

#### School of Journalism and Mass Communication

 Revision of course requirements for the Journalism and Mass Communication [JMC] major within the Master of Arts [MA] degree. Minimum total credit hours to program completion increase, from 36 to 36-43, depending on concentration. Effective Fall 2014

# LESSER ACTION ITEMS continued

# College of Education, Health and Human Services

# School of Foundations, Leadership and Administration

- 8. Establishment of background check policy for non-teacher education programs in the school. Policy is currently in place but not in the catalog. This change affects the following programs:
  - Educational Studies [EDST] major within Bachelor of Science [BS] degree
  - Sport Administration [SPAD] major within Bachelor of Science [BS] degree
  - Sport and Recreation Management [SRM] major within Master of Arts [MA] degree Effective Fall 2014

# School of Health Sciences

- 9. Establishment of background check policy for non-teacher education programs in the school. Policy is currently in place but not in the catalog. This change affects the following programs:
  - Athletic Training [ATTR] major within Bachelor of Science [BS] degree
  - Audiology [AUD] major within Master of Arts [MA], Doctor of Audiology [AUD] and Doctor of Philosophy [PHD] degrees
  - Community Health Education [CHED] major within Bachelor of Science [BS] degree
  - Exercise Science [EXSI] major within Bachelor of Science [BS] degree
  - Health Education and Promotion [HEDP] major within Master of Education [MED] and Doctor of Philosophy [PHD] degrees
  - Integrated Health Studies [IHS] major within Bachelor of Science [BS] degree
  - Nutrition [NUTR] major within Master of Science [MS] degree
  - Speech Language Pathology [SLP] major within Master of Arts [MA] and Doctor of Philosophy [PHD] degrees

Effective Fall 2014

# School of Lifespan Development and Educational Sciences

- 10. Revision of admission requirement for graduate teacher licensure programs in the school. The current "good moral character verification" is replaced with Questions in Anticipation of Licensure form. All other admission requirements are unchanged. This change affects the following majors:
  - Clinical Mental Health Counseling [CMHC] major within Master of Education [MED] degree
  - Instructional Technology [ITEC] major within Master of Education [MED] degree
  - Rehabilitation Counseling [RHAB] major within Master of Education [MED] degree
  - School Counseling [SCON] major within Master of Education [MED] degree
  - School Psychology [SPSY] major within Master of Education [MED], Educational Specialist [EDS] and Doctor of Philosophy [PHD] degrees
  - Special Education [SPED] major within Master of Education [MED], Educational Specialist [EDS] and Doctor of Philosophy [PHD] degrees

Effective Fall 2014

- 11. Establishment of background check policy for non-teacher education programs in the school. Policy is currently in place but not in the catalog. This change affects the following programs:
  - Clinical Mental Health Counseling [CMHC] major within Master of Education [MED] degree
  - Counseling and Human Development Services [CHDS] major within Doctor of Philosophy [PHD] degree
  - School Counseling [SCON] major within Master of Education [MED] degree
  - School Psychology [SPSY] major within Master of Education [MED], Educational Specialist [EDS] and Doctor of Philosophy [PHD] degrees

Effective Fall 2014

# LESSER ACTION ITEMS continued

# College of Education, Health and Human Services continued

# School of Teaching, Learning and Curriculum Studies[

- 12. Revision of admission requirement for graduate teacher licensure programs in the school. The current "good moral character verification" is replaced with Questions in Anticipation of Licensure form. All other admission requirements are unchanged. This change affects the following majors:
  - Curriculum and Instruction–Junior High/Middle School [CIMS] major within Master of Arts MA] and Master of Education [MED] degrees
  - Early Childhood Education [ECDE] major within Master of Arts [MA], Master of Arts in Teaching [MAT] and Master of Education [MED] degrees
  - Secondary Education [SEED] major within Master of Arts in Teaching [MAT] degree Effective Fall 2014

# **College of Nursing**

 Inactivation of dual degree program Master of Science in Nursing [MSN] / Master of Public Administration [MPA]. Both degree programs remain active. Effective Fall 2014

# **College of Podiatric Medicine**

- 14. Revision of course requirements for the Podiatric Medicine [PM] major within the Doctor of Podiatric Medicine [DPM] degree. Revisions include removing CLI 80390 and adding CLI 80380, CLI 80381, CLI 80465, CLI 80470, CLI 80475 and CLI 80480 as requirements. Minimum total hours to program completion increase, from 185 to 210. Effective Fall 2014
- 15. Revision of the following college policies: Promotion, Attendance, Registration,, Readmission, Examination, Test Review, Leave of Absence, Clerkship Rotations, Course Exemptions, Professional Behavior, Dress Code Violations in Clinic, Withdrawal from the College, Remediation for Failing Grades, Transfer and Advanced Standing, Academic and Summary Dismissal, Professionalism Deficiency Evaluation, American Podiatric Medical Licensing Examination, Eligibility for Doctor of Podiatric Medicine Degree, Immunizations, and Background Checks and Drug Screening. Effective Fall 2014

# **Regional College**

16. Establishment of articulation agreement with Eastern Gateway Community College, whereby eligible graduates of the college's Associate of Applied Business degree in Business Management Technology may, after admittance, articulate into their junior year in the Applied Business [APBU] concentration in the Technical and Applied Studies [TAS] major within the Bachelor of Applied and Technical Studies [BTAS] degree. Admission, course and graduation requirements for degree program are unchanged. Effective Fall 2014

# **COURSE CHANGES**

# **Course Changes Effective Fall 2014**

BSC	80114 Medical Genetics and Embryology (3) to: (4)	Revise
CLI	80380 Simulated Patients I (4)	New
CLI	80381 Simulated Patients II (4)	New
CLI	80390 Simulated Patients (4)	Inactive
CLI	<ul><li>80496 Clerkship Rotation (4) to:</li><li>80460 Clerkship Rotation I (4)</li></ul>	Revise
CLI	80465 Clerkship Rotation II (4)	New
CLI	80470 Clerkship Rotation III (4)	New
CLI	80475 Clerkship Rotation IV (4)	New
CLI	80480 Clerkship Rotation V (4)	New
CLI	80485 Clerkship Rotation VI (4)	New

Subject	Course(s) completed with C/S grade	Course(s) earned by retroactive credit
English	ENG 21011 College Writing II (3)	ENG 11011 College Writing I (3)
	MATH 11012 Intuitive Calculus (3)	MATH 11010 Algebra for Calculus (3)
Mathematics	MATH11022 Trigonometry (3)	MATH 11010 Algebra for Calculus (3)
eme	MATH 12002 Analytic Geometry	MATH 11010 Algebra for Calculus (3) and
ath		MATH 11022 Trigonometry (3) <i>or</i>
M		MATH 12001 Algebra/Trigonometry (5)
	ARAB 11102 Elementary Arabic II (5)	ARAB 11101 Elementary Arabic I (5)
	ARAB 21201 Intermediate Arabic I (5)	ARAB 11102 Elementary Arabic II (5) and
		ARAB 11101 Elementary Arabic I (5)
	ARAB 21202 Intermediate Arabic II (5)	ARAB 11102 Elementary Arabic II (5) and
		ARAB 11101 Elementary Arabic I (5) and
		ARAB 21201 Intermediate Arabic I (5)
	ASL 19202 Elementary American	ASL 19201 Elementary American Sign Language I (4)
	Sign Language II (4)	
	ASL 29201 Intermediate American	ASL 19201 Elementary American Sign Language I (4) and
	Sign Language I (3) ASL 29202 Intermediate American	ASL 19202 Elementary American Sign Language II (4) ASL 19201 Elementary American Sign Language I (4) <i>and</i>
		ASL 19201 Elementary American Sign Language II (4) and ASL 19202 Elementary American Sign Language II (4) and
	Sign Language II (5)	ASL 29201 Intermediate American Sign Language I (3)
	CHIN 15102 Elementary Chinese II (5)	CHIN 15101 Elementary Chinese I (5)
		CHIN 15101 Elementary Chinese I (5) and
		CHIN 15102 Elementary Chinese II (5)
		CHIN 15101 Elementary Chinese I (5) and
cs		CHIN 15102 Elementary Chinese II (5) and
lag		CHIN 25201 Intermediate Chinese I (5)
Languages		FR 13201 Elementary French I (4)
La	FR 23201 Intermediate French I (3)	FR 13201 Elementary French I (4) and
		FR 13202 Elementary French II (4)
	FR 23202 Intermediate French II (3)	FR 13201 Elementary French I (4) and
		FR 13202 Elementary French II (4) and
		FR 23201 Intermediate French I (3)
	• • • • •	GER 11201 Elementary German I (4)
		GER 11201 Elementary German I (4) and
		GER 11202 Elementary German II (4) GER 11201 Elementary German I (4) <i>and</i>
		GER 11201 Elementary German II (4) and
		GER 20201 Intermediate German I (3)
		GRE 14201 Elementary Classical Greek I (4)
	HEBR 12102 Elementary Hebrew II (4)	HEBR 12101 Elementary Hebrew I (4)
	HEBR 22104 Intermediate Hebrew I (3)	HEBR 12101 Elementary Hebrew I (4) and
		HEBR 12102 Elementary Hebrew II (4)
	HEBR 22105 Intermediate Hebrew II (3)	HEBR 12101 Elementary Hebrew I (4) and
		HEBR 12102 Elementary Hebrew II (4) and
		HEBR 22104 Intermediate Hebrew I (3)

# Courses Approved for Retroactive Credit Effective Fall 2014

Subject	Course(s) completed with C/S grade	Course(s) earned by retroactive credit
	ITAL 15202 Elementary Italian II (4)	ITAL 15201 Elementary Italian I (4)
	ITAL 25201 Intermediate Italian I (3)	ITAL 15201 Elementary Italian I (4) and
		ITAL 15202 Elementary Italian II (4)
	ITAL 25202 Intermediate Italian II (3)	ITAL 15201 Elementary Italian I (4) and
		ITAL 15202 Elementary Italian II (4) and
		ITAL 25201 Intermediate Italian I (3)
	JAPN 15102 Elementary Japanese II (5)	JAPN 15101 Elementary Japanese I (5)
	JAPN 25201 Intermediate Japanese I (5)	JAPN 15101 Elementary Japanese I (5) and
		JAPN 15102 Elementary Japanese II (5)
	JAPN 25202 Intermediate Japanese II (5)	JAPN 15101 Elementary Japanese I (5) and
		JAPN 15102 Elementary Japanese II (5) and
		JAPN 25201 Intermediate Japanese I (5)
	LAT 16202 Elementary Latin II (4)	LAT 16201 Elementary Latin I (4)
	LAT 26201 Intermediate Latin I:	LAT 16201 Elementary Latin I (4) and
	Readings (3)	LAT 16202 Elementary Latin II (4)
	LAT 26202 Intermediate Latin II:	LAT 16201 Elementary Latin I (4) and
cs	Readings (3)	LAT 16202 Elementary Latin II (4) and
20		LAT 26201 Intermediate Latin I: Readings (3)
Languages	RUSS 12202 Elementary Russian II (4) and	RUSS 12201 Elementary Russian I (4) and
ar	RUSS 12212 Elementary Russian II	RUSS 12211 Elementary Russian I Recitation (1)
П	Recitation (1)	
	RUSS 22201 Intermediate Russian I (4) and	RUSS 12201 Elementary Russian I (4) and
	RUSS 22211 Intermediate Russian I	RUSS 12202 Elementary Russian II (4) and
	Recitation (1)	RUSS 12211 Elementary Russian I Recitation (1) and
		RUSS 12212 Elementary Russian II Recitation (1)
	RUSS 22202 Intermediate Russian II (4) and	RUSS 12201 Elementary Russian I (4) and
	RUSS 22212 Intermediate Russian II	RUSS 12202 Elementary Russian II (4) and
	Recitation (1)	RUSS 12211 Elementary Russian I Recitation (1) and
		RUSS 12212 Elementary Russian II Recitation (1) and
		RUSS 22201 Intermediate Russian I (4) and
		RUSS 22211 Intermediate Russian I Recitation (1)
	SPAN 18202 Elementary Spanish II (4)	SPAN 18201 Elementary Spanish I (4)
	SPAN 28201 Intermediate Spanish I (3)	SPAN 18201 Elementary Spanish I (4) and
		SPAN 18202 Elementary Spanish II (4)
	SPAN 28202 Intermediate Spanish II (3)	SPAN 18201 Elementary Spanish I (4) and
		SPAN 18202 Elementary Spanish II (4) and
		SPAN 28201 Intermediate Spanish I (3)

Agenda prepared by the Office of Curriculum Services



Educational Policies Council Minutes of the Meeting Monday, 21 April 2014

**Ex-Officio Members present:** Provost Todd A. Diacon; Faculty Senate Chair Paul A. Farrell; Deans James L. Blank, Deborah F. Spake, Mary Ann Stephens; Senior Associate Dean Vincent J. Hetherington; Associate Deans Raymond A. Craig, John R. Graham (represented by Jeffrey S. Hallam), Catherine E. Hackney, LuEtt J. Hanson, Ralph Lorenz, Isaac Richmond Nettey, Donald R. Williams; Director Robert A. Walker

**Ex-officio Members not present**: Deans Sonia Alemagno, James K. Bracken, Barbara A. Broome, John R. Crawford, Donald F. Palmer, Eboni J. Pringle, Robert G. Sines, Douglas L. Steidl, Wanda E. Thomas, Stanley T. Wearden; Associate Deans Joanne M. Arhar, William T. Willoughby; Assistant Dean Thomas E. Klingler, Elizabeth A. Sinclair

**Faculty Senate-Appointed Representatives present**: Richard Feinberg, Thomas Janson, Jonathan V. Selinger, Fred T. Smith, Roberto M. Uribe-Rendon

**Faculty Senate-Appointed Representatives not present**: Vanessa J. Earp, Donald (Mack) Hassler, Mary K. Kellermann, Terrence L. Uber, William C. Ward III, Christopher A. Was, Donald L. White

**Council Representatives present**: Tina D. Bhargava, Thomas W. Brewer, Kathleen Browne, John C. Duncan, Jonathan P. Fleming, Ann F. Jacobson, Andrew Lepp, Mary A. Mooney, Marilyn Norconk, Fred T. Smith

**Council Representatives not present**: Gregory M. Blase, Jessie Carduner, Michael W. Chunn, Pamela K. Evans, Rosemary Gornik, William E. Hauck, Eric D. Johnson, John A. Marino, Timothy A Roberts, Denice Sheehan, John H. Thornton

**Observers present:** Natalie R. Fox

Observers not present: Michelle A. Crisler

**Consultants and Guests present**: Susan M. Augustine, Fashaad L. Crawford, Janis H. Crowther, Julie A. Gabella, Jennifer S. Kellogg, Said L. Sewell, Charity L. Snyder, Melody J. Tankersley, Therese E. Tillett

Senior Vice President and Provost Todd A. Diacon called the joint meeting of the Educational Policies Council to order at 3:22 p.m., on Monday, 21 April 2014, in room 310AB of the Kent Student Center.

# Action Item 1: Approval of the minutes of 17 March 2014.

Associate Dean Vincent J. Hetherington was present at the March meeting but was listed as not present. Professor Kathleen Browne was listed as present but was not present at the March meeting. Minutes were approved unanimously with the attendance corrections.

# Action Item 2: Establishment of Change in Program of Study policy to provide guidance for students transferring from one graduate program to another within the university.

Dean Mary Ann Stephens explained that Kent State University has never had a written policy on how to change a graduate major; the goal was to develop a consistent policy that everyone would use by creating one form. Dean Stephens clarified that if a student changes to a program in a different college, the student will need to complete a new graduate application. However, if the student changes a major within the same college, the department will make the decision if the student must reapply.

An EPC member asked if students will need to pay the application fee if they reapply, to which Dean Stephens confirmed that the student will need to pay the fee.

A consultant asked Dean Stephens if Graduate Studies plans to move the form to an electronic workflow. She replied that a future plan is the move to an electronic workflow, but not at this moment.

Professor Tom Janson made a motion for approval, which was seconded by Associate Dean Hetherington. EPC members unanimously passed the item.

# Action Item 3: Revision of Combined Bachelor's/Master's Degree Programs policy to adhere to credit-hour guidelines specified by the Ohio Board of Regents; to specify student status (undergraduate/ graduate) for purposes of tuition, financial aid, etc.; and to distinguish between formal (university approved) and informal combined degree programs.

Dean Stephens informed the committee that the current policy is lacking in several different ways. The current policy mostly refers to operations and procedures and is deficient in explaining what a combined bachelor's and master's degree should require. The revised policies clarifies that the main aspect of a combined degree is for bachelor's degree students to gain early admission into a graduate degree program.

In addition, the proposed revisions adhere to credit-hour guidelines specified by the Ohio Board of Regents. When a student is in a combined bachelor's/master's degree program, the student must complete all of the required credit hours for each degree, meaning that the student must have 150 unique credit hours (120 for the bachelor's and 30 for the master's). The revised policy also distinguishes between formal (university approved) and informal combined degree programs and specifies student status (undergraduate/graduate) for purposes of tuition and financial aid, by stating that students will not become graduate students until the bachelor's degree is awarded and will help.

An EPC member shared some concerns regarding the revised policy, believing that the current policy has more flexibility. He gave an example of a current student working on a combined degree and being able to graduate with both degrees in August. Dean Stephens expressed that there are both advantages and disadvantages for how the current policy is written. The advantage is that the financial aid packages are larger for undergraduate student rather than graduate students. [Clarification note: Financial aid package is larger for graduate students than undergraduate students; however, tuition is higher for graduate students than undergraduate students.] The downside for the students would be they would not be eligible for an assistantship in the graduate program.

An EPC consultant asked if the policy should contain a statement saying that if a student has not yet graduated from the undergraduate program, the student cannot be a graduate assistant. Currently, some departments have been allowing undergraduate students to apply and be accepted as graduate assistants while in a combined degree program. Dean Stephens reiterated that graduate assistants must be graduate students, but that statement is not written in the policy. An additional question was asked if the formally approved programs listed in the policy followed the new credit hour guidelines. Dean Stephens replied that she has not checked to confirm that those programs meet the 150 unique hours.

An EPC member requested corroboration of his understanding of the policy, which is that current undergraduate students may apply for a combined bachelor's/master's degree program in their junior year and begin taking graduate-level coursework, but those student will not be considered a graduate student until they have graduated with their bachelor's degree. Dean Stephens affirmed that understanding, adding that students can only apply a maximum of 12 credit hours of graduate coursework as an undergraduate student.

Another member explained that, behind the scenes, the Registrar's Office will obtain the combined degree form and have it on file to know the program and courses the student will be taking. The student cannot take a graduate course and have it count towards the designated graduate degree program unless the student applied for a combined degree program. If the policy simply stated that the student can count 12 credit hours, and they are in a 30 degree credit hour program, the student will not be completing the 150 unique hour requirement; that's what this policy is designed to address.

In answer to a question about current combined degree students being held to the new uniquecredit-hour policy, Provost Diacon expressed the belief that the university should honor the original agreement with the student.

Associate Dean Donald R. Williams moved the item for approval, seconded by Associate Dean Catherine E. Hackney and passed unanimously by the council.

# Action Item 4: Revision of Leave of Absence policy. Language is added regarding students' financial obligations to the university; and the timeframe is extended, from one calendar year to one year (three consecutive semesters, with summer as one term) to be consistent with the graduate enrollment policy.

Dean Stephens explained that this revision is to clarify the language of the policy that was approved a few years ago. Presently, the policy may disadvantage students who apply for a leave of absence for one semester but forget to file an extension for the following semester and will now be required to reapply. However, a student who did not file a leave of absence and left the university for two semesters could, theoretically, return without reapplying. Another revision adds a statement about financial standing with the university.

An EPC member asked for clarification on when the student would need to apply for an extension, would the student have three consecutive terms away, and could that include summers.

There followed much discussion on the language referencing length and summer terms. As a result, EPC members amended the following statements on absence limits:

<u>Original policy language</u>: "Leaves of absence are granted for a maximum of one calendar year. ... To receive an extension of an approved leave, students must complete a new Request for Leave of Absence form prior to the expiration of their leave. If a student does not receive an extension and does not return to the graduate program, he or she will be considered as having permanently withdrawn from the University."

<u>Revised policy language brought to EPC</u>: "Leaves of absence are granted for a maximum of one year (three consecutive terms, including summer as one term). ... Extensions of an approved leave of absence will not be granted. If a student does not return to the graduate program within the year from which the leave of absence was granted, he or she will be considered as having permanently withdrawn from the University."

<u>EPC-amended policy language</u>: "Leaves of absence are granted for a maximum of three consecutive semesters (e.g., fall, spring, summer). Students may request an extension for maximum one additional semester. ... If a student does not return to the graduate program within the approved period from which the leave of absence was granted, he or she will be considered as having permanently withdrawn from the University."

A motion by Associate Dean LuEtt J. Hanson was seconded by Associate Dean Hackney. The EPC passed the item with its revisions unanimously.

Provost Diacon requested questions or comments for any of the information items, lesser action items or remaining courses listed on the agenda. Hearing none, he requested a motion to adjourn. The meeting was adjourned at 4:36 p.m.

Respectfully submitted,

Jennifer/S. Kellogg Academic Program Coordinator, Curriculum Services Office of the Provost

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date	16-Apr-14	Curriculum Bulletin
Effective Date	Fall 2014	Approved by EPC

Department

College	PR - Provost
Proposal	Establish Policy
Proposal Name	Establishment of a University-Wide Cooperative Education Program

Description of proposal:

The Office of the Provost proposes establishment of a Cooperative Education Program that will allow eligible undergraduate students to augment their academic study at Kent State University with an approved semester of full-time, career-related employment while still remaining a full-time student.

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

Starting fall 2014 semester, the Cooperative Education Program will be piloted through the College of Applied Engineering, Sustainability and Technology and be made available only to students declared in a major in that college. After the pilot ends, the program will be coordinated by Undergraduate Studies, in conjunction with the students' academic college, and open to all eligible undergraduate students.

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

Bursar, Registrar, Student Financial Aid, Undergraduate Studies, Provost's Office, Curriculum Services, College of Applied Engineering, Sustainability and Technology'

	 /	_/
Department Chair / School Director		
	/	/
Campus Dean (for Regional Campuses proposals)	 	
	/	/
College Dean (or designee)	 	
	/	1
Dean of Graduate Studies (for graduate proposals)	 	
	/	1
	 /	

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

# Proposal Summary Establishment of a University-Wide Cooperative Education Program

# SUBJECT SPECIFICATION

The Office of the Provost proposes establishment of a Cooperative Education Program that will allow eligible undergraduate students to augment their academic study at Kent State University with an approved semester of full-time, career-related employment while still remaining a full-time student.

Starting fall 2014 semester, the Cooperative Education Program will be piloted through the College of Applied Engineering, Sustainability and Technology¹ and be made available only to students declared in a major in that college. After the pilot ends, the program will be coordinated by Undergraduate Studies, in conjunction with the students' academic college, and open to all eligible undergraduate students.

# **BACKGROUND INFORMATION**

For several years, students in the Aeronautics, Applied Engineering and other majors have struggled with undertaking semester-long full-time work experiences away from campus while trying to maintain full-time student status to keep their eligibility for aid, loan deferment and insurance, among other services/resources. These employment opportunities are highly desired, selective and in the student's chosen field. Some recent examples include the following:

Term	Co-Op Assignment	Students
Spring 2014	Delta Airlines (Atlanta)	1 from Aeronautics – Flight Technology
Spring 2014	United Airlines (Newark,	3 from Aeronautics – Flight Technology
	Chicago, Houston)	
Fall 2013	NASA Glenn Research	5 from Aeronautics – Aeronautical
	Center (Cleveland)	Systems Engineering Technology

Typically, these students end up taking a full-load of coursework or paying for a 12-credit internship or practicum course to keep their full-time student status.

In preparation of developing a cooperative education program, a review was conducted on cooperative education programs at 13 universities². In addition, members of the Provost's Office conducted extension discussions with the College of Applied Engineering, Sustainability and Technology and with administrators from the following offices: Bursar, Registrar, Controller, Career Services and Student Financial Aid.

# Student Eligibility for the Co-Op Education Program

- Enrollment as a full-time student
- Admitted into a degree program³
- Minimum cumulative 2.750 GPA at time of co-op application
- No holds on the student's record from any source (financial, academic, conduct)
- Cooperative position must directly relate to student's major or concentration
- Completion of two semesters (one semester for transfer students) at Kent State prior to the first co-op rotation

¹ Effective for fall 2014, the College of Aeronautics, Applied Engineering and Construction Management.
² Clemson University; Drexel University; Georgia Institute of Technology; Mississippi State University; North Carolina State University; Northeastern University; Ohio University; Rochester Institute of Technology; University of Akron; University of Alabama; University of Cincinnati, University of Massachusetts Lowell
³ Students in a fully online program must receive their dean's permission to enroll in the Co-Op Program.

# **Student Application Submissions**

Completion of the Student/Employer Agreement (Appendix A), which will include the following:

- Student information (name, major, GPA, class standing, contact information)
- Employer information (name, address, contact)
- Co-op agreement (job description, start date, weekly hours and pay rate)
- Notice for international students studying on an F-1 visa
- Signed statement of understanding from the co-op student
- Signed statement of understanding from the co-op employer

# **Cooperative Education Registration**

Student will register for COOP 20092 Cooperative Education, which will be administrated by the Provost's Office and carries no academic credit (i.e., 0 credit hours). The course also does not carry a grade; students will earn either the mark "Complete" or the mark "Not Complete" (Appendix B).

Enrollment in the course will be restricted by special approval. The course will not display in the Schedule of Classes. Students will be able to register only after submission and approval of all application forms.

COOP 20092 Cooperative Education will have variable title, allowing the addition of employer's name at the end of the title, e.g., "Cooperative Education: NASA," "Cooperative Education: Federal Aviation Administration." The course and variable title will appear on a student's transcript.

As the course carries no academic credit or grade, it will not count toward students' earned hours, GPA, residence, class standing, academic standing or institutional honors. The course will, however, be counted toward full-time enrollment and the Experiential Learning Requirement. Tuition will not be assessed for the course; instead, a special course fee will be applied to the student's account. The fee will support the cooperative education coordinator position in Undergraduate Studies.

Students wishing to earn academic credit and/or grade will be directed to register for a creditbearing internship or practicum course. See page 3 for difference between a co-op and an internship or practicum.

# Full-Time Enrollment Verification

The Kent State co-op administrator will complete and submit to the Office of the Registrar a "Cooperative (Co-Op) Education Program – Student Full-Time Enrollment Verification Request" (Appendix C) for the student to be designated and reported as a full-time student and for the student to continue having access to all student services and resources the student had before the co-op semester.

Students will not be eligible to receive financial aid or scholarships during the term they are on co-op assignment, but these awards can be reinstated upon their return to regular coursework. Students should contact with the Office of Student Financial Aid for more information.

# Student Co-Op Administration

During the pilot phase in the College of Applied Engineering, Sustainability and Technology, oversight of students in a cooperative work experience will be done by Jackie A. Ruller, project manager in the dean's office who has been administrating the college's co-op and internship experiences over the past year.

Once the pilot phase is finished, and the cooperative education program is made available to all eligible undergraduate students, oversight will be done by a dedicated position in the Division of Undergraduate Studies.

The co-op administrator will periodically check in with the student while in a co-op semester. In addition, the student's academic unit may require assignments (e.g., weekly journal, final reflection paper). Students will be required to complete a mid-semester assessment of the experience (Appendix D). The students' co-op employer will be required to submit a student performance evaluation at the end of the semester (Appendix E).

Students who chose to leave the co-op employment within Kent State's course add/drop deadlines may do so by self-dropping the course. Students who leave the co-op employment after the add/drop deadlines must contact the co-op administrator, who will then enter the "Not Complete" mark for the course on the student's record. Any refund of the fee will follow normal procedures and deadlines.

# Difference Between a Kent State Co-Op and an Internship or Practicum

# Cooperative (Co-op) Education

- A co-op is administered by colleges and/or departments in conjunction with a central office that maintains university-wide eligibility criteria and oversight.
- 2. A co-op is a joint venture between Kent State, a selected employer and the student; supervision and evaluation of the work experience is primarily done through the employer.
- 3. Students are hired for full-time, paid positions that last the duration of a full semester (a small percentage of co-op positions may be unpaid but must be approved by the university).
- 4. The co-op employment directly relates to the student's declared program.
- 5. Co-op experiences typically occur in the fall or spring semester and may extend to multiple semesters that alternate with semesters of coursework.
- 6. More on-the-job training is offered through a co-op than an internship.
- 7. A co-op student will not be employed on campus, but may continue living in a residence hall during a co-op semester.
- 8. Students do not earn academic credit or a grade for a co-op.
- 9. Students pay the university a flat fee for a coop to maintain full-time enrollment status during the semester of co-op employment.

# Internship or Practicum

- 1. Eligibility for and oversight of an internship or practicum is coordinated by the academic unit administrating the specific internship/practicum course.
- 2. The university provides supervision and evaluation to internship and practicum experiences in conjunction with and recommendation by the site professionals.
- 3. An internship or practicum can be full- or part-time, paid or unpaid, depending on the employer and the career field.
- 4. The internship or practicum experience relates to the student's occupational goal and usually is a required part of the student's academic program, typically at the end of the program.
- 5. An internship or practicum is usually a onetime assignment.
- 6. The internship or practicum typically does not interfere with classes due to timing.
- 7. An internship or practicum opportunity takes place on or off campus.
- 8. Students earn academic credit and a grade for an internship or practicum course.
- 9. Students pay the university tuition for an internship or practicum, based on the set credit hours of the course.

# ALTERNATIVES AND CONSEQUENCES

The alternative is to continue to require students with co-op work prospects to register and pay for 12+ credit hours to maintain full-time student status. The consequence is students who struggle to balance a full coursework load with a full-time job opportunity in their chosen field, or those who choose to abandon one for the other.

# SPECIFIC RECOMMENDATION AND JUSTIFICATION

Recommendation is to establish a formal university-wide cooperative education program to ensure consistency of policies and procedures. The creation of a course will allow the co-op experience to be displayed on the student transcript, as well as to initiate procedural communication among various student services to maintain the student's full-time enrollment status while away on a co-op work assignment.

Benefits for students in cooperative education program:

- Apply classroom learning in a work setting and gain on-the-job experience
- Enhance academic performance through increased understanding
- Realistically confirm choice of major and career
- Strengthen level of maturity, confidence and sense of responsibility
- Increase understanding of human relations and business/industry operations
- Begin building a network of professionals in the chosen field
- Observe an employer before accepting full-time employment

Benefits for cooperative education employers:

- Participate in the education of potential permanent employees
- Evaluate a student's on-the-job performance before making a long-term commitment
- Gain the "inside track" on recruiting quality students for permanent employment
- Offer assistance to senior professionals, releasing them for more complex responsibilities
- Reduce costs and time associated with recruiting and training new graduates
- Obtain immediate productivity from co-op graduates
- Maintain high visibility with students, faculty and administrators at Kent State University

# TIMETABLE AND ACTIONS REQUIRED

- Approval by the Provost (May 2014)
- Approval by Educational Policies Council (May 2014)
- Approval by Faculty Senate (July 2014)
- Implementation (Fall 2014)



# **APPENDIX A**

Student: Please complete, sign and return to Jackie Ruller at jruller@kent.edu, or fax to 330-672-2894. For questions call 330-672-7064.

#### Student Name:

Kent State ID:

# **Student Statement of Understanding**

By attaching my signature below, I agree to abide by the following guidelines of the Kent State University Cooperative Education Program:

- I understand that I have satisfied all criteria to participate in the Cooperative Education Program:  $_{\circ}$  Minimum cumulative 2.500 GPA
  - Completion of two semesters (one semester for transfer students) at Kent State prior to the first co-op rotation
  - Enrollment as a full-time student
  - Admitted into a degree program (program cannot be fully online)
  - No holds on my record from any source (financial, academic, conduct)
  - Cooperative position directly relates to my major or concentration
- I understand the academic requirements specific to my academic major, and I understand that I am responsible for making certain that I fulfill all the requirements for my degree program.
- I understand that when I am engaged in a co-op position I maintain full time student status as long as I am registered for the appropriate co-op course and pay the required fees.
- I agree to conduct myself in an ethical and professional manner in all my interactions with the coop staff and employers. I understand that as a Kent State student, I am a representative of this institution and all that I do reflects on the university.
- Before I embark on the co-op experience, I understand that I must review and make any needed adjustments to my financial aid, scholarship, student loans and health insurance.
- I understand that failure to abide by this student agreement could result in dismissal from the Cooperative Education Program and a Not Complete mark on my student transcript.
- I am to notify my co-op coordinator of any significant changes in my status or issues that arise that would have a direct effect on my performance as a participant in the Cooperative Education Program.
- I will return my Student Performance Evaluation, completed by my employer/supervisor, to my co-op coordinator at the end of my co-op assignment.
- I understand that as long as I receive a Complete mark for this co-op, I fulfill my Experiential Learning Requirement (ELR).

I have read, understand and agree to accept all elements of this cooperative education contract.

Student Signature

Date

I have verified that the above-mentioned student fulfills the criteria for eligibility in a co-op position, and I approve the student's participation in the Cooperative Education Program.



	Student Information
Address During Co-Op Semester:	Cell Phone:
	Student Academic Information
Major(s): Concentration(s): Class Standing:   Freshma	College: Overall GPA: n  Junior Major GPA: ore  Senior U.S. Citizen:  Yes  No
	Co-Op Organization Information
	Title: Phone:
	Co-Op Work Information
Duties/	Hourly Pay Rate: Hours Per Week: Evening/Night Ueekend (Check all that apply)

The information is accurate to the best of my knowledge. If there is a change to any of the above information during the course of my contract, I will notify my co-op coordinator as soon as possible.



# For International Students Studying on an F-1 Visa

Because the U.S. Citizenship and Immigration Services Office has certain rules that I must follow, I agree to:

- 1. Obtain and complete information relating to Curricular Practical Training (CPT) for F-1 Students.
- 2. Bring the signed contract, position description, Employer Statement of Understanding and completed CPT form, AFTER it has been signed by me, by my employer and by my co-op coordinator to the International Student Advisor BEFORE I begin my co-op assignment. This step is necessary so that the International Student Advisor may authorize my Form I-20 for CPT.

I have read, understand, agree to and accept all the elements of this a.

Student Signature

Date

International Student Advisor Signature

Date



# **Employer Statement of Understanding**

Dear Employer:

We are pleased to learn that your organization	has extended an offer of co-op employment to
for the	term.

To help ensure the interests and promote the benefits of the co-op arrangement, we have developed the following Employer Statement of Understanding.

**By signing this Statement of Understanding**, the cooperating employer agrees to accept the following responsibilities related to its participation in the Cooperative Education Program at Kent State University:

- To provide meaningful employment related to the student's field of study, enhancing, supplementing and using his/her background and education. The work assignment will challenge the student's technical, educational and professional development.
- To place the student under the supervision of a qualified manager who can provide effective guidance during the co-op work term and assist the student in adjusting to the work environment.
- To provide a safe and professional work environment, ensuring that he student has the training, equipment, supplies and space necessary to perform his or her duties.
- To communicate clearly to the student your organizational policies and professional standards of conduct.
- To state that the employer is an equal opportunity employer, and offers employment without regard to race, color, gender, religion, national origin, age, sexual orientation, disability or veteran status.
- To appropriately maintain the confidentiality of student information.

#### **Terms of Cooperative Education Program Arrangement**

A co-op arrangement for each student will be a period agreed upon by the student, the cooperating employer and Kent State University. Should the employer become dissatisfied with the performance of a student, it may request termination of the co-op arrangement. Termination should occur only after the Cooperative Education Program coordinator has been notified in advance of employer's dissatisfaction with the student's performance, and a satisfactory resolution cannot be obtained. Conversely, the academic department of the student may request termination of the arrangement for any student not complying with department guidelines and procedures of the co-op program, or if the employer does not uphold the responsibilities listed above, as long as the employer has been notified in advance and satisfactory resolution cannot be obtained.

Employer Representative Signature

Date

# EPC Agenda | 19 May 2014 LAttachment 2 | Page 10

KENTS	TATE.	Name:	Therese E Tille		x
UNIVER	SITY	Organization	: Curriculum Ser	vices	
Course Catalo	• •	talag Undata	form		
<< Go back to	course ca		TOTT		Print
Course Catalo	a Undate Ir	nformation			STU0004
Reference Nur	• •			Date: 21-APR-14	3100004
Level: of		007303		Currently On The Worklist Of: , unassigned	
<b>Owner:</b> Office	of Curriculu	m Services, 3	330-672-8558 or	330-672-8559, curriculum@kent.edu	
Basic Course					
Change type:					
Faculty memb	er submitt	ing this prop	osal:		
Requested Eff					
Campus: Kent					
College: VA-Ad	ademic Affa	irs and Provos	st		
Department:	PROV-Provos	st			
Course Subjec	ct: COOP-Co	operative Edu	cation		
Course Numb	er: 20092				
Course Title: (	Cooperative	Education (va	riable title)		
Title Abbrevia	tion: Coope	erative Educati	on		
Slash Course	and Cross-I	list Informat	ion:		
Credit Hours					
Minimum Crea	dit/Maximu	um Credit: 00	0 to 000		
Contact Hours	s: Lecture -	Minimum H	ours/Maximun	n Hours:	
Contact Hours	s: Lab - Min	nimum Hours	/Maximum Ho	urs:	
Contact Hours	s: Other - M	linimum Hou	rs/Maximum H	lours: 000 to 000	
Attributes					
Is this course	part of the	ELER, WIC o	r Diversity requ	uirements: No	
If yes, course	attributes:	<b>:</b> 1. 2. 3.			
Can this cours	se be repea	ited for credi	t: Repeat	Course Limit: 99 OR Maximum Hours:	
Course Level:	Undergradu	iate		Grade Rule: F-Satisfactory/unsatisfactory (S/U)	
Rationale for	an IP grade	e request for	this course (if	applicable): New grade: Complete/Not	Complete
Schedule Type	e <b>(s):</b> 1. COP	P-Cooperative	Education 2. 3	3.	
Credit by Exar	m: N-Credit	by exam-not	approved		
Prerequisites	& Descripti	ions			
Current Prere	quisite/Cor	requisite/Ca	talog Descripti	on:	
				pproved, full-time co-op work assignments. No academ pear on the student's transcript with a grade of "Comple	
Prerequisites	(edited): S	pecial approv	al.		
Corequisites (	(edited):				
Registration is	s by specia	l approval or	nly: Yes		
Content Infor	mation				
Content Outlin					
Content Hours per Course Topic	Topic Descrip	otion			
in a control ropio	Co-op assig	nment varies	per student		
	and co-op e	mployment (f	ull-time		
	employmen [.] semester)	t over the cou	rse of a		
Display/Hide Delimit		ne			

Total Contact Hours: 500

Textbook(s) used in this course: None.

Writing Expectations: Student will be required to submit a mid-semester assessment of the assignment.

Instructor(s) expected to teach: Not applicable

Instructor(s) contributing to content: Not applicable

Proposal Summary

#### Explain the purpose for this proposal:

The Cooperative Education course is part of a new Cooperative Education Program, which will be piloted fall 2014 through the College of Applied Engineering, Sustainability and Technology. After the pilot phase, the program (and course) will be open to all undergraduate students and coordinated through Undergraduate Studies. The course carries no academic credit (i.e., 0 credit hours) and no grade; students will earn either the mark "Complete" or "Not Complete." Enrollment in the course will be restricted by special approval. The course will not display in the Schedule of Classes. Students will be able to register only after submission and approval of all application forms. The course will have variable title, allowing the addition of employer's name at the end of the title, e.g., "Cooperative Education: NASA," "Cooperative Education: Federal Aviation Administration." The course and variable title will appear on a student's transcript.

Explain how this proposal affects program requirements and students in your unit:

As the course carries no academic credit or grade, it will not count toward students' earned hours, GPA, residence, class standing, academic standing or institutional honors. The course will, however, be counted toward full-time enrollment and the Experiential Learning Requirement. Students wishing to earn academic credit or grade will be directed to register for a credit-bearing internship or practicum course. Tuition will not be assessed for the course; instead, a flat fee will be applied to the student's account.

Explain how this proposal affects courses, program requirements and student in other units:

See answer above.

Explain how this proposal affects enrollment and staffing:

For the pilot phase of the Cooperative Education Program, the course will be restricted to students in the College of Applied Engineering, Sustainability and Technology. The course will be administered by the college's project manager, who is responsible for that college's internships and co-ops currently. After the pilot phase, and the program is open to all eligible undergraduate students, the program will be administred by a dedicated position.

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

College of Applied Engineering, Sustainability and Technology; Office of the Provost; Office of the University Registrar; Office of the Bursar; Office of the Controller; Office of Student Financial Aid, Career Services Center; Office of Curriculum Services

Comments (500 Character Maximum):

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

The grade listed for the course (SatisfactoryUnsatisfactory) will not be used for this course. Instead, a new grade mode will be created specifically for this course: "Complete" and "Not Complete."	
303 more characters	

Submit

You must click the submit button to submit your catalog update request for approval. After the document is successfully submitted, a printable confirmation page will appear.

Stop Workflow



# **Cooperative Education Program** Student Full-Time Enrollment Verification Request

# **APPENDIX C**

		Date:	
	Student and (	Co-Op Information	
Student Name:			-
Kent State ID:		Kent State E-mail:	
Student's College:		Degree Program:	
Co-Op Term:	🗌 Fall 🔲 Spring 🗌 Sumi	ner Co-Op Year:	
Co-Op Course ID:		Co-Op Section CRN:	
Co-op Section Title:	Cooperative Education:	name will appear in course	title on student's transcript
Employer Name:			
Employer Address:			-
			-
			-
			-
			-
Comments:			
	Approva	Information	
Kent State Co-Op Coordinator:			-
	print	name	
	signa	ture	approval date
		REGISTRAR	'S OFFICE ONLY
		Completed on:	
		Completed by:	



# EPC Agenda | 19 May 2014 | Attachment 2 | Page 13 Cooperative Education Program Student Mid-Semester Assessment

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# **APPENDIX D**

Please take the time to reflect on your cooperative education experiences when answering the following questions. Once you have completed your assessment we suggest that you review it with your supervisor. By reviewing your assessment with your supervisor, you will be able to evaluate your performance and create a plan for the remainder of the semester.

#### STUDENT INFORMATION

Name:	Major(s):			
Kent State ID #:	_ Concentration(s):			
CO-OP EMPLOYER INFORMATION				
Organization Name:				
Student's Supervisor:	Title:			
Work Telephone:	Work Email:			

Please check the box that pertains to your current co-op and overall number of co-op experiences.

This is my: 🗌 First	Second	🗌 Third 🔲 Fourth	co-op with this employer
This is my: 🗌 First	Second	🗌 Third 🗌 Fourth	co-op <b>overall</b>
Work Term: 🗌 Fall	Spring	Summer 20	

#### I. FEEDBACK

Please rate your satisfaction with the following by using the scale on the right-hand side.

#### Rating

- 1. Orientation to company
- 2. Orientation to department
- 3. Formal Training program
- 4. Mentoring program
- 5. Overall rating of co-op
- 6. Formal evaluation
- 7. Quality of supervision

VS	Very Satisfied
S	Satisfied
Ν	Neutral
D	Dissatisfied
VD	Very Dissatisfied
NA	Not Applicable-event did not occur



#### **II. LEARNING OUTCOMES**

Learning outcomes are designed to evaluate your professional, personal and academic development, relevant to your co-op. The outcomes listed below are similar to the evaluation that your supervisor will complete at the end of the semester.

For each item, please check the appropriate box and then reflect on each statement, providing specific examples or observations that support your assessment.

#### SA = Strongly Agree A = Agree N = Neutral D = Disagree SD = Strongly Disagree

LEARNING OUTCOME STATEMENTS		R	espon	se	
Professionalism – This co-op has allowed me the:	SA	Α	N	D	SD
<ol> <li>Ability to adapt to new situations. (initiative, motivation, responsibility)</li> </ol>					
2. Ability to work effectively on a team. (working with others, demonstrating flexibility, contributing to the organizations goals)					
3. Ability to successfully complete assignments. (meeting deadlines, organization, planning, prioritize tasks)					
4. Knowledge of the organizations work culture. (professional ethics, decision-making, chain of command, mission, diversity)					
5. Ability to utilize technology. (understanding complex systems, using technology/information)					



LEARNING OUTCOME STATEMENTS		Response					
Academic – This co-op experience has allowed me to:	SA	Α	N	D	SD		
6. Increase my awareness and understanding of the link between classroom concepts and work applications.							
7. Have a greater awareness of my chosen career path.							
8. Increase my communication skills. (verbal, written, listening and presentation)							

#### **III. LEARNING ASSESSMENT**

9. Please describe your current career objective(s) and relate them to your current co-op.

10. Please summarize what you have learned during this co-op.

Thank you for completing your mid semester assessment. This information is helpful not only in assisting you with your career development, but also in assisting other students with this company/employer.



# EPC Agenda | 19 May 2014 | Attachment 2 | Page 16 Cooperative Education Program Employer Performance Evaluation

# **APPENDIX E**

To be able to enhance the educational experience, please provide the co-op student with feedback regarding his or her performance and areas for improvement.

#### STUDENT INFORMATION

Name:	Major(s):	
Kent State ID #:	Concentration(s):	
CO-OP EMPLOYER INFORMATION		
Organization Name:		
Student's Supervisor:	Title:	
Work Telephone:	Work Email:	

#### I. ACADEMIC PREPARATION

Please circle the response that corresponds with your evaluation of the student.

#### 1. Ability to integrate theory (academic learning) and practice

Does Not Apply 0	Unacceptable 1	Needs Improvement 2	Average 3	Very Good 4	Exceptional 5
2. Verbal Co Does Not Apply 0	mmunication Unacceptable 1	Needs Improvement 2	Average 3	Very Good 4	Exceptional 5
3. Written C Does Not Apply 0	<b>Communication</b> Unacceptable 1	Needs Improvement 2	Average 3	Very Good 4	Exceptional 5

#### **II. SKILLS AND ABILITIES**

Please circle the response that corresponds with your evaluation of the student

-	solve problems Unacceptable 1	and analyze facts and on Needs Improvement 2	<b>data</b> Average 3	Very Good 4	Exceptional 5	
5. Ability to	take initiative o	n a project or assignme	ent			
-		Needs Improvement 2		Very Good 4	Exceptional 5	
6. Ability to make decisions/judgment and take action						
Does Not Apply 0		Needs Improvement 2	Average 3	Very Good 4	Exceptional 5	
7. Ability to plan, prioritize, and follow-up to achieve results						
-		Needs Improvement 2		Very Good 4	Exceptional 5	
8. Ability to recognize the need for and be responsive to change						
Does Not Apply 0		-		Very Good 4	Exceptional 5	



<ol><li>Willingness to take risks and accept responsibility for the consequences of his/her own actions</li></ol>					
Does Not Apply 0	Unacceptable 1	Needs Improvement 2	Average 3	Very Good 4	Exceptional 5
	rates the necessa le and skill	ary technical skills and	the ability	to apply his/	her
	Unacceptable 1	Needs Improvement 2	Average 3	Very Good 4	Exceptional 5
<b>III. PROFESSION</b> Please circle the re	-	sponds with your evaluat	ion of the stu	dent.	
11. Attendan	<b>ce</b> Regular	Sporadic			
12. Punctuali	ty Regular	Sporadic			
<b>13. Takes init</b> Does Not Apply 0		Needs Improvement 2	Average 3	Very Good 4	Exceptional 5
<b>14. Presents</b> Does Not Apply 0	a professional in Unacceptable 1	<b>1age</b> Needs Improvement 2	Average 3	Very Good 4	Exceptional 5
<b>15. Works we</b> Does Not Apply 0	ell with others Unacceptable 1	Needs Improvement 2	Average 3	Very Good 4	Exceptional 5
<b>16. Is pleasa</b> Does Not Apply 0	<b>nt to work with</b> Unacceptable 1	Needs Improvement 2	Average 3	Very Good 4	Exceptional 5
<b>17. Demonsti</b> Does Not Apply 0	r <b>ates a willingne</b> s Unacceptable 1	<b>ss to learn</b> Needs Improvement 2	Average 3	Very Good 4	Exceptional 5
<b>18. Enthusias</b> Does Not Apply 0	s <b>m</b> Unacceptable 1	Needs Improvement 2	Average 3	Very Good 4	Exceptional 5
<b>19. Is depend</b> Does Not Apply 0	<b>lable and has a s</b> Unacceptable 1	<b>strong commitment to</b> Needs Improvement 2	his/her wor Average 3	<b>k</b> Very Good 4	Exceptional 5
<b>20. Quality of</b> Does Not Apply 0	f <b>work performed</b> Unacceptable 1	<b>1</b> Needs Improvement 2	Average 3	Very Good 4	Exceptional 5

#### **IV. OVERALL PERFORMANCE**

Please circle the response that corresponds with your evaluation of the student.

#### 21. I would rate the student's overall performance as follows:

Does Not Apply	Unacceptable	Needs Improvement	Average	Very Good	Exceptional
0	1	2	3	4	5



EPC Agenda | 19 May 2014 | Attachment 2 | Page 18 Cooperative Education Program Employer Performance Evaluation

23. What are some suggested areas of improvement for the student?		
24. What can Kent State do to better assist you in meeting yo	our employment needs?	
25. What changes would you recommend to improve the co-c	op process?	
26. Will the student be returning to work with your company	?	
□Yes Please specify the semester: □ Fall (Aug-Dec) □ Spring (Jan	n-May) 🗌 Summer (May-Aug)	
What type of employment: 🗌 Part-time work 🔲 Full-time w	ork 🗌 Co-op	
□ No		
□ Not yet determined		
Supervisor's Signature:	Date:	
I have reviewed this evaluation with the student: $\Box$ Yes $\Box$ No		
Thank you for contributing to our students' educational and o	career development	

Thank you for contributing to our students' educational and career development. Please return this evaluation to the student or to the address printed above.

## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

 Preparation Date 30-Apr-14
 Curriculum Bulletin _____

 Effective Date
 Fall 2015
 Approved by EPC ______

DepartmentDivision of Graduate StudiesCollegePR - ProvostProposalRevise PolicyProposal NameTransfer of Graduate Credit

Description of proposal:

A review of the policies from five other universities revealed that KSU's current policy on the transfer of graduate credit needs to be enhanced and clarified. More specifically, the current policy is missing information on the following topics:

1) The transfer of credit into the educational specialist degree;

2) The transfer of credit that was earned at Kent State University; and

3) The conditions surrounding the transfer of credit (e.g., responsibilities of the student, time limits, impact on the student's GPA).

Further, although the current policy is entitled "Admission – Transfer Graduate Student," it provides information on the transfer of graduate credit, not the admission of transfer students. Changing the policy title to "Transfer of Graduate Credit" will better reflect its content, and make it easier to locate the policy in the catalog.

The revised policy is intended to address the above mentioned limitations and provide clear guidance about the conditions associated with transfer credit at the graduate level.

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

Revisions were made with consultation from graduate coordinators. Much of the original policy remains, and the additional information reflects exisitng practices, so there shoud be little to no impact on other programs, policies or procedures.

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

The proposed policy was developed by the Graduate Studies Administrative Advisory Committee (GSAAC), with consultation from graduate coordinators within their respective colleges.

#### **REQUIRED ENDORSEMENTS**

Department Chair / School Director

____/____/_____

___/___/____

Campus Dean (for Regional Campuses proposals)

College Dean (or designee)

74

Dean of Graduate Studies (for graduate proposals)

___/___/____

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

### Proposal Summary for a Policy Transfer of Graduate Credit

#### Subject Specification:

Revise the Admission – Transfer Graduate Student policy to provide more guidance about the conditions associated with the transfer of credit at the graduate level.

#### **Background Information:**

The proposed policy was drafted following a review of the policies at five other universities: Ohio State University; University of Cincinnati; Arizona State University; University of Washington-Seattle; and University of Wisconsin-Madison. Two graduate students assisted with data collection and the initial draft of the policy. The Graduate Studies Administrative Advisory Committee (GSAAC), with consultation from graduate coordinators within their respective colleges, developed the final proposal.

In summary, review of the policies from the five other universities revealed that all five specify the nature of transfer credit at the graduate level, including that the course should have been of graduate level, from an accredited institution and should not have been used in a previously awarded degree. Three of the universities specified the minimum number of credits that must be completed in the degree program, while the other two universities specified the maximum number of credits that may be transferred into the degree program. Two of the universities prohibited the transfer of credit that was taken in non-degree status, and the time limits for allowing for the transfer of credits varied across the five universities.

GSAAC agreed that Kent State University's current policy is generally sufficient, and that most of the information should be retained, including the 12 credit hour limit. It was agreed however, that the current policy needs clarification, and that information should be added regarding:

- 1) The transfer of credit into the educational specialist (Ed.S.) degree;
- 2) The transfer of credit that was earned at Kent State University; and
- 3) The conditions surrounding the transfer of credits (e.g., role of the student, time limits, impact on the student's GPA).

Further, although the current policy is entitled "Admission – Transfer Graduate Student," it provides information on the transfer of graduate credit. It does not provide information about the admission of transfer students, because that is covered in the "Admission – Graduate Student" policy. Changing the policy title to "Transfer of Graduate Credit" will better reflect its content, and make it easier to locate the policy in the catalog.

The revised policy is intended to address the above mentioned limitations and provide clear guidance regarding the transfer of graduate credit that was either earned at another university or at Kent State.

Proposal Summary for a Policy Transfer of Graduate Credit

#### Alternatives and Consequences:

The alternative is to continue to use the policy as it is currently written. As a consequence, there will not be clear guidance about the conditions associated with transfer credit, and would likely lead to inconsistent application of the policy.

#### Specific Recommendation and Justification:

The specific recommendation is to revise the Admission – Transfer Graduate Student policy and change the title to "Transfer of Graduate Credit" for publication in the 2015-16 University Catalog. The rationale is to provide students and programs with more guidance regarding the nature of credit transfer at the graduate level.

#### **Timetable and Actions Required:**

EPC Approval, May 2014 Faculty Senate Approval, July 2014 Effective, Fall 2015

#### **CURRENT POLICY: Admission - Transfer Graduate Student**

Please refer to the policy for Admission - Graduate Student in this Catalog for admission criteria for transfer students. For policies regarding transfer and advanced standing admissions to the College of Podiatric Medicine, please refer to that college's section of this Catalog.

A maximum of 12 semester credits hours from accredited institutions offering the master's degree may be accepted for transfer towards a master's degree. A master's degree and 12 semester credit hours (or maximum 44 semester hours of graduate credit) from accredited institutions may be accepted for transfer towards a doctoral degree.

In both instances, the following must occur:

- 1. Graduate credit was received from that institution.
- 2. The work was of B grade or better quality
- 3. The work fits into the student's program at Kent State
- 4. Credit is less than six years old for a master's degree and less than nine years old for a doctorate at the time the degree is conferred at Kent State.
- 5. An official transcript with an accompanying explanatory letter is filed in the department.
- 6. The student's advisor, department graduate committee and college dean approve.

An "accredited" institution is one that is approved or accredited by the appropriate regional accrediting agency (e.g., North Central Association of Colleges and Schools) for graduate-level work.

#### **PROPOSED POLICY: Transfer of Graduate Credit**

Graduate credit earned either at Kent State University or another university before admission into a given graduate program may be transferred into that program. A maximum of 12 semester credit hours-may be transferred into the master's degree, the Educational Specialist degree or the doctoral degree. Some programs may have a lower maximum. Credits should be transferred at the time the student is admitted to the program, but no later than the end of the second semester of enrollment in that program.

Students who wish to have credits considered for transfer should petition the graduate program. The program can accept or reject such credits at its own discretion, regardless of the discipline or institution in which the credits were earned.

The following conditions must be satisfied in order to transfer graduate credit:

- 1. The credit was earned at an accredited university (or international equivalent).
- 2. The credit was not used for a previously awarded degree.
- 3. The student earned, at minimum, a grade of B or satisfactory in each course for which credit is to be transferred.
- 4. The work fits into the student's program-of study.
- 5. The credit is less than six years old for a master's degree and less than nine years old for a doctoral degree at the time the degree is conferred.
- 6. The student's petition for transfer credit is filed with the program and college. If the credit was earned at another university, an official transcript must be filed with the petition for transfer credit.
- 7. The student's advisor, department chair/school director and college dean approve.

Transfer credits from another university count in the student's total earned hours but do not count in the student's graduate grade point average (GPA). Credits transferred from Kent State University count in the student's total earned hours and in the student's graduate GPA.

Normally, the number of credit hours transferred from a particular course cannot exceed the number of credit hours given for a Kent State course that covers equivalent material.

Students who wish to transfer credits taken outside the university after matriculating into a Kent State University program must obtain approval from their program for those transfer credits in advance of taking the outside courses.

#### MARKED-UP CURRENT POLICY TO REFLECT CHANGES

#### Admission - Transfer of Graduate Student Credit

Please refer to the policy for Admission – Graduate Student in this Catalog for admission criteria for transfer students. For policies regarding transfer and advanced standing admissions to the College of Podiatric Medicine, please refer to that college's section of this Catalog.

Graduate credit earned either at Kent State University or another university before admission into a given graduate program may be transferred into that program. A maximum of 12 semester credits hours from accredited institutions offering may be transferred into the master's degree may be accepted for transfer towards a, the Educational Specialist degree. A master's degree and 12 semester credit hours (or maximum 44 semester hours of graduate credit) from accredited institutions may be accepted for transfer towards a or the doctoral degree. Some programs may have a lower maximum. Credits should be transferred at the time the student is admitted to the program, but no later than the end of the second semester of enrollment in that program.

Students who wish to have credits considered for transfer should petition the graduate program. The program can accept or reject such credits at its own discretion, regardless of the discipline or institution in which the credits were earned.

In both instances, the following must occur:

The following conditions must be satisfied in order to transfer graduate credit:

1. Graduate The credit was received from that institution earned at an accredited university (or international equivalent).

2. The credit was not used for a previously awarded degree.

2.3. The work was student earned, at minimum, a grade of B grade or better quality or satisfactory in each course for which credit is to be transferred.

3.4. The work fits into the student's program at Kent State of study.

4.<u>5. Credit The credit</u> is less than six years old for a master's degree and less than nine years old for a doctorate <u>doctoral degree</u> at the time the degree is conferred at Kent State.

5. An official transcript with an accompanying explanatory letter is filed in the department.

6. The student's petition for transfer credit is filed with the program and college. If the credit was earned at another university, an official transcript must be filed with the petition for transfer credit.

6.7. The student's advisor, department graduate committee chair/school director and college dean approve.

An "accredited" institution is one that is approved or accredited by the appropriate regional accrediting agency (e.g., North Central Association of Colleges and Schools) for graduate-level work.

Transfer credits from another university count in the student's total earned hours but do not count in the student's graduate grade point average (GPA). Credits transferred from Kent State University count in the student's total earned hours and in the student's graduate GPA.

Normally, the number of credit hours transferred from a particular course cannot exceed the number of credit hours given for a Kent State course that covers equivalent material.

Students who wish to transfer credits taken outside the university after matriculating into a Kent State University program must obtain approval from their program for those transfer credits in advance of taking the outside courses.

## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 28-Apr-14 Curriculum Bull Effective Date Fall 2014 Approved by EF

Curriculum Bulletin ______ Approved by EPC

DepartmentDivision of Graduate StudiesCollegePR - ProvostProposalRevise PolicyProposal NameClarification of Several Policies

Description of proposal:

This is a proposal to "clean-up" the description of six policies in the university catalog. The proposed changes are intended to clarify and update existing policies, not to change policy meaning. More specifically, the following updates are proposed:

1. Refer graduate students to the Academic Standing policy within the Admission – Former Kent State Student policy.

2. Better align the information provided to undergraduate and graduate students within the Admission – Non-Degree Student policy, and bring the graduate information up-to-date with other related policies.

3. Add "- Undergraduate" to the title of the Course Repeat Policies policy to indicate that it only pertains to undergraduate students.

4. Clarify the Enrollment - Graduate policy to indicate that a "year" is comprised of three consecutive semesters, including summer as one semester.

5. Remove the information on registration time limits from the Time Limits for Graduate Degrees policy, because this information is for newly admitted students and is included in the admissions policy.

6. Add "- Undergraduate" to the title of the Transient Work at Another University policy to indicate that it only pertains to undergraduate students.

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

There should be little to no impact. The proposed changes are meant to clarify and update existing policies.

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

**REQUIRED ENDORSEMENTS** 

____/___/____

Department Chair / School Director

Campus Dean (for Regional Campuses proposals)

College Dean (or designee) 124 1

Dean of Graduite Studies (for graduate proposals)

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

__/__/___

4128114

____/___/____

### Proposal Summary for a Policy Clarification of Several Policies for Graduate Students

#### Subject Specification:

To clarify and update six policies in the university catalog for graduate students.

#### **Background Information:**

This is a proposal to "clean-up" the description of six policies in the university catalog. The proposed changes are intended to clarify and update existing policies, not to change policy meaning.

#### 1. Admission – Former Kent State Student

Currently, this policy refers former students who have been dismissed from the university to the policy on Dismissal, Appeal and Reinstatements, which is for undergraduate students only. Graduate students should be referred to the policy on Academic Standing. The proposed policy includes separate statements for undergraduate and graduate students, directing each to the appropriate policy.

#### 2. Admission - Non-Degree Student

The undergraduate policy on special non-degree students and the graduate policy on nondegree students were combined into a single policy when the undergraduate and graduate catalogs were combined into one. The proposed revisions seek to:

- Better align the two policies by removing the word "special" from the introductory paragraph, and by making the level and order of information (e.g., referring to the appropriate admissions policy instead of providing admissions instructions) more parallel across the two sections.
- Make the graduate policy more consistent with other related policies by changing the registration time limit from two years to one year (consistent with the admissions policy) and by adding a statement that non-degree students must obtain program approval for course registration (consistent with the guest student policy).

The proposed policy also clarifies that students may not earn a degree in non-degree status.

#### 3. Course Repeat Policies

The proposed change is to add a separate statement to the policy that specifically refers to graduate students, and to clarify that the rest of the policy pertains to undergraduate courses and GPA only. The statement on graduate course repeats reflects current policy.

#### 4. Enrollment - Graduate

Currently, the graduate student enrollment policy states that graduate students must enroll for at least one term each "calendar year." The initial draft of the policy read "year," but there was concern that it would be interpreted as "academic year." It was changed to "calendar year" to reflect that it includes summer in addition to fall and spring semesters.

Unfortunately, "calendar year" is often interpreted as "January 1 through December 31." For example, the policy is being interpreted to mean that a student could enroll spring 2013 (within the calendar year of 2013) and would not need to enroll again until fall 2014 (within the calendar year of 2014). In reality, the student would need to enroll again in spring 2014. Banner inactivates students after three consecutive terms of non-enrollment, with summer being considered one term.

The proposed revisions seek to clarify that a "year" is comprised of three consecutive terms, so that it accurately specifies the intent of the policy as well as its operational practice.

#### 5. Time Limits for Graduate Degrees

The current policy begins with a paragraph regarding registration time-limits for newly admitted students. These limitations are included in the admissions policy and, more appropriately, belong there. Thus, it is proposed that the paragraph be removed from this policy, which focuses on timely degree progress.

#### 6. Transient Work at Another University

The proposed change is to add "- Undergraduate" to the title of the policy to indicate that it only pertains to undergraduate students.

#### Alternatives and Consequences:

The alternative is to leave the current policy language in place. As a consequence, some of the policies will remain unclear, be misinterpreted and incorrect actions will be taken.

#### Specific Recommendation and Justification:

The specific recommendation is to revise the above listed policies for publication in the 2014-15 University Catalog. The rationale is to clarify the existing policies and to make the text describing them more consistent with other published policies.

#### **Timetable and Actions Required:**

EPC Approval, May 2014 Effective, Fall 2014

#### 1. Admission - Former Kent State Student

**Undergraduate:** Kent State University students who withdrew from or left the university in good standing, or who left on academic probation and in the interim have not attended another post-secondary institution, do not need to apply for readmission. These students should contact the Office of the University Registrar for current enrollment and registration procedures. Students who have attended another institution since leaving Kent State will be required to apply for admission as transfer students, submit official transcripts and pay the non-refundable application fee. The Center for Adult and Veteran Services provides general advising, information, referrals and assistance for undergraduate students who meet the "adult student" criteria.

For information concerning former undergraduate students who have been dismissed from the university, see the Dismissal, Appeal and Reinstatement policy in this Catalog.

**Graduate:** Kent State University students who withdrew from or left the university in good standing will be required to re-apply for admission and pay the non-refundable application fee. See the Enrollment – Graduate policy in this Catalog for more information.

For information concerning former <u>graduate</u> students who have been dismissed from the university, see the <u>Dismissal</u>, <u>Appeal and Reinstatement policies</u><u>Academic Standing – Graduate Student policy</u> in this Catalog.

#### 2. Admission - Non-Degree Student

Admission as a <u>special</u> non-degree student enables students to take a limited number of courses for credit (either full time or part time). Students in this <u>category status</u> are <u>generally</u> not seeking a degree, but wish to earn a certificate or take courses for job achievement, personal enrichment, intellectual curiosity or other personal reasons. Admission is based on the same criteria detailed in this Catalog for undergraduate, graduate or transfer students, whichever is appropriate.

**Undergraduate special non-degree students** 

<u>Application for undergraduate special non-degree student status</u> may apply to Kent State for any semester should be made through the <u>Office of Admissions</u>. A non-refundable application fee is required. <u>Admission is based on the same criteria detailed in this Catalog for undergraduate or transfer students</u>, whichever is appropriate.

Undergraduate non-degree students may remain in this special status for one academic year or until a maximum of 45 semester hours of credit is earned. <u>Students cannot earn a degree in this status</u>. Should special non-degree students wish to pursue a degree program, they may, prior to or upon earning 45 semester hours, apply to any undergraduate division of the university. Admission to a degree program, however, is based upon the admissions requirements established by each academic department or school.

#### Graduate non-degree students

Application for graduate non-degree student status must have official transcripts from each college or university previously attended (except Kent State University) sent to the should be made through the Division of Graduate Studies,-Students who are taking graduate certificate programs should-must apply as a non-degree student, unless they are already in a concurrent degree program. Admission is based on the same criteria detailed in the Admission – Graduate Student policy in this Catalog. Office of Graduate Admissions, Kent State University, P.O. Box 5190, Kent, OH 44242-0001. They should submit the application a least six weeks prior to the start of the semester in which they plan to begin their work. Application deadlines vary across programs. Applicants should check individual departments or schools for deadlines and further information. A non-refundable application fee is required.

## Students who are taking graduate certificate programs should apply as a non-degree student, unless they are already in a concurrent degree program.

Graduate non-degree students must register for coursework within one year after the admission date. Admission of students who do not register within one year will be inactivated. Reapplication must be made if the students desire to register for coursework at this time. Once registered, graduate nondegree students may continue to take courses for six years. Six years after the first registration, nondegree students will be inactivated and must reapply for admission if continued registration in graduate coursework at Kent State University is desired. Anyone who has been denied admission to graduate studies, or is under dismissal from the University, is not eligible for graduate non-degree student status.

Students cannot earn a degree in this status. Non-degree students who wish to pursue a degree must apply for admission to the degree program. A maximum of 12 semester hours of such-credit taken as a non-degree student may be petitioned to satisfy requirements of a degree program. Such a petition for transfer of credit must receive approval of the department/school and the college dean. Note that only 6 semester credit hours can be transferred in some departments/schools graduate programs will not accept any credit hours for transfer. Non-degree students may not transfer credit earned at another university.

Persons who have earned a graduate degree from an accredited institution may be admitted as graduate non-degree students, subject to departmental approval, after making application and filing evidence of such degree with the appropriate college or independent school.

In order to retain active status, graduate non-degree students must register for coursework within two years after the admission date. Admission of students who do not register within two years will be inactivated. Reapplication must be made if the students desire to register for coursework at this time. Once registered, graduate non-degree students may continue to take courses for six years. Six years after the first registration, non-degree students will be inactivated and must reapply for admission if continued registration in graduate coursework at Kent State University is desired. Anyone who has been denied admission to graduate studies, or is under dismissal from the University, is not eligible for graduate non-degree students.

Non-degree students must meet all prerequisites for courses (or obtain permission of the instructor). Students must also obtain approval from the corresponding graduate program coordinator. Students may not transfer in credit earned at another university while in non-degree status. All fees, deadlines and performance standards for degree students apply to non-degree students.

#### 3. Course Repeat Policies

Students may repeat courses taken at Kent State University subject to the following provisions:

- 1. Students may repeat a course already passed for additional credit if it is identified as repeatable in the course description. Some academic units place a limit on the total number of credits that may be earned in a given repeatable course. For credit limits on specific courses, students should read the course descriptions or consult their advisor.
- 2. Students may repeat graduate (50000-80000 level) courses with the approval of the academic dean to meet specific graduation requirements; however, the hours earned the second time do not, under any circumstances, count toward graduation. All grades earned (passed or failed) for graduate courses are counted in the cumulative grade point average for graduate students.

- 2.3. Students may repeat for credit any <u>undergraduate</u> upper-division (30000- and 40000-level) courses they have failed. All grades earned are counted in the <u>undergraduate</u> cumulative grade point average.
- 3.4. Students may repeat <u>undergraduate</u> upper-division (30000- and 40000-level) courses already passed with the approval of the academic dean in order to meet specific graduation requirements; however, the hours earned the second time do not, under any circumstances, count toward graduation. All grades earned are counted in the <u>undergraduate</u> cumulative grade point average.
- 4.5. Students may repeat <u>undergraduate</u> lower-division (00000-, 10000- and 20000-level) courses, and the university will use only the highest grade in the calculation of the <u>undergraduate</u> cumulative grade point average. Lower-division course repeat with recalculation is subject to the following provisions: . . .

#### 4. Enrollment - Graduate

Graduate students shall enroll for at least one term each-calendar year (three consecutive terms, including summer as one term) to maintain status as a degree-seeking student. Meeting this minimum enrollment requirement does not guarantee the student will meet the minimum requirements of other programs, offices or agencies.

Students not meeting the minimum enrollment requirement for maintaining status as a degree-seeking graduate student will be considered as having voluntarily withdrawn from the University. <u>After three</u> consecutive terms of non-enrollment, students will be inactivated as a degree-seeking student.

Students who withdrew and wish to have their graduate standing re-instated must follow the same admission procedures as those required of new applicants, including submission of a non-refundable application fee and application materials. Acceptance back into a graduate program is not guaranteed even if the student departed in good standing. Students who apply and are admitted will be re-instated under the catalog-in-force at the time of admission. The program determines how much of the previously completed work may be applied toward the graduate degree program.

Students on an approved leave of absence may return to their program of study by completing the Application for Graduate Re-Enrollment form.

#### 5. Time Limits for Graduate Degrees

Graduate students must register for courses at Kent State University within two years after the students' admission date to retain active status. Failing to do so, students must reapply, and all requirements in effect at the time of reapplication must be met. If students are unable to begin formal coursework during the term for which admission was originally granted, they must maintain current demographic information and academic transcripts at the admitting office at Kent State University and indicate the term in which they will register.

Master's degree students will normally complete work within six calendar years after the students' first graduate registration at Kent State University. Any credit being transferred for meeting degree requirements should also have been earned within the six-year period. Departments with time limits that vary from these norms will notify their students in writing.

It is expected that the doctoral degree students entering Kent State with a baccalaureate will complete the degree in no more than 10 years. Normally, doctoral degree students entering with a master's degree will complete the degree in no more than nine years. Students proceeding from the

#### EPC Agenda | 19 May 2014 | Attachment 4 | Page 8 POLICY REVISIONS FOR 2014 UNIVERSITY CATALOG

baccalaureate will normally pass the candidacy examination within five years, and students already possessing a master's degree will pass the candidacy examination within four calendar years of the first graduate registration at Kent State University. A doctoral candidate is expected to satisfactorily complete the dissertation and pass the final oral examination within five calendar years after having passed the candidacy examination. Individual disciplines may have shorter time limits, and students should consult with their specific program's department.*

* Candidates for the Doctor of Podiatric Medicine degree must successfully complete all graduation requirements within six years of their initial matriculation. The six-year limitation includes any leaves of absence, withdrawals or any other interruptions of the students' program.

When an extension of any of these time limits seems to be necessary and proper, the student and advisor will petition the student's department for an extension. The extension may be denied, in which case the student will be dismissed, or it may be granted with qualification. The student, advisor and college dean must be informed of the decision in writing. If the extension exceeds one year, the approval of the college dean is required. Requests for time extensions exceeding one year must be submitted to the college dean with evidence that the degree candidate is current in his/her field of study.

Students who must be away from their studies for one or more semesters for personal, family, financial or other compelling reasons may apply for a leave of absence. More information can be found in the Leave of Absence policy in this Catalog.

Upon receiving their graduate degree, students are inactivated and are no longer eligible to register for courses at Kent State University. If students wish to continue their studies at Kent State, they will need to reapply to the appropriate academic unit and be accepted for another graduate degree program or as a special non-degree student.

6. Transient Work at Another University <u>– Undergraduate Student</u>

____/____/

## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date	7-Mar-14	Curriculum Bulletin
Effective Date	Fall 2014	Approved by EPC

Department

CollegeUS - Undergraduate StudiesProposalRevise PolicyProposal NameRevision of Placement Testing policy

Description of proposal:

Following passage of state-wide remediation-free standards by the Ohio Board of Regents, Kent State must update its Placement Testing policy in the University Catalog to align with the new threshold scores to place students in college-level courses for mathematics, English and reading/study strategies.

The revised policy will now be called "University Readiness Standards" and will include placement information for general chemistry and reading and study strategies, as well as updated language for mathematics, English and foreign language placement

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

Revisions in the policy affects courses in the departments of English, Mathematical Sciences, Chemistry and Biochemistry, Modern and Classical Language Studies and Undergraduate Studies.

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

Departments of English, Mathematical Sciences, Chemistry and Biochemistry and Modern and Classical Language Studies and Undergraduate Studies; Provost's Office; EPC Ad Hoc Committee for Academic Policies'

REQUIRED ENDORSEMENTS	
Department Chair / School Director	/
Campus Dean (for Regional Campuses proposals)	5,8,14
Dean of Graduate Studies (for graduate proposals)	//

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

#### **CURRENT CATALOG POLICY: Placement Testing**

All entering freshman students are expected to complete placement testing online before attending Destination Kent State: Advising and Registration. Placement testing is offered in mathematics, foreign language and general chemistry. Students are placed for writing and academic skills coursework based on ACT or SAT scores submitted during the admissions process. Any student who does not have an ACT or SAT score will take the COMPASS placement test on campus.

During Destination Kent State: Advising and Registration, students meet with an academic advisor, review placement assessment results and register for the appropriate courses. Students transferring to Kent State University will work with an advisor to determine the placement assessments they should complete before registering for coursework.

- Writing: All programs require successful completion of the basic college writing sequence, which consists of ENG 11011 and 21011 College Writing I and II (or Honors equivalent). Placement into the appropriate starting course in the sequence is determined by proficiency as established by ACT English or SAT verbal scores.
- Foreign Languages: The term "native language" refers to the language of students who have been born, raised and educated in another culture and who can be expected to use that language not only easily but accurately as well. "First language" refers to the language of students who may have been born and spent their early years abroad or who have been raised in a particular ethnic community in this country; while they may speak the language with some ease, a lack of consistent formal training limits the accuracy of their usage.

A student with a native language other than English may not register for or receive credit in coursework on the elementary or intermediate level in that language or a closely related one as determined by the chair of the appropriate department. Such students may, however, receive credit for coursework successfully completed above the Intermediate II level.

Students with a first (not native) language other than English may be permitted to enroll in, and receive credit for, coursework on the elementary and/or intermediate level. Permission will be granted on a case-by-case basis by the chair/director of the appropriate department/school after evaluation of the student's skills in that language.

All students should begin foreign language study at the appropriate level of proficiency, which may be established in one of several ways: proficiency examination, placement test, College Level Examination Program (CLEP) or Kent State's Credit-By-Examination. In cases of languages for which no examiner or examination is available, proficiency can be established (no credit awarded) through appropriate documentation of school coursework in the native land and language. Credit hours exempted by any of these means still are required for graduation but may be applied toward coursework in the student's major or minor or as electives.

New first-year students will complete a foreign language placement questionnaire online in FlashLine. Current and new transfer students should contact the Department of Modern and Classical Language Studies_for assistance with placement in all foreign language coursework.

• **Mathematics:** All new first-year students will take the ALEKS placement online prior to Destination Kent State: Advising and Registration. Students will receive information via mail regarding the availability of testing. Upon completion of the ALEKS placement, students are encouraged to complete a Learning Module that is offered free of charge. The Learning Module will assist students in increasing their knowledge and possibly result in placement in a higher level course. During Destination Kent State: Advising and Registration, students will meet with an academic advisor to discuss the results of the ALEKS and register for the appropriate course.

#### EPC Agenda | 19 May 2014 | Attachment 5 | Page 3 2014 UNIVERSITY CATALOG – UNIVERSITY READINESS STANDARDS

#### **PROPOSED CATALOG POLICY: University Readiness Standards**

The Ohio Board of Regents established uniform statewide standards and college testing thresholds for remediation-free status. Students meeting these standards and thresholds are deemed remediation-free and will be eligible to enroll in college-level courses in the respective subjects. These standards and thresholds do not replace Kent State's placement assessment policies.

Subject	ACT	SAT	COMPASS
Mathematics	Mathematics sub score of 22 (or higher)	Mathematics sub score of 520 (or higher)	*College Algebra scale score of 54 (or higher)
English	English sub score of 18 (or higher)	Writing score of 430 (or higher) Critical Reading score of 450 (or higher)	Reading scale score of 88 (or higher)
Reading and Study Strategies	Reading sub score of 21 (or higher)	Reading sub score of 450 (or higher)	Reading scale score of 88 (or higher)

*Not applicable at Kent State University.

#### PLACEMENT ASSESSMENT POLICY

Kent State University uses ACT/SAT and/or placement assessment(s) to determine appropriate course placement in mathematics, English, foreign language, general chemistry and reading and study strategies. Any required placement assessments must be completed before a student registers for classes. This is to ensure student readiness and correct course selection. Students who are required to complete the chemistry ALEKS assessment will do so after registering for CHEM 10060. Any student required to attend a campus-specific orientation program (e.g., Destination Kent State: Advising and Registration), may be required to complete all appropriate assessments prior to the orientation program.

Students who earn college credit before enrolling at Kent State may be exempt from taking some or all placement assessments. Students must submit their college transcript(s) for review and consideration of transfer credits.

Most assessments are accessible online. Students will be provided with information about assessments that are required and how to access the assessment either by e-mail, Next Steps Checklist or some other form of communication.

ACT/SAT scores can be used for placement in mathematics and English for two years from the date of testing until the first day of classes. Placement assessment scores such as provided through ALEKS and WebCape can be used for one year from the date of testing until the first day of classes. Students must reassess after a year to ensure proper placement.

#### **English Placement**

All undergraduate degree programs require successful completion of the Kent Core Composition requirement. Placement into the appropriate starting course in the sequence is determined by ACT English or SAT Writing scores. In the event a student does not have ACT/SAT scores, the student will take the COMPASS assessment (on site only). Students enrolled at a Kent State regional campus and who do not meet the university readiness standards will be required to enroll in and earn a minimum C grade in ENG 01001 and a minimum C- grade ENG 11002 before they can enroll in ENG 21011.

#### Proposed Catalog Policy continued

Kent Campus Students			
Assessment Score Placement			
ACT English	0-25	ENG 11011	
-	26+	ENG 21011	
SAT Writing	0-590	ENG 11011	
-	600+	ENG 21011	
COMPASS	0-94	ENG 11011	
Writing	95+	ENG 21011	

Regional Campus Students			
Assessment	Score	Placement	
ACT English	0-17	ENG 01001 and ENG 11002	
_	18-25	ENG 11011	
	26+	ENG 21011	
SAT Writing	0-420	ENG 01001 and ENG 1100	
_	430-590	ENG 11011	
	600+	ENG 21011	
COMPASS	0-68	ENG 01001 and ENG 11002	
Writing	69-94	ENG 11011	
	95+	ENG 21011	

#### **Mathematics Placement**

All undergraduate degree programs require the successful completion of the Kent Core Mathematics and Critical Reasoning requirement. The course that will fulfill this requirement is based upon the student's major. Placement into the appropriate course(s) is determined by ACT/SAT scores and, in many cases, the ALEKS math placement assessment score. Each student will be instructed through his/her Next Steps Checklist whether the ALEKS math assessment is required. The need for assessment is based upon the student's program at the start of classes. Upon completion of the initial online ALEKS assessment, all students are strongly encouraged to complete the online ALEKS Learning Modules, available at no charge. Mastering Learning Module content may result in a higher level placement when the student takes a proctored reassessment.

#### Foreign Language Placement

Students in a program requiring a foreign language must complete a foreign language placement questionnaire online in FlashLine via a link provided on the student's Next Steps Checklist. Completion of the questionnaire will determine if the student will need to complete the foreign language assessment.

All students should begin foreign language study at the appropriate level of proficiency, which may be established in one of several ways: university-approved proficiency examination, placement test, College Level Examination Program (CLEP) or Kent State's Credit-By-Examination. In cases of languages for which no examiner or examination is available, proficiency can be established (no credit awarded) through appropriate documentation of high school coursework in the native land and language. Credit hours exempted by any of these means still are required for graduation but may be applied toward coursework in the student's major or minor or as electives.

The term "native language" refers to the language of students who have been born, raised and educated in another culture and who can be expected to use that language not only easily but accurately as well. "First language" refers to the language of students who may have been born and spent their early years abroad or who have been raised in a particular ethnic community in this country; while they may speak the language with some ease, a lack of consistent formal training limits the accuracy of their usage.

#### Proposed Catalog Policy continued

A student with a native language other than English may not register for or receive credit in coursework on the elementary or intermediate level in that language or a closely related one as determined by the chair of the appropriate department. Such students may, however, receive credit for coursework successfully completed above the Intermediate II level.

Students with a first (not native) language other than English may be permitted to enroll in, and receive credit for, coursework on the elementary and/or intermediate level. Permission will be granted on a case-by-case basis by the chair/director of the appropriate department/school after evaluation of the student's skills in that language.

#### **General Chemistry Placement**

All students registered for CHEM 10060 General Chemistry I must complete the ALEKS chemistry assessment prior to the start of the semester. Directions will be provided through the student's Next Steps Checklist and via e-mail. Students will be given access to this assessment for the six weeks prior to the start of classes each semester (fall, spring, summer). Any student not completing the assessment with 100 percent mastery of the basic chemistry knowledge being assessed will be de-registered from the class and the related laboratory course, CHEM 10062.

#### **Reading and Study Strategies Placement**

Kent State University regional campuses offer two courses to help students develop reading and study strategies to successfully complete college-level coursework—US 00003 Reading Strategies for College Success and US 00006 Study Strategies for College Success. A student placing into US 00003 must take US 00006 the following term.

Assessment	Score	Placement
ACT Reading	0-13	US 00003
	14-17	US 00006
SAT Critical Reading or Verbal	0-350	US 00003
	360-420	US 00006
COMPASS Reading	0-60	US 00003
	61-79	US 00006

#### EPC Agenda | 19 May 2014 | Attachment 5 | Page 6 2014 UNIVERSITY CATALOG – UNIVERSITY READINESS STANDARDS

#### **REVISED CATALOG POLICY:** Placement Testing <u>University Readiness Standards</u>

All entering freshman students are expected to complete placement testing online before attending Destination Kent State: Advising and Registration. Placement testing is offered in mathematics, foreign language and general chemistry. Students are placed for writing and academic skills coursework based on ACT or SAT scores submitted during the admissions process. Any student who does not have an ACT or SAT score will take the COMPASS placement test on campus.

During Destination Kent State: Advising and Registration, students meet with an academic advisor, review placement assessment results and register for the appropriate courses. Students transferring to Kent State University will work with an advisor to determine the placement assessments they should complete before registering for coursework.

The Ohio Board of Regents established uniform statewide standards and college testing thresholds for remediation-free status. Students meeting these standards and thresholds are deemed remediation-free and will be eligible to enroll in college-level courses in the respective subjects. These standards and thresholds do not replace Kent State's placement assessment policies.

Subject	ACT	<u>SAT</u>	COMPASS
Mathematics	Mathematics sub score of 22 (or higher)	Mathematics sub score of 520 (or higher)	<u>*College Algebra scale</u> score of 54 (or higher)
English	English sub score of 18 (or higher)	Writing score of 430 (or higher) Critical Reading score of 450 (or higher)	Reading scale score of 88 (or higher)
Reading and Study Strategies	Reading sub score of 21 (or higher)	Reading sub score of 450 (or higher)	Reading scale score of 88 (or higher)

*Not applicable at Kent State University.

#### PLACEMENT ASSESSMENT POLICY

Kent State University uses ACT/SAT and/or placement assessment(s) to determine appropriate course placement in mathematics, English, foreign language, general chemistry and reading and study strategies. Any required placement assessments must be completed before a student registers for classes. This is to ensure student readiness and correct course selection. Students who are required to complete the chemistry ALEKS assessment will do so after registering for CHEM 10060. Any student required to attend a campus-specific orientation program (e.g., Destination Kent State: Advising and Registration), may be required to complete all appropriate assessments prior to the orientation program.

Students who earn college credit before enrolling at Kent State may be exempt from taking some or all placement assessments. Students must submit their college transcript(s) for review and consideration of transfer credits.

Most assessments are accessible online. Students will be provided with information about assessments that are required and how to access the assessment either by e-mail, Next Steps Checklist or some other form of communication.

ACT/SAT scores can be used for placement in mathematics and English for two years from the date of testing until the first day of classes. Placement assessment scores such as provided through ALEKS and WebCape can be used for one year from the date of testing until the first day of classes. Students must reassess after a year to ensure proper placement.

#### **Revised Catalog Policy continued**

#### Writing English Placement

All <u>undergraduate degree</u> programs require successful completion of the <u>basic college writing sequence</u>, <u>which consists of ENG 11011 and 21011 College Writing I and II (or Honors equivalent)</u> <u>Kent Core</u> <u>Composition requirement</u>. Placement into the appropriate starting course in the sequence is determined by proficiency as established by ACT English or SAT <del>verbal</del> <u>Writing</u> scores. <u>In the event a student does not</u> <u>have ACT/SAT scores</u>, the student will take the COMPASS assessment (on site only). Students enrolled at a Kent State regional campus and who do not meet the university readiness standards will be required to enroll in and earn a minimum C grade in ENG 01001 and a minimum C- grade ENG 11002 before they can enroll in ENG 21011.

Kent Campus Students			
Assessment	Score	Placement	
ACT English	0-25	ENG 11011	
-	<u>26+</u>	ENG 21011	
SAT Writing	0-590	ENG 11011	
-	<u>600+</u>	ENG 21011	
COMPASS	0-94	ENG 11011	
Writing	95+	ENG 21011	

Regional Campus Students			
Assessment	<u>Score</u>	Placement	
ACT English	<u>0-17</u>	ENG 01001 and ENG 11002	
-	<u>18-25</u>	ENG 11011	
	<u>26+</u>	ENG 21011	
SAT Writing	0-420	ENG 01001 and ENG 1100	
-	<u>430-590</u>	ENG 11011	
	<u>600+</u>	<u>ENG 21011</u>	
<u>COMPASS</u>	<u>0-68</u>	ENG 01001 and ENG 11002	
Writing	<u>69-94</u>	ENG 11011	
	<u>95+</u>	ENG 21011	

#### Mathematics Placement

All new first year students will take the ALEKS placement online prior to Destination Kent State: Advising and Registration. Students will receive information via mail regarding the availability of testing. All undergraduate degree programs require the successful completion of the Kent Core Mathematics and Critical Reasoning requirement. The course that will fulfill this requirement is based upon the student's major. Placement into the appropriate course(s) is determined by ACT/SAT scores and, in many cases, the ALEKS math placement assessment score. Each student will be instructed through his/her Next Steps Checklist whether the ALEKS math assessment is required. The need for assessment is based upon the student's program at the start of classes. Upon completion of the <u>initial online</u> ALEKS placement assessment, all students are <u>strongly</u> encouraged to complete a <u>the online ALEKS</u> Learning Module<u>s</u>, that is offered free of <u>available at no</u> charge. The <u>Mastering</u> Learning Module will assist students in increasing their knowledge and possibly <u>content may</u> result in <u>a higher level</u> placement <u>in a higher level</u> course when the student takes a proctored reassessment. During Destination Kent State: Advising and Registration, students will meet with an academic advisor to discuss the results of the ALEKS and register for the appropriate course.

#### **Revised Catalog Policy continued**

#### Foreign Languages Placement

Students in a program requiring a foreign language must complete a foreign language placement guestionnaire online in FlashLine via a link provided on the student's Next Steps Checklist. Completion of the questionnaire will determine if the student will need to complete the foreign language assessment. New first-year students will complete a foreign language placement questionnaire online in FlashLine. Current and new transfer students should contact the Department of Modern and Classical Language Studies for assistance with placement in all foreign language coursework.

All students should begin foreign language study at the appropriate level of proficiency, which may be established in one of several ways: <u>university-approved</u> proficiency examination, placement test, College Level Examination Program (CLEP) or Kent State's Credit-By-Examination. In cases of languages for which no examiner or examination is available, proficiency can be established (no credit awarded) through appropriate documentation of <u>high</u> school coursework in the native land and language. Credit hours exempted by any of these means still are required for graduation but may be applied toward coursework in the student's major or minor or as electives.

The term "native language" refers to the language of students who have been born, raised and educated in another culture and who can be expected to use that language not only easily but accurately as well. "First language" refers to the language of students who may have been born and spent their early years abroad or who have been raised in a particular ethnic community in this country; while they may speak the language with some ease, a lack of consistent formal training limits the accuracy of their usage.

A student with a native language other than English may not register for or receive credit in coursework on the elementary or intermediate level in that language or a closely related one as determined by the chair of the appropriate department. Such students may, however, receive credit for coursework successfully completed above the Intermediate II level.

Students with a first (not native) language other than English may be permitted to enroll in, and receive credit for, coursework on the elementary and/or intermediate level. Permission will be granted on a case-by-case basis by the chair/director of the appropriate department/school after evaluation of the student's skills in that language.

#### **General Chemistry Placement**

All students registered for CHEM 10060 General Chemistry I must complete the ALEKS chemistry assessment prior to the start of the semester. Directions will be provided through the student's Next Steps Checklist and via e-mail. Students will be given access to this assessment for the six weeks prior to the start of classes each semester (fall, spring, summer). Any student not completing the assessment with 100 percent mastery of the basic chemistry knowledge being assessed will be de-registered from the class and the related laboratory course, CHEM 10062.

#### **Reading and Study Strategies Placement**

Kent State University regional campuses offer two courses to help students develop reading and study strategies to successfully complete college-level coursework—US 00003 Reading Strategies for College Success and US 00006 Study Strategies for College Success. A student placing into US 00003 must take US 00006 the following term.

Assessment	Score	Placement
ACT Reading	0-13	US 00003
	<u>14-17</u>	<u>US 00006</u>
SAT Critical Reading or Verbal	<u>0-350</u>	<u>US 00003</u>
_	<u>360-420</u>	<u>US 00006</u>
COMPASS Reading	<u>0-60</u>	<u>US 00003</u>
	<u>61-79</u>	<u>US 00006</u>

### **Uniform Statewide Standards for Remediation Free Status**

Language in HB 153 (FY12-FY13 operating budget bill):

Section 3345.061 (F) Not later than December 31, 2012, the presidents, or equivalent position, of all state institutions of higher education, or their designees, jointly shall establish uniform statewide standards in mathematics, science, reading, and writing each student enrolled in a state institution of higher education must meet to be considered in remediation-free status.

The board of trustees or managing authority of each state institution of higher education shall adopt the remediation-free status standards, and any related assessments, into the institution's policies.

- House bill 153 (FY 12-13 operating budget bill section 3345.061 required university presidents to establish statewide remediation free standards and assessment threshold scores in mathematics, science, reading and writing. (Science not yet established)
- Remediation free standards are threshold assessment scores on ACT, SAT, Accuplacer or Compass scores in English, Reading, and mathematics.
- Scores are the same at all state postsecondary institutions.
- Admitted students who scored at or above the threshold score in a specific subject area are guaranteed exemption from institutional placement into remedial courses. Scores are valid for two years.
- Students who score below the threshold score are subject to institutional placement standards; i.e. current KSU ALEKS placement and KSU English Placement procedures.
- Students who are deemed remediation free must still meet any prerequisite requirements for specific academic programs.
- The Board of Trustees must approve these remediation free standards by December, 2013; standards are to be implementation fall 2014.

#### KENT STATE UNIVERSITY BOARD OF TRUSTEES September 18, 2013

#### Background

#### ESTABLISHMENT OF REMEDIATION-FREE STATUS STANDARDS

#### **General Information**

Language in House Bill 153 (FY12-FY13 operating budget bill) Section 3345.061 requires the university presidents to jointly set uniform statewide standards and assessment benchmarks in mathematics, science, reading and writing that each student enrolled in a state institution of higher education must meet to be considered remediation-free. The statute further requires Boards of Trustees to take formal action to adopt said standards and assessments into institutional policies. It is recommended that the Kent State University Board of Trustees adopt the standards and assessment benchmarks created by statewide faculty panels and approved by the Inter-University Council Provosts and Presidents in December 2012.

For the purpose of the following standards and assessments, a student deemed remediation-free in a subject will be eligible to enroll in a college credit-bearing course in that subject, including dual enrollment and Postsecondary Enrollment Option courses. These remediation-free standards and thresholds are not intended to replace institutional placement policies. Each institution may adopt and implement placement policies to ensure that each student is provided the best opportunity to succeed in his/her course of study. Admitted students who are deemed remediation-free are still subject to any prerequisite and placement testing requirements for specific academic programs. The standards, expectations, and assessment thresholds in this document are recommended for implementation beginning with the Fall 2014 academic term.

Area	ACT	SAT	Accuplacer	Compass
English Sub Score	18 (or higher)	Writing 430 (or higher; Critical Reading 450 (or higher)	Sentence Skills 88 or <5 on Writeplacer	Not recommended
Reading Sub Score	21 (or higher)	450 (or higher)	80	Reading Scale Score 88
Mathematics Sub Score	22 (or higher)	520 (or higher)	108EA or 69CLM	College Algebra Scale Score 54

Statewide Standards for Remediation-Free Status – December 31, 2012

(Exam scores will be valid for two years from the completion of this assessment.)

#### **Alternatives and Consequences**

Failure to approve the establishment of Remediation-Free Status Standards would leave the university in non-compliance with the uniform statewide standards established by the presidents of Ohio's public universities in December 2012.

#### **Specific Recommendation**

It is recommended that the Kent State University Board of Trustees approve the establishment of the Remediation-Free Status Standards, effective Fall 2014.

#### KENT STATE UNIVERSITY BOARD OF TRUSTEES September 18, 2013

3

#### Resolution

#### **ESTABLISHMENT OF REMEDIATION-FREE STATUS STANDARDS**

WHEREAS, a significant policy objective for Ohio is the preparation of our primary and secondary students for the successful pursuit of industry-recognized credentials of value and higher education degrees that lead to meaningful employment in our great state; and

WHEREAS, the Ohio Board of Regents and the Ohio Department of Education are committed to supporting the development of the highly educated and skilled citizenry needed to secure our state's future by ensuring that students are college- and career-ready by the completion of their high school experience; and

WHEREAS, during the 2012-2013 academic year, 41 percent of Ohio's public high school graduates entering Ohio's public colleges and universities were required to take remedial non-credit bearing courses; and

WHEREAS, in accordance with Section 3345.061 (F) of the Ohio Revised Code, in December 2012 Ohio's public college and university presidents established uniform "remediation-free" standards for students entering postsecondary education; and

WHEREAS, the remediation-free standards established by the public college and university presidents provide Ohio's educators a clear, common target to focus their work in preparing students for postsecondary success; and

WHEREAS, in accordance with Section 3345.061 (F) of the Ohio Revised Code, each higher education institution is responsible for assessing the needs of its students through policies and practices consistent with the standards adopted by the presidents; and

WHEREAS, a student deemed remediation-free by demonstrating defined skills and knowledge in accordance with the uniform standards established by Ohio's college and university presidents shall be eligible to enroll in college credit-bearing courses requiring those skills and knowledge; and

WHEREAS, each student presenting with assessment results below the remediation-free threshold shall be informed of the need for additional institutionally administered assessments; and

WHEREAS, the student shall be informed that the outcomes of any institutionally administered assessments may have consequences on the student's fiscal resources and time to program and degree completion and, therefore, should be taken seriously; and

· · · .

WHEREAS, Ohio's higher education institutions are not required to place students presenting with assessment results below the remediation-free standards into remedial courses, may place such students into credit-bearing mathematics and English courses, and are encouraged to simultaneously provide innovative and effective academic supports to remedial education that accelerate student progress toward program and degree completion; now therefore,

BE IT RESOLVED, that the Kent State University Board of Trustees hereby adopts the remediation-free standards established by Ohio's public college and university presidents in December 2012, and the related assessment requirements into Kent State University's student placement policies, effective Fall 2014.



John R. Kasich, Governor John Carey, Chancellor

## Change Request: Online or Blended/Hybrid Delivery

This form is to request authorization to deliver 50 percent or more of a degree/degree program that has previously been approved by the chancellor using an online or blended/hybrid¹ delivery model. The 50 percent marker excludes internships, clinical practicum, field experiences and student teaching.

Date of submission: April 28, 2014

Name of institution: Kent State University

#### Degree/degree program to be offered using online or blended/hybrid delivery:

Kent State University plans to offer hybrid online options for the following concentrations within the Master of Science in Nursing (MSN) degree:

- 1. Adult Gerontology Acute Care Nurse Practitioner
- 2. Adult Gerontology Clinical Nurse Specialist
- 3. Advanced Practice Registered Nurse Nurse Practitioner Adult-Gerontology Primary Care
- 4. Advanced Practice Registered Nurse: Nurse Practitioner Family
- 5. Health Nurse Practitioner Women's Health Nurse Practitioner
- 6. Nurse Educator
- 7. Nursing Healthcare Management
- 8. Pediatric Nurse Practitioner Primary Care Pediatric Nurse Practitioner
- 9. Primary Care Pediatric Clinical Nurse Specialist
- 10. Psychiatric Mental Health Nursing Family Nurse Practitioner

Kent State University offers online-only post master's certificate options for the following.

- 1. Adult Gerontology Clinical Nurse Specialist
- 2. Nurse Educator
- 3. Women's Health Nurse Practitioner

#### Primary institutional contact for the request

Name:	Mary Ann P. Stephens
Title:	Dean, Graduate Studies
Phone number:	330-672-4734
E-mail:	mstephen@kent.edu

¹ For this document, the following definitions will be used:

**Blended/hybrid:** Course that blends online and on-ground/face-to-face delivery. Substantial proportion of the content is delivered online; typically uses online discussion and has a reduced number of face-to-face meetings. **Web-facilitated:** Course that uses web-based technology to facilitate what is essentially a face-to-face course.

Examples of this may be the instructor posting the syllabus or list of assignments on a web page or to a course management system, or requiring some quizzes to be taken via an online method.

**On-ground (aka traditional or face-to-face):** Course that uses little or no online technology, where content is primarily delivered orally or in writing. For this document, on-ground courses include those that are web-facilitated.

**Online:** A course where most (80+ percent) of the content is delivered online and typically requires no face-to-face meetings.

#### Proposed start date: Fall 2014

#### Date that the request received final approval from the appropriate institutional committee.

Approved by College of Nursing Curriculum Committee on April 21, 2014. Was approved as an information item at the 19 May 2014 meeting of the Educational Policies Council, a subcommittee of the Faculty Senate.

Institution has Higher Learning Commission approval for online or blended/hybrid delivery: Yes

#### Educator preparation program that leads to licensure or endorsement: No

#### **3. CURRICULUM**

## 3.1 Will the online or blended/hybrid program be offered instead of or in addition to the onsite program?

The MSN program will be offered as a blended/hybrid program. The three post master's certificate options will be offered fully online only.

# 3.2 Indicate whether the online or blended/hybrid program is equivalent to the on-ground program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain.

All student learning outcomes and number of credits required for the online or blended/hybrid program are equivalent. Admission, course, and graduation requirements and student outcomes are unchanged for online or blended/hybrid delivery of the program.

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

The course design will be asynchronous to provide student access to course content and assignments at any time without the need for simultaneous instructor or peer involvement. Kent State University uses the Blackboard Learning System software to facilitate student-instructor interaction via the online communication tools within the course management system. This technology provides one central location for course instructional materials, assessments, assignments and communication using discussion boards, journaling, email, message boards and announcements as appropriate.

For the practicum aspects of the program that cannot be online, faculty work with students to secure clinical placements in locations convenient to them. All clinical sites have contractual agreements with the university.

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

Kent State University offers support and advising to online students through a variety of offices, departments and schools. Offices for advising and student services provide online information regarding all aspects of registration and advising. Online students will be afforded the same access to professional advisors as blended/hybrid students and will be able to contact advisors by telephone or through their official Kent State e-mail accounts for advising advice (as well as having the same opportunities to see an advisor in person, if they so desire). Additionally, the Blackboard Learning System includes imbedded tutorials to assist students with technology capabilities required to successfully complete their on-line coursework such as screen shots and course navigation.

The Kent State University Libraries provide online access to thousands of online journals, books and databases, and access to OhioLink and KentLink. Students may order books and other class resources online through the campus bookstores and have the materials delivered to any location. Kent State's Online Technology Help Center (support.kent.edu) provides students with 24/7 technology support, software downloads, and hundreds of tutorials and online resources. The University Library (www.kent.edu/library) offers instructions and tutorial resources to assist students with off-campus access through Virtual Private Network (VPN) service or OhioLINK, Authentication Service.

Faculty delivering the curriculum will be available online and by telephone to provide the same support and counsel, and students are encouraged to contact course instructors with curriculum-related questions. Instructor contact information and online office hours and by telephone are clearly posted on each course syllabus. Faculty work closely with Kent State's Office of Student Accessibility Services to provide appropriate accommodations and ADA-compliant materials in online courses to students with recognized and confirmed disabilities.

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

The same assessment and evaluation processes are used for on-ground and online evaluations. Student learning is assessed based on the outcomes set forth in the program assessment plans. Each academic program implemented an assessment plan that focuses on student learning outcomes. The Student Survey of Instruction is the university's formal measure of faculty teaching effectiveness. The results of the survey are used by the instructor to improve the class, and by the department, college, and university committees to evaluate the instructor, curriculum, equipment and facilities for the class. Student enrolled in fully online courses receive, complete and submit the Student Survey of Instruction online. 3.6 Using the chart below, please list the courses that make up the major/program and indicate whether they are delivered using an online, blended/hybrid or on-ground format (see definitions on first page). Identify all new courses (i.e., courses that are not a part of the approved, on-ground curriculum.) *Please provide a syllabus for each new course as an appendix item.* 

The following charts list the courses that make up the practice concentrations included in the MSN program. These concentrations have been approved by the Kent State Educational Policies Council (EPC).

MSN degree – Adult Gerontology Clinical Nurse Specialist 36 credits	Online	On-ground (including web facilitated)	Blended / hybrid	Course currently required in approved program	Comments (as needed)
NURS60007: Advanced Assessment				Yes	
Across the Lifespan 2cr					
NURS60008: Advanced Assessment				Yes	on-site lab
Across the Lifespan Lab 1cr					
NURS60101: Theoretical Basis for				Yes	
Nursing Practice 3cr					
NURS60045: Pathophysiology for				Yes	
Advanced Practice Nurses 3cr					
NURS60441: Pharmacology for				Yes	
Advanced Practice Nursing 3cr					
NURS60403: Methods of Inquiry				Yes	
3cr					
NURS60506: Clinical Diagnostics				Yes	
for Advanced Nursing Practice 3cr					
NURS60450: Ethical and Cultural				Yes	
Issues for Health Professionals 2cr					
NURS60451: Health Policy and				Yes	
Delivery Systems for Health Care					
Professionals 2cr					
NURS60110: Adult Gerontology				Yes	
CNS I 3cr					
NURS61192: Adult Gerontology				Yes	Clinical
CNS I Practicum 2cr					Course
NURS60210: Adult Gerontology				Yes	
CNS II 3cr					
NURS62192: Adult Gerontology				Yes	Clinical
CNS II Practicum 2cr					Course
NURS60310: Adult Gerontology				Yes	
CNS III 3cr					
NURS63192: Adult Gerontology				Yes	Clinical
CNS III Practicum 1cr					Course

 EPC Agenda | 19 May 2014 | Attachment 6 | Page 5

 Kent State University | Proposal for Online Delivery of [DEGREE PROGRAM] | Page 4

MSN degree – Adult Gerontology Acute Care Nurse Practitioner 37-39 credits	Online	On-ground (including web facilitated)	Blended / hybrid	Course currently required in approved program	Comments (as needed)
NURS60007: Advanced Assessment Across the Lifespan 2cr				Yes	
<b>NURS600011:</b> Advanced Assessment Across the Lifespan for APRNs Lab 2cr				Yes	on-site lab
<b>NURS60101:</b> Theoretical Basis for Nursing Practice 3cr				Yes	
<b>NURS60045:</b> Pathophysiology for Advanced Practice Nurses 3cr				Yes	
NURS60441: Pharmacology for Advanced Practice Nursing 3cr				Yes	
NURS60403: Methods of Inquiry 3cr				Yes	
<b>NURS60506:</b> Clinical Diagnostics for Advanced Nursing Practice 3cr				Yes	
<b>NURS60450:</b> Ethical and Cultural Issues for Health Professionals 2cr				Yes	
<b>NURS60451:</b> Health Policy and Delivery Systems for Health Care Professionals 2cr				Yes	
NURS 60120 Primary Care I: Adults Across the Lifespan 3cr				Yes	
NURS60130: Adult Gerontology ACNP Role 1cr					
NURS61392: Adult Gerontology ACNP Role Practicum 1cr					Clinical Course
NURS 61292 Primary Care I Adults Across the Lifespan Practicum 1cr				Yes	Clinical Course
NURS60130 Adult Gerontology ACNP I 4cr				Yes	
NURS62392 Adult Gerontology ACNP I Practicum 1-2cr				Yes	Clinical Course
NURS60330 Adult Gerontology ACNP II 2cr				Yes	
NURS63392 Adult Gerontology ACNP II Practicum 1-2cr				Yes	Clinical Course

MSN degree – Advanced Practice Registered Nurse: Nurse Practitioner Family 45 credits	Online	On-ground (including web facilitated)	Blended / hybrid	Course currently required in approved program	Comments (as needed)
NURS60007: Advanced Assessment				Yes	
Across the Lifespan 2cr					
NURS600013: Advanced Health				Yes	on-site lab
and Physical Assessment Across the					
Lifespan for Family APNs Lab 1cr					
NURS60101: Theoretical Basis for				Yes	
Nursing Practice 3cr					

MSN degree – Advanced Practice Registered Nurse: Nurse Practitioner Family 45 credits	Online	On-ground (including web facilitated)	Blended / hybrid	Course currently required in approved program	Comments (as needed)
<b>NURS60045:</b> Pathophysiology for Advanced Practice Nurses 3cr				Yes	
<b>NURS60441:</b> Pharmacology for Advanced Practice Nursing 3cr				Yes	
<b>NURS60403:</b> Methods of Inquiry 3cr				Yes	
<b>NURS60506:</b> Clinical Diagnostics for Advanced Nursing Practice 3cr				Yes	
<b>NURS60450:</b> Ethical and Cultural Issues for Health Professionals 2cr				Yes	
<b>NURS60451:</b> Health Policy and Delivery Systems for Health Care Professionals 2cr				Yes	
<b>NURS 60030</b> Health Promotion Across the Lifespan for Family Practice 1cr				Yes	
NURS 60120 Primary Care I: Adults				Yes	
Across the Lifespan 3cr <b>NURS 61292</b> Primary Care I Adults Across the Lifespan Practicum 1cr				Yes	Clinical course
NURS 60160 Primary Care Pediatrics 3cr				Yes	
NURS 61692 Primary Care Pediatrics Practicum 1cr				Yes	Clinical course
NURS 60125 Advanced Practice Registered Nurse Role 1cr				Yes	
NURS 61892 Advanced Practice Registerd Nurse Role Practicum 1cr				Yes	Clinical course
NURS 60220 Primary Care II: Chronically Ill Adults Across the Lifespan 3cr				Yes	
<b>NURS</b> 62292 Primary Care II: Chronically Ill Adults Across the Lifespan 1cr				Yes	Clinical course
<b>NURS</b> 60325 Primary Care: Family Health & Chronic Illness Across the Lifespan 3cr				Yes	
NURS 63292 Primary Care : Family Health & Chronic Illness Across the Lifespan Practicum 2cr				Yes	Clinical course
NURS 60006 Intro to Family           Assessment & Counseling in           Nursing 3cr				Yes	

EPC Agenda | 19 May 2014 | Attachment 6 | Page 7 Kent State University | Proposal for Online Delivery of [DEGREE PROGRAM] | Page 6

MSN degree - Advanced Practice	Online	On-ground	Blended	Course	Comments
Registered Nurse - Nurse		(including	/	currently	(as needed)
Practitioner Adult-Gerontology		web	hybrid	required in	
Primary Care 39cr		facilitated)	5	approved	
		· · · · · · · · · · · · · · · · · · ·		program	
NURS60007: Advanced Assessment				Yes	
Across the Lifespan 2cr					
NURS600011: Advanced				Yes	on-site lab
Assessment Across the Lifespan for					
APRNs Lab 2cr					
NURS60101: Theoretical Basis for				Yes	
Nursing Practice 3cr					
NURS60045: Pathophysiology for				Yes	
Advanced Practice Nurses 3cr					
NURS60441: Pharmacology for				Yes	
Advanced Practice Nursing 3cr					
NURS60403: Methods of Inquiry				Yes	
3cr					
NURS60506: Clinical Diagnostics				Yes	
for Advanced Nursing Practice3cr					
NURS60450: Ethical and Cultural				Yes	
Issues for Health Professionals 2cr					
NURS60451: Health Policy and				Yes	
Delivery Systems for Health Care					
Professionals 2cr					
NURS60120 Adult Gerontology				yes	
Primary Care I 3credits				,	
NURS61292 Adult Gerontology				yes	Clinical
Primary Care I Practicum 1credit				,	Course
NURS60125 Adult Gerontology				yes	
Nurse Practitioner Role 1credit				,	
NURS61892 Adult Gerontology				yes	Clinical
Nurse Practitioner Role Practicum				J	Course
105 hours of clinical 1credit					
NURS60220 Adult Gerontology				yes	
Primary Care II 3credits		_		yee	
NURS62292 Adult Gerontology				yes	Clinical
Primary Care II Practicum 105		_	_	yes	Course
hours of clinical 1credit					Gourde
NURS60205: Introduction to					
Applied Epidemiology 1cr					
NURS60320 Comprehensive				yes	
Primary Care III 3credits				,00	
NURS63692 Comprehensive				yes	Clinical
Primary Care III 210 hours of		-	-	yes	Course
clinical 2credit2					Course
chinear 20100112					1

EPC Agenda | 19 May 2014 | Attachment 6 | Page 8 Kent State University | Proposal for Online Delivery of [DEGREE PROGRAM] | Page 7

MSN degree – Nursing Healthcare Management 37 credits	Online	On-ground (including web facilitated)	Blended / hybrid	Course currently required in approved program	Comments (as needed)
<b>NURS60101:</b> Theoretical Basis for Nursing Practice 3cr				Yes	
NURS60403: Methods of Inquiry 3cr				Yes	
<b>NURS60450:</b> Ethical and Cultural Issues for Health Professionals 2cr				Yes	
<b>NURS60451:</b> Health Policy and Delivery Systems for Health Care Professionals 2cr				Yes	
<b>N60315</b> Budgetary and Fiscal Management for Nurses (3)				Yes	
Elective (3)				Yes	
MIS 64270 Organizational Analysis (3)				Yes	
MIS 64271 Human Resource Management (3)				Yes	
<b>PADM 60379</b> Program Evaluation (3)				Yes	
<b>N65092</b> Nursing & Health Care Management Practicum 3-5cr				Yes	Clinical course
IAKM 60401 Health Informatics Management (3) or IAKM 60402Clinical Decision Support Systems (3)				Yes	
Elective (3)				Yes	
N65192 Nursing & Health Care Management Practicum 2 (3-5) c.h.				Yes	Clinical course

MSN degree – Nurse Educator	Online	On-ground (including	Blended /	Course currently	Comments (as needed)
33credits		web facilitated)	hybrid	required in approved program	(
NURS60007: Advanced Assessment				Yes	
Across the Lifespan 2cr <b>NURS60008:</b> Advanced Assessment Across the Lifespan Lab 1cr				Yes	on-site lab
NURS60101: Theoretical Basis for Nursing Practice 3cr				Yes	
<b>NURS60045:</b> Pathophysiology for Advanced Practice Nurses 3cr				Yes	
NURS60441: Pharmacology for Advanced Practice Nursing 3cr				Yes	
NURS60403: Methods of Inquiry 3cr				Yes	
<b>NURS60450:</b> Ethical and Cultural Issues for Health Professionals 2cr				Yes	

 EPC Agenda | 19 May 2014 | Attachment 6 | Page 9

 Kent State University | Proposal for Online Delivery of [DEGREE PROGRAM] | Page 8

MSN degree – Nurse Educator 33credits	Online	On-ground (including web facilitated)	Blended / hybrid	Course currently required in approved program	Comments (as needed)
NURS60451: Health Policy and				Yes	
Delivery Systems for Health Care Professionals 2cr					
NURS 60601: Nursing Curriculum				Yes	
and Instruction in Higher Education					
3cr					
NURS 60602: Roles and Evaluation				Yes	
for Nursing Curriculums in Higher					
Education 3cr					
NURS 60604: Nursing Health Care				Yes	
Clinical Issues in a Specialty Area 2cr					
NURS 60605 Nursing Education				Yes	
with Technology 2cr					
NURS 60592: Nursing Education				Yes	Practicum
Practicum 4cr					course

MSN degree – Primary Care Pediatric Clinical Nurse Specialist 34/38credit hours	Online	On-ground (including web facilitated)	Blended / hybrid	Course currently required in approved program	Comments (as needed)
NURS60007: Advanced Assessment Across the Lifespan 2cr				Yes	
<b>NURS60101:</b> Theoretical Basis for Nursing Practice 3cr				Yes	
<b>NURS60045:</b> Pathophysiology for Advanced Practice Nurses 3cr				Yes	
<b>NURS60441:</b> Pharmacology for Advanced Practice Nursing 3cr				Yes	
NURS60403: Methods of Inquiry 3cr				Yes	
<b>NURS60450:</b> Ethical and Cultural Issues for Health Professionals 2cr				Yes	
<b>NURS60451:</b> Health Policy and Delivery Systems for Health Care Professionals 2cr				Yes	
NURS60170 Pediatric Assessment for Advanced Practice Nurses 3credits				Yes	
<b>NURS61792</b> Pediatric Assessment for Advanced Practice Nurses Practicum 1credit				Yes	Clinical course
NURS60272: Pediatric CNS I 3cr				Yes	
NURS62992: Pediatric CNS I Practicum I: 2credits				Yes	Clinical Course
<b>NURS60372</b> Care of the Chronically Ill Child for Advanced Practice Nurses 3credits				Yes	

EPC Agenda | 19 May 2014 | Attachment 6 | Page 10 Kent State University | Proposal for Online Delivery of [DEGREE PROGRAM] | Page 9

MSN degree – Primary Care Pediatric Clinical Nurse Specialist 34/38credit hours	Online	On-ground (including web facilitated)	Blended / hybrid	Course currently required in approved program	Comments (as needed)
NURS 63992 Care of the				Yes	Clinical
Chronically Ill Child for Advanced					course
Practice Nurses Practicum 1credit					
NURS 60472 Pediatric CNS II				Yes	
2credits					
NURS64992 Pediatric Clinical				Yes	Clinical
Nurse Specialist II Practicum 2cr					course
NURS 60006 Introduction to				Yes	
Family Assessment and Counseling					
in Nursing 3cr					

Nursing - Family Nurse Practitioner 47 creditsweb facilitated)hybridrequired in approved programNURS60007: Advanced Assessment Across the Lifespan 2cr•YesNURS60101: Theoretical Basis for Nursing Practice 3cr•YesNURS600013: Advanced Health and Physical Assessment Across the Lifespan for Family APNs 1cr••NURS60411: Pharmacology for Advanced Practice Nursing 3cr•YesNURS60450: Ethical and Cultural Issues for Health Professionals 2cr•YesNURS60451: Health Policy and Delivery Systems for Health Care Professionals 2cr•YesNURS60051: Nurobiology and Psychopharmacology of Major Psychiatric Disorders Across the Lifespan 4cr•YesNURS 60051: PMH APN I: Indrividual Psychotherapy Across the Lifespan 3crYesNURS 61592: PMH APN I•YesYes	MSN degree –	Online	On-ground	Blended	Course	Comments
Practitioner 47 credits       facilitated)       approved program         NURS60007: Advanced Assessment Across the Lifespan 2cr       Yes         NURS60101: Theoretical Basis for Nursing Practice 3cr       Yes         NURS600013: Advanced Health and Physical Assessment Across the Lifespan for Family APNs 1cr       Yes         NURS604014: Pharmacology for Advanced Practice Nursing 3cr       Yes         NURS60403: Methods of Inquiry 3cr       Yes         Star       Yes         NURS60451: Health Policy and Delivery Systems for Health Porfessionals 2cr       Yes         NURS60451: Health Policy and Delivery Systems for Health Care Professionals 2cr       Yes         NURS604051: Health Policy and Delivery Systems for Health Care Professionals 2cr       Yes         NURS60451: Health Policy and Delivery Systems for Health Care Professionals 2cr       Yes         NURS60451: Health Policy and Delivery Systems for Health Care Professionals 2cr       Yes         NURS600451: Pathophysiology for Advanced Practice Nurses 3cr       Yes         NURS60051: Neurobiology and Psychopharmacology of Major Psychiatric Disorders Across the Lifespan 4cr       Yes         NURS 6012: Advanced Mental Healt Assessment and Psychopharmacology Across the Lifespan 4cr       Yes         NURS 6151: PMH APN I:       Yes       Yes         Individual Psychotherapy Across the Lifespan 3cr       Yes         NURS 61512	Psychiatric Mental Health		(including	/	•	(as needed)
NURS60007: Advanced Assessment Across the Lifespan 2cr     Yes       NURS60101: Theoretical Basis for Nursing Practice 3cr     Yes       NURS600013: Advanced Health and Physical Assessment Across the Lifespan for Family APNs 1cr     Yes       NURS60441: Pharmacology for Advanced Practice Nursing 3cr     Yes       NURS60441: Pharmacology for Advanced Practice Nursing 3cr     Yes       NURS60450: Ethical and Cultural Issues for Health Professionals 2cr     Yes       NURS60451: Health Policy and Delivery Systems for Health Care Professionals 2cr     Yes       NURS60045: Pathophysiology for Advanced Practice Nurses 3cr     Yes       NURS60045: Pathophysiology for Advanced Practice Nurses 3cr     Yes       NURS60051: Neurobiology and Psychopharmacology of Major Psychiatric Disorders Across the Lifespan 4cr     Yes       NURS 60012: Advanced Mental Health Assessment and Psychopharmacology Across the Lifespan 4cr     Yes       NURS 60151: PMH APN I: Individual Psychotherapy Across the Lifespan 3cr     Yes       NURS 61512: PMH APN I     Yes				hybrid		
NURS60007: Advanced Assessment Across the Lifespan 2cr       Yes         NURS60101: Theoretical Basis for Nursing Practice 3cr       Yes         NURS600013: Advanced Health and Physical Assessment Across the Lifespan for Family APNs 1cr       Yes         NURS60441: Pharmacology for Advanced Practice Nursing 3cr       Yes         NURS60432: Methods of Inquiry 3cr       Yes         NURS60450: Ethical and Cultural Issues for Health Professionals 2cr       Yes         NURS60451: Health Policy and Delivery Systems for Health Care Professionals 2cr       Yes         NURS600451: Pathophysiology for Advanced Practice Nurses 3cr       Yes         NURS600451: Realth Care Professionals 2cr       Yes         NURS600451: Pathophysiology for Advanced Practice Nurses 3cr       Yes         NURS 60051: Neurobiology and Psychopharmacology of Major Psychiatric Disorders Across the Lifespan 4cr       Yes         NURS 60151: PMH APN 1: Individual Psychotherapy Across the Lifespan 3cr       Yes         NURS 6152: PMH APN I       Yes	Practitioner 47 credits		facilitated)			
Across the Lifespan 2cr       Ves         NURS60101: Theoretical Basis for       Yes         NURS600013: Advanced Health       Yes         and Physical Assessment Across the       Yes         Lifespan for Family APNs 1cr       Yes         NURS60441: Pharmacology for       Yes         Advanced Practice Nursing 3cr       Yes         NURS60403: Methods of Inquiry       Yes         3cr       Yes         NURS60450: Ethical and Cultural       Yes         Issues for Health Policy and       Yes         Delivery Systems for Health Care       Yes         Professionals 2cr       Yes         NURS60451: Health Policy and       Yes         Delivery Systems for Health Care       Yes         Professionals 2cr       Yes         NURS60045: Pathophysiology for       Yes         Advanced Practice Nurses 3cr       Yes         NURS 60051: Neurobiology and       Yes         Psychopharmacology of Major       Yes         Psychopharmacology Across the       Yes         Lifespan 4cr       Yes         NURS 60151: Neurobiology Across the       Yes         Lifespan 4cr       Yes         NURS 60151: Advanced Mental       Yes         Health Assessment an						
NURS60101: Theoretical Basis for Nursing Practice 3cr       Yes         NURS600013: Advanced Health and Physical Assessment Across the Lifespan for Family APNs 1cr       Yes         NURS60441: Pharmacology for Advanced Practice Nursing 3cr       Yes         NURS60403: Methods of Inquiry 3cr       Yes         NURS60450: Ethical and Cultural Issues for Health Professionals 2cr       Yes         NURS60451: Health Policy and Delivery Systems for Health Care Professionals 2cr       Yes         NURS600451: Neurobiology for Advanced Practice Nurses 3cr       Yes         NURS60051: Neurobiology and Psychopharmacology of Major Psychiatric Disorders Across the Lifespan 4cr       Yes         NURS 6012: Advanced Mental Health Assessment and Psychopathology Across the Lifespan 4cr       Yes         NURS 6012: PMH APN I: Individual Psychotherapy Across the Lifespan 3cr       Yes         NURS 61512: PMH APN I       Yes         NURS 61512: PMH APN I       Yes					Yes	
Nursing Practice 3cr          NURS600013: Advanced Health and Physical Assessment Across the Lifespan for Family APNs 1cr        Yes       on-site lab         NURS604041: Pharmacology for Advanced Practice Nursing 3cr        Yes          NURS60403: Methods of Inquiry 3cr       Yes           NURS60450: Ethical and Cultural Issues for Health Professionals 2cr       Yes          NURS60451: Health Policy and Delivery Systems for Health Care Professionals 2cr       Yes          NURS600451: Pathophysiology for Advanced Practice Nurses 3cr       Yes          NURS60051: Neurobiology and Psychopharmacology of Major Psychiatric Disorders Across the Lifespan 4cr       Yes       Yes         NURS 60051: Neurobiology Across the Lifespan 4cr       Yes       Yes         NURS 60151: PMH APN I: Individual Psychotherapy Across the Lifespan 3cr       Yes       Yes         NURS 61592: PMH APN I       Yes       Yes		_			V	
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and Physical Assessment Across the Lifespan for Family APNs 1cr          NURS60441: Pharmacology for Advanced Practice Nursing 3cr        Yes         NURS60403: Methods of Inquiry 3cr        Yes         NURS60450: Ethical and Cultural Issues for Health Professionals 2cr       Yes          NURS60451: Health Policy and Delivery Systems for Health Care Professionals 2cr        Yes         NURS600451: Health Policy and Delivery Systems for Health Care Professionals 2cr        Yes         NURS600451: Neurobiology and Psychopharmacology of Major Psychopharmacology of Major       Yes       Yes         NURS 60051: Neurobiology and Lifespan 4cr       Yes       Yes         NURS 60012: Advanced Mental Lifespan 4cr       Yes       Yes         NURS 60151: PMH APN I: Individual Psychotherapy Across the Lifespan 3cr       Yes       Yes         NURS 61592: PMH APN I       Yes       Yes	0				V	· 11
Lifespan for Family APNs 1cr       ■       Yes         NURS60441: Pharmacology for Advanced Practice Nursing 3cr       ■       Yes         NURS60403: Methods of Inquiry 3cr       ■       Yes         3cr       ■       Yes         NURS60450: Ethical and Cultural Issues for Health Professionals 2cr       ■       Yes         NURS60451: Health Policy and Delivery Systems for Health Care Professionals 2cr       ■       Yes         NURS60045: Pathophysiology for Advanced Practice Nurses 3cr       ■       Yes         NURS 60051: Neurobiology and Psychopharmacology of Major Psychiatric Disorders Across the Lifespan 4cr       Yes       Yes         NURS 60012: Advanced Mental Health Assessment and Psychopathology Across the Lifespan 4cr       Yes       Yes         NURS 60151: PMH APN I: Individual Psychotherapy Across the Lifespan 3cr       ■       Yes         NURS 60151: PMH APN I: Individual Psychotherapy Across the Lifespan 3cr       ■       Yes				-	Yes	on-site lab
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Advanced Practice Nursing 3cr       Yes         NURS60403: Methods of Inquiry       Yes         3cr       Yes         NURS60450: Ethical and Cultural       Yes         Issues for Health Professionals 2cr       Yes         NURS60451: Health Professionals 2cr       Yes         Delivery Systems for Health Care       Yes         Professionals 2cr       Yes         NURS600451: Health Care       Yes         Professionals 2cr       Yes         NURS600452: Pathophysiology for       Yes         Advanced Practice Nurses 3cr       Yes         NURS 60051: Neurobiology and       Yes         Psychopharmacology of Major       Yes         Psychopharmacology of Major       Yes         Psychopharmacology of Major       Yes         Health Assessment and       Yes         Psychopathology Across the       Yes         Lifespan 4cr       Yes         NURS 60512: PMH APN I:       Yes         Individual Psychotherapy Across the       Yes         Lifespan 3cr       Yes					V	
NURS60403: Methods of Inquiry 3crYesNURS60450: Ethical and Cultural Issues for Health Professionals 2crYesNURS60451: Health Policy and Delivery Systems for Health Care Professionals 2crYesNURS600451: Health Care Professionals 2crYesNURS600451: Athophysiology for Advanced Practice Nurses 3crYesNURS 60051: Neurobiology and Psychopharmacology of Major Psychiatric Disorders Across the Lifespan 4crYesNURS 60012: Advanced Mental Health Assessment and Psychopathology Across the Lifespan 4crYesNURS 60151: PMH APN I: Individual Psychotherapy Across the Lifespan 3crYesNURS 61592: PMH APN IYes				-	res	
3cr       Yes         NURS60450: Ethical and Cultural Issues for Health Professionals 2cr       Yes         NURS60451: Health Policy and Delivery Systems for Health Care Professionals 2cr       Yes         NURS60045: Pathophysiology for Advanced Practice Nurses 3cr       Yes         NURS 60051: Neurobiology and Psychopharmacology of Major       Yes         Psychopharmacology of Major       Yes         Psychoider Across the Lifespan 4cr       Yes         NURS 60012: Advanced Mental Health Assessment and Psychoptarbology Across the Lifespan 4cr       Yes         NURS 60151: PMH APN I: Individual Psychotherapy Across the Lifespan 3cr       Yes         NURS 61592: PMH APN I       Yes					Var	
NURS60450: Ethical and Cultural Issues for Health Professionals 2crYesNURS60451: Health Policy and Delivery Systems for Health Care Professionals 2crYesNURS60045: Pathophysiology for Advanced Practice Nurses 3crYesNURS 60051: Neurobiology and Psychopharmacology of Major Psychiatric Disorders Across the Lifespan 4crYesNURS 60012: Advanced Mental Health Assessment and Psychopathology Across the Lifespan 4crYesNURS 60151: PMH APN I: Individual Psychotherapy Across the Lifespan 3crYesNURS 61592: PMH APN IYes	1 5	-			res	
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NURS60451: Health Policy and Delivery Systems for Health Care Professionals 2crYesNURS60045: Pathophysiology for Advanced Practice Nurses 3crYesNURS 60051: Neurobiology and Psychopharmacology of Major Psychiatric Disorders Across the Lifespan 4crYesNURS 60012: Advanced Mental Health Assessment and Psychopathology Across the Lifespan 4crYesNURS 60151: PMH APN I: Individual Psychotherapy Across the Lifespan 3crYesNURS 61592: PMH APN IYes				-	res	
Delivery Systems for Health Care Professionals 2crImage: Constraint of the systems for Health Care Professionals 2crNURS 60045: Pathophysiology for Advanced Practice Nurses 3crImage: Constraint of the system Paychopharmacology of Major Psychopharmacology of Major Psychiatric Disorders Across the Lifespan 4crYesNURS 60051: Neurobiology and Psychopharmacology of Major Psychiatric Disorders Across the Lifespan 4crYesNURS 60012: Advanced Mental Health Assessment and Psychopathology Across the Lifespan 4crYesNURS 60151: PMH APN I: Individual Psychotherapy Across the Lifespan 3crYesNURS 61592: PMH APN IImage: Constraint of the system Yes				_	Vor	
Professionals 2cr       Image: Constraint of the system of				-	168	
NURS60045: Pathophysiology for Advanced Practice Nurses 3cr■YesNURS 60051: Neurobiology and Psychopharmacology of Major Psychiatric Disorders Across the Lifespan 4crWesNURS 60012: Advanced Mental Health Assessment and Psychopathology Across the Lifespan 4crYesNURS 60151: PMH APN I: Individual Psychotherapy Across the Lifespan 3crYesNURS 61592: PMH APN IYes	5 5					
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Psychopharmacology of Major         Psychiatric Disorders Across the         Lifespan 4cr         NURS 60012: Advanced Mental         Health Assessment and         Psychopathology Across the         Lifespan 4cr         NURS 60151: PMH APN I:         Individual Psychotherapy Across the         Lifespan 3cr         NURS 61592: PMH APN I		_			V	
Psychiatric Disorders Across the       Ifespan 4cr         NURS 60012: Advanced Mental       Yes         Health Assessment and       Yes         Psychopathology Across the       Yes         Lifespan 4cr       Yes         NURS 60151: PMH APN I:       Yes         Individual Psychotherapy Across the       Yes         Lifespan 3cr       Yes         NURS 61592: PMH APN I       Yes					Yes	
Lifespan 4crYesNURS 60012: Advanced Mental Health Assessment and Psychopathology Across the Lifespan 4crImage: Constraint of the system Psychotherapy Across the Lifespan 3crImage: Constraint of the system Psychotherapy Across the Psychotherapy Ac						
NURS 60012: Advanced Mental Health Assessment and Psychopathology Across the Lifespan 4crYesNURS 60151: PMH APN I: Individual Psychotherapy Across the Lifespan 3crYesNURS 61592: PMH APN IYes						
Health Assessment and       Psychopathology Across the       Image: Constraint of the system					Voc	
Psychopathology Across the       Image: Constraint of the system of the sy					1 68	
Lifespan 4cr     Image: Second state sta						
NURS 60151: PMH APN I: Individual Psychotherapy Across the Lifespan 3crYesNURS 61592: PMH APN IYes						
Individual Psychotherapy Across the     Image: Constraint of the system       Lifespan 3cr     Image: Constraint of the system       NURS 61592: PMH APN I     Image: Constraint of the system			<b>P</b>		Vec	
Lifespan 3cr   Yes			-		105	
NURS 61592: PMH APN I						
					Yes	
	Practicum 2cr		_		100	

EPC Agenda | 19 May 2014 | Attachment 6 | Page 11Kent State University | Proposal for Online Delivery of [DEGREE PROGRAM] | Page 10

MSN degree – Psychiatric Mental Health Nursing - Family Nurse Practitioner 47 credits	Online	On-ground (including web facilitated)	Blended / hybrid	Course currently required in approved program	Comments (as needed)
<b>NURS60251:</b> PMH APN II (Family and Group Psychotherapy across the Lifespan) 3cr		•		Yes	
NURS 62592: PMH APN II Practicum 1cr				Yes	Clinical course
<b>NURS 60353</b> : PMH APN III: Organization and Community Assessment and Consultation 3cr				Yes	
NURS 63592: PMH APN III Practicum 1cr				Yes	Clinical course
<b>NURS 60355</b> : Primary Health Care Concepts for the PMH APN 3cr				Yes	
NURS60452: PMH Family Role 2cr				Yes	
NURS64592: PMH Family Role				Yes	Clinical
Practicum 2cr					course

MSN degree – Primary Care Pediatric Nurse Practitioner 35/39credit hours	Online	On-ground (including web facilitated)	Blended / hybrid	Course currently required in approved program	Comments (as needed)
NURS60007: Advanced Assessment Across the Lifespan 2cr				Yes	
NURS60101: Theoretical Basis for Nursing Practice 3cr				Yes	
NURS60045: Pathophysiology for Advanced Practice Nurses 3cr				Yes	
NURS60441: Pharmacology for Advanced Practice Nursing 3cr				Yes	
NURS60403: Methods of Inquiry 3cr				Yes	
<b>NURS60450:</b> Ethical and Cultural Issues for Health Professionals 2cr				Yes	
<b>NURS60451:</b> Health Policy and Delivery Systems for Health Care Professionals 2cr				Yes	
NURS60170 Pediatric Assessment for Advanced Practice Nurses 3credits				Yes	
NURS61792 Pediatric Assessment for Advanced Practice Nurses Practicum 1credit				Yes	Clinical course
<b>NURS60270:</b> PNP I 3cr				Yes	
NURS62792: PNP I Practicum 1credit				Yes	Clinical Course
NURS 60370 PNP II 1credit				Yes	
<b>NURS 63792</b> PNP II Practicum 1credit				Yes	Clinical Course

EPC Agenda | 19 May 2014 | Attachment 6 | Page 12Kent State University | Proposal for Online Delivery of [DEGREE PROGRAM] | Page 11

MSN degree – Primary Care Pediatric Nurse Practitioner 35/39credit hours	Online	On-ground (including web facilitated)	Blended / hybrid	Course currently required in approved program	Comments (as needed)
NURS60372 Care of the Chronically				Yes	
Ill Child for Advanced Practice					
Nurses 3credits					
NURS 63992 Care of the				Yes	Clinical
Chronically Ill Child for Advanced					course
Practice Nurses Practicum 1credit					
NURS 60470 PNP III 2credits				Yes	
NURS64792 Pediatric Nurse				Yes	Clinical
Practitioner III Practicum 2cr					course
NURS 60006 Introduction to				Yes	
Family Assessment and Counseling					
in Nursing 3cr					

MSN degree – Womens Health Nurse	Online	On-ground (including	Blended /	Course currently	Comments (as needed)
Practitioner 40credits		web facilitated)	hybrid	required in approved program	
NURS60007: Advanced Assessment				Yes	
Across the Lifespan 2cr				<b>X</b> 7	. 11
NURS60008: Advanced Assessment				Yes	on-site lab
Across the Lifespan Lab 1cr NURS60140: Women's Health Care				Yes	
NP I 2cr	-		-	105	
NURS61492: Women's Health Care				Yes	Clinical
NP Practicum I 1cr		_		100	course
NURS60101: Theoretical Basis for				Yes	
Nursing Practice 3cr					
NURS60045: Pathophysiology for				Yes	
Advanced Practice Nurses 3cr					
NURS60240: Women's Health Care				Yes	
NP II 2cr					
NURS62492: Women's Health Care				Yes	Clinical
NP Practicum II 1cr					Course
NURS60441: Pharmacology for				Yes	
Advanced Practice Nursing 3cr	_			V	
NURS60403: Methods of Inquiry 3cr				Yes	
NURS60506: Clinical Diagnostics				Yes	
for Advanced Nursing Practice 3cr	-			105	
NURS60340: Women's Health Care				Yes	
NP III 1cr	_			100	
NURS63492: Women's Health Care				Yes	Clinical
NP Practicum III 1cr					Course
NURS60440: Women's Health Care				Yes	
NP IV 2cr					
NURS64892: Women's Health Care				Yes	Clinical
NP Practicum IV 1cr					Course

Kent State University | Proposal for Online Delivery of [DEGREE PROGRAM] | Page 12

MSN degree – Womens Health Nurse Practitioner 40credits	Online	On-ground (including web facilitated)	Blended / hybrid	Course currently required in approved program	Comments (as needed)
NURS60050: Pharmacology for				Yes	
Women's Health Nurse Practitioner					
3cr					
NURS60450: Ethical and Cultural				Yes	
Issues for Health Professionals 2cr					
NURS60540: Women's Health Care				Yes	
NP V 2cr					
NURS65892: Women's Health Care				Yes	Clinical
NP Practicum V 2cr					Course
NURS60451: Health Policy and				Yes	
Delivery Systems for Health Care					
Professionals 2cr					

#### 4. FACULTY AND ADMINISTRATION

# 4.1 Describe the duties of the individual who has major responsibility for the administration and coordination of the online or blended/hybrid program. Describe the qualifications of this individual for the oversight of a distance education program and provide this individual's CV as an appendix item.

The following are descriptions of the faculty who are directors of the various concentrations offered in the MSN program.

Dr. Ann Jacobson, PhD, RN, ACNS-BC is the concentration director for Adult Gerontology Clinical Nurse Specialist (AGCNS) concentration in MSN program. Dr. Jacobson has over 30 years of higher education experience as faculty. She has developed and taught several online courses and teaches online courses every semester. She has presented and published on the topic of online education in nursing. See Appendix A for Dr. Jacobson's curriculum vitae.

Ms. Louann Bailey, MSN, APRN, ACNP is the concentration director for Adult Gerontology Acute Care Nurse Practitioner (AGPN) MSN program. Ms. Bailey has 9 years of higher education experience as faculty. She has developed online courses and teaches online courses every semester. See Appendix A for Ms. Bailey's curriculum vitaee.

Ms. Marie Hickey, MSN, CNP is the concentration director for Advanced Practice Registered Nurse: Nurse Practitioner Family (APNF) concentration in MSN program. Ms. Hickey has 6 years of higher education experience as faculty. See Appendix A for Ms. Hickey's curriculum vitae.

Dr. Lisa Echeverry, DNP, RN, NP is the concentration director for Advanced Practice Registered Nurse - Nurse Practitioner Adult-Gerontology Primary Care (APNG) Kent Campus concentration in MSN program. Dr. Echeverry has 6 years of higher education experience as faculty. She has developed several online courses and teaches online courses every semester. See Appendix A for Dr.. Echeverry's curriculum vitae Mrs. Denise Pacholski, MSN, RN, NP is the concentration director for Advanced Practice Registered Nurse - Nurse Practitioner Adult-Gerontology Primary Care (APNG) Cleveland Clinic Cohort concentration in MSN program. Mrs. Pacholski has 8 years of higher education experience as faculty. She has developed several online courses and teaches online courses every semester. See Appendix A for Ms. Pacholski's curriculum vitae

Dr. Susan Taft, PhD, MSN, RN is the concentration director for the Nursing and Health Care Management (NHCM) Concentration in the MSN program and the MSN-MBA Dual Degree Program. Dr. Taft has over 26 years of higher education experience as a faculty member. She has developed several online courses and teaches online courses every semester. See Appendix A for Dr. Taft's curriculum vitae.

Dr. Carol Sedlak, PhD, RN, CNE, CNS, FAAN is the concentration director for Nurse Educator (NUED) concentration in MSN program. Dr. Sedlak has 29 years of higher education experience as faculty. She has developed several online courses and teaches online courses every semester. See Appendix A for Dr. Sedlak's curriculum vitae.

Ms. Ann Ancona, MSN, RN, CPNP- PC-CNE is the concentration director for Pediatric Clinical Nurse Specialist (PCNS) and Pediatric Nurse Practitioner (PNPR) concentrations in MSN program. Ms. Ancona has 10 years of higher education experience as faculty. She has developed several online courses and teaches online courses every semester. See Appendix A for Ms. Ancona's curriculum vitae.

Ms. Sheila Webster, MA, RN, PMHCNS-BC is the concentration director for Psychiatric Mental Health Nursing - Family Nurse Practitioner (PMNF) concentration in MSN program. Ms. Webster has 24 years of higher education experience as faculty. She has taught several online courses. See Appendix A for Ms. Webster's curriculum vitae.

Dr. Cyndi Roller, PhD, RN, NP is the concentration director for Women's Health Nurse Practitioner (WHNP) concentration in MSN program. Dr. Roller has 10 years of higher education experience as faculty. She has developed several online courses and teaches online courses every semester. See Appendix A for Dr. Roller's curriculum vitae.

4.2 Describe faculty members' responsibilities to the online or blended/hybrid program. In your response, indicate how faculty members' responsibilities to the online or blended/hybrid program affect their responsibilities to the on-ground program, including teaching load, advising, research/scholarship, and participation in faculty committees/governance. Are additional faculty members going to be hired to implement the online or blended/hybrid program? Will these faculty members participate in only the online or blended/hybrid program or will they participate in the on-ground program as well.

Teaching load is determined by the university's collective bargaining agreement. Tenure-track faculty are assigned 24 workload equivalents (1 workload equivalent = 1 credit hour) per academic year; non-tenure-track faculty are assigned 30 workload equivalents per academic year. No additional faculty will be hired to implement the MSN degree program in an online format. Full-time faculty who teach in the MSN program will have those instructional responsibilities as part of their standard load. Teaching online courses will not be considered as an additional load but as part of faculty's regular workload. Faculty will teach both on-ground and online courses in their area of expertise.

# 4.3 Describe the mechanisms used to ensure that faculty members have the appropriate qualifications and support to teach successfully in an online environment. Include in your response the pedagogical and technical support provided for the design, production and management of online courses, as well as institutional support for all essential technology.

Training sessions are held regularly for faculty requesting technical assistance. Instructional technology and design assistance is provided by the Kent Campus. Support is available in various forms: network support staff, instructional/ educational technology coordinators and faculty resources. Lead instructors in each of the concentrations have more than 10 years teaching experience in the MSN program and teaching online courses. These lead instructors serve as subject matter experts to design the courses. Once designed, the course materials are shared with all instructors teaching the same course. Textbook, content and assignment changes are determined by consensus of all course instructors.

The College of Nursing has a full-time instructional technologist who is prepared to serve as a consultant for instructional design. Further, there are university resources available to assist with both the substantive and technical needs of the faculty. For example, the Office of Continuing and Distance Education and the Educational Technology Services units provide support for the design and delivery of online courses. Kent State's online Help Desk, available 24/7, assists faculty and students with technical support to trouble shoot challenges that arise.

4.4 Using the form below, provide the information requested for each member of the instructional staff. A faculty member must be identified for each course to be taught during the first two years of program delivery. 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 - tim e/ part - tim e	Terminal degree title, discipline on diploma, institution, year	Course instructor will teach in proposed program	Experience teaching distance education courses/ professional development in DL	Number of courses instructor will teach/yea r (include traditiona l and DL)
Kathleen	Assistant	FT	PhD, Medical	N60450	10 years teaching online	5
Adamle	Professor		Sociology KSU	Bioethics &	courses;	
			2000	Culture	Completed Blackboard	
					Learn Tutorials and F2F	
				N60210/61192	classes at KSU	
				CNS 2 Seminar		
				& Practicum	Completed Collaborate	
					Inservice with IT Dept.	
				N60007/60008	Moulton Hall	
				Advanced		
				Assessment		

Ann	Lecturer	FT	MS, Nursing,	60170 Pediatric	7 years' experience	5
Ancona			Akron University,	Assessment for	teaching PNP II and	
			2000	Advanced	PNP III - hybrid	
				Practice Nurses		
				61792 Pediatric		
				Assessment for		
				Advanced		
				Practice Nurses		
				Practicum		
				60270 PNP I		
				62792 PNP I		
				Practicum		
				Tracticum		
				60370 PNP II		
				60370 PNP II		
				Practicum		
				60372 Care of		
				the Chronically		
				Ill Child		
				63992 Care of		
				the Chronically		
				Ill Child		
				Practicum		
				60470 PNP III		
				64792 PNP III		
				Practicum		

Louann	Lecturer	FT	MSN, ACNP post	N60130 Adult	Have had online PM	5
Bailey			master Certificate	Gerontology	certificate AGACNP	
				Acute Care	program for last 3 years.	
				Nurse		
				Practitioner Role	Took Educational	
					Courses through DNP	
				N60230 Adult	program for distance	
				Gerontology	learning in higher	
				Acute Care	education	
				Nurse		
				Practitioner I		
				N60330 Adult		
				Gerontology		
				Acute Care		
				Nurse		
				Practitioner II		
				i factuoner fi		
				N61392 Adult		
				Gerontology		
				Acute Care		
				Practitioner Role		
				Practicum		
				N62392 Adult		
				Gerontology		
				Acute Care		
				Nurse		
				Practitioner I		
				Practicum		
				N63392 Adult		
				Gerontology		
				Acute Care		
				Nurse		
				Practitioner II		
				Practicum		

Patricia Baller	Associate Lecturer	FT	MSN - Nurse- Midwife,	N60007 Advanced	Taught Advanced Assessment, N60007	8
			University of Kentucky, 1982	Assessment	,	
				N60011		
				Advanced		
				Assessment Lab		
				N60210 Primary		
				Care I		
				N61292 Primary		
				Care Practicum		
				N60125 APRN		
				Role		
				N61892 APRN		
				Role Practicum		
				N60220 Primary		
				Care II		
				N62292 Primary		
				Care II		
				Practicum		
				N60320		
				Comprehensive		
				Primary Care III		
				N63692		
				Comprehensive		
				Primary Care III		
Marcy	Instructor	FT	BA, Psychology,	Practicum N60601 Nsg	Certified Nurse Educator	5
Caplin	Instructor	1,1	SUNY	Curriculum and	Certified Nuise Educator	5
Capini			Binghamton	Instruction	Teaching online in	
			0		RN/BSN program since	
			MSN, Clin Spec	N60602 Roles	2001	
			Yale University	and Evaluation		
				for Nursing	Mentor to faculty new to	
			PhD student	Curriculums in Higher	teaching online	
			College of Education	Higher Education	Served on University on	
			Kent State	1.Aucation	University Council on	
			University	N60604 Nursing	Technology	
				Health Care		
				Clinical Issues in		
				a Specialty Area		
				N60592 Nursing		
				Education		
				Practicum		

Barbara Drew	Associate Professor	FT	PhD Nursing Case Western Reserve University	NURS 60012 Advanced Mental Health Assessment & Psychopathology Across the Lifespan NURS 60353 PMH APN III: Organization & Community Assessment & Consultation	14 years' experience with synchronous and asynchronous on-line teaching; completed Quality Matters course about 3-4 years ago through U of A.	2
Lisa Echeverry	Lecturer	FT	DNP, Rush University, December, 2013	N60506 Clinical Diagnostics for the Advanced Practice Nurse N60007/60011 Advanced Assessment/Lab N60120/61292 Primary Care I/Practicum N60220/62292 Primary Care II/Practicum N60320/63692 Comprehensive Primary Care III/Practicum N60092 Summer Practicum	Six years of teaching and development of the online course Clinical Diagnostics	12
Joseph D. Fisher	Assistant Lecturer	FT	MSN, Family Nurse Practitioner, Kent State University, 1999	NURS60451 NURS60441 NURS60325/63 292	Four years' experience teaching in class and on line courses	5
Tracy Gidden	Associate Lecturer	FT	MSN, Parent Child Nursing, Kent State University, 1996	N60170 Pediatric Assessment for APN N61792 Pediatric Assessment for APN Practicum	3 years' experience in online teaching. Online task force, KSU Second author of article on online class size.	2

Marie	Assistant	FT	MSN, Frances	60007 Advanced	Advanced Assessment	13	
Hickey	Professor		Payne Bolton	Assessment	60007		
-			College of	Across the EPC	Agenda   19 May 2014   Attac		20
	Kent S	state Un		orLifespanDelivery o	f [DEGREE PROGRAM]	Page 19	
			Western Reserve	60013 Advanced			
			University, Nursing, 1997	Health and			
			runsing, 1997	Physical			
				Assessment			
				Across the			
				Lifespan Lab for			
				Family APN			
				60030 Health			
				Promotion			
				Across the			
				Lifespan for			
				Family Practice			
				60120 Primary			
				Care I: Adults			
				Across the			
				Lifespan			
				61292 Primary			
				Care I: Adults			
				Across the			
				Lifespan			
				Practicum			
				60160 Primary			
				Care Pediatrics			
				61692 Primary			
				Care Pediatrics			
				Practicum			
				60125 Advanced			
				Practice			
				Registered Nurse			
				Role			
				61892 Advanced			
				Practice			
				Registered Nurse			
				Role Practicum			
				60220 Primary			
				Care II:			
				Chronically Ill			
				Adults Across			
				the Lifespan			
				62292 Primary			
				Care II:			
				Chronically Ill			
				Adults Across the Lifespan			
				Practicum			
				(0225 D :			
				60325 Primary Care: Family			
				Health and			
				Chronic Illness			

Ann Jacobson	Professor	FT	PhD, Nursing, Texas Woman's University, 1995	NURS60110 Clinical Nurse Specialist 1	15 years' experience teaching online courses. Attended local and	1
				Specialist I	national continuing	
				NURS61192	education offerings on	
				Clinical Nurse	distance learning and	
				Specialist 1	educational technology	
				Seminar		
Denise	Lecturer	FT	University of	Clinical	Six years of teaching and	12
Pacholski			Akron MSN	Diagnostics	development of the online course Clinical	
			Nursing Adult Health	(N60506)	Diagnostics	
			CNP 2000	Advanced	Diagnostics	
				Assessment(N60		
				007 and Lab		
				N60011)		
				Primary Care I,		
				II, and III		
				(N60120,		
				N60220,		
				N60320) and the		
				corresponding practicums(N612		
				92, N62292,		
				N63692)		
				,		
				NP Role and		
				Practicum in		
				summer		
				(N60125 and		
Carradi	Assoc		PhD, Case	N61892)	10	5
Cyndi Roller	Professor		Western Reserve	61492 Women'	10 years' experience teaching online courses.	5
Roller	110105501		western Reserve	s Healthcare	teaching online courses.	
				Pract		
				64892 WHNP		
				IV Pract		
				(0050 D1		
		FT		60050 Pharm		
				WHNP		
				60140		
				Women'		
				s Healthcare		
				60440 WHNP		
				IV		

EPC Agenda | 19 May 2014 | Attachment 6 | Page 22Kent State University | Proposal for Online Delivery of [DEGREE PROGRAM] | Page 21

Tina	Associate	FT	MSN, Clinical	NURS60602	7 years' experience;	6
Saunders	Lecturer		Nurse Specialist	Roles and	Completed course work	
				Evaluation for	in KSU College of	
				Nursing	Nursing post master's	
				Education	Nurse Educator	
				Curricula	certificate program;	
					Completed Applying the	
				NURS60601	Quality Matters certificate	
				Curriculum and	course	
				Instruction in		
				Nursing		
				Education		
				NURS60592		
				Nursing		
				Education		
				Practicum		
				NURS60604		
				Nursing Health		
				Care Clinical		
				Issues in a		
				Specialty Area		
				NURS60310		
				Adult		
				Gerontology		
				Clinical Nurse		
				Specialist III		
				NURS63192		
				Adult		
				Gerontology		
				Clinical Nurse		
				Specialist III		
				NURS 63192		
				Practicum		

Carol A. Sedlak	Professor	FT	PhD, Curriculum and Instruction, Kent State University, 1994	NURS60601: Nursing Curriculum and Instruction in Higher Education NURS60602: Roles and Evaluation for Nursing Curriculums in Higher Education NURS60604: Nursing Health Care Clinical Issues in a Specialty Area NURS60592: Nursing Education Practicum NURS 60605 Nursing	15 years' experience teaching online courses Co-developed the MSN Nurse Educator program and the Post Master's Nursing Education	5
Denice Sheehan	Associate Professor	FT	PhD, Nursing, University of Akron, 2007	NURS60101 Theoretical Basis for Nursing Theory	Seven years experience teaching online courses; attended presentations about teaching on Blackboard at KSU	1

Yvonne Smith	Lecturer	FT	PhD(c) Kent State University (planned completion 2014; MSN, The University of Akron, 1994	NURS60451 Health Care Policy and Delivery Systems for Health Care Professionals NURS60110 Adult Gerontology Clinical Nurse Specialist I NURS 61192 Adult Gerontology Clinical Nurse Specialist I Practicum NURS60310 Adult Gerontology Clinical Nurses Specialist III NURS63192 Adult Gerontology Clinical Nurse Specialist III NURS63192 Adult Gerontology Clinical Nurse Specialist III Practicum	I have been teaching using both synchronous and asynchronous distance technology since 1999. I have both attended and conducted professional development sessions on effective teaching using DL technologies and methods.	5
Susan H. Taft	Associate Professor and Director, MSN-MBA Dual Degree Program, and MSN in Nursing & Healthcare Management Program	FT	Organizational Behavior, Weatherhead School of Management, Case Western Reserve University, 1988	N 60451, Healthcare Policy and Delivery Systems	10 years' experience teaching online courses. Extensive research and expertise in the art and science of online education, including research grants on online pedagogy	5

Connie S. Tezie, DNP, NP- C	Assistant Professor	FT	DNP, Case Western Reserve University, Nursing, 1998	60125 Advanced Practice Registered Nurse Role NURS 70795 Program Evaluation NURS 70600 Clinical Scholar I NURS 70610 Clinical Scholar II NURS 70692 DNP Practicum NURS 76199 DNP Scholarly Project I NURS 76299 DNP Scholarly Project II	Four years' experience teaching online courses; KSU Faculty Professional courses – online teaching, pedagogy, program evaluations	7
Beatrice Turkoski	Assistant Professor	FT	PhD Curriculum and Instruction University of Wisconsin 1990	N60441 – Pharmacology for Advanced Practice Nursing N60450 – Ethics and Culture for Healthcare Professionals N60205 – Intro to Epidemiology	15+ years' experience teaching online courses.	3
Wendy Umberger	Associate Professor	FT	PHD, Nursing, CWRU, 2002	N60051 Neurobiology and psychopharmaco logy of Major Psychiatric Disorders Across the Lifespan	12 years' experience teaching online courses; attended Webinars on distance education; Peer review of teaching distance education obtained.	1
Patricia Vermeersc h	Associate Professor	FT	PhD, Clinical Nursing Research, Case Western Reserve University, 1986	NURS 60045/80045 Pathophysiology for APN NURS 60403/70403 Methods of Inquiry	Over 15 years' experience teaching online courses; completed first Quality Matters training at another university, taken Faculty Development courses at Kent State since hire.	2

EPC Agenda | 19 May 2014 | Attachment 6 | Page 26 Kent State University | Proposal for Online Delivery of [DEGREE PROGRAM] | Page 25

Sheila	Associate	FT	MA, Psychiatric	NURS60151	Four years' experience in	7
Webster	Lecturer		Mental Health Nursing, New	Psychiatric Mental Health	online teaching Peer Reviewer	
			York University, 1972	APN I,	Certification, PMHCNS- BC	
			1772	NURS61592		
				Psychiatric Mental Health		
				APN Practicum		
				I,		
				NURS62592		
				Psychiatric Mental Health		
				APN Practicum		
				II,		
				NURS60251		
				Psychiatric Mental Health		
				APN II,		
				NURS63592		
				Psychiatric Mental Health		
				APN Practicum		
				III,		
				NURS60452		
				Psychiatric Mental Health		
				Family Nurse		
				Practitioner Role		
				NURS64592		
				Psychiatric Mental Health		
				Family Nurse		
				Practitioner		
0.1 2001	T			Role Practicum		
Cindy Wilk	Lecturer	FT	Master of Science in Nursing, Kent	N60110 CNSI N61192 CNSI	6 years of experience teaching online courses as	4
			State University	Practicum	well as classroom	
			2000	N60210 CNS2	instruction.	
				N62192 CNS2		
				Practicum		

#### APPENDICES

#### **Appendix Description**

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

Respectfully,

signed after EPC

Todd A. Diacon Senior Vice President for Academic Affairs and Provost Kent State University



Jim Petro, Chancellor

**Board of Regents** 

University System of Ohio

### Change Request: Online or Blended/Hybrid Delivery

This form is to request authorization to deliver 50 percent or more of a degree/degree program that has previously been approved by the chancellor using an online or blended/hybrid¹ delivery model. The 50 percent marker excludes internships, clinical practicum, field experiences and student teaching.

Date of submission:	April 28, 2014	
Date of submission:	April 28, 2014	

Name of institution: Kent State University

#### Degree/degree program to be offered using online or blended/hybrid delivery:

Advanced Practice Nursing (post-master's) major and Advanced Nursing Practice (post-bachelor's) major within the Doctorate of Nursing Practice (DNP) degree

#### Primary institutional contact for the request

Name:	Mary Ann Stephens
Title:	Dean, Graduate Studies
Phone number:	330-672-2658
E-mail:	mstephen@kent.edu
	1 🔘

Proposed start date: Fall 2014

Date that the request received final approval from the appropriate institutional committee:

The initial DNP Program was approved by the Educational Policies Council, a subcommittee of the Faculty Senate on April 19, 2010; by Faculty Senate on May 10, 2010, and the Board of Trustees on May 26, 2010.

Does the institution have Higher Learning Commission approval for online or blended/hybrid delivery: Yes

#### **Educator Preparation Programs:**

Leads to licensure	No
Leads to endorsement	No

¹ For this document, the following definitions will be used:

**Online**—most (80+%) of the content is delivered online; typically requires no face-to-face meetings.

**Blended/hybrid**—blends online and on-ground delivery; substantial content is delivered online; typically has a reduced number of face-to-face meetings.

**Web-facilitated**—use web-based technology (learning management system or web pages) to facilitate what is essentially a face-to-face course.

**On-ground** (aka traditional)—traditional, face-to-face, whereby content is primarily delivered orally or in writing. For this document, on-ground courses include those that are web-facilitated.

#### **1. INSTITUTIONAL SUPPORT**

Previously submitted and approved

#### 2. ADMINISTRATIVE AND STUDENT SUPPORT SERVICES

Previously submitted and approved

#### 3. CURRICULUM

#### 3.1 Will the online or blended/hybrid program be offered <u>instead of</u> or <u>in addition to</u> the onsite program?

The DNP program will be offered as an online (post MSN) or blended/hybrid (post BSN) program <u>in addition</u> to the on-site offering.

## 3.2 Indicate whether the online or blended/hybrid program is equivalent to the on-ground program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain.

Expected student outcomes for face-to-face and online course delivery will have the same number of required credits for graduation, which were established to meet programmatic and accreditation standards. The American Association of Colleges of Nursing (AACN), *The Essentials of Doctoral Education for Advanced Nursing Practice*-October 2006, served as the standard for the curriculum and to guide the evaluation of student outcomes. The DNP program emphasis is on the interplay among advances in scientific knowledge, technology, and information systems in support of quality patient care outcomes and their impact on human health. All DNP courses will incorporate these principles in the face-to-face and online course delivery.

According to the American Association of Colleges of Nursing (AACN), offering an advanced practice nursing program at the doctoral level serves as a "…response to changes in health care delivery and emerging health care needs. It supports advanced practice nurses in securing "… the knowledge required to provide leadership in the discipline of nursing," a discipline that is complex and rapidly changing.

Kent State University College of Nursing, through academic councils and committees and the faculty review processes developed and established the DNP program outcomes, which are listed on the CON website and are incorporated in the course syllabi. Student outcomes include the following expectations to prepare students for their professional roles as advanced practice nurses:

Graduates of the program will be able to:

- 1. Use appropriate theories and concepts to identify health-related phenomena of interest
- 2. Design and deliver interventions that can withstand scientific analysis
- 3. Evaluate health care delivery and nursing practices using sound evaluation principles

- 4. Use evaluation and other methods to account for quality of care and patient safety for focus populations
- 5. Critically appraise and/or use sources informing best evidence, i.e. epidemiology, statistics, health data, and/or methodologies
- 6. Deliver and evaluate care processes and outcomes based on best evidence
- 7. Analyze and define critical choices among health care technologies and information systems toward the betterment of care processes and outcomes
- 8. Understand the dynamics of health care policy and financing at the organizational and national levels
- 9. Provide or assist in the leadership of collaborative, interprofessional teams in health care delivery

All student learning outcomes and number of credits required for the online program are equivalent to the face-to-face program. Admission, course, and graduation requirements and student outcomes are unchanged for online delivery of the program. The assessment and evaluation of the outcomes will be based on student course work (e.g., assignments, discussion boards, projects), student presentations, and clinical proficiencies and evaluations. The evaluation process for the outcomes will be the same for online, hybrid, and face-to-face courses.

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

The synchronous mode of delivery of course content is intended to meet the needs of students who must have face to face instruction to meet their learning needs. During the synchronous online sessions, courses will be structured as a graduate level seminar course, with discussions identical to the asynchronous delivery. Asynchronous online course delivery will incorporate the same conceptual structure of the synchronous course.

The faculty of the KSU CON will develop and teach all of the online courses and the courses are delivered via **Blackboard** with a 99% uptime and a 24-hour-per-day help desk at support.kent.edu. Kent State University uses the Blackboard Learning System software to facilitate student-instructor interaction via the online communication tools within the course management system. This technology provides one central location for course instructional materials, assessments, assignments and communication using discussion boards, journaling, e-mail, message boards and announcements as appropriate. Courses will contain text-based content, photographic slide presentations, audio and video deliveries, webliography, and threaded discussion. The KSU CON also delivers streaming video for full multi-media lectures to online students. Online courses will be developed, designed, and taught with intensive interaction (using threaded discussions, multimedia online lectures, high speed, high quality video, etc.) by the faculty. The use of the professional **Blackboard** environment with enriched web-based instruction will ensure that the courses are interesting and well maintained. DNP program faculty will develop assignments and discussion questions that will enhance individual learning and group interactions during the online synchronous sessions, analogous to seminar format. Faculty delivering courses online as synchronous or asynchronous, have structured their courses based on program outcomes, American Association of Colleges of Nursing (AACN) The Essentials of Doctoral Education for Advanced Nursing Practice-October 2006. DNP program plans have

been developed by KSU CON concentration faculty to ensure professional and clinical competencies determined by their specific governing body.

For the practicum aspects of the program that cannot be online, faculty will work with students to secure clinical placements in locations convenient to them. All clinical sites have contractual agreements with the university.

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

From the initial contacts during the Graduate Program Orientation and throughout the DNP program, students will work directly with the Graduate Affairs office staff, faculty, Program Directors, instructional educational designer, technology staff, dedicated CON librarians and Help Desk staff to ensure success in their online courses. Students who have difficulties with the course, or when faculty note difficulties, resources associated with the specific concern are offered. Faculty and other staff follow up with the student to ensure that the difficulty or problem has been resolved.

Kent State University offers support and advising to online students through a variety of offices, departments and schools. Offices for advising and student services provide online information regarding all aspects of registration and advising. Online students will be afforded the same access to professional advisors as blended/hybrid students and will be able to contact advisors by telephone or through their official Kent State e-mail accounts for advising advice (as well as having the same opportunities to see an advisor in person, if they so desire). Additionally, the Blackboard Learning System includes imbedded tutorials to assist students with technology capabilities required to successfully complete their online coursework such as screen shots and course navigation.

The Kent State University Libraries provide online access to thousands of online journals, books and databases, and access to OhioLink and KentLink. Students may order books and other class resources online through the campus bookstores and have the materials delivered to any location. Kent State's Online Technology Help Center (support.kent.edu) provides students with 24/7 technology support, software downloads, and hundreds of tutorials and online resources. The University Library (www.kent.edu/library) offers instructions and tutorial resources to assist students with off-campus access through Virtual Private Network (VPN) service or OhioLINK, Authentication Service.

Faculty delivering the curriculum will be available online and by telephone to provide the same support and counsel, and students are encouraged to contact course instructors with curriculum-related questions. Instructor contact information and online office hours and by telephone are clearly posted on each course syllabus. Faculty work closely with Kent State's Office of SAS to provide appropriate accommodations and ADA-compliant materials in online courses to students with recognized and confirmed disabilities.

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

The same assessment and evaluation processes are used for on-ground and online evaluations. Student learning is assessed based on the outcomes set forth in the program assessment plans. Each academic program implemented an assessment plan that focuses on student learning outcomes. The Student Survey of Instruction is the university's formal measure of faculty teaching effectiveness. The results of the survey are used by the instructor to improve the class, and by the department, college, and university committees to evaluate the instructor, curriculum, equipment and facilities for the class. Student enrolled in fully online courses receive, complete and submit the Student Survey of Instruction online.

3.6 Using the chart below, please list the courses that make up the major/program and indicate whether they are delivered using an online, blended/hybrid or on-ground format (see definitions on first page). Identify all new courses (i.e., courses that are not a part of the approved, on-ground curriculum.) *Please provide a syllabus for each new course as an appendix item.* 

Course	Online	On-ground (including web facilitated)	Blended / hybrid	Course currently required in approved program	Comments (as needed)
NURS70727 ADVANCED HEALTHCARE STATISTICS				Yes	
NURS70640 ADVANCED LEADERSHIP IN HEALTHCARE				Yes	
NURS70602 SYNTHESIS AND APPLICATION OF EVIDENCE FOR ADVANCED NURSING PRACTICE				Yes	
NURS 70795 SPECIAL TOPICS: EPIDEMIOLOGY FOR ADVANCED PRACTICE NURSES				Yes	
IAKM 80401 HEALTH INFORMATICS MANAGEMENT				Yes	
BSCI 80145 – MEDICAL GENOMICS				Yes	
NURS 70605 PROGRAM EVALUATION FOR ADVANCED PRACTICE NURSES				Yes	
NURS 70600 CLINICAL SCHOLAR I				Yes	Clinical component
NURS 70610 CLINICAL SCHOLAR II				Yes	Clinical component
NURS 70692 CLINICAL SCHOLAR PRACTICUM				Yes	Clinical component
NURS 76199 DNP SCHOLARLY STUDY PROJECT I				Yes	
NURS 76299 DNP SCHOLARLY STUDY PROJECT II				Yes	

The following charts list the courses that make up the practice concentrations included in the DNP program:

Adult Gerontology Clinical Nurse Specialist (AGCN) 36 credits	Online	On-ground (including web facilitated)	Blended / hybrid	Course currently required in approved program	Comments (as needed)
NURS60007/80007: Advanced				Yes	
Assessment Across the Lifespan 2 cr					
NURS60008/80008: Advanced			_	Yes	on-site lab
Assessment Across the Lifespan Lab 1 cr		-			
NURS60101/80101: Theoretical				Yes	
Basis for Nursing Practice 3 cr				res	
NURS60045/80045:				Yes	
Pathophysiology for Advanced				105	
Practice Nurses 3 cr	_				
NURS60441/80441: Pharmacology				Yes	
for Advanced Practice Nursing 3cr				100	
NURS60403/80403: Methods of	_			Yes	
Inquiry 3 cr					
NURS60506/80506: Clinical				Yes	
Diagnostics for Advanced Nursing					
Practice 3 cr					
NURS60450/80450: Ethical and				Yes	
Cultural Issues for Health					
Professionals 2 cr					
NURS60451/80451: Health Policy			_	Yes	
and Delivery Systems for Health Care					
Professionals 2 cr					
NURS60110/80110: Adult Gerontology CNS I 3 cr				Yes	
NURS61192/81192: Adult				Yes	Clinical Course
Gerontology CNS I Practicum 2 cr		•		Tes	Clinical Course
NURS60210/80210: Adult				Yes	
Gerontology CNS II 3 cr					
NURS62192/82192: Adult		•		Yes	Clinical Course
Gerontology CNS II Practicum 2 cr					
NURS60310/80310: Adult				Yes	
Gerontology CNS III 3 cr					
NURS63192/83192: Adult		■		Yes	Clinical Course
Gerontology CNS III Practicum 1 cr					

Adult/Gero Acute Care Nurse		On-ground		Course	Comments
Practitioner (AGPN) 37-39 credits	Online	(including	Blended /	currently required in	(as needed)
		web facilitated)	hybrid	approved program	
NURS60007/80007: Advanced	-			Yes	
Assessment Across the Lifespan 2 cr					
NURS60011/80011: Advanced				Yes	on-site lab
Assessment Across the Lifespan for					
APRNs Lab 2 cr					
NURS60101/80101: Theoretical				Yes	
Basis for Nursing Practice 3 cr					
NURS60045/80045/80045:	_			Yes	
Pathophysiology for Advanced					
Practice Nurses 3 cr				V	
NURS60441/80441: Pharmacology				Yes	
for Advanced Practice Nursing 3cr NURS60403/80403: Methods of				Yes	
Inquiry 3 cr				ies	
NURS60506/80506: Clinical				Yes	
Diagnostics for Advanced Nursing				105	
Practice 3 cr	-				
NURS60450/80450: Ethical and				Yes	
Cultural Issues for Health				100	
Professionals 2 cr					
NURS60451/80451: Health Policy				Yes	
and Delivery Systems for Health Care					
Professionals 2 cr					
NURS 60120/80120 Primary Care I:				Yes	
Adults Across the Lifespan 3 cr		_			
NURS60130/80130: Adult				Yes	
Gerontology ACNP Role 1 cr					
NURS61392/81392: Adult		_	_	Yes	Clinical Course
Gerontology ACNP Role Practicum 1					
Cr				37	
NURS 61292/81292 Primary Care I		_	_	Yes	Clinical Course
Adults Across the Lifespan Practicum 1 cr		-	-		
NURS60130/80130 Adult				Yes	
Gerontology ACNP I 4 cr		•		105	
NURS62392/82392 Adult				Yes	Clinical Course
Gerontology ACNP I Practicum 1-2 cr				103	chincal course
NURS60330/80330 Adult		_		Yes	
Gerontology ACNP II 2 cr					
NURS63392/83392 Adult				Yes	Clinical Course
Gerontology ACNP II Practicum 1-2					
cr					

Advanced Practice Registered Nurse: Nurse Practitioner Family (APNF) 45 credits	Online	On-ground (including web facilitated)	Blended / hybrid	Course currently required in approved program	Comments (as needed)
NURS60007/80007: Advanced				Yes	
Assessment Across the Lifespan 2 cr					
NURS60013/80013: Advanced				Yes	on-site lab
Health and Physical Assessment			•		
Across the Lifespan Lab for FNP1 cr					
NURS60101/80101: Theoretical				Yes	
Basis for Nursing Practice 3 cr					
NURS60045/80045:				Yes	
Pathophysiology for Advanced					
Practice Nurses 3 cr					
NURS60441/80441: Pharmacology			-	Yes	
for Advanced Practice Nursing 3cr					
NURS60403/80403: Methods of				Yes	
Inquiry 3 cr					
NURS60506/80506: Clinical				Yes	
Diagnostics for Advanced Nursing					
Practice 3 cr					
NURS60450/80450: Ethical and				Yes	
Cultural Issues for Health					
Professionals 2 cr					
NURS60451/80451: Health Policy			_	Yes	
and Delivery Systems for Health Care			-		
Professionals 2 cr					
NURS 60030/80030 Health		_		Yes	
Promotion Across the Lifespan for		-			
Family Practice 1 cr				37	
NURS 60120/80120 Primary Care I:				Yes	
Adults Across the Lifespan 3 cr				V	
NURS 61292/81292 Primary Care I		-		Yes	Clinical course
Adults Across the Lifespan Practicum 1 cr		-	-		
NURS 60160/80160 Primary Care				Yes	
Pediatrics 3 cr				Tes	
NURS 61692/81692 Primary Care				Yes	Clinical course
Pediatrics Practicum 1 cr				105	Chinical course
NURS 60125/80125 Advanced				Yes	
Practice Registered Nurse Role 1 cr		•		103	
NURS 61892/81892 Advanced				Yes	Clinical course
Practice Registerd Nurse Role				105	Sinnear course
Practicum 1 cr		_			
NURS 60220/80220 Primary Care II:				Yes	
Chronically Ill Adults Across the		•			
Lifespan 3 cr					
NURS 62292/82292 Primary Care II:				Yes	Clinical course
Chronically Ill Adults Across the					
Lifespan 1cr					
NURS 60325/80325 Primary Care:				Yes	
Family Health & Chronic Illness		•			
Across the Lifespan 3 cr					

NURS 63292/83292 Primary Care : Family Health & Chronic Illness		Yes	Clinical course
Across the Lifespan Practicum 2 cr NURS 60006/80006 Intro to Family Assessment & Counseling in Nursing		Yes	
3 cr	-		

Advanced Practice Registered				Course	Comments
Nurse - Nurse Practitioner Adult-		On-ground	Blended	currently	(as needed)
Gerontology Primary Care (APNG)	Online	(including	/	required in	(us needed)
39 cr		web facilitated)	hybrid	approved program	
NURS60007/80007: Advanced				Yes	
Assessment Across the Lifespan 2 cr				103	
NURS60011/80011: Advanced				Yes	on-site lab
Assessment Across the Lifespan for				105	on-site lab
APRNs Lab 2 cr		-	-		
NURS60101/80101: Theoretical				Yes	
Basis for Nursing Practice 3 cr				105	
NURS60045/80045:				Yes	
Pathophysiology for Advanced				105	
Practice Nurses 3 cr					
NURS60441/80441: Pharmacology			_	Yes	
for Advanced Practice Nursing 3cr				100	
NURS60403/80403: Methods of	_			Yes	
Inquiry 3 cr					
NURS60506/80506: Clinical				Yes	
Diagnostics for Advanced Nursing	-				
Practice 3 cr					
NURS60450/80450: Ethical and				Yes	
Cultural Issues for Health					
Professionals 2 cr					
NURS60451/80451: Health Policy				Yes	
and Delivery Systems for Health Care			•		
Professionals 2 cr					
NURS60120/80120 Adult				Yes	
Gerontology Primary Care I 3 credits					
NURS61292/81292 Adult				Yes	Clinical Course
Gerontology Primary Care I			•		
Practicum 1 credit					
NURS60125/80125 Adult				Yes	
Gerontology Nurse Practitioner Role					
1 credit					
NURS61892/81892 Adult				Yes	Clinical Course
Gerontology Nurse Practitioner Role			-		
Practicum 105 hours of clinical 1					
credit					
NURS60220/80220 Adult				Yes	
Gerontology Primary Care II 3					
credits					
NURS62292/82292 Adult		_	_	Yes	Clinical Course
Gerontology Primary Care II					
Practicum 105 hours of clinical 1 cr					
<b>NURS70795:</b> Epidemiology for APNs					
1 cr					
NURS60320/80320 Comprehensive				Yes	
Primary Care III 3 credits				V	
NURS63692/83692 Comprehensive		-		Yes	Clinical Course
Primary Care III 210 hours of clinical 2 credit2		-			

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Psychiatric Mental Health Nursing - Family Nurse Practitioner (PMNF) 47 credits	Online	On-ground (including web facilitated)	Blended / hybrid	Course currently required in approved program	Comments (as needed)
NURS60007/80007: Advanced				Yes	
Assessment Across the Lifespan 2 cr					
NURS60101/80101: Theoretical				Yes	
Basis for Nursing Practice 3 cr					
NURS60013/80013: Advanced				Yes	on-site lab
Health and Physical Assessment					
Across the Lifespan Lab for FNP 1 cr					
NURS60441/80441: Pharmacology				Yes	
for Advanced Practice Nursing 3cr			-		
NURS60403/80403: Methods of				Yes	
Inquiry 3 cr	-				
NURS60450/80450: Ethical and				Yes	
Cultural Issues for Health					
Professionals 2 cr					
NURS60451/80451: Health Policy				Yes	
and Delivery Systems for Health Care					
Professionals 2 cr					
NURS60045/80045:				Yes	
Pathophysiology for Advanced					
Practice Nurses 3 cr					
NURS 60051/80051: Neurobiology				Yes	
and Psychopharmacology of Major	_				
Psychiatric Disorders Across the	-				
Lifespan 4 cr					
NURS 60012/80012: Advanced				Yes	
Mental Health Assessment and					
Psychopathology Across Lifespan 4cr					
NURS 60151/80151: PMH APN I:				Yes	
Individual Psychotherapy Across the					
Lifespan 3 cr					
NURS 61592/81592: PMH APN I			-	Yes	
Practicum 2 cr					
NURS60251/80251: PMH APN II				Yes	
(Family and Group Psychotherapy		•			
across the Lifespan) 3 cr					
NURS 62592/82592: PMH APN II				Yes	Clinical course
Practicum 1 cr					
NURS 60353/80353: PMH APN III:				Yes	
Organization and Community					
Assessment and Consultation 3 cr					
NURS 63592/83592: PMH APN III				Yes	Clinical course
Practicum 1 cr					
NURS 60355/80355: Primary				Yes	
Health Care Concepts for the PMH					
APN 3 cr					
NURS60452/80452: PMH Family				Yes	
Role 2 cr					
NURS64592/84592: PMH Family				Yes	Clinical course
Role Practicum 2 cr			_		

Primary Care Pediatric NP 35/39 credit hours	Online	On-ground (including web	Blended / hybrid	Course currently required in	Comments (as needed)
		facilitated)		approved program	
NURS60007/80007: Advanced				Yes	
Assessment Across the Lifespan 2 cr					
NURS60101/80101: Theoretical				Yes	
Basis for Nursing Practice 3 cr					
NURS60045/80045:				Yes	
Pathophysiology for Advanced					
Practice Nurses 3 cr					
NURS60441/80441: Pharmacology				Yes	
for Advanced Practice Nursing 3cr					
NURS60403/80403: Methods of				Yes	
Inquiry 3 cr					
NURS60450/80450: Ethical and				Yes	
Cultural Issues for Health					
Professionals 2 cr					
NURS60451/80451: Health Policy				Yes	
and Delivery Systems for Health Care					
Professionals 2 cr					
NURS60170/80170 Pediatric				Yes	
Assessment for Advanced Practice					
Nurses 3 credits					
NURS61792/81792 Pediatric			•	Yes	Clinical course
Assessment for Advanced Practice					
Nurses Practicum 1 credit					
NURS60270/80270: PNP I 3cr				Yes	
NURS62792/82792: PNP I			-	Yes	Clinical Course
Practicum 1 credit					
NURS 60370/80370 PNP II 1 credit				Yes	
NURS 63792/83792 PNP II			-	Yes	Clinical Course
Practicum					
1 credit					
NURS60372/80372 Care of the				Yes	
Chronically Ill Child for Advanced					
Practice Nurses 3 credits					
NURS 63992/83992 Care of the				Yes	Clinical course
Chronically Ill Child for Advanced					
Practice Nurses Practicum 1 credit			+		
NURS 60470/80470 PNP III 2				Yes	
credits		<b>├_</b>	+_		
NURS64792/84792 Pediatric Nurse				Yes	Clinical course
Practitioner III Practicum 2 cr		<b>├_</b>			
NURS 60006/80006 Introduction to				Yes	
Family Assessment and Counseling in					
Nursing 3 cr					

Women's Health Nurse Practitioner 40 credits		On-ground	Blended	Course currently	Comments (as needed)
Fractitioner 40 creuits	Online	(including web facilitated)	/ hybrid	required in approved	(as needed)
		lucintateaj		program	
NURS60007/80007: Advanced				Yes	
Assessment Across the Lifespan 2 cr				37	
NURS60008/80008: Advanced		_	_	Yes	on-site lab
Assessment Across the Lifespan Lab					
1 cr				37	
NURS60140/80140: Women's				Yes	
Health Care NP I 2 cr				37	
NURS61492/81492: Women's				Yes	Clinical course
Health Care NP Practicum I 1 cr				37	
NURS60101/80101: Theoretical				Yes	
Basis for Nursing Practice 3 cr					
NURS60045/80045:	_			Yes	
Pathophysiology for Advanced					
Practice Nurses 3 cr				37	
NURS60240/80240: Women's				Yes	
Health Care NP II 2 cr				37	
NURS62492/82492: Women's				Yes	Clinical Course
Health Care NP Practicum II 1 cr				37	
NURS60441/80441: Pharmacology				Yes	
for Advanced Practice Nursing 3 cr				37	
NURS60403/80403: Methods of				Yes	
Inquiry 3 cr				37	
NURS60506/80506: Clinical				Yes	
Diagnostics for Advanced Nursing	-				
Practice 3cr NURS60340/80340: Women's				Yes	
Health Care NP III 1cr				res	
NURS63492/83492: Women's				Yes	Clinical Course
Health Care NP Practicum III 1cr				ies	Cillical Course
NURS60440/80440: Women's				Yes	
Health Care NP IV 2 cr				ies	
NURS64892/84892: Women's				Yes	Clinical Course
Health Care NP Practicum IV 1 cr				165	Cillical Course
NURS60050/80050: Pharmacology				Yes	
for Women's Health Nurse				165	
Practitioner 3 cr			-		
NURS60450/80450: Ethical and				Yes	
Cultural Issues for Health				103	
Professionals 2 cr					
NURS60540/80540: Women's				Yes	
Health Care NP V 2 cr				103	
NURS65892/85892: Women's				Yes	Clinical Course
Health Care NP Practicum V 2 cr				103	chincal course
NURS60451/80451: Health Policy				Yes	
and Delivery Systems for Health Care				103	
Professionals 2 cr					
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#### 4. FACULTY AND ADMINISTRATION

# 4.1 Describe the duties of the individual who has major responsibility for the administration and coordination of the online or blended/hybrid program. Describe the qualifications of this individual for the oversight of a distance education program and provide this individual's CV as an appendix item.

Connie Tezie, DNP, NP-C, interim Doctor of Nursing Practice Program Director, will be responsible for the oversight of the program and provides leadership to the faculty who in the DNP program. Dr. Tezie will provide leadership to the DNP faculty, who initially met as CON DNP Task Force members to develop, implement and monitor the courses, course syllabi, and effective delivery strategies. Currently, in addition to teaching in the DNP program, Dr. Tezie will meet with faculty individually and with the DNP Faculty Group to discuss critical pedagogic principles and to evaluate student outcomes by course and as students matriculate through the program. Her annual report will detail the program effectiveness and list goals to enhance the online delivery by using discussion boards, virtual presentations, guest speakers, and simulations to help students develop skills for interprofessional collaboration.

For the past four years, Dr. Tezie has taught at the KSU CON, with experience in delivering courses face-to-face, hybrid, and online, as well as developing and converting courses to online delivery. Dr. Tezie has attended KSU Faculty Professional Development Center courses that focus on the pedagogy of online teaching techniques and sessions on program evaluation which guide the analysis of the effectiveness of online course delivery compared to face-to-face courses. Annual reports detail the program effectiveness and list goals to enhance online delivery.

4.2 Describe faculty members' responsibilities to the online or blended/hybrid program. In your response, indicate how faculty members' responsibilities to the online or blended/hybrid program affect their responsibilities to the on-ground program, including teaching load, advising, research/scholarship, and participation in faculty committees/governance. Are additional faculty members going to be hired to implement the online or blended/hybrid program? Will these faculty members participate in only the online or blended/hybrid program or will they participate in the on-ground program as well.

Teaching load is determined by the university's collective bargaining agreement. Tenure-track faculty are assigned 24 workload equivalents (1 workload equivalent = 1 credit hour) per academic year; non-tenure-track faculty are assigned 30 workload equivalents per academic year. Full-time faculty who teach in the DNP program will have those instructional responsibilities as part of their standard load. Teaching online courses will not be considered as an additional load but as part of faculty's regular workload. Faculty will teach both on-ground and online courses in their area of expertise.

Doctoral faculty are being recruited, specifically faculty eligible for hire as an associate professor to lead the DNP. Additional DNP faculty who are versatile in their teaching styles and modalities are also being recruited to meet multiple student learning needs.

4.3 Describe the mechanisms used to ensure that faculty members have the appropriate qualifications and support to teach successfully in an online environment. Include in your response the pedagogical and technical support provided for the design, production and management of online courses, as well as institutional support for all essential technology.

Training sessions are held regularly for faculty requesting technical assistance. Instructional technology and design assistance is provided by the Kent Campus. Support is available in various forms: network support staff, instructional/ educational technology coordinators and faculty resources. Lead instructors in each of the concentrations have more than 10 years teaching experience in the MSN program and teaching online courses. These lead instructors serve as subject matter experts to design the courses. Once designed, the course materials are shared with all instructors teaching the same course. Textbook, content and assignment changes are determined by consensus of all course instructors.

The College of Nursing has a full-time instructional technologist who is prepared to serve as a consultant for instructional design. Further, there are university resources available to assist with both the substantive and technical needs of the faculty. For example, the Office of Continuing and Distance Education and the Educational Technology Services units provide support for the design and delivery of online courses. Kent State's online Help Desk, available 24/7, assists faculty and students with technical support to trouble shoot challenges that arise.

4.4 Using the form below, provide the information requested for each member of the instructional staff. A faculty member must be identified for each course to be taught during the first two years of program delivery. 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 / part- time	Terminal degree title, discipline on diploma, institution, year	Course instructor will teach in proposed program	Experience teaching distance education courses/ professional development in DL	Number of courses instructor will teach/year (include traditional and DL)
ТВА	Associate Professor	FT	DNP, PhD	NURS 70605 Program Evaluation NURS 70600 Clinical Scholar I NURS70640 DNP Leadership Management NURS 70602 Synthesis and Application	Experience in distance learning, classroom. Curriculum development.	4
Tezie, Connie,	Assistant	FT	DNP, Case	NURS 70605	four years'	5

DNP, NP -C	Professor		Western Reserve University, Nursing, 1998	Program Evaluation NURS 70600	experience teaching online courses;	
				Clinical Scholar I NURS 70610 Clinical Scholar II		
				NURS 76199 DNP Scholarly Project I		
				NURS 70692 DNP Practicum		
Echeverry, Lisa, DNP, ANP	Assistant Professor	FT	DNP, Rush University, Nursing, 2013	NURS 76199 DNP Scholarly Project I NURS 70795 – Epidemiology for APRN	six years' experience teaching online courses	2
Knox, Louise DNP, FNP-BC	Assistant Professor	FT	DNP, Case Western Reserve University, Nursing, 1998	NURS 70600 Clinical Scholar I NURS 70610 Clinical Scholar II NURS 76199 DNP Scholarly Project I NURS 70692 DNP Practicum	two years' experience teaching online courses;	4
Ross, Ratchneewan, PhD, RN	Associate Professor	FT	PhD, Case Western Reserve University, Nursing, 1999	NURS 70727 Advanced HealthCare Statistics I	ten years' experience teaching online courses;	1
Karen Mascolo, DNP, MSN, RN, NE-BC	Assistant Professor	FT	DNP, The Ohio State University, Nursing, 2011	NURS70640 DNP Leadership Management NURS 70602 Synthesis and Application Evidence Advanced Practice Nurses	three years' experience teaching online courses;	2
Dombrowski, Mary Alice, FNP-BC, ND	Assistant Professor	РТ	DNP, Case Western Reserve University, Nursing, 2004	NURS 70692 DNP Scholarly Practicum	two years' experience teaching online courses;	1
Hudak, Christine, PhD, RN	Professor	FT	PhD, Cleveland State University, Education, 1998	IAKM 80401 Healthcare Informatics	twelve years' experience teaching online courses	1
Piontkivska,	Associate	FT	PhD, Pennsylvania	BSCI	two years'	1

Olena, PhD	Professor		State University, Genomics, 2003	50145/80145 Genomics	experience teaching online	
Chen, Yea-Jyh PhD, RN, MSN	Assistant Professor	FT	PhD, Case Western Reserve University, Nursing, 2005	NURS 80401 Methods of Inquiry NURS 70727 Advanced Healthcare Statistics	course seven years' experience teaching online course	2
Fleming, Diana, MSN, RN	Lecture	FT	MSN, University of Phoenix, Nursing, 2005	NURS 70795 – Adv. Epidemiology for APRN	eight years' experience teaching online	1

#### APPENDICES

#### Appendix items

List the appendix items that are included with the request, in the order they are referred to in the proposal. Appendix items should be clearly labeled and submitted electronically as PDF documents or as Microsoft Office documents (e.g., Word or Excel).

- Appendix 1.3 a Pre-Orientation Workshop and Orientation
- Appendix 1.3 b Technology Requirements
- Appendix 3.2 DNP Core Course Descriptions
- Appendix 3.6 DNP/Concentration Course Grid
- Appendix 4.4_CV_Tezie, DNP Program Director
- Appendix 4.4 a _CV_Echeverry, Faculty
- Appendix 4.4 b_CV_Knox, Faculty
- Appendix 4.4 c_CV_Ross, Faculty
- Appendix 4.4 d_CV_Mascolo, Faculty
- Appendix 4.4 e_CV_Dombrowski, Faculty
- Appendix 4.4 f_CV_Hudak, Faculty
- Appendix 4.4 g_CV_Piontkivska, Faculty
- Appendix 4.4 h_CV_Chen, Faculty
- Appendix 4.4 i_CV_Fleming, Faculty

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

Respectfully,

signed after EPC

Dr. Todd Diacon Provost

EPC Agenda | 19 May 2014 | Attachment 8 | Page 1

### **KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL**

Preparation Date	e 22-Jan-14	Curriculum Bulletin
Effective Date	Fall 2014	Approved by EPC

Department	EMTG	
College	RE - Regional College	
Degree	ATS - Associate of Technica	al Study
Program Name	Environment Management	Program Banner Code <del>EMGT</del> EMTG
Concentration(s)	Concentration(s) E	Banner Code(s)
Proposal	Offer program fully online	

#### Description of proposal:

To request authorization from the Ohio Board of Regents to offer the Environment Management (EMTG) Associate of Technical Study degree listed above as a fully on-line degree program.

Does proposed revision change program's total credit hours? 🖾 No Proposed total credit hours 61 Current total credit hours: 61

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

Delivering the program online will have no impact on other programs, policies or procedures.

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

Trumbull Campus Academic Affairs Committee, Trumbull Campus Faculty Council, Regional College BMRT Faculty, Regional College Curricular Committee

**REQUIRED ENDORSEMENTS** 

Department Chair / School Director

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Campus Dean (for Regional Campuses proposals)

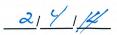
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College Dean (or designee)

Dean of Graduate Studies (for graduate proposals)

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

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Board of Regents University System of Ohio

John R. Kasich, Governor John Carey, Chancellor

### Change Request: Online or Blended/Hybrid Delivery

This form is to request authorization to deliver 50 percent or more of a degree/degree program that has previously been approved by the chancellor using an online or blended/hybrid¹ delivery model. The 50 percent marker excludes internships, clinical practicum, field experiences and student teaching.

Date of submission:	date following EPC
Name of institution:	Kent State University
Degree/degree program to be offered using online or blended/hybrid delivery:	Environment Management major within the Associate of Technical Study degree
<b>Primary institutional contact</b> for the request:	Name: Therese E. Tillett Title: Director, Curriculum Services, Office of the Provost Phone: 330-672-8558 E-mail: ttillet1@kent.edu
Proposed start date:	Fall 2014
Date that the request received final approval from the appropriate institutional committee:	Approved by Regional College Curriculum Committee on 4 February 2014. Was approved as an information item at the 19 May 2014 meeting of the Educational Policies Council, a subcommittee of the Faculty Senate
Does the institution have Higher Learning Commission approval for online or blended/ hybrid delivery:	Yes
An educator preparation program that leads to licensure or endorsement:	No

¹ For this document, the following definitions will be used:

Online—most (80+%) of the content is delivered online; typically requires no face-to-face meetings.

**Blended/hybrid**—blends online and on-ground delivery; substantial content is delivered online; typically has a reduced number of face-to-face meetings.

**Web-facilitated**—use web-based technology (learning management system or web pages) to facilitate what is essentially a face-to-face course.

**On-ground** (aka traditional)—traditional, face-to-face, whereby content is primarily delivered orally or in writing. For this document, on-ground courses include those that are web-facilitated.

Kent State University | Proposal for Online Delivery of ATS Degree in Environment Management | Page 1

#### **3. CURRICULUM**

## 3.1 Will the online or blended/hybrid program be offered <u>instead of</u> or <u>in addition to</u> the onsite program?

The fully online program offering will be <u>in addition</u> to the on-ground program. The Associate of Technical Study degree in Environmental Management was established fall 2009 and is offered only at the Kent State University Trumbull Campus. The degree program is designed for students who have completed registered green industry apprenticeship/journeyman training programs. Graduates of the program are prepared to work as administrative and supervisory personnel in a variety of arboriculture, urban forestry and landscape management settings.

## 3.2 Indicate whether the online or blended/hybrid program is equivalent to the on-ground program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain.

All student learning outcomes, number of credits required, course availability and faculty expectations of student performance are equivalent to the on-ground program already being offered. Admission, course, and graduation requirements and student outcomes are unchanged for the online delivery of the program.

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

The course design structure will be asynchronous, which will allow students to access course content and assignments at any time without the need for simultaneous instructor or peer involvement.

Kent State University utilizes the Blackboard Learning System software to facilitate studentinstructor interaction via the online communication tools within the course management system. This technology provides one central location for course instructional materials, assessments, assignments and communication using chat, email, message boards and announcements as appropriate.

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

Kent State University offers support and advising to online students through a variety of offices, departments and schools. Offices for advising and student services provide online information regarding all aspects of registration and advising. Online students will be afforded the same access to professional advisors as traditional students, and will be able to contact advisors by telephone or through their official Kent State e-mail accounts for advising advice (as well as having the same opportunities to see an advisor in person, if they so desire).

Kent State University | Proposal for Online Delivery of ATS Degree in Environment Management | Page 2

Additionally, the Blackboard Learning System includes imbedded tutorials to assist students with technology capabilities required to successfully complete their on-line coursework such as screen shots and course navigation.

The Kent State University Libraries provide online access to thousands of online journals, books and databases, and access to OhioLink and KentLink. Students may order books and other class resources online through the campus bookstores. For technology assistance, the Kent State Online Support Center is available 24 hours a day, seven days a week.

Faculty delivering the curriculum will also be available online and by telephone to provide the same support and counsel, and students are encouraged to contact course instructors with curriculum-related questions. Instructor contact information and online office hours and by telephone are clearly posted on each course syllabus.

All regional campuses work closely with Kent State's Office of Student Accessibility Services to provide appropriate accommodations to students and be in compliancy with the Americans with Disabilities Act.

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

The same assessment and evaluation processes are used for on-ground and online evaluations. Student learning is assessed based on the outcomes set forth in the program assessment plans. Each academic program implemented an assessment plan that focuses on student learning outcomes. The goals, objectives, measures and results for each program are posted in an online application (WEAVEonline) for AQIP assessment through the Higher Learning Commission.

# 3.5 Using the chart below, please list the courses that make up the major/program and indicate whether they are delivered using an online, blended/hybrid or on-ground format (see definitions on first page). Identify all new courses (i.e., courses that are not a part of the approved, on-ground curriculum.) *Please provide a syllabus for each new course as an appendix item.*

There are no new courses and no courses unique to this degree program (i.e., no course solely and dedicated to this program). Courses required in the program are existing, required in other program and widely available across Kent State's eight-campus system.

The ATS degree in Environment Management is 61 credit hours and includes 28 credit hours of business, management, computer technology, communication and general education courses. The remaining 27 credit hours are awarded for the students' certificate of registered apprenticeship.

See next page for a listing for course requirements per the 2014 curriculum.

#### EPC Agenda | 19 May 2014 | Attachment 8 | Page 5

Blended Course currently **On-ground** (including required in Online Course web approved hybrid facilitated) program ACTT 11000 Accounting I: Financial Yes BMRT 11009 Introduction to Management Technology Yes COMM 15000 Introduction Human Communication or Yes ITAP 26638 Business Communications COMT 11000 Introduction to Computer Systems Yes IERT 22003 Supervision and Labor Relations Yes MATH 11010 Algebra for Calculus Yes (fulfills Kent Core Mathematics and Critical Reasoning) SOC 12050 Introduction to Sociology Yes (fulfills Kent Core Social Sciences) US 10097 Destination Kent State: First Year Experience Yes Kent Core Composition Yes Kent Core Humanities and Fine Arts Yes Kent Core Basic Sciences Yes 

Kent State University | Proposal for Online Delivery of ATS Degree in Environment Management | Page 3

#### 4. FACULTY AND ADMINISTRATION

# 4.1 Describe the duties of the individual who has major responsibility for the administration and coordination of the online or blended/hybrid program. Describe the qualifications of this individual for the oversight of a distance education program and provide this individual's CV as an appendix item.

The ATS degree in Environment Management is administered by Kent State's Regional College. Associate Professor Joseph Muscatello is the lead faculty member for programs in the college's business management and related technologies area and, therefore, oversees programs, such as Environment Management, which fall within that area. Dr. Muscatello has extensive experience in higher education, including curriculum development and oversight, and has both taught and developed online courses for Kent State University. See Appendix A for Dr. Muscatello's curriculum vitae.

4.2 Describe faculty members' responsibilities to the online or blended/hybrid program. In your response, indicate how faculty members' responsibilities to the online or blended/hybrid program affect their responsibilities to the on-ground program, including teaching load, advising, research/scholarship, and participation in faculty committees/governance. Are additional faculty members going to be hired to implement the online or blended/hybrid program? Will these faculty members participate in only the online or blended/hybrid program or will they participate in the on-ground program as well.

Teaching load is determined by the university's collective bargaining agreement. Tenure-track faculty is expected to teach 24 credit hours per academic year; non-tenure-track faculty teaches 30 credit hours per academic year. Regional Campus tenure-track faculty are expected to participate in faculty committees/governance. No additional faculty will be hired to implement this degree program as all of the coursework is already being taught as part of other programs.

Kent State University | Proposal for Online Delivery of ATS Degree in Environment Management | Page 4

Full-time faculty who teach in this degree will have those instructional responsibilities as part of their standard load. Teaching online courses will not be considered as an additional load but as part of their professional duties. As this major makes use of courses taken from other areas, all of the course will be taught by faculty teaching part of their regular assigned loads for their area.

4.3 Describe the mechanisms used to ensure that faculty members have the appropriate qualifications and support to teach successfully in an online environment. Include in your response the pedagogical and technical support provided for the design, production and management of online courses, as well as institutional support for all essential technology.

Training sessions are held regularly for faculty requesting technical assistance. Support is available at each regional campus in various forms: network support staff, instructional/ educational technology coordinators and faculty resources. The institution offers support by providing and maintaining consistency through course management systems and other technologies (e.g., Blackboard, Camtasia Studio). The Trumbull Campus has a dedicated instructional designer position, in addition to help from the instructional design team at the Kent Campus. The instructional designer is a certified Quality Matters™ reviewer as well. Additional online resources for faculty and students are available from Kent State's Office of Continuing and Distance Education and from Blackboard. Faculty also meet regularly to discuss issues in online teaching and/or provide demonstrations of different technologies available, invite guest presentations on online teaching and generally provide an on-campus forum for online teaching issues. As noted, some of the support staff and faculty have become certified in Quality Matters™ or participated in Quality Matters™ activities as well.

In addition to local campus support, faculty can take advantage of resources available from Kent State's Faculty Professional Development Center (seminars, training sessions, support staff) to prepare and manage their courses. The Faculty Professional Development Center offers opportunities and resources for faculty to adapt to and enhance learning in an online environment.

4.4 Using the form below, provide the information requested for each member of the instructional staff. A faculty member must be identified for each course to be taught during the first two years of program delivery. 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.

As an ATS degree, the Environment Management major provides credit to students for their technical coursework based on outside approved credentials. The coursework required to complete the degree thus consists of courses from other degree programs (e.g., business, management, computer technology) and general education (Kent Core). As such, all courses in the program existed before this degree program was established and are used as requirements or electives in other degree programs at Kent State University. Most of these courses have been offered in online formats as part of other programs for several years and are taught by a diverse array of faculty.

Kent State University | Proposal for Online Delivery of ATS Degree in Environment Management | Page 5

The table below lists some of the faculty who will teach the courses required for the program (though others are eligible to teach courses online in the program as well). To list all faculty currently teaching these courses online within the Kent State regional system would make the table extremely large, as many different faculty routinely teach these courses at the university. Faculty CVs are provided in Appendix B.

Name of instructor	Rank or title	Full- / part- time	Terminal degree	Courses instructor teach in proposed program	Experience teaching distance education courses/DL professional development	Courses Taught*
Mary Halbrooks	Associate Professor	FT	PhD, Biology, University of Wisconsin, 1983	BSCI 10001	2+ years' experience with developing and teaching online courses	8
Laurie Hines	Assistant Professor	FT	PhD, History of Education and American Studies, Indiana University, 2000	Kent Core Humanities (HIST 12070 or HIST 12071)	3+ years' experience with developing and teaching online courses	8
Maria Niza Licuanan	Associate Professor	FT	PhD, Sociology, University of Illinois at Urbana-Champaign, 1995	SOC 12050	3+ years' experience with developing and teaching online courses	8
John Marino	Associate Professor	FT	MBA, Business Administration, Suffolk University, 1976	IERT 22003, BMRT 11009	5+ years' experience teaching online courses	8
Jeff Nelson	Associate Professor	FT	PhD, Speech Communication, University of Michigan, 1974	COMM 15000	3+ years' experience with developing and teaching online courses	8
Jyotsna Neuman	Assistant Professor	FT	MAFIS, Accounting and Financial Systems, Cleveland State University, 1981	ACTT 11000	5+ years' experience with online courses, instrumental in developing online ACTT courses	8
Vicumpriya Perera	Associate Professor	FT	PhD, Mathematics, Purdue University, 1993	MATH 11010	5+ years' experience with developing and teaching online courses	8
Carol Robinson	Associate Professor	FT	PhD, English, University of Georgia, 1994	Kent Core Composition (ENG 110011 or ENG 21011)	10+ years' experience with developing and teaching online courses; teaches online learning workshops for faculty	8
William Ward	Associate Professor	FT	MA, Technology, Kent State University, 1997; MBA, Systems Management, Baldwin Wallace, 1988	COMT 11000 US 10097	10+ years' experience developing and offering online courses	10

* Number of courses instructor will teach each year (online and on-ground).

#### EPC Agenda | 19 May 2014 | Attachment 8 | Page 8

Kent State University | Proposal for Online Delivery of ATS Degree in Environment Management | Page 6

### APPENDICES

- A CV for Lead Faculty Member Joseph Muscatello
- B CV for faculty teaching in the Environment Management ATS degree program

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

Respectfully,

Todd A. Diacon Senior Vice President for Academic Affairs and Provost Kent State University